



**Nottingham University Business School
China**

Doctoral Dissertation

**Responsible Leadership in Intangible Cultural Heritage
Enterprises: Formation, Measurement, and Its Effect on
Employee Intention to Change Occupation**

Name: Wenjie Ye

Student ID: 20319763

Supervisors: Pingping Fu

Jim Mao

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Abstract

Intangible cultural heritage (ICH), as an important part of a culture, refers to all types of practices, performances, forms of expression, knowledge systems, and skills, as well as related tools, objects, artifacts, and cultural sites that are regarded as cultural heritage by various groups. ICH plays a significant role in enhancing cultural confidence, promoting social progress and international exchanges. However, most ICH enterprises are facing the problems of few leaders who can balance economic and social value creation well, low effectiveness of leaders' leadership, and high occupational change rate of ICH employees, which further hinder the sustainable development of ICH. Therefore, promoting the sustainable development of ICH increasingly attracted scholars' attention.

Responsible leadership is a style of leadership, which aims at achieving sustainable development of both organization and society through responsible role model and stakeholder consideration. Compared to other leadership, it attaches importance to social value creation in addition to economic value creation. Besides, it suggests building trust relationships with stakeholders to realize shared vision, which reflects its effectiveness to a wider scope of stakeholders. Also, it emphasizes leaders' responsibilities to stakeholders, which includes being responsible for employees' occupational development. Therefore, it can be inferred that responsible leadership may help ICH enterprises to solve the problem of sustainable development.

However, existing studies on responsible leadership have some shortcomings which hinder a better understanding of responsible leadership in ICH enterprises. For example, studies on the antecedents of responsible leadership mainly focus on leaders' personalities. Whether external factors would trigger responsible leadership and how

responsible leadership formed remains a black box, thus ICH enterprises lack theoretical reference when cultivating responsible leadership. Also, existing definitions of responsible leadership have not reached a consensus and cannot holistically reflect their core connotations. Meanwhile, existing measurement scales of responsible leadership cannot well assess its key attributes including responsible role model, stakeholder consideration, and sustainable value creation, which are evident in responsible leaders from ICH enterprises. Thus, there is a lack of effective scale to measure responsible leadership of ICH enterprises. Finally, empirical studies have examined the effects of responsible leadership on employees' work-related outcomes, while few of them pay attention to occupation-related outcomes. Intention to change occupation refers to an intention of transferring from the original occupation to a new occupation. So far, knowledge in terms of the relationship between responsible leadership and occupational change intention, its mechanisms, and the boundary conditions, are limited.

To fill the above gaps, three studies were carried out. Study 1 is an exploratory study based on interview data of 71 leaders in ICH enterprises. It discovered that under the triggering effects of market and institutional stress events, stakeholder recognition events, elders' affective expression events, and leaders' critical learning events, leaders will experience a sensemaking process of responsibility, in which leaders' responsibility awareness, responsibility attitude, and responsibility crafting are improved sequentially. Finally, sense making of responsibility would promote responsible leadership. Study 2 developed the measurement scale of responsible leadership in ICH enterprises. The result showed that ICH responsible role model, stakeholder consideration, and sustainable value creation are more scientific and effective to measure the responsible leadership in ICH enterprises. Study 3 tested the effect of responsible leadership on employee intention to change occupation based on the social identity theory. data were

collected from 272 employees of ICH enterprises in two stages. The results showed: Responsible leadership is significantly related to employee intention to change occupation; Occupational identity played the role of mediator; Family support moderates the relationship between occupational identity and intention to change occupation.

This thesis has theoretical and practical contributions. First, this thesis explores the external triggering factors of responsible leadership and its forming process, which respectively enriches and expands the existing theoretical framework of responsible leadership. Second, this thesis identifies its dimensions in ICH enterprises and develops a measurement scale for it, which deepens the conceptualization of responsible leadership. Thirdly, this thesis verifies the significant relationship between responsible leadership and employee intention to change occupation and examines the mediating effect of occupational identity and the moderating effect of family support, which enriches the outcome research on responsible leadership. Fourth, much attention has been paid to ICH tourism development, while few studies noticed the micro-level phenomenon in ICH enterprises such as leadership and employee's occupational development. Thus, this thesis would add contributions to existing ICH research. Lastly, this thesis has practical reference value to ICH managers, ICH industrial associations, and relevant government departments.

Keywords: responsible leadership; sensemaking; scale development; intention to change occupation; occupational identity

Table of Contents

Abstract	1
Table of Contents	4
1. Introduction	7
1.1. Research Background.....	7
1.2. Research Questions and Purposes	10
1.3. Research Significance	11
1.3.1. Theoretical Significance.....	11
1.3.2. Practical Significance.....	14
1.4. Research Method.....	15
1.5. Thesis Structure	16
2. Literature Review	18
2.1. Responsible Leadership.....	18
2.1.1. Conceptions and Measurement.....	18
2.1.2. Antecedents	21
2.1.3. Outcomes.....	23
2.1.4. Mechanisms.....	25
2.1.5. Summary	27
2.2. ICH Research	28
2.3. Change Occupation	29
2.4. Occupational Identity	31
2.5. Family Support.....	32
2.6. Identity Theory	34
2.6.1 Definition of Identity.....	34
2.6.2 Major Theoretical Branches	34
2.6.3 Occupational Identity in ICH Enterprises	35
3. Study 1: A Process Model of Responsible Leadership	37
3.1. Introduction	37
3.2. Responsible Leadership and ICH	38
3.3. Research Samples.....	39
3.4. Interview Procedure.....	41
3.5. Data Analysis.....	42
3.6. Findings	45
3.6.1. Manifestations of Responsible Leadership in the Context of ICH	45
3.6.2. Triggering Factors of Responsible Leadership	58
3.6.3. Forming Mechanism of Responsible Leadership: Sensemaking of Responsibility	78
3.6.4. The Forming Process of Responsible Leadership.....	98
3.7. Discussion	121
3.7.1. Responsible Role Model and Sustainable Value Creation Are Important Manifestations	121

3.7.2. Triggering Effects of External Events	122
3.7.3. Responsibility Sensemaking Is the Forming Mechanism of Responsible Leadership	124
3.7.4. Responsibility Crafting and Prospectivity of Responsibility Sensemaking.....	125
3.8. Summary	127
4. Study 2: Scale Development of Responsible Leadership in ICH Enterprises.....	130
4.1. Introduction	130
4.2. Conceptualizations of Responsible Leadership	131
4.3. Structure and Items of Responsible Leadership in ICH Enterprises.....	134
4.3.1. Initial Items Generation.....	134
4.3.2. Content Validity Evaluation	136
4.4. Exploration and Verification of the Scale Structure of Responsible Leadership in ICH Enterprises	137
4.4.1. Research Sample	137
4.4.2. Item Analysis.....	139
4.4.3. Exploratory Factor Analysis	141
4.4.4. Confirmatory Factor Analysis	143
4.4.5. Reliability Test	144
4.4.6. Validity Test.....	145
4.5. Discussion	148
4.5.1. Responsible leadership is realized with unique means and goals.....	148
4.5.2. Professional models are a key attribute	149
4.5.3. Sustainable social value creation is manifested in specifical ways	150
4.6. Summary	151
5. Study 3: Effect of Responsible Leadership on Employee Intention to Change Occupation	155
5.1. Introduction	155
5.2. Theoretical Background and Hypothesis Development	159
5.2.1. Responsible Leadership and Employee Intention to Change Occupation	159
5.2.2. Responsible Leadership and Employee Occupational Identity	161
5.2.3. Occupational Identity and Intention to Change Occupation.....	163
5.2.4. Mediating Effect of Occupational Identity	165
5.2.5. Moderating Effect of Family Support	166
5.3. Method	167
5.3.1. Samples and Procedures.....	167
5.3.2. Measurements.....	169
5.3.3. Analysis Process	170
5.4. Results	171
5.4.1. Common Method Biases Test.....	171
5.4.2. Reliability Test	171
5.4.3. Validity Test.....	171
5.4.4. Descriptive Statistical Analysis and Correlation Analysis.....	173
5.4.5. Hypothesis Tests.....	174
5.5. Discussion	178
6. General Discussion	183

6.1. Theoretical Contributions	184
6.2. Practical Implications	188
6.3. Limitations and Future Research Directions	190
7. Conclusion	192
References.....	193
Appendices	211
Appendix 1: Participant Information Sheet	211
Appendix 2: Participant Consent Form	212
Appendix 3: Interview Outline	213
Appendix 4: Expert Evaluation of the Responsible Leadership Scale of ICH Enterprises.....	214
Appendix 5: Scale Structure Exploration Phase Questionnaire.....	217
Appendix 6: Scale Structure Verification Stage Questionnaire	219
Appendix 7: Empirical Study Questionnaire	223
Acknowledgements	227

1. Introduction

1.1. Research Background

In recent years, the utilization and development of intangible cultural heritage (ICH) has increasingly attracted scholars' attention. ICH refers to various traditional cultural expressions passed down from generation to generation by people of all ethnic groups (UNESCO, 2003). It is the crystallization of human civilization with immeasurable historical, cultural and social values (Arizpe, 2004). However, with the change of social environment, most ICH are facing the problem of sustainable development including unbalance between organizational and social interests and high occupational change of employees (Boswell, 2011). As a result, some ICH projects have disappeared, and many ICH projects are on the edge of disappearing. Therefore, how to effectively promote the sustainable development of ICH has been an urgent problem to ICH enterprises and the whole society.

Responsible leadership helps to promote the sustainable development of ICH. Responsible leadership refers to a leadership style which aims at promoting the sustainable development of organizations and society via sustaining trust relationship with stakeholders (Agarwal & Bahl, 2020; Voegtlin et al., 2020). Compared to other leadership styles (e.g., transformational leadership and servant leadership), which emphasize the duality between leaders and subordinates, responsible leadership advocates maximizing the wealth of both the organization and the whole society. Thus, responsible leaders could recognize the importance of community engagement and participation, which not only ensures that ICH is preserved and transmitted in a way that is meaningful and relevant to communities but also promotes a sense of ownership and pride in their cultural heritage (Zhang, 2023). Besides, by prioritizing responsible

leadership, we can safeguard the authenticity and integrity of ICH, preventing it from being exploited, distorted, or lost. Moreover, ICH is not static; it evolves over time and adapts to changing social, economic, and environmental conditions. Responsible leaders understand the need to balance preservation with innovation, ensuring that ICH remains relevant and viable in the modern world. They also recognize the importance of addressing the challenges that threaten the survival of ICH, such as climate change, urbanization, and globalization, and take proactive measures to mitigate these threats.

While ethical leadership is undoubtedly important, it typically emphasizes moral principles and decision-making processes that guide individual and organizational behavior. However, in the context of ICH, responsible leadership goes beyond ethical considerations to encompass a broader range of responsibilities, such as cultural sensitivity and respect, community engagement, sustainability, and intergenerational transmission. So ethical leadership is an important component, but responsible leadership provides a more comprehensive framework for addressing the complex challenges and opportunities associated with the development of ICH.

Current research on responsible leadership mainly focuses on its antecedents, concepts, and consequences. In terms of antecedents, scholars have examined the effects of leader personality (Maak & Pless, 2006; Miska et al., 2014), and discussed the influence of enterprises, industries, and the society- related factors (Meliou et al., 2021). Besides, scholars have defined responsible leadership from different angles, such as behavior perspective (Agarwal & Bahl, 2020; Voegtlin, 2011) and relational process perspective (Javed et al., 2020; Waldman & Siegel, 2008) and accordingly developed different measurement scales to evaluate responsible leadership in general organizations. Among them, discursive responsible leadership scale developed by Voegtlin et al. (2011) have been widely used. Moreover, most studies in this field focus on the outcomes of

responsible leadership. It has been found that responsible leadership has positive effects on employees (Lord & Brown, 2001; Maak & Stoetter, 2012), enterprises (Doh et al., 2011; Haque et al., 2021; Voegtlin et al., 2012), and the whole society (Mukhuty et al., 2022; Zhang et al., 2021).

Although the existing research has made some useful exploration and examination of responsible leadership, it still has some shortcomings resulting in a limited referential value for ICH enterprises. First, triggering factors except for leader personalities, such as external factors, were mainly discussed at theoretical level lacking empirical evidence and how responsible leadership formed is still a black box. Bridging this shortage is helpful to understand what the key factors are in the formation of responsible leadership and provide valuable reference for ICH enterprisers to cultivate responsible leaders. Second, existing definitions of responsible leadership have not reached an agreement and cannot comprehensively contain the connotations in terms of means and goals. Out of the widely stakeholders and social responsibility (Liu, 2023), ICH leaders are required to promote the sustainable development of ICH projects with special means and goals. As a result, existing scales fail to reflect key attributes of responsible leadership in the context of ICH as well. Therefore, it is necessary to develop a scale especially for responsible leadership in ICH enterprises, otherwise it would be a problem for ICH enterprises to describe and evaluate responsible leadership. Lastly, existing empirical studies on the effects of responsible leadership are centered on employees' work-related outcomes (Dong & Zhong, 2022), ignoring its influence on employees' long-term occupational development, such as intention to change occupation. Intention to change occupation, or occupational change intention, is defined as an individual's cognitive-emotional state characterized by active deliberation or preparatory actions toward altering their current vocational trajectory (Medici et al., 2020). This multidimensional

construct encompasses not only the contemplation of shifting across industries, roles, or professional identities but also the evaluation of alternatives and engagement in goal-directed behaviors (e.g., skill acquisition, networking) to facilitate such transitions. In the context of ICH industries, occupational change intention specifically denotes employees' psychological propensity to disengage from culturally embedded professions—such as traditional craftsmanship, folk art preservation, or heritage management—and transition into non-ICH-related fields. This research gap would hinder leaders' knowledge about occupational management of ICH employees and the cultivation of ICH inheritors.

To sum up, prior research on the antecedents, conceptualization and measurement, and the outcomes of responsible leadership are not deep enough and still having some space for advancement.

1.2. Research Questions and Purposes

This thesis intends to answer three questions: (1) What are the external triggering factors of responsible leadership and how is responsible leadership formed? (2) What are the dimensions of responsible leadership in ICH enterprises and how to measure it? (3) Whether responsible leadership has significant effects on employees' intention to change occupation, and what is the mechanism and boundary condition?

The purposes of this thesis include three aspects. The first purpose is to discover external factors driving the formation of responsible leadership and explore the forming process of responsible leadership. The second purpose is to explore and verify the structure of responsible leadership in ICH enterprises and develop a scale with good reliability and validity for it. The third purpose is to examine the relationship between

responsible leadership and employee intention to change occupation and further verify its mechanism and boundary condition.

1.3. Research Significance

1.3.1. Theoretical Significance

(1) Enriching the research on the forming mechanism of responsible leadership

In terms of antecedents of responsible leadership, previous studies mostly focused on leaders' personal characteristics, such as personality, values, and emotional states (Voegtlin et al., 2020). Although some scholars have pointed out that the proximal context and distal environment could promote responsible leadership as well (Stahl & De Luque, 2014), but they only discussed it at theoretical level. For most ICH leaders, the formation of their responsibility towards ICH projects, in addition to their own personality, is largely dependent on their surroundings such as masters' influence, external cultural promotion and regulations (Lazea, 2013). In other words, ICH context is beneficial to explore the contextual factors that trigger responsible leadership. Besides, although scholars have noticed the influencing factors of responsible leadership (Crilly et al., 2008; Pless et al., 2012), it is still unclear how these factors promote responsible leadership, and the formation of responsible leadership is still a black box. Facing the impact of modernization, the protection of ICH needs leaders with both cultural commitment and innovative thinking (Yan & Li, 2023). These long-term, dynamic tasks provide a complete cycle for observing the evolution of behavior manifestation in responsible leadership. Therefore, this thesis is beneficial to expand the existing theoretical framework of responsible leadership by exploring its formation from a process perspective.

(2) Deepening the conceptual understanding of responsible leadership

Scholars have defined responsible leadership from different aspects (Waldman et al., 2020) and have not reached a consensus on its definition. However existing definitions and measurement scales cannot comprehensively reflect all connotations and manifestations of responsible leadership in ICH enterprises, which is not conducive to research responsible leadership in ICH context. Firstly, most existing scales only consider ethical models as the means of responsible leadership, but responsible leadership in ICH enterprises needs special means to ensure the sustainable development of their ICH project. For instance, apart from ethical models, many ICH leaders should establish a professional model to transmit their skills to the next generation (apprentice) in the form of mentoring and show their understanding and respecting of ICH cultural values to stakeholders (Song et al., 2024). In addition, existing scales mainly reflect the behavioral goals of responsible leadership in promoting the sustainable growth of enterprises, rarely assessing the goals in creating sustainable social value. But for ICH leaders, they have a clear and specific mission in social responsibility, that is promoting the sustainable development of their ICH projects. Especially nowadays, ICH enterprises are facing common challenges, such as globalization, commercialization, and the loss of traditional knowledge and skills. Responsible leadership should respond to these specific challenges and take them as the goal of leadership behavior. In another word, ICH context could highlight the means and social goals of responsible leadership which has not been comprehensively captured by existing definitions and scales. Therefore, this thesis develops a scale of responsible leadership in ICH enterprises, which deepens the understanding of the concept, connotation and structure of responsible leadership, and consequently lays a measurement foundation for future empirical research in ICH enterprises.

(3) Supplementing the research on the outcome of responsible leadership

At present, the research on the effect of responsible leadership is still in the early stage and lacks a comprehensive picture. Even though some studies have revealed the effects of responsible leadership on employee work attitude and behavior (Haque et al., 2019; Lin et al., 2020), whether it has long-term impact on employees' occupational development is still unclear. While other outcomes, such as job satisfaction or performance, are important, they mainly focus on more immediate effects. Intention to change occupation, on the other hand, reflects employees' thinking about their future careers and whether they see a long-term future in their current occupation. ICH inheritance (such as family inheritance system and master-apprentice system) has closed characteristics, and the younger generation of inheritors is faced with the choice between cultural mission and personal occupational development (Zhao et al., 2022), which provides a typical scenario for studying the intention to change occupation. Therefore, this thesis studies the effect of responsible leadership on employee intention to change occupation, testing its mediator and moderator, which enriches the outcome research of responsible leadership.

(4) Extending ICH research to leadership

In recent years, more and more scholars are interested in ICH. Most of them research it from a social perspective, such as effective ways to protect ICH resources, measures of ICH productive protection, and institutions to foster high-quality ICH inheritors (Dang et al., 2021). Meanwhile, ICH has been studying in the field of tourism. For instance, scholars have discussed ICH tourism development values, development models, and problems in ICH tourism development (Cimbaljević, 2021; Grobar, 2019). However, few studies study ICH at micro level and pay attention to the leaders and employees in ICH enterprises. Thus, this study is helpful to extend ICH research via research responsible leadership in the ICH enterprises.

1.3.2. Practical Significance

(1) Providing a theoretical foundation for ICH enterprises to cultivate responsible leaders

For ICH enterprises, cultivating responsible leaders is beneficial to realize the inheritance and sustainable development of ICH projects. This thesis explores the major factors that trigger the formation of responsible leadership and investigates the forming process of responsible leadership, which could help ICH enterprises to better understand what kind of environment they should create when they cultivate responsible leaders and design activities in leadership training activities.

Besides, many managers in ICH enterprises agree on the importance of responsible leadership, while they do not know how to describe and assess it. This thesis identifies the necessary attributes of responsible leadership in ICH enterprises, confirms the definition, and develops a scale to measure it. Through it, ICH enterprises can accurately assess leaders' responsible leadership and improve the effectiveness of their leadership behavior.

(2) Providing enlightenment for ICH leaders to improve their leadership effectiveness

Many leaders in ICH enterprises attach much importance to economic value creation and ignore their responsibility of social value creation relevant to ICH inheritance. This thesis aims to examine the relationship between responsible leadership and employee intention to change occupation and its mechanism and boundary factors. It could help ICH leaders understand the importance of responsible leadership to the sustainable development of ICH. Furthermore, this thesis tries to conclude the manifestations, key attributes, and dimensions of responsible leadership in ICH

enterprises via an exploratory study, which is beneficial to provide leaders insight into how to become a responsible leader.

(3) Providing reference for relevant government departments

Government is an important subject in managing and promoting ICH development. Recently, more and more ICH policies have been formulated to promote ICH inheritors development and cultivation. This thesis tries to discover the external triggering factors that promote responsible leadership, which might provide inspiration in terms of how to promote responsible ICH inheritors at the industrial level. Meanwhile, this thesis may provide a reference for them to check the effectiveness of their current policy in the aspect of ICH inheritor cultivation.

1.4. Research Method

This thesis adopts qualitative research and quantitative research to solve research questions. Qualitative research is a method researching from the internal stipulation of things according to the attributes of social phenomena or things and the changes in their movement (Gephart, 2004). So far, few empirical studies focus on the antecedents of responsible leadership, and research on its formation is rather rare, thus concluding rules from social phenomenon are more appropriate and conducive. More importantly, analyzing the formation of responsible leadership requires a detailed process, which is applicable to qualitative research. Therefore, this thesis adopts a qualitative approach to explore the formation of responsible leadership, including mining driving factors, analyzing the forming process, and building a process model.

In the qualitative study, semi-structured in-depth interviews are adopted to collect data. Through conversations with leaders, first-hand information in terms of their inner world, the rationale of their behaviors, and their views on various events could be

obtained. Then, based on the data, the induction method is adopted to gradually transform it from concrete to abstract, finally form the forming process of responsible leadership.

Quantitative research is a research method that expresses problems and phenomena by quantity, and then analyzes, tests, and explains them, to obtain meaning (Walle, 1997). This thesis adopts this approach to develop a scale for responsible leadership in ICH enterprises, then tests its effect on employee intention to change occupation, and the mechanism and boundary factors in this relationship. Specifically, research hypotheses are first proposed based on existing literature. Then, the data needed for the research was obtained through questionnaire distribution. After collecting the data, two empirical analysis tools, SPSS28.0 and AMOS29.0, are used to identify scale items, test the scale, and the research model and hypothesis. The specific statistical method includes descriptive statistical analysis, exploratory factor analysis, confirmatory factor analysis, multilevel linear regression, and bootstrapping.

1.5. Thesis Structure

This thesis can be divided into six sections: introduction, literature review, an exploratory study on the forming process model of responsible leadership, scale development of responsible leadership in ICH enterprises, an empirical study on the effect of responsible leadership on employee intention to change occupation, discussion, and conclusions. The main contents of the sections are shown in the following figure.

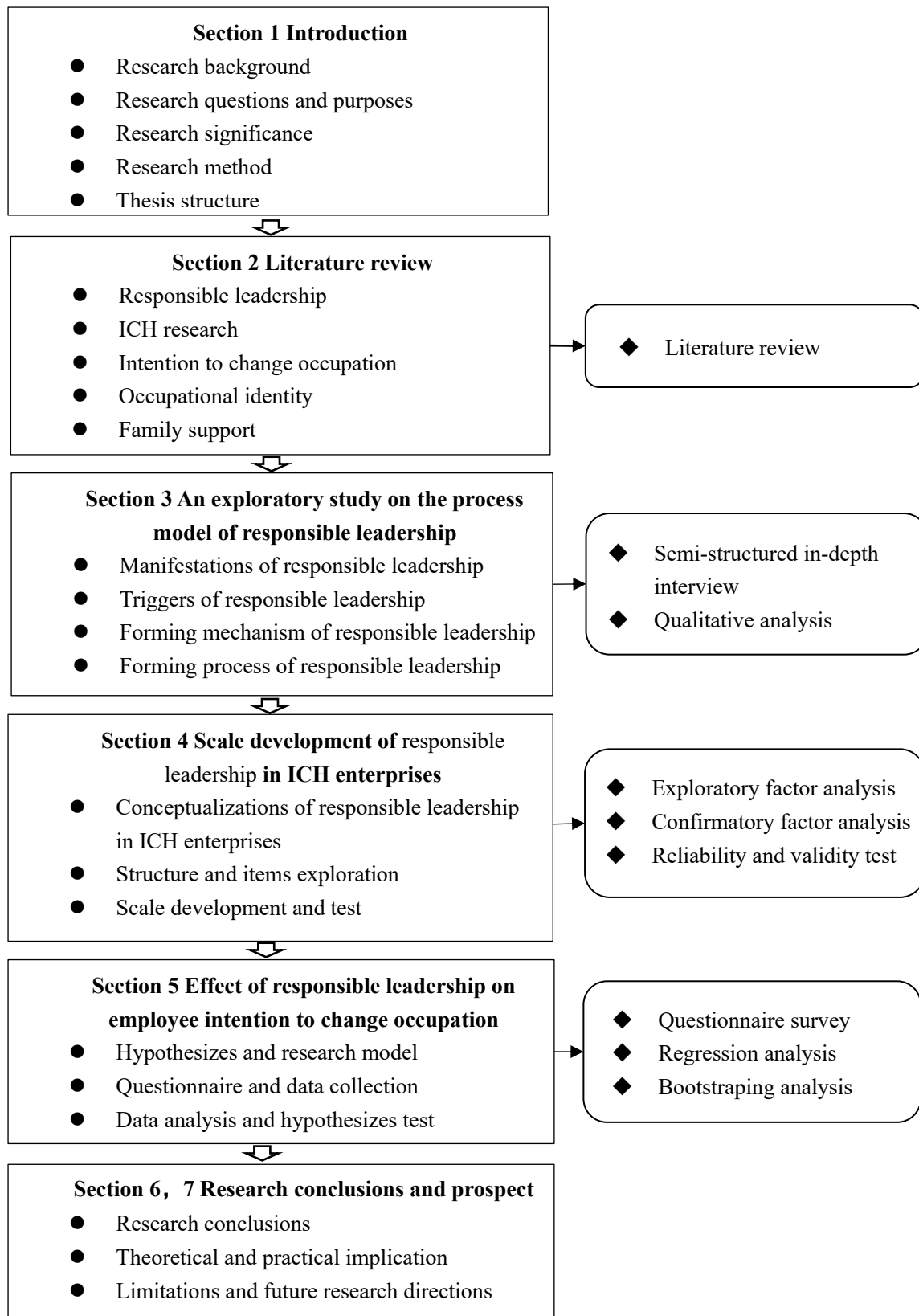


FIGURE 1.1 Technical roadmap for the research

2. Literature Review

2.1. Responsible Leadership

2.1.1. Conceptions and Measurement

The concept of responsible leadership is developed based on the combination of corporate social responsibility (CSR) and leadership. In the beginning, scholars paid much attention to the social responsibility that should be undertaken by enterprises and the Triple Bottom Line (TBL). Most studies in that period are analyzed at the organizational level, and the micro process of CSR practices is unclear. Meanwhile, scholars found that existing leadership research could not successfully address the challenges encountered by contemporary leaders, such as changes in demands of external stakeholders, higher expectations from employees, and various emerging social and environmental problems in a more connected world, so they called for a kind of leadership focusing on stakeholders (Fu & Qu, 2021). Under this background, the concept of responsible leadership was put forwarded, and its importance and necessity are increasingly prominent (Maak & Pless, 2006). With the deepening of relevant research, responsible leadership has become a widely noticed type of leadership.

Up to now, the definition of responsible leadership has not reached a consensus. Most scholars define it from the perspective of leader behavior. They regard responsible leadership as a kind of behavior aiming to do good for stakeholders and avoid damage to stakeholders' interests, such as doing ethical behaviors to stakeholders, including stakeholders in decision making process, and achieving a consensus among stakeholders (Voegtlin et al., 2012). Many others define responsible leadership from the perspective of relational process. They think that responsible leadership is a process in which leaders

build, cultivate and sustain trustful relationships with stakeholders and realize common vision with stakeholders (Pless, 2007; Maak, 2007; Waldman et al., 2020).

Essentially, the key to conceptualizing responsible leadership is answering the question that leaders should be responsible for what and toward who. Some scholars hold the view that the major responsibility of leaders includes motivating employees, creating a fair work environment, setting tasks, achieving performance goals, which aims to realize the sustainable development of the organization, thus leaders should be responsible toward their primary stakeholders such as employees, shareholders, investors, supervisor, customers (Judge et al. 2004; Maak & Pless 2006; Patzer et al., 2018). Other scholars insist that apart from the above responsibilities, leaders should also assume the responsibility of creating sustainable value for society, in this way, leaders should take secondary stakeholders like community, state, family, etc. as their objects of responsibility (Hernandez, 2012; Maak & Pless, 2006). Similarly, Maak et al (2016) divided responsible leadership into two types - instrumental responsible leadership and integrative leadership. The former refers to the leaders who lead business with a focus on the financial-bottom-line, while the latter refers to the leaders who lead business with a focus on a dual-bottom-line. As a result, the boundary of responsible leadership is still vague.

Although scholars' perspectives to define responsible leadership are different, their definitions reflect three main connotations of responsible leadership (Maak & Pless, 2006; Zhang et al., 2021). (1) Effectiveness. Responsible leaders can set a good role model for employees, such as strictly abiding by industry norms (Maak, 2007), behave ethically towards stakeholders (Freeman & Auster, 2011; Voegtlin, 2011). (2) Sustainability. Responsible leadership aims to promote the sustainable development of organizations and society, especially paying attention to social, environmental, and

economic problems (Székely & Knirsch, 2005). (3) Relational pluralism. Responsible leaders exceed the scope of supervisor-follower relationships and engage more in leader-stakeholders interaction (Patzner et al., 2018). They try to realize their common vision through establishing trustful relationships with stakeholders and actively taking actions to influence and mobilize stakeholders inside and outside the organization.

Responsible leadership has its uniqueness that makes it different from other leadership styles (Miska & Mendenhall, 2018; Pless & Maak, 2011). Responsible leadership emphasizes that social responsibility is an important part of leaders' responsibility. Through undertaking social responsibility, leaders set an effective role model for their employees. Also, responsible leadership focuses on plural relationships with internal and external stakeholders, however other leadership styles such as servant leadership mainly focus on the dyadic relationship between supervisor and follower. Another difference is that responsible leadership is defined from a normative perspective, while most other leadership styles like transformational leadership are defined from an economic perspective.

Based on the definitions of responsible leadership, some scholars further identified the manifestations of responsible leadership and developed corresponding measurement scales. For instance, Cameron (2011) stated that responsible leadership would display behavior that avoids harm and do good or be good to their stakeholders. Voegtlin et al. (2020), based on leaders' roles, pointed out that responsible leaders display three roles-expert, facilitator, and citizen. In addition, other dimensions have been identified, such as relational governance (Rui & Lu, 2021), leaders' behavior toward employees, owners, customers, natural environment, suppliers, neighbors, local community, and society (Frisch & Huppenbauer, 2014), sustainable growth focus (Agarwal & Bhal, 2020), and

people-orientation (Koh et al., 2018). Table 2.1 shows the measuring dimensions of responsible leadership in existing studies.

TABLE 2.1 Dimensions of responsible leadership

Citation	Dimensions	Description
Agarwal & Bahl, 2020	Moral person	18 items.
	Moral manager	7 items adopted from the ethical leader questionnaire.
	Multistakeholder consideration	
	Sustainable growth focus	
Doh et al., 2011	Stakeholder culture	13 items
	HR practices	
	Managerial Support	
	Traditional economist	
Javed et al., 2020	Opportunity seeker	18 items
	Integrator	
	Idealist	
Lips-Wiersma et al., 2020	Unidimensional	4 items.
		Dictionary descriptions of authentic, transformational, ethical and shared leadership.
Liu & Lin, 2018	Unidimensional	6 items.
Muff et al., 2020	Domains of action:	The responsible leadership grid contains 15 combinations of the two domains, 3 items in each category. A total of 45 items.
	(a) Knowing	
	(b) Doing	
	(c) Being	
	Domains of Competency:	
	(a) Stakeholder relations	
Voegtlin et al., 2020	(b) Ethics and values	28 items.
	(c) Self-awareness	
	(d) Systems thinking	
	(e) Change and innovation	
	Expert	
Voegtlin et al., 2020	Facilitator	Items in expert and facilitator dimensions adopted from LBDQ XII.
	Citizen	
Voegtlin, 2011	The frequency of interaction with different stakeholder groups	16 items.
	Discursive responsible leadership	

2.1.2. Antecedents

At present, few scholars focus on the antecedent of responsible leadership. Among existing empirical studies, personal traits have been proved to be an important factor influencing responsible leadership. For example, the “Big Five” factors (Kalshoven et al., 2010), Machiavellianism (Stahl & Sully de Luque, 2014), benevolence (Crilly et al.,

2008), authenticity (Miska et al., 2014), sense of care and duty of assistance (Miska et al., 2014), and virtues including respect, care, honesty, accountability, humility, trust, etc. (Maak & Pless, 2006) are associated with responsible leadership.

Besides, some scholars have studied influencing factors of responsible leadership from cognitive aspect. Studies show that leaders' values and beliefs such as self-transcendent values (Ashkanasy et al., 2006; Kalshoven et al., 2010) and responsibility orientations (Pless et al., 2012) are related to responsible leadership. Leaders' mindset such as stakeholder concerns (Freeman et al., 2004), holistic thinking (Voegtlin et al., 2020), an extended stakeholder view (Waldman & Galvin, 2008) will promote the emergence of responsible leadership. Leaders' moral reasoning (Crilly et al., 2008), stages of cognitive moral development (Stahl & Sully de Luque, 2014; Treviño, 1986), and strategic considerations (Miska et al., 2014) influence responsible leadership.

In addition to personality and cognition, existing studies also demonstrate other individual-related factors that facilitate responsible leadership, which in terms of leaders' motivation, affect, and ability. For instance, Pless (2007) pointed out that motivational need systems (e.g., need for attachment and affiliation) and normative motivation (e.g., need and sense of justice) have positive influence on responsible leadership. Crilly et al. (2008) discover that positive affective states are related to responsible leadership. And scholars state that risk perceptions (Fraedrich & Ferrell, 1992) and responsible leadership competencies (Cameron & Caza, 2005) will lead to the emergence of responsible leadership.

Furthermore, there are also several studies illustrating that contextual factors tend to influence responsible leadership. From the proximal context aspect, scholars pointed out that organizational factors such as CSR approach, code of conduct, rewards/sanctions, ethical climate, and HR practices (Gond et al., 2011) have impacts on

leaders' responsible behavior. Also, social expectations (Miska et al., 2014), shared concerns like environmental and communal concerns, professional concerns, and employment concerns (Meliou et al., 2021) are influencing factors of responsible leadership. From the distal aspect, institutional factors such as national culture, legal system, role of stakeholders (Stahl & Sully de Luque, 2014) to some extents have influence on responsible leadership.

2.1.3. Outcomes

Compared to the antecedents of responsible leadership, exploring its outcomes has attracted many researchers' attention. The outcomes brought by responsible leadership mainly involve three levels: the macro-level, the meso-level, and the micro-level.

At the macro-level, responsible leadership enhances enterprises' relations with external stakeholders which could bring more social capital (Maak, 2007) and a higher level of legitimacy (Filatotchev & Nakajima, 2014). Maak et al. (2016) states that instrumental responsible leadership and integrative responsible leadership cause different effects on organizational engagement in political CSR. Compared to instrumental responsible leadership, integrative responsible leadership has a stronger influence on engagement in multi-stakeholder initiatives and the development and implementation of social innovation. Voegtlin et al. (2012) proposed that responsible leadership is beneficial to organizations' legitimacy, social capital, and trustful stakeholder relations.

At the meso-level, scholars thought that responsible leadership is effective in shaping organizational culture (i.e., ethical culture). When responsible leaders strengthen the network connections between internal and external stakeholders, a kind of social capital with an adhesive effect is formed. This "social glue" can support and nourish a value-conscious corporate culture (Jones et al., 2007). Under the influence of

responsible leadership, team members tend to form a collective belief of CSR and are more willing to participate in citizenship behavior that is beneficial to the organization and society (Cameron et al., 2003).

Also, responsible leadership is positively related to innovation. Responsible leadership focuses on internal and external communication and encourages all participants to contribute their knowledge and expertise to solve problems, which helps to expand the knowledge base of the organization and creates opportunities for exchanging information and coming up with innovative ideas (Voegtlin et al., 2012). In this process, the social entrepreneurship that pursues ventures combining social mission, innovation, and market orientation will be formed and strengthened (Nicholls & Cho 2006). Furthermore, there are scholars proven that responsible leaders will enhance organizations' engagement in environmental innovation and reach high environmental performance and firm financial performance (Rehman et al., 2023).

At the micro-level, responsible leadership has effects on the dyadic relationship between leaders and their followers. For followers, leaders' responsible behaviors help them to establish positive work attitudes and cognition. Specifically, their motivation, CSR beliefs, job satisfaction, duty towards colleagues, and organizational commitment will be higher (Groves & LaRocca, 2011; Voegtlin, 2011), meanwhile, their turnover intention and whistleblowing intentions will be lower (Akhtar et al., 2021; Haque et al., 2019). Besides, followers tend to adjust their work behaviors under the influence of leaders' responsible behavior and finally have a better performance. Usually, the followers under responsible leaders often exhibit more OCBs, creative behavior, experienced meaningful work, voluntary workplace work behavior, work engagement, engagement in environmental innovation, and citizenship behavior (Castro-González et al., 2019; Lips-Wiersma et al., 2020). Also, followers' unethical behavior and

cyberloafing at workplace will be less (Luu, 2021). For leaders, responsible leadership makes them true to their stated values and beliefs and shows their authenticity to the followers, thus they can reach higher effectiveness (Doh et al., 2011). Also, responsible leadership is helpful for leaders to leave a good impression on stakeholders, making them believe that the leader is trustworthy, and the organization is attractive (Doh & Quigley, 2014).

Based on the existing outcome research, scholars tried to explore the boundary factors, but relevant results are not much. By now, it has been found that the organizational environment will strengthen or weaken the impacts of responsible leadership. For instance, a green work climate and interactional justice could strengthen the link between responsible leadership and its positive outcomes (Dong & Zhong, 2022), while institutional pressure tends to weaken these impacts (Witt & Stahl, 2016). In addition, Maak et al. (2016) discussed that the value held by employees will influence the effects of responsible leadership on their voluntary workplace behavior.

2.1.4. Mechanisms

Scholars have further investigated the mechanisms of responsible leadership. Since responsible leadership causes multi-level outcomes, its influencing paths correspondingly involve different levels. At the team level, leaders' responsible behaviors would influence followers' behaviors via shaping the team climate. Li et al. (2023) claim that responsible leadership triggers employee work engagement by fostering a distributive justice climate. Zhang et al., (2021) pointed out that responsible leadership is associated with employee voluntary workplace green behavior through the mediating effect of a green work climate.

At the individual level, responsible leadership makes effects via psychological mechanisms and behavioral mechanisms. Researchers have identified various

psychological mechanisms including trust, organizational commitment, ownership, leader-member exchange, organizational identification, intrinsic CSR attribution, pride in the organization, satisfaction with the organization, etc. (Dong & Zhong, 2022; Doh et al., 2011; Inam et al., 2021; Mitchell et al., 1997). Regarding the behavioral mechanisms, responsible leadership works through increasing creativity, engagement in OCBE, work engagement, knowledge sharing, and lowering turnover intentions (Castro-González et al., 2019; Haque et al., 2019). Also, based on the trickle-down model, high-level responsible leadership can decrease employee unethical behavior via low-level responsible leadership (Cheng et al., 2019).

Theories underlying the above mechanisms are different. Among them, three theories are often used to explore the effects of responsible leadership on followers. The first one is social learning theory. Responsible leaders tend to set up role models in followers' minds, which will lead them to behave like their leaders (Castro-González et al., 2019). However, social learning theory emphasizes that leaders act as "role models" to guide employees to imitate through behavioral demonstration but fails to reveal how responsible leaders actively shape employees' identity through meaning assignment and value delivery, nor can it explain the role of cultural genes in reconstructing the connotation of professional identity.

The second main theory is the social exchange theory. Employees tend to regard leaders' responsible behavior towards them as a reward, then they will reward their leaders by actively engaging in their work (Lin, Huang, & Huang, 2020). However, social exchange theory focuses on the driving force of resource reciprocity on employee behavior but simplifies occupational identity as a by-product of economic incentives, ignoring the moral responsibility and cultural capital attributes inherent in occupational identity in certain specific contexts, such as the context of ICH.

The third theory is the social identity theory. Responsible leadership can enhance employees' organizational identification; thus, they are more likely to do some extra-role behavior (Afsar et al., 2020). The theory of social identity focuses on the shaping of self-concept by group belonging but presupposes the static consistency of "occupational identity - organizational identity", which makes it difficult to explain the identity tension that ICH workers need to reconcile the dual institutional logics of "economic agent" and "cultural inheritor".

2.1.5. Summary

From the above statement, it can be found that conceptualization of responsible leadership has not reached maturity. Different scholars defined it from different perspectives. Among them, behavioral display and relational process are two main angles adopted to define it. Accordingly, scholars have developed different measuring scales of responsible leadership based on different perspectives.

Existing literature shows that few studies focus on the influencing factors of responsible leadership, while they have not mentioned the mechanism of its formation. Even though some studies have pointed out that leaders' characteristics including personality, cognition, affect, and motivation have effects on responsible leadership, most of them were discussed at theoretical level and lacked empirical evidence. Overall, few studies pay attention to the external influencing factors of responsible leadership and more external factors triggering responsible leadership need to be explored.

Compared to antecedent research, more studies are centered on the outcomes of responsible leadership. Prior studies have demonstrated that responsible leadership is beneficial to society and organization. Also, conducting responsible leadership is beneficial for the leader themselves. Some studies have proved that responsible leadership is significantly associated with employees' work attitude and behavior.

However, most individual-level outcomes are work-related factors, whether responsible leadership has significant effects on employees' occupational development is still unclear, let alone its mechanisms and boundary factors. In this way, there is still room to explore the effects of responsible leadership.

2.2. ICH Research

In the field of ICH, studies mainly centered on ICH protection. Some studies discuss the significance of ICH protection. They pointed out that protecting ICH is beneficial to strengthen national identity, maintain cultural diversity, and promote local socioeconomic development (Wang & Hu, 2014). Meanwhile, some scholars discussed the factors hindering ICH protection including a poor natural environment and climate and a lack of funds (Dong & Ding, 2019). Besides, some studies focus on the way to protect ICH. Zheng (2017) proposed four approaches, namely legal protection, digital protection, ICH inheritor protection, and productive protection. Furthermore, some scholars put forwarded suggestions to overcome problems faced in ICH protection, such as establishment of online platform and ICH website, and development of festival tourism (Wang & Li, 2019).

So far, ICH studies have mostly researched the field of tourism. Studies have verified the social-economic value of ICH tourism development, including increasing job opportunities, enhancing local government revenue, and promoting local economy (Chen & Ling, 2018). The development model of ICH tourism has been discussed as well. For instance, establishing ICH theme parks and museums, developing festival tourism and experience tourism have been adopted in ICH tourism practice (Wang, Ning, & Li, 2020). At the same time, some scholars mentioned the problems facing ICH

tourism, such as negative outcomes brought by overtourism and difficulties in balancing and coordinating stakeholders' interests (Zhang & Sun, 2021).

From existing studies, it can be found that ICH research has two gaps. Previous studies have noticed the importance of ICH sustainable development and how to promote sustainable development of ICH from the perspective of government (Brown, 2005), however they discussed few about what kind of managerial practices in ICH enterprises are helpful to realize this goal. Besides, scholars have found the trend of community participation in ICH protection and governance (Zhu, 2017). However, it is still unclear how to facilitate community members to join in the ICH protection with ICH enterprises. In a word, how to motivate ICH enterprises and relevant stakeholders to promote the sustainable development of ICH has not been fully studied.

2.3. Change Occupation

Occupation can be regarded as a set of work role requirements including the tasks required to be performed and qualifications should be equipped to accomplish these tasks. An intention to change occupation means one's intention to enter a new occupation with different skills and routines that need to be acquired, which is different with organization-organization turnover intention. By now, this topic has been widely researched on various occupational samples, including nurses, teachers, medical technologists, coaches, etc. (Blau, 2009).

So far, studies have been conducted to explain why people intend to leave their current occupation, and the factors are multifaced. Personal factors have been proved to be related to the intention to change occupation. For instance, Rudman et al. (2014) verified that sex, age, and occupational preparedness have impact on nurses' intentions

to leave the profession. Rhodes & Doering (1983) proposed that education level and age will influence occupational change.

In addition to personal factors, prior research has investigated the influence of work-related factors. Research results show that work characteristics as distal factors are associated with occupational change intention through influencing individuals' work attitudes. For instance, Medici et al. (2020) found that job variety, autonomy, strain, and perceived opportunities for future vocational development is linked to individuals' satisfaction, then influence their occupational change. Some studies, based on the job demands-resources (JD-R) model, proved that number of clients required to served, basic surface activity, basic active deep activity (Blau, 2009) would lead to exhaustion, then stimulate occupational mobility (De Cuyper et al., 2011). Besides, work attitude and cognition are proximal factors to occupational change intention. Existing studies have discovered that role orientation (Blau, 2000), perceived job security (Kornblum & Grote, 2018), job involvement, work satisfaction, and organizational commitment (Lee et al., 2000) etc. are negatively associated with employee intention to change occupation, while burnout will enhance employees' intention to change occupation through damaging their psychological well-being (Çollaku, Aliu, & Ahmeti, 2023). Furthermore, work context to some extent has impact on occupational change intention. Van Der Heijden et al. (2009) verified that social support from colleagues and supervisors, leadership quality, home-to-work interference, and work-to-home interference are related with occupational turnover intention via the mediating effect of job satisfaction.

Moreover, occupation-related factors have been investigated by prior studies. Snape et al. (2003) proved the significant influencing effects of affective occupational commitment and normative occupational commitment on employees' intention to

change occupation. Carson et al. (1995) pointed out that occupational attitudes and cognition such as identity, planning, and resilience are predictors of occupational withdrawal cognitions. Zimmerman, Swider, & Arthur (2020), based on the occupational embeddedness framework, examined the influence of wage level, non-core job duties, occupational investment, and moonlight on occupational change.

In sum, prior studies on employee intention to change occupation are many. There are multifaced factors that have been verified to be associated with employee occupational change intention, including employee personal factors, work-related factors, and occupational factors. However, studies examining the effects of leadership, especially responsible leadership, on employees' intention to change occupation are not much.

2.4. Occupational Identity

Occupational identity can be seen as an employee's self-concept based on occupational attributes, beliefs, values, motivations and experiences (Ibarra, 1999). It is an intrinsic drive that enables individuals to align their personal motivations and abilities with their occupational roles. By now, occupational identity has been researched in various occupations. Among them, teachers, doctors, and nurses are researched a lot. In addition, this concept has been researched in engineering, entrepreneurship, marketing, etc. (Gremmen & Benschop, 2009).

Studies have shown that occupational identity is associated with positive job-related outcomes and occupational outcomes. Specifically, prior research uncovered that occupational identity would promote work engagement, job satisfaction, and decrease turnover intention (Hirschi & Andreas, 2012; Jerez-Jerez, 2021). Also, occupational identity has positive effects on employees' career longevity, career satisfaction, pride in

the occupation, and is linked to low occupational change intentions (Chen, Tsai, & Chen, 2023).

Compared to the outcomes research of occupational identity, more researchers' attention has been paid to its influencing factors. Existing studies have verified that occupational identity would be influenced by personal, organizational and social factors. In terms of personal factors, Mackenzie & Jones (2020) found that personal identity, coping strategies, and experience are related to occupational identity. Hirschi & Andreas (2012) discovered that calling would promote occupational identity. Gremmen & Benschop (2009) examined the significant relationship between gender and occupational identity. In terms of organizational factors, prior research has shown that work interaction, mentor support, organizational culture (Izadinia, 2015; Yu & Yu, 2023) has effects on occupational identity. In terms of social factors, existing studies have illustrated that family relationship quality, social expectations, social recognition and so on would influence occupational identity (Hargrove, Creagh, & Burgess, 2002; Penick & Jepsen, 1992).

Furthermore, most scholars' attention is centered on the formation of occupational identity. For instance, Slay & Smith (2011) demonstrate that factors including cultural values, family, and stigma will influence individual's professional possible selves, then promote professional identity construction. Chen & Reay (2021) developed a process model of professional identity restructuring to illustrate how professional identity changes over time with the adjustment of their work job design.

2.5. Family Support

Family support refers to the phenomenon that family members give each other support and help in emotion, information and practical life (Bagger & Li, 2014). This

kind of support covers many aspects such as material provision, emotional care, exchange of information and concrete help in daily life. In general, family support can be divided into three types: affective support, instrumental support, and information support (Tardy, 1985). Affective support refers to listening, comfort and encouragement between family members. Instrumental support often refers to help in daily life, such as doing housework, accompanying medical treatment, providing financial assistance to ease the economic pressure etc. Information support refers to providing information to help individuals better understand and cope with problems in work and life.

Family support is an indispensable and important environment in the process of individual growth. It has a profound impact on the physical and mental health of individuals. Studies have proved that family support is beneficial to reduce psychological distress, promote psychological adjustment to stressful conditions, enhance health and longevity (Sorkin, Rook, & Lu, 2002). Besides, family support could promote positive emotions. Prior studies have found that individuals who perceived high family support usually have the feeling of being loved and respected, thus they often have a high sense of security and belonging, stable emotion, positive self-identity and self-esteem and so on (Grzywacz & Marks, 2000).

In addition to mental and physical health and affective outcomes, scholars pay attention to the work outcomes of family support. Most of them hold the view that family support is positively related to family-work enrichment, that is the positive affective experience employees experienced in family would transfer to their work role (Eby et al., 2005). In this way, employees who perceived high family support tend to have more organizational commitment and job satisfaction and less turnover intentions (Wayne, Randel, & Stevens, 2006). Meanwhile, research, based on the conservation of resources theory, regarded family support as a resource that is helpful for employees to

cope with stressors such as incivility, reduce work stress, and decrease their negative psychological outcomes at workplace (Lim & Lee, 2011).

2.6. Identity Theory

2.6.1 Definition of Identity

“Identity” is defined as a dynamic cognitive structure formed through social interactions, encompassing individuals' interpretations of their roles, sense of belonging, and social positioning, as well as the integration of internal values and external group attributes (Stets & Burke, 2000). Conceptually, identity is not a unidimensional label but a nested structure of multiple attributes. Its legal dimension is tied to institutional frameworks such as nationality and rights obligations; the social dimension locates individuals within social networks through group affiliations (e.g., occupation, gender), fostering collaborative and responsibility-based connections; the psychological dimension emphasizes the deep-seated self-perception of “who I am,” including core elements like personal interests and beliefs. Crucially, identity remains dynamic, continuously reconstructed through social interactions such as verbal communication and role-playing (Stryker & Burke, 2000).

2.6.2 Major Theoretical Branches

Identity has become a widely studied concept in management research, yet perspectives diverge significantly (Stryker & Burke, 2000). Five major theoretical branches dominate. Social identity theory (Tajfel et al., 1971) emphasizes group categorization and comparison as central to identity formation, positing that individuals derive belonging through in-group/out-group distinctions. Core mechanisms—social categorization, social comparison, and positive differentiation—explain phenomena like group bias and discrimination (Hogg & Terry, 2000). Symbolic interactionism (Carter &

Fuller, 2016) argues that identity is dynamically shaped through symbolic exchanges and role performances in daily interactions. Role identity theory focuses on the relationship between social roles (e.g., familial duties, professional obligations) and identity reinforcement (Stryker & Serpe, 1982). Constructivism views identity as a product of discursive practices and power relations, emphasizing its negotiated nature (Cerulo, 1997). Self-ego identity theory (Erikson, 1968) proposes identity as a continuous process integrating past, present, and future experiences, stressing the interplay of psychological growth and social adaptation.

The above frameworks collectively depict identity as a multifaceted construct. Social identity theory and symbolic interactionism underscore the external shaping of identity through social interactions, constructivism highlights endogenous cultural-power dynamics, while role identity and self-ego theories complement the mechanisms of identity equilibrium from individual-experiential perspectives.

2.6.3 Occupational Identity in ICH Enterprises

In ICH enterprises, the construction and reinforcement of occupational identity are particularly critical. Employees often bear core responsibilities for cultural transmission, where their professional identity transcends technical skills (e.g., traditional craftsmanship, opera performance) to intertwine with a cultural mission. Such identity fosters a strong sense of belonging and purpose, motivating employees to view their roles as lifelong vocations rather than transient jobs, thereby reducing occupational turnover intentions (Ashforth & Mael, 1989). However, when ICH enterprises face marketization pressures or insufficient policy support, employees may experience identity anxiety due to conflicts between cultural values and economic returns, eroding occupational loyalty. Consequently, management strategies must prioritize cultural

empowerment of occupational identity, strengthening employees' commitment through recognition of heritage responsibilities and skill validation.

Identity theory provides an analytical framework for examining how responsible leadership reduces employees' occupational change intentions. Responsible leaders cultivate trust through responsibly guided behaviors (e.g., responsible decision-making, co-creation of social value), reshaping employees' occupational identity from a transactional economic exchange to a shared-value community membership. For example, when ICH leaders emphasize public responsibility for ICH preservation and allocate resources to support ICH innovation, employees redefine themselves as "active agents of cultural transmission" rather than passive executors. This identity realignment strengthens psychological attachment to the ICH occupation, suppressing occupational turnover motivations. Theoretically, this approach expands identity theory's applicability, revealing how leadership behaviors influence employee choices through identity negotiation mechanisms. It also enriches the causal chain of "responsible leadership → identity alignment → occupational stability," deepening understanding of identity construction in organizational management.

3. Study 1: A Process Model of Responsible Leadership

3.1. Introduction

The forming process of responsible leadership is not clear, which includes three aspects. First, what factors can trigger the formation of responsible leadership? Second, through what mechanism do triggering factors promote the formation of responsible leadership. Third, which phases can the formation mechanism of responsible leadership be divided into? What are the manifestations of each stage?

For ICH enterprises, answering the above questions is more urgent. It is well known that ICH protection and inheritance is key in building a strong cultural country and an important pillar in maintaining a sense of national identity (Yan & Chiou, 2021). However, an increasing number of ICH projects are facing the risk of disappearing in recent years, for various reasons such as low economic benefit, the decrease of inheritors, and less attention is paid to the ICH publicity (Craith, 2008). Even though some scholars have put forward countermeasures from the governmental and industrial perspective (Dong & Ding, 2019; Li & Zeng, 2017), they ignored that ICH development is also inseparable from the leaders of ICH enterprises. A responsible leader would actively undertake their responsibility for safeguarding and inheriting ICH and create sustainable value for both the organization and the society. Scholars in the field of ICH research also advocate that ICH enterprises should improve the quality of their leaders (Ma, 2017). Therefore, understanding how responsible leadership is formed and what are the triggering factors is especially important and urgent for ICH enterprises, because it could provide theoretical evidence for the cultivation of responsible leaders.

To cover the above research gap, this study tries to build a process model of responsible leadership via qualitative research, which specifically covers analyzing the

driving factors of responsible leadership, its formation mechanism, and the manifestations of each stage in the forming process.

3.2. Responsible Leadership and ICH

So far, responsible leadership is mostly researched in general enterprises, research in the ICH enterprises is rare. According to literature on ICH and responsible leadership, it can be inferred that studying responsible leadership in the context of ICH is necessary and important.

Leaders of ICH enterprises usually undertake special responsibilities. As ICH inheritors, the content of their responsibility is more than other general leaders. Like other leaders, they need to make creative decisions to improve organizational efficiency and create economic benefits to maintain the enterprise's survival and normal operation (Ariffin et al., 2023). At the same time, they should create value for the ICH and society such as passing on their skills to the next generation and carrying forward the ICH project since ICH is a public product (Boswell, 2011). In this way, the targets they should be responsible for are much wider. They need to interact with both internal stakeholders and external stakeholders, including employees, consumers, ICH industrial associations, governments, and other social groups relevant to ICH (Deacon et al., 2012).

Besides, leaders of ICH enterprises are more likely to experience responsibility dilemmas throughout their careers. Specifically, many ICH projects have their “cultural gene” that is passed by the ancestor, and once the “cultural gene” is changed, the new object cannot be called ICH anymore (Wang et al., 2015). However, production in the traditional way is usually inefficient and not well suited to the needs of contemporary consumers (Lovell & Griffin, 2022). Therefore, how to restore the former glory of these

ICH projects and meanwhile meet the development of the times is a dilemma for every leader of ICH enterprises.

According to existing literature, responsible leadership is especially important to leaders of ICH enterprises. Responsible leadership is a normative leadership style that emphasizes establishing trustful relationships with both internal and external stakeholders (Doh et al., 2011). It is helpful for ICH leaders to cope with the conflicts of various stakeholders. Meanwhile, responsible leadership aims at creating value for both enterprises and society (Voegtlin et al., 2020), which is in line with ICH leaders' responsibility of balancing economic and social benefits. In another word, responsible leadership is a key to coping with the dilemma of "inheritance vs development" faced by ICH leaders.

3.3. Research Samples

Leaders of ICH enterprises were chosen as the research samples for this study. ICH enterprises refer to the enterprises that carry out business activities based on ICH projects. After getting the ethical approval of the University Research Ethics Committee, I started to conduct interviews. The total sample consisted of 71 participants (see Table 3.1) who agreed to participate in the study prior to being interviewed. Participants ranged in age from 31 to 69 years ($M = 49.28$). Participants have 7 to 51 years of experience in ICH enterprise. The 71 participants were selected through three ways: (1) contacting them through the presidents of industry associations, (2) contacting their enterprises through personal connections, and (3) using the "snowball" technique during the interviews, ask one interviewee to introduce other leaders to participate in this research.

TABLE 3.1 Characteristics of the interviewees

No.	Gender	Age	Tenure	Position	No.	Gender	Age	Tenure	Position
P1	Female	48	22	Chairman	P36	Male	56	31	Chairman
P2	Male	52	25	Shop manager	P37	Male	45	19	GM
P3	Female	45	19	Shop manager	P38	Male	43	18	GM
P4	Male	59	38	Chairman	P39	Male	61	10	Chairman
P5	Female	31	8	Shop manager	P40	Male	54	17	GM
P6	Male	65	44	Factory manager	P41	Male	56	20	Production supervisor
P7	Male	58	43	Chairman	P42	Male	60	43	Chairman
P8	Female	54	32	GM	P43	Male	36	14	GM
P9	Female	46	22	Production supervisor	P44	Male	53	35	Chairman
P10	Female	42	19	Production supervisor	P45	Female	33	12	GM
P11	Female	38	11	HR manager	P46	Female	41	9	Production supervisor
P12	Male	47	12	Chairman	P47	Male	48	23	Production supervisor
P13	Male	39	10	Shop manager	P48	Male	52	35	Chairman
P14	Male	42	11	Production supervisor	P49	Female	48	24	GM
P15	Male	66	25	Chairman	P50	Male	60	44	Chairman
P16	Male	39	17	GM	P51	Male	54	31	General manager
P17	Male	53	21	Factory manager	P52	Male	52	30	Chairman
P18	Male	65	38	Production supervisor	P53	Male	34	8	Production supervisor
P19	Male	69	51	Chairman	P54	Male	36	11	Design supervisor
P20	Male	42	21	GM	P55	Male	54	36	Chairman
P21	Male	50	25	Shop manager	P56	Male	43	20	GM
P22	Female	51	11	Marketing executive	P57	Male	60	29	office director
P23	Male	39	15	Production supervisor	P58	Female	48	11	Secretary to the president
P24	Female	48	27	Shop manager	P59	Female	50	26	HR manager
P25	Male	60	36	CEO	P60	Male	54	27	Director of publicity department
P26	Male	55	37	Production supervisor	P61	Female	49	26	Finance department manager
P27	Male	58	27	Chairman	P62	Male	45	23	Marketing department manager
P28	Male	54	32	Factory manager	P63	Male	47	27	Chairman
P29	Male	45	21	Production supervisor	P64	Male	43	27	Production supervisor
P30	Male	41	18	Production supervisor	P65	Male	38	19	Production supervisor
P31	Male	51	24	CEO	P66	Female	52	36	Chairman
P32	Male	62	44	Chairman	P67	Male	31	7	GM
P33	Male	58	35	CEO	P68	Male	47	21	Production supervisor
P34	Male	61	32	Finance supervisor	P69	Male	38	15	Production supervisor
P35	Male	54	18	Chairman	P70	Female	58	32	Chairman
					P71	Male	33	10	GM

Note: GM= general manager

3.4. Interview Procedure

I conducted a 1–2 hours, in-depth interview with each interviewee. Before the interview, I explained the research purpose to them, promised confidentiality, and asked for their consent to record the conversation. If they agreed, the participants were asked to sign a consent form. All participants in this study permitted us to share their views and stories.

Critical event technique (CIT) was introduced as a method of discovering important facts about behavior in a given situation (Flanagan, 1954). Because we wanted to understand how participants reacted and behaved when influenced by external triggering factors, we asked participants to describe key events and experiences that have influenced their cognition and leadership behavior. These key events tend to leave an indelible impression in the minds and can help us obtain information about the key factors that drive responsible leadership from each respondent's perspective and gain insight into how these events affect their leadership behavior.

We asked the same questions to all 71 participants to ensure that the themes that emerged were common across our sample and not just random (Locke, 2001). The interview procedure first focused on an overall assessment of the respondent's past work experience to identify any significant events that have influenced their responsible behaviors. Then, according to the event, more detailed questions were involved such as their cognitive and behavioral reactions to dig the forming process of responsible leadership. Interview questions can be seen in Appendix 3.

All interview records were transcribed verbatim. After the interview, I immediately asked the interviewee about the specific terms they mentioned or the expressions which were ambiguous, to ensure the accuracy and clarity of my comprehension. Then I

compared the transcript with the interview notes to make sure the transcription is accurate. After all materials had been prepared, I uploaded the files into NVivo 12 for coding.

3.5. Data Analysis

The interview data were coded following the principles and suggestions of Gioia et al. (2013, p. 22). The process was divided into three stages: (1) classifying the original data into 1st order concepts, (2) abstracting the concepts into 2nd order themes, and (3) integrating the data into aggregated dimensions (Figure 3.1). The process is an iteration of a back-and-forth process between the data and emerging theoretical arguments (Harrison & Rouse, 2014). The process continued until no more insights could be found and theoretical saturation was reached.

Stage 1: Identifying 1st order concepts. I identified participants' statements related to responsible leadership through open coding. In this process, I described the concepts as close to the data as possible. Referring to the approach suggested by Miles (1994), I jotted down the emergent tentative categories during the interview. These categories were used to modify and guide the subsequent interviews and provide a preliminary analytical basis for the later coding. In this way, I was more familiar with the data structure I acquired from the coding process.

Stage 2: Constructing 2nd order themes. At this stage, I tried to link concepts with theoretical realm considering whether the concepts found in previous stage could help to explain the phenomenon this thesis researched. Then empirical concepts were abstracted into higher-level themes. During this process, the instances of empirical themes were constantly compared to one another and the emerging conceptual categories. When new categories appeared, I immediately recorded them in a memo and described their

dimensions and relationships (Miles, 1994), which was helpful to make them more conceptual and theoretical.

Stage 3: Aggregating theoretical dimensions. During this stage, I compared the themes identified from interview data with relevant themes in existing literature on a dimensional basis and analyzed their differences and similarities. Then, I integrated the theoretical dimensions into a conceptual framework. After analyzing the alternative theoretical frameworks, a model consisting of the data descriptions was finally constructed.

In addition, saturation test was conducted. Theoretical saturation means that if a new concept is found in the subsequent collected data, it needs to be checked or combined with the concept that has already been formed. Once a new category or category appears, the original theoretical category needs to be amended, and this process is repeated until no new category or category appears. To ensure comprehensiveness, reliability and validity of the conclusion, the interview information of the remaining 5 interviewees was used to conduct a theoretical saturation test. After encoding the data of 5 interviewees, the results show that there are basically no new themes in the information of these interviewees, and no new important categories and relationships are formed. It indicates that the theoretical model in this study is saturated, and no further sampling is needed.

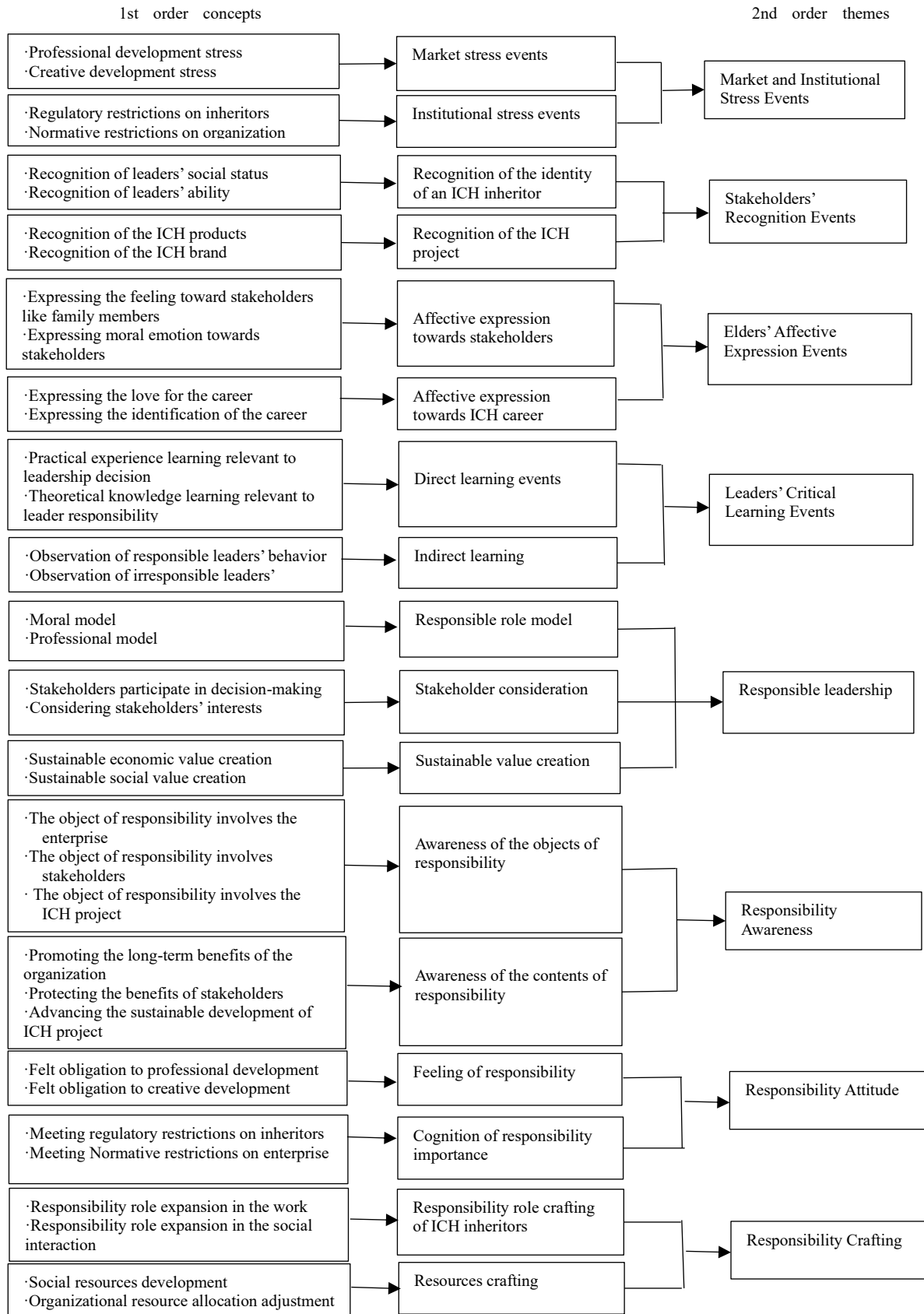


FIGURE 3.1 Data structure

3.6. Findings

3.6.1. Manifestations of Responsible Leadership in the Context of ICH

According to existing studies, responsible leaders take both internal and external stakeholders into consideration when they make business decisions, and they are responsible for the sustainable development of the organization and the whole society (Agarwal & Bahl, 2020; Haque et al., 2019). In the interview, relevant data shows that interviewees have a strong sense of responsibility to promote the development of their ICH projects, enterprises, and the society. Meanwhile, all these leaders expressed that they should be responsible for a wide group of stakeholders, such as customers, employees, suppliers, community, etc. Therefore, they display obvious responsible leadership style in the workplace. The manifestations of responsible leadership in the context of ICH are mainly reflected in three aspects- responsible role model, stakeholder consideration, and sustainable value creation.

3.6.1.1. Responsible Role Model

(1) Moral model

The responsible role model of leaders from ICH companies is mainly reflected in two aspects-moral model and professional model. Moral model means that leaders become examples and prototypes for subordinates to imitate and learn from in terms of ethics. Responsible leadership as an essentially normative leadership approach usually occurred in social interaction, and it emphasizes much on obeying ethical principle in business decision making process (García et al., 2022; Voegtlin et al., 2020). In this way, leaders who display responsible leadership are more likely to consider the implications of ethical decision making for stakeholders, which would set a good moral model for their followers (Bagozzi et al., 2013).

In the ICH context, ICH is the crystallization of human civilization with profound historical and cultural experiences. To ensure that ICH can be sustained and passed on from generation to generation, responsible leaders always put the inheritance and development of ICH culture at a major place, even sometimes this goal cause a conflict with the economic goal of their enterprises (Ren, 2016). For instance, more and more leaders nowadays add modern elements in their product designs, production techniques, or processes to improve efficiency and profitability (Kamutando & Tregenna, 2024). However, ICH projects have strict identification standards, and the attributes cannot be changed significantly (Kurin, 2007). Under this situation, leaders in the interview stated that they take ICH project inheritance as primary task instead of pursuing profits through changing its characteristic and core connotations. They insist on adopting traditional core technology even if it does not make much money. As an inheritor of wine-making skills explained:

Many other wineries use mechanized processes. We still use the local method, the old tradition. From the very beginning of the clean rice, all steps are purely artisanal. The yield of pure hand production is low, but it can ensure the color and fragrance of our products. (p. 4)

Many ICH leaders also abide by business ethics and stress much on it to their followers. Just as responsible leadership research shows that this type of leadership encompassed ethical component, including being consistent in words and actions, practicing shared moral values and principles, showing integrity and honesty in actions (Agarwal & Bhal, 2020; Javed et al., 2020). Similarly, many ICH leaders in the interview mentioned that they hold the view that businessmen should be honest and trustworthy, respect customers' interests, provide customers with accurate advice, fulfill contractual obligations in a timely manner, and comply with the recognized code of

conduct in the industry, etc. The above behaviors make leaders an ethical role model for their subordinates. The following statement is an example:

I love doing business with repeat customers who eat my food and come back to buy it again. In that way, my maintenance costs are very low. If there are complaints about our products, we must spend money to solve these problems. So, it is better to use this money to focus on production and quality. It's good for the social reputation of our company and for the whole industry. (p. 15)

(2) Professional model

In addition to moral models, responsible leadership exhibits professional models at the same time. Voegtlin et al (2020) clarify that responsible leaders act from an efficient orientation and display leadership to attain their organizations' performance goal. This characteristic is also applicable to leadership in the ICH context. The interview data indicates that ICH is extremely valuable to a national culture, and it must be exquisite, typical, and artistically accomplished, therefore most leaders of ICH enterprises display a craftsman's spirit. They like to constantly carve their own products, have high requirements for details, and pursue perfection and perfection through continuous improvement of their craft. Although its benefits are small, they will benefit the world for a long time. From the interview, leaders' professional dedication spirit can be strongly felt. For example, one leader of Jinhua crispy cake production enterprises introduced:

Every early morning when products are shoveled out and packed from oven, I will go over and have a check to see if there is any problem. Generally, the problem is a batch, because the flour and old flour on the same day basically will not have a large change. If there is a problem, then we must remove the unqualified products and analyze and eliminate the problem. (p. 12)

The above information shows that this leader (p.12) behaves professionally and is very dedicated to the ICH profession. Then, this type of behavior and attitude in the workplace will influence his subordinates. Just as one of his middle level managers said:

Our Mr. Huang is very serious and careful in the preparation of flour. For example, he requires us not to make crispy cakes too big, too big to bake through. But it can't be too small. Customers don't like it if it is too small..... Every time we do it, we must weigh the crispy cake on a scale. Mr. Huang is very strict about the ingredients... If we are not doing something right, he will tell us, such as the oven temperature is too high or too low, the base of crispy cake is too thick, and so on. He himself would often come over to check it out and taste it. He often teaches us that if our products are not delicious once, then customers will not buy our products next time, so we must strictly check our work. (p. 13)

Due to the particularity of ICH, most leaders meet the paradox of inheriting versus development (Zhang et al., 2023). As ICH inheritors, leaders should go on the traditional way to ensure the successful inheritance of their ICH projects, while many ICH projects cannot satisfy modern consumers' needs anymore and are going to be eliminated through market competition. Successful examples show that innovation is an effective way to cope with this dilemma (Sperlí, 2021), so leaders in this area should actively assume the responsibility of promoting the sustainable development of ICH through professional innovation.

Most interviewees in this study show a strong professional innovation spirit. For instance, the inheritors of Tangxi Cuisine and their team members, based on retaining Tangxi cuisine recipes, improved the ingredients and cooking techniques of the dishes to adapt to the eating habits of contemporary people (p.1, p.2). The inheritor of the brewing technique of yellow rice wine led his subordinates to develop a clear flavor of yellow rice wine to meet the demand preferences of contemporary young people without changing the brewing technique (p.5). From the beginning, the craftsmen of Wuzhou Kiln were deeply aware of the importance of the market. They do not stick to the old, so that art and life are fully integrated in their products, which have practical, ornamental and collection. They are engaged in cooperating with Liangzhu Museum and Jingzhou Museum to develop new glaze water, which enriches the product lines of contemporary Wuzhou kiln (p. 19; p. 20).

It should be noted that leaders from ICH area are engaged in products, process, business model innovation as well, but a significant difference between them and other common leaders is that they should insist on the principle of retaining the special attributes of ICH products including the shape, color, and taste, etc. (Wang et al., 2022). Just as a leader of the Jinhua ham production enterprise explained their approach to preserving the special attributes of the ham through developing new techniques as follows:

Once a whole ham is cut, it immediately oxidizes, which changes the flavor and reduces the shelf life. So, we developed various techniques to overcome the oxidation of cut ham. But in this process, we will try our best to ensure the unchanging of the core characteristics of our products. (p. 33)

3.6.1.2. Stakeholder Consideration

Stakeholders are any individual or group of people who can influence the achievement of a business's goals, or who can be influenced by the process by which a business achieves its goals (Bridoux & Stoelhorst, 2014). Since the importance of stakeholders, responsible leadership stresses the importance of both internal and external stakeholders and advocates leaders to take their stakeholders' interests into consideration and include stakeholders when making decisions (Doh et al., 2011; Javed et al., 2020).

(1) Stakeholders participate in decision-making

The interview data also discovers that responsible leaders of ICH enterprises would listen to a wide range of stakeholders' suggestions in the decision-making process. For instance, employees are the main force for an enterprise to achieve its goals and create value, and they can find the problems in business operation timely and give more actionable, constructive suggestions (Bashir et al., 2024). Responsible leaders usually pay attention to their employees' opinions, provide them with a good communication environment to deeply dig their potential and fully bring out their value (Pless, 2007). In

the interview, most leaders mentioned that they encourage subordinates to take part in their decision-making process and some of them even have set up multiple channels to collect employees' opinions and suggestions on product production or management. For instance, one leader stated:

I will send out some forms to my employees, such as a feedback form on the quality problems with our existing products. If they think there is something wrong with the products we are making, they can give us feedback. Also, I always encourage them to put forward some creative ideas to improve our internal management. (p. 25)

In the ICH context, raw materials are the basis of production, and the use of low-quality raw materials will inevitably damage the quality of ICH products. Nowadays, the raw material crisis has become increasingly obvious, and there is a serious shortage of raw materials. In this way, ICH enterprises began to purchase many materials from outside and even imported raw materials from abroad. As a result, it is more difficult to control the quality of their raw material. Therefore, the leaders of ICH enterprises are committed to establishing mutually beneficial and win-win cooperation with suppliers, timely understanding of information related to raw materials, and reducing production risks. Just as one leader of the crispy cake production enterprise explained that suppliers as a part of value chain sometimes could provide useful information and suggestions helping leaders to understand the market in time and make accurate decisions:

If the flour was made from wheat from the same place, then there is no problem. I am afraid that if the supplier changes the wheat from other places to produce flour, then the quality of the flour sold to us will fluctuate. If the ratio of flour changes, then our production process should also be adjusted accordingly. Therefore, I will keep in touch with my suppliers frequently. They will give me relevant information in time, and in this way, I can reduce my production risk. (p. 12)

In addition, the interview data shows that ICH leaders also encourage secondary stakeholders including administrative department, ICH industry associations, and experts to participate in their decision-making process. For instance, government plays

an important role in setting rules and guiding cultural consumption; thus, opinions and suggestions from administrative department are beneficial for ICH enterprises to obtain legitimacy and realize sustainable development. Many leaders in the interview admitted that the administrative department will influence their decisions. For instance, one leader introduced that:

Now our ICH project has entered the stage of utilization. The government gives inheritors subsidies every year, encourages us to use this money to recruit apprentices, take the lead in starting businesses, and make use of the work made and promote them. So now we sell products on Taobao, Alibaba, Jingdong and other platforms, and the government has money to subsidize us. In short, we must make full use of ICH products, and the work we do should be suitable for the use of local people, and then let local people enjoy the life brought by ICH products. (p. 50)

As a bridge between the government and the market, and between the government and industry, industry association to some extent will influence leaders' decision-making (Buchanan & Marques, 2018). Especially the ICH industry association which plays an important role in ICH inheritors training, professional consultation, scientific protection, and other aspects. It can effectively guide the leaders of ICH enterprises to carry out the work related to ICH protection and help the leaders to manage themselves. Some leaders mentioned that they are willing to attend meetings or training organized by ICH industry association because they can acquire new insights to better develop their ICH projects, such as advanced products design technique, current popular sales channels, and more efficient business models (p. 24; p. 43).

Furthermore, ICH business is associated with ICH culture and has relatively high requirements for inheritors skills, so they often consult outside experts to solve some specialized problems. For instance, many participants mentioned that since the ICH has a very long history and profound cultural deposits, they often consult some experts in universities or scientific research institutions and verify their ideas when excavating and

restoring the ICH. The following statement is quoted from a leader of a tea production enterprise:

After we took over this ICH project of Green Team, we immediately invited some experts to be our consultants. Two of them are academicians of the Academy of Engineering, and some are professors at the Agricultural University. At the same time, we also set up a special group, under the guidance of experts, we gradually restore and inherit the traditional skill of Juyan tea. For example, we summarize the shape, taste, and other characteristics of this tea by referring to relevant documents and historical classics. There is also the process of tea brewing that we found in books and then came out after years of experimentation. (p. 37)

(2) Considering stakeholders' interests

The interview data also indicates that responsible ICH leaders are more likely to take stakeholders' interests into consideration. For instance, customers are the biggest external stakeholder group and attracting customers is one important purpose of enterprises (Yeo & Jan, 2022). Responsible leaders should pay much attention to the needs of their customers and try their best to let customers get satisfactory products and services (Miska et al., 2014). In the interview, a leader of yellow rice wine production enterprise mentioned that she will go to their sales points, so she can get up close and personal with customers and understand what they think. The following is her statement:

I often go there for a few months, because as managers, we need to understand not only management, but also business. If we don't understand the business, a lot of things will be implemented in the wrong direction or inefficiently. Therefore, I will go to the front line to understand the specific business, including market feedback. Because often the feedback from the staff is not accurate or comprehensive, only when I go to the market to contact and communicate with customers in person can I truly feel their needs. (p. 61)

For the survival and development of the enterprise, responsible leaders should pay great attention to the requirements of their business partners (e.g., upstream suppliers and downstream distributors) as well (Meliou et al., 2021). A leader from Jinhua ham production enterprise mentioned that even though they are doing business both online and offline, they always strictly control the prices of their products to make the online

price in line with the offline products. Sometimes, considering the advantages of online shopping, they will deliberately give profits to their offline dealers. The following are his statements:

Our current business involves e-commerce. However, the scale of our offline stores is relatively large, and our distributors complained that the development of our e-commerce business has affected their interests. Because compared with e-commerce, offline stores need a site and someone to operate it, which will lead to more operating costs. That is why the sales profits of offline stores are relatively lower. What is worse, some online stores often lower their price, and as a result, the market price is disrupted. Therefore, we have been trying our best to control online and offline prices, and sometimes even raise online prices slightly, to balance the difference in price between online and offline and protect the interests of our offline dealers. (p. 32)

In a word, stakeholder considerations become particularly complex in ICH contexts due to the involvement of diverse groups including community custodians, government agencies, tourists, and commercial entities. Responsible leadership manifests through inclusive governance models. Leaders must facilitate dialogue between generations of practitioners and modern stakeholders and consider their interests, ensuring transmission processes remain authentic yet adaptable.

3.6.1.3. Sustainable Value Creation

(1) Sustainable economic value creation

Responsible leadership focuses on the double bottom line, that is, placing economic values as important as social values in the leadership process (Maak et al., 2016). This means that responsible leadership not only drives business development but also achieves organizational economic goals by focusing on business performance. At the same time, responsible leaders also carry out social activities that address major “social problems”. Ultimately, responsible leadership is helpful to create value for the enterprise and society, to achieve sustainable development of both (Waldman & Balven, 2014).

Through interviews with the leaders of ICH enterprises, it can be found that the economic value creation of responsible leadership in ICH industry is mainly reflected in two aspects: profit maximization and realizing growth.

Leaders in the ICH field often maximize profits through innovation, process management and technological improvements, because those are effective to increase the added value of products/services or reduce costs. Taking bamboo weaving as an example, because the users of bamboo weaving are becoming younger and younger, the inheritors of bamboo weaving are more focused on innovation and development. A leader of bamboo weaving studio introduced that over the years, she has been committed to integrate Dongyang bamboo weaving with the fashion industry, tourism, and other fields, and has constantly tried to combine bamboo weaving with modern utensils and objects. At first, their products were more traditional from an aesthetic perspective, and later, with the addition of the young force of the enterprise, the bags they designed became more and more youthful and fashionable. For example, the bamboo woven waist drum bag that integrates the shape of the waist drum, the lightweight and beautiful round cake bag, etc., are deeply loved by young people, so that many young people who have pursued luxury brands in the past are proud of having such a unique bag. At the same time, she also led the studio members to design and develop bamboo woven tourism products according to the tourism needs of modern people, providing tourists with practical and high value-added bamboo woven products, and her shop has thus become an online celebrity shop. (p. 66)

Another example is a leader from bean curd production enterprises, who emphasized that process management and technical improvement are two key points to maximizing profits. He introduced that he must strictly manage the production process, because they produce microbial fermentation products, which have high requirements

for temperature, humidity, contact surface cleaning and disinfection. If any link in this process is not done, the fermentation will not be successful. If the fermentation is not successful, the whole batch will be scrapped. So, he asked the inspector to report the data to him immediately after the test, especially the abnormal data. If the data is abnormal, they will immediately take rescue measures. (p. 40) He also stated that:

Much of our equipment is in a backward position in the industry in terms of technology and automation. We have continuously modified our equipment, and now the accuracy of their operation has been greatly improved. We also introduced artificial intelligence, which can automatically troubleshoot faults and operate remotely. As a result, our productivity has been greatly improved. If it is calculated according to economic indicators, The investment cost of this equipment will soon be recouped in profits. (p. 40)

In addition, leaders said that they began to take the initiative to change their thinking, open their minds, and embrace new channels, new platforms, and new markets based on traditional methods, to realize growth. For example, at present, “ICH + performing arts”, “ICH + diet”, “ICH + characteristic villages” and other forms are on the rise, while providing different channels for them. Just as one leader of the pear paste candy production enterprise said:

Since we were listed in the list of ICH projects in 2015, we began to combine with cultural tourism and opened our first store in tourist spot. After that, we opened 16 stores in Jinhua, Ningbo, Hangzhou et al. We will have a rap performance at the door every day, so that tourists can closely understand how pear paste sugar is made. In summary, we use the rap performance to attract tourists, and then through the fragrance of pear paste sugar to bring tourists into the store to buy our products. (p. 43)

(2) Sustainable social value creation

An excellent enterprise will not only create economic value, but also symbiosis with the society, for the long-term sustainable creation of value for the society, which is also the basis for the long-term sustainable development of an enterprise (Witt & Stahl, 2016). Therefore, a responsible leader should not only be responsible for the business responsibility of the enterprise but also be responsible for all the elements related to the

enterprise, whether it is customers, stakeholders, the public or the whole society itself (Waldman et al., 2020).

An important responsibility for most leaders of ICH enterprises is the inheritance of ICH knowledge and skills, therefore they often establish a mentoring relationship with their subordinate and pass down their traditional crafts from generation to generation. When leaders play the role of master and teach ICH knowledge and skills to their apprentices, their mentoring is usually reflected in vocational aspects including coaching, challenging assignments, and sponsorship. Specifically, leaders sometimes played the role of coach to check whether their apprentices had handled the skills well, which helps them be more professional. One leader talked:

I taught them to test the temperature of the stove after it has been watered. We use a piece of flour, put it on the stove, and then see how long it takes to brown. (p. 12)

Some leaders also assigned challenging work to their apprentices to enhance their skills. For example, one interviewee stated that he would organize an annual cooking competition to improve cooking skills. (p. 2) Besides, when apprentices finished their studies, many leaders encouraged and supported their apprentices to go out and start their businesses, including providing economic, technical, resources, and other aspects of support. This support opens a greater space for their apprentices' career development and promotes the ICH spirit. Just as one leader explained:

We also encourage them to go out and create opportunities and platforms for themselves as much as possible. When it forms a large benign industry, the development of Wuzhou kiln will become better and better. (p. 20)

In addition to the cultural inheritance, most leaders create social value by cultural promotion. It is well known that ICH is particularly unique due to its immateriality and non-repeatability. It reflects a nation's unique spiritual values, way of thinking, imagination, and cultural consciousness. Therefore, promoting ICH and strengthening

cultural confidence is the responsibility of ICH leaders. To assume this responsibility, leaders participate in various public activities to improve citizens' awareness of ICH projects. One of the most common activities is attending exhibitions organized by government or industry associations. One inheritor discussed his experience:

The most impressive exhibition was held in Zhoushan organized by our local government, where we set up a very large booth, which was also very beautiful and attracted a lot of customers. Through this exhibition, more outsiders know the characteristics of our Tangxi cuisine (p. 1).

Leaders are also very keen to participate in ICH campus activities to guide students to develop a strong interest in ICH and to cultivate the next generations of inheritors.

The following is a description of how a leader introduces ICH to students:

We have transformed this place into an immersive environment for students to study and research. It is good to help students to form a deeper understanding of the history and production techniques of Jinhua crispy cakes. (p. 31)

The following is another example of how leaders of ICH enterprises promote ICH projects to local schools and students. A leader from yellow rice wine production enterprises introduces that they have a project with local school for deaf-mutes. Through this project, the disabled students have opportunity to their enterprise to learn skills then get appropriate work positions in their enterprise.

We also have another characteristic that is the flower carving technique of rice wine, which is a provincial-level ICH project. So, we work with local schools for the deaf-mute. The school set up a flower carving class for deaf students. Deaf students live in a silent world, but their concentration is very good, and some students also have a certain artistic talent. So, we felt that as long as the students were willing to study, we would recruit them and provide them with a position in our company. I think this is a very meaningful work. We have been running this program for 11 years. So far, more than 20 of our employees are deaf and mute people, and they draw flowers and carvings for products' packages. (p. 61)

Through analyzing the manifestations of responsible leadership displayed by leaders of ICH enterprises, we can draw three aspects-role model, stakeholder

consideration, and sustainable value creation. Specifically, role models are reflected in moral models and professional models; stakeholder consideration refers to considering stakeholders' interests and inviting them to participate in decision-making process. The stakeholders include subordinates, customers and business partners, administrative departments, ICH industry associations, and experts participate in decision-making; Sustainable value creation mainly involves economic value creation such as maximizing profits and realizing growth and social value creation such as cultural inheritance and cultural promotion.

3.6.2. Triggering Factors of Responsible Leadership

Individual activities and behaviors do not occur in a vacuum and are often influenced by complex, ambiguous social situations. An individual's social environment provides him/her with various information that affects his/her attitude and behavior, and his/her interpretation of these information determines his/her subsequent attitude and behavior (Epitropaki et al., 2013). When the social environment is uncertain, ambiguous, and complex, individuals will rely more on the information provided by their social environment, then adjust their work attitudes and behaviors (Salancik & Pfeffer, 1978). In recent years, with the development of society and the advancement of globalization, many ICH projects are facing the risk of disappearing. For instance, the change of modern lifestyle makes it difficult for the original ICH projects to survive, and the original consumers are lost due to the change of inheritance space (Ren, 2016). Living in the social environment with highly uncertainty, the leaders' attitudes and behaviors are not only determined by their own needs and goals but also influenced by the surrounding social environment to a large extent. In other words, leaders of ICH companies will be more expected to obtain social information related to work attitude and behavior from the social environment, to provide a basis for their behavioral decisions.

Our interview data shows that leaders of ICH enterprise usually choose information from events that happen to them or around them or interpret the views of people who are like them as information sources, and then adjust their behavior based on this social information. Specifically, these events can be divided further into four categories- market and institutional stress events, stakeholders' recognition events, elders' affective expression events, and critical learning events about responsibility.

3.6.2.1. Market and Institutional Stress Events

Stress refers to a relationship between people and their environment (Mitchell et al., 2019). In this relationship, people perceive their environment as important to their happiness in life, so they need to cope with stress increases (Gardner, 2012). As a kind of stressor, stress events are threatening stimuli faced by individuals. Different stress events will have different degrees of influence on individuals, making individuals show different physiological and psychological dynamic changes when dealing with them, which leads to the change of individuals' behavior (Koeske & Koeske, 1993).

Based on interviewees' statements, it can be found that stress events are an important triggering factor of responsible leadership. Among various stress events, market stress and institutional stress are the two major stressors that cause great effects on their responsible leadership.

(1) Market stress events

In terms of market stress, many interviewees mentioned that they are facing a huge development stress caused by professional development and innovative development. Professional development means that they should focus on the core business, provide professional production, service, and cooperation, and keep a dominant position in the industrial chain. It means that, leaders should infiltrate the "craftsman spirit" in the

work, cultivate and shape the morality of excellence, attention to details, meticulous, patient, and focused, professional, and dedicated, which is an interpretation of a leader's responsibility for the work. Also, with the fast development of society and technology such as digitalization, leaders must timely adjust their work content according to stakeholders' needs and feedback. Only in this way, can they keep a competitive advantage and help their enterprise to realize sustainable development. For example, one leader of a ham manufacturer said:

Now the whole ham industry is moving in the direction of low salt, because it is good for consumers' health.... In the past, traditional practices were used, and now our industry is developing in the direction of temperature control and humidity control. For instance, we used to pickle ham between the start of winter and the start of spring, but like this year, after the start of winter, the temperature is still 30 degrees, so now everyone started to learn standardized production and product quality control.....To improve our products' quality, we have established a series of corporate standards. (p. 33)

Innovative development is to complement, expand and improve the connotation of ICH in accordance with the new progress of the times, and enhance its influence and appeal. Nowadays, only when ICH is deeply integrated with the characteristics of the times can it be active in daily life. The development of ICH requires ICH inheritors to constantly innovate and change, find the connection point between ICH and modern life, conform to consumers' aesthetic taste, adapt to market demand, promote ICH life, industrialization and fashion, and develop a series of ICH products through unique creativity and ingenuity, so that ICH projects can be closer to life and avoid being obsolete by the times. Just as a leader of a porcelain manufacturing company mentioned:

We are forced by society, because if you want to survive and develop, you must be more diverse, and there is no way. It's not like the old days, when all we had to do was do our job. Now we must become a comprehensive leader. So, I am also constantly looking at how to integrate with this market and this society. (p. 20)

Relevant data indicates that the trends of professional development and innovative development created a new situation to ICH enterprises, so that requiring and forcing enterprises to rapidly transform in terms of products, business models and organizational structures. After experiencing related events, leaders better understand the change of the industry and perceived the necessary to upgrade or transform of their leadership models to a responsible leadership style, such as professional role model and sustainable economic value creation.

(2) Institutional stress events

Institution is a kind of regulatory, normative, and cognitive structure and activity that provides stability and meaning for social behavior (Greenwood et al., 2014). In society, if there is an institution, the interaction between individuals will not be arbitrary and random. They are restricted by various tangible and intangible rules, and have certain stability and regularity, thus reflecting their specific patterns and predictability (Bjaalid et al., 2020). If leaders want to help enterprises achieve long-term development, in addition to having the necessary material resources and technical information, they must also win social support and trust, that is, gain organizational legitimacy. The acquisition of legitimacy is conducive to the enhancement of organizational resources, also it helps to enhance the status and survival rate of the organization in the social network. To do this, leaders need to accept prevailing conventions and make decisions based on societal values and institutional rules.

Due to the importance of ICH and its “Public” characteristics, Chinese government departments are vigorously promoting the inheritance and development of ICH and have successively introduced a lot of policies to ensure the sustainable development of ICH. Therefore, many leaders of ICH enterprises since been identified as inheritors are facing increasingly regulatory laws and rules toward their behavior. For example, according to

the Measures for the Identification and Management of Representative Inheritors of National Intangible Cultural Heritage, representative inheritors should undertake several obligations, such as carry out inheritance activities and train successors, proper storing of relevant physical objects and materials, and participating in public welfare publicity activities of ICH (Zheng, 2017). To maintain the status of ICH inheritors, some leaders in ICH enterprises started to collect and protect ICH culture materials and build an ICH exhibition hall to publicize relevant knowledge to citizens. Just as the sales manager introduced that:

As inheritors of ICH project, the government will give us a subsidy of 30,000 yuan every year to protect and inherit the culture. So, we built an exhibition hall here, which is open to the citizens for free, and the government also gives us some support and subsidies. What's more, the Bureau of Economy and Information Technology often encourages ICH inheritors to take part in some competitions to promote our ICH culture. Last year we won the national gold medal, and the government department gave us a reward of 50,000 yuan. (p. 22)

Another leader from Jinhua Ham production industry introduced that national or local governments have specific regulations and criteria of assessment on ICH inheritors, such as their recruitment and cultivation of apprentices. To meet government assessments, he did a lot of responsible leadership behaviors. The following is his statement:

I am now a provincial-level ICH inheritor and am preparing to declare a national-level ICH inheritor. There are many requirements when we declare national-level ICH inheritor, including technical excellence, research projects involvement, papers writing, and so on. It's a whole series of activities that we must participate in...After being rated as an ICH inheritor, in fact, we must do more in many aspects. Because once the identity of ICH inheritor has been certificated, the inheritor will be evaluated by the government every year. If the inheritor does not meet the standards, his/her identity of ICH inheritor will be withdrawn. Anyway, the government sets assessment indicators from all aspects to evaluate us... If one is not an ICH inheritor certificated by the government, he/she might just do some of his own products, he doesn't have to do other things. All of this is because the ICH is now included in one of our national development strategies, it has a positive significance on both cultural development and rural revitalization. (p. 26)

Besides, as a part of an ICH enterprise, leaders' behavior would be influenced by normative stress towards enterprises as well. So far, normative rules on ICH enterprise are various, which includes representative ICH project system, representative inheritor system, heritage experience facility system, etc. Especially in recent years, national and local governments have promoted integrated development and high-quality development of ICH and tourism. The government advocates the use of ICH resources to develop rural tourism and other forms of business, encourage enterprises to use culture to shape tourism and use tourism to complement culture, and launch a few themed tourism routes, research tourism products and performing arts with distinctive ICH characteristics. Under this background, leaders of ICH enterprises increasingly care about their responsibility towards society. For example, a leader in the interview stated that normative stress from industry associations has great influence on their leadership decisions.

Although there was a catering association at that time, it had no entity, no function, and no capacity for external reception. As a member of the association, we had to step up to the plate when there was a reception assignment. In this process, we must invest a lot of money and personnel. But looking back now, when you are giving, maybe you are also getting. I am where I am today because of all the extra reception work I did back then. When you do a lot of work outside of your responsibilities, your own strengths are slowly developing. (p. 1)

Another leader of a food company also talked about the influence of normative regulation on his environment-protective leadership behavior:

Why do I prioritize environmental protection now? Because the orientation of our national policy is environmental protection first. Many social events let me know that no matter which enterprise you are, if you reach the red line of environment protection, your enterprise will have no future...Our environmental protection mainly involves sewage treatment, so we must install sewage purification equipment so that our sewage discharge can meet the standards. At present, many enterprises are not willing to invest this money, and this is a matter that affects whether future generations can continue to survive on the earth. (p. 27)

The above citations and analysis show that responsible leadership could be triggered by stressful events. It specifically covers two aspects: market stress and institutional stress. After perceiving stress from relevant events such as professional development, innovative development, regulatory stress towards themselves, and normative stress towards organization, leaders will adopt behavioral regulative strategy and adjust their behavior mode to be more responsible, which is beneficial to reduce stress and make them to be more adaptive to the external environment.

3.6.2.2. Stakeholders Recognition Events

Social recognition refers to the positive response of society to individual social behaviors, which is manifested in the affirmation and support of public opinion, the praise and commendation of other institutions or groups, the praise and imitation of others, and various expressions, gestures and tones of support and approval (Khattak et al., 2017). Individuals are born to desire a sense of belonging and social interaction, so social recognition can provide powerful spiritual encouragement to them, strengthen their behavioral tendency in line with social norms, strengthen their legitimate behavior, help them correct bad social behavior habits, and build harmonious relationships with others (Mu et al., 2022). The interview data shows that recognition events towards the leader's good conduct, social identity, and the ICH project will trigger the formation of responsible leadership in the ICH context.

(1) Recognition of the identity of an ICH inheritor

To ensure the protection, inheritance and development of ICH, the Chinese government has formulated a representative inheritor system. In essence, the design of this system can be understood as that the relevant administrative departments construct the identity of "representative inheritors" through status, rights and interests with the

help of national discourse, to awaken some individuals in the wide group of inheritors. Those who are identified as representative inheritors stand out from the public in society, which have changed their life experiences since then. After experiencing the changes brought by identity, these people also have a strong dependence on identity and are more willing to undertake the mission and responsibility of inheriting and developing ICH. In the interviews, several leaders mentioned that the event of granting them ICH inheritor status greatly encouraged them to pursue their careers with a sense of responsibility. The following is an example:

I was granted as the inheritor of Wuzhou Kiln firing skills in 2008, and since then, I have been working to restore Wuzhou Kiln. I remember in 2010; I told my master that I want to hold a seminar on Wuzhou Kiln in our city and I think this would have a great role in promoting the development of Wuzhou Kiln. My master is so good that he helped bring some big experts to the seminar. After our workshop, the ceramic masters were very impressed by our Wuzhou kiln. In 2013, I opened a museum... Later, I was honored as a national ICH inheritor and a master of Chinese Arts and Crafts. The responsibility of these identities is to lead the apprentices well and build the team well. Look at our team here now. I work hard; my apprentices also work hard. We have about three or four hundred apprentices now. The honor of the Master of Chinese arts and crafts was awarded to me, then I must do my work with my heart, play a leading role, and do the work with excellence as a masterpiece. This requires the spirit of craftsmanship. The titles of national ICH inheritor and a master of Chinese Arts and Crafts are not used to scare people, but to play a leading and driving role, leading our Wuzhou kiln to step onto a larger international stage. (p. 19)

In addition to inheritor status granting events, promoting the identity of inheritors is another style of recognition that promotes the formation of responsible leadership. Some leaders in the interview introduced that in the Internet era, people's lives are inseparable from various network platforms, so traditional ICH projects should actively embrace the Internet, which plays an important role in the transmission and inheritance of ICH. In recent years, all kinds of media platforms have paid great attention to the promotion of ICH projects, especially some ICH projects that are about to be lost. The media will pay more attention to these traditional skills through in-depth tracking and reporting of the

stories of inheritors. These media publicize and report also declare the leader's identity, which then would urge leaders to take on their responsibilities and being a responsible leader. The following is an example:

The pictures you see on the wall were taken when we were being promoted and covered by various media outlets. For example, this is a proposal made by our local government for the development of Jinhua Wine a few days ago. It was published on the front page of the evening paper. This is a big discussion on how to revitalize our Jinhua wine organized by the daily newspaper and the evening newspaper. At that time, citizens every week would submit articles, offer ideas, and the newspaper would select creative ones and publish them. All these show that the media always pay more attention to us. Therefore, I often tell my subordinates that we, as Jinhua wine inheritors, should be proud of our yellow rice wine and our ancestors who invented the brewing technique of Jinhua wine...our city's image publicity film is basically shot once a year or two, and then shown to citizens at the development conference. They used to shoot here every year, so we are regarded as a golden card of our city. Therefore, as the inheritor of this ICH project, I should assume this mission relevant to the inheritance of skills or the construction of our cultural base. (p. 4)

(2) Recognition of the ICH project

Stakeholders' recognition of the ICH project in the interview data displays an important triggering effect on the formation of responsible leadership. Some leaders mentioned that the recognition of their ICH projects and ICH brands from stakeholders such as consumers, social media, citizens, government would increase their passion to the ICH career, their commitments to the relationship with stakeholders, and engagement in ICH projects development. Some leaders remember that they have experienced similar events in which consumers show great recognition for their products. And influenced by these events, leaders' sense of self-efficacy was improved much, career aspiration was increased, which finally leads them to display responsible leadership. Just as the following leader states:

Since we really engaged in Wuzhou kiln, we have completely restored this concept, and now it is just the 18th year. However, in the past 18 years, people did not know about this kiln, only some archaeologists knew it, and some historical books recorded it. We feel fortunate that after our sustained effort,

now the concept of Wuzhou kiln, at least in Zhejiang or the Yangtze River Delta region, or in some well-known cities in China, has a certain influence. So now that everyone knows that there is a Wuzhou kiln, what we must do next is to slowly let more people like Wuzhou kiln... I can tell you a typical case here. Eight or nine years ago, my father and I went to Shanghai to promote our products. As you know, our Wuzhou kiln products are mainly yellow colored, so the color is relatively dark and heavy. Then at that time, whether they were collectors or players in Shanghai, their impression of Wuzhou Kiln was: "Ah, this thing is quite rustic looking." They use the word rustic to describe our Wuzhou kiln products. In recent years, when we went to Shanghai to participate in the product promotion and the Shanghai people went to see it again, they would say: "Wow, your Wuzhou kiln is very plain and simple, this thing is very dignified." In fact, our style has not changed much, the material has not changed much, but the consumer's adjective for ceramics has begun to change, and the consumer's personal aesthetic and cognition have begun to change. Since he may have had less contact with such things before, he may have described things as rustic. But after he encountered a lot of ceramics, he saw a lot of exquisite, western and local things, he would feel that it had flavor. That event was very primitive.... We have not changed much in our products, because we know our ceramics are good, we understand the beauty of our ceramics, so we have been insisting on our ceramics. Maybe this is what we are prouder of, we spent more than ten years of effort, so that this thing is recognized by everyone, the whole market, the whole environment, and consumers' Chinese traditional aesthetic has been improved... Thus, I deeply believe that our ceramics will develop better in the future. But it requires many consumers to contact our products, then they will slowly know where the Wuzhou kiln is good and where it is bad. In the future, we will keep striving to publicize every day whether to go to a promotion meeting or to sell in ordinary times, the aim of which is to let everyone understand Wuzhou Kiln. (p. 20)

A leader in the interview remembered that he decided to contact the ICH project because he was influenced by the wife of one of his leaders. This woman highly recognized an ICH project called JuYan tea and encourage the leader to undertake the role of inheritor. The following indicates how his behavior was guided by elders:

There is another reason I decided to undertake the inheritance of this ICH project. At that time, I had a very good friend who was also my leader. I used to hang out at his house. After his wife knew that I made tea, every time I went to their home, she told me that there was a kind of tea in North Mountain that was very good to drink, while she did not know the name of it. She just repeated that that kind of green tea was good. She suggested I look for it. Then I took time and took my subordinates to look for it. We thought, since there was such good tea, we should dig it up and promote it. (p. 36)

Some other leaders in the interview remembered that customers' recognition of their ICH brands could also inspire them to be responsible leaders. For instance, a leader of Jinhua ham production company said a customer from another city wanted to buy Jinhua ham titled with their brand, because the customer trusted their brand. This event had a great positive impact on the leader, encouraging him to make the whole industry better and take customers' needs into consideration. The following quotes is from his interview content:

Last year, a friend of mine in Shanghai called me. He told me that one of his leaders had been ill and wanted to take care of his health after he got out of the hospital. His doctor told him not to buy any other health care products, he only needed to buy a ham of our brand to eat, and his body would be fine. So, he immediately asked my friend in Shanghai to find me and asked me to send him a ham. At that time, I felt very happy, I thought that the doctor did not know me, how did he know our brand? How did he know that ham is good for his body? So, after this call, my confidence is greater, I think more about how to do well for this industry. For example, in this industry, of course, there are people who have a demand for Jinhua ham, but they can't find the right or ideal brand and product, then how can I make people quickly match the right product. I am thinking about these questions. (p. 15)

The above data presentation and analysis proves that stakeholders' recognition of leaders' social identity and ICH projects would positively influence the emergence of responsible leadership. Government and social media recognition of leaders' social identity and consumers' recognition of their ICH products and brands could also increase leaders' psychological capital, which finally motivates them to be responsible leaders.

3.6.2.3. Elderly's Affective Expression Events

Affects are an indispensable part of human life and an internal subjective experience that can change individuals' perception of the world around them and influence persons' thinking behavior and decision making (Cristofaro, 2020).

Individuals identify the affective state of others will influence their own decision-making and behavior (Sun et al., 2022). When faced with an emotionally intense event, an individual's emotional response will be stimulated, which will further affect his/her decision-making (Kim et al., 2023).

In the interview, some interviewees mentioned that the formation of their responsible leadership was largely influenced by some excellent elders (such as parents, leaders, etc.). In the process of getting along and interacting with elders, elders will express their strong effect towards stakeholders or ICH projects and instill their values into the leaders' mind. In this way, leaders could integrate acquired knowledge into their existing cognitive structure and form a new set of values and ideological systems related to leaders' responsibilities. In a word, when superior managers, elders, etc. strongly express their affect towards stakeholders or their careers, their effects are contagious and can induce leaders to have similar emotion and resonance.

(1) Affective expression towards stakeholders

Most employees of ICH enterprises are important carriers and transmitters of ICH and have rich knowledge and exquisite skills of ICH. In the interview, many leaders said that the average age of their employees is about 50 years old, and these employees commonly have worked in the enterprise for a long time, so the CEO or top managers have regarded these employees who have followed the enterprise for many years as their family member, and often strongly express their feelings for employees like family. When CEO or top managers express such feelings to employees, the interviewed leaders say that they can also empathize with it, which encourages them to consider employees' suggestions and even invite employees to participate in decision-making later. Here is a typical example:

Our company's employees are basically old, and the new employees hired

are very few. Our employees, like factory director, workshop director, have been in this enterprise for about 20 years, and their tenure is already very long. Through interaction for so many years, we know and get used to each other, just like family. For example, now that we are overwhelmed, they will not sit in the office and do nothing. Instead, they will volunteer to help. In my spare time, I would invite them to my office for tea, talk about the problems in their work, and discuss solutions together... This is mainly due to the influence of our COE. She treats our employees like family and passes this view to me. For example, in the first two years of the epidemic, the entire business environment was not good, and business was difficult to do. We were talking about whether to go ahead with it, and she insisted. She thinks that our company has too many old employees, most of these old employees have come to work here since graduation from college, and many of them have not received higher education. There are 20-30 employees like this. She said if we don't do the business, then the livelihood of these employees will be in question. At that time, this incident made me feel deeply. (p. 71)

Besides, a leader who is very conscientious in her work cares for her subordinates, and takes the initiative to assume social responsibility, and her leadership behavior is largely influenced by her mother and mother-in-law. The following statement shows how her value is guidance by the elderly:

I think there are two people in my life who have had a great influence on me. One was my mother-in-law, a very wise person, who taught me how to do things. The other one is my mother; she is very virtuous. Their influence on me has been from a long time ago. My mother is very kind, very filial, and very good to others. Our next-door neighbor has children, but they are not filial. I remember my mother used to take care of them and told us that we should be moral to the people around us. Anyway, we grew up with it, so we are kind and Buddhist-like by nature. (p. 1)

Besides, some leaders mentioned that they met someone express their strong moral effect towards clients, which leads them to be more responsible towards clients in the future. For instance, a leader said that his superior manager is very friendly to the clients who come to the company, whether they are acquaintances or strangers, his superior manager will always ask the guests to stay for dinner. Even if the delivery driver comes to the factory, his superior manager will warmly invite the driver to stay for a meal and send two bottles of their own products to the driver, so that the driver can eat it on the road. Here's what he said about it:

Mr. Yan told us that we should not dislike them because they are suppliers, and we should not leave them out in the cold. We should treat suppliers the same as customers. He is a supplier, and if he provides us with good raw materials and good packaging, we can make good products. Therefore, he said that when the suppliers came, he would certainly invite them to dinner. Unlike some leaders who think backwards, they think that suppliers should invite us to dinner. (p. 40)

(2) Affective expression towards ICH career

In addition to affective expression towards stakeholders, when others express their strong emotion towards their careers, their emotion will infect leaders' emotion and then influence their leadership behavior. The interview data shows that others' emotion of love and sense of identification for their career plays an important driving role in the formation of responsible leadership.

In the ICH industry, many craftsmen of the older generation have been sticking to a certain ICH project for many years, just because of their love for this cause. Their love for the cause has touched countless people. Some leaders in the interview explained that their affective commitment to the ICH project cannot be separated from the influence of the older generation. For example, one leader of porcelain production company demonstrated that her supervisor is a national Master of Arts and crafts and national ICH inheritor who has been engaged in this field for more than 50 years. Her supervisor is keen on the ceramic firing process since he was a young boy. Thus, if it can promote the development of Wuzhou kiln ceramics, her supervisor is willing to do it and does not care about money and interests. Under the influence of her supervisor, the leader expresses that she is very touched, and she will unconsciously consider more for the long-term development of the enterprise when she is making decisions. The following is the leader's statement:

Mr. Chen's love and passion for Wuzhou Kiln is extreme, and he doesn't even care about money or other worldly things. For example, when we make porcelain, we use glazes, and Mr. Chen was fascinated by glazes, especially

the old traditional ones, and he wanted to preserve them and pass them on to the next generations. However, there is no detailed record in the book of how these ancient glaze colors are configured, and we need to explore it ourselves. Therefore, Mr. Chen spent money collecting these glazes and exploring the glaze formula these years... Mr. Chen is not easy because taking the path of inheritance is very difficult. His love and persistence for Wuzhou kiln moved us, so we sincerely hope to help him as much as possible. By now, a lot of the things we do are free, and we never care about how much we get in return. For example, when I'm carving this plate, I am not thinking about how much money I can sell it after I've carved it, I am thinking that I should try to carve this plate as well as I can, burn it well, and try not to make it defective or fail. (p. 22)

Apart from supervisors, career relevant emotional expression of people outside organizations would influence leaders' leadership behavior as well. For example, one leader in the interview recalled that his village chief had written him a poem, telling him to love whatever job he takes up. And it was this poem that propelled him to the enlightenment and achievement he has today. In addition, some celebrity reports of successful people who are expressing their love and pursuit of their careers also resonated with the leader, prompting him to become a responsible leader. Just as the following he said:

When I was learning to carve, our village chief wrote a poem to send me. The gist of the poem is that we must do what we do and love what we do. Eating our own food, doing our own thing, people who relies on heaven, earth, and ancestors is not a good man. This poem has inspired me to this day. Whenever I feel like hanging out, I will remember this poem... So, I really love this job. I just said that people should talk about the way we were, I went to do wood carving because of the way I was. If a person has no passions and feelings towards their career, he/she will not like wood carving from the heart. Even if you pay money to him, he is still picky and cannot calm down to do things well... Jackie Chan once said in an interview that everyone saw his bright side, everyone saw how brilliant he was, how much money he had, but he was doing this career with effort and even life. He did not use a double when he was acting in the movie, all he had was the result of his own hard work. He said this in the interview at that time, which struck me very deeply... So, from then on, I silently made up my mind to do a good job of carving, study the techniques of Dongyang wood carving, and then study new techniques, and then pass on the Dongyang wood carving to our younger generations. Therefore, my current responsibility is to push Dongyang wood carving to a higher level in my lifetime. Look at this series of works I made with phoebe zhennan. Now even if you buy this set of

products at a high price, I will not sell them, because I want to donate them to the Zhejiang Provincial Museum next year, so that they can show the charm of our Dongyang wood carvings to the world in a national tour exhibition. (p. 63)

Besides, the following quote shows the driving effect of higher manager's affective expression of their sense of professional identification on lower leaders' responsible leadership.

He told us that he had only done one thing in his life, and that was to make a good cup of tea. He said he is a tea farmer; he has done nothing else in his life, he has put all his energy in tea. He was the first to make organic tea in China, and he was also the first to take the lead in setting standards for tea quality and safe production. Because he only focuses on this one thing, his impact is great, and the impact on our entire tea industry is relatively great. Therefore, under his influence, we didn't set ambitious goals for ourselves, nor did we think about what we must be. What we have been doing is to concentrate on tea planting, tea making, and do a good job in the tea business. (p. 38)

The above data analysis illustrates that elders who are responsible people tend to display as role models to the leaders and this kind of influence can be realized via affective expression events. Specifically, elders' affective expression towards stakeholders (e.g., their family-like feelings towards subordinates, moral emotion towards clients) and elders' affective expression towards ICH career (e.g., expressing the love for the career, expressing the identification of the career) would be effective triggering factors.

3.6.2.4. Leaders' Critical Learning events

Learning plays a crucial role in individual behavioral decision making (Burgoyne, 1995). Some important "event" or "episode", whether positive or negative (such as some important success or failure), will trigger learning and enable individuals to develop their own specific ways of working and behaving (Mumford, 1994). Typically, such critical learning events can be viewed as a process of qualitative change. When

individuals are faced with some unexpected situations, and their existing knowledge are no longer effective, unexpected events force them to re-evaluate the current situation, rethink and adjust those have long been taken for granted, and then influence future behavior decisions (Cope, 2011).

The interview data shows that the leaders of ICH enterprises can update or redefine their identity as a leader or ICH inheritor through key learning events. These events change their understanding of their own responsibilities and then stimulate the emergence of responsible leadership. In detail, leaders' critical learning events can be divided into two categories-direct learning events and indirect learning events.

(1) Direct learning events

Direct learning means that learners acquire knowledge and skills through hands-on experience and practice (Argote & Miron-Spektor, 2011). This approach emphasizes that learners are actively engaged and hands-on, rather than simply learning by observing or listening to the experiences of others (Carmeli & Dothan, 2017). Leaders usually have strong learning ability and cognitive ability; they will understand the responsibility of them from the key direct learning events and then develop and improve their leadership behavior.

As the key decision maker in the enterprise, if the leader does not do his or her duty, the enterprise will face problems such as operating cost rises, internal management conflicts increase, and loss of market resources. The leaders themselves will also be affected by experiencing lower pay, reduced power, and job changes. Therefore, practical experience learning events relevant to leadership decisions will leave a deep print on the leader's cognitive model and consequently influence their leadership style.

In the interview, a leader of a rice wine company mentioned that in a period, they blindly produced products and opened markets to expand benefits, which led to the

consequences that subordinates felt tired, the production efficiency was very low, and they had to deal with many problems of unqualified products. After going through this detour, he began to rethink his responsibility and mission and decided to focus on the quality and cultural value of the product and truly promote the inheritance and development of the ICH project of yellow rice wine. (p. 4)

In addition to failure experience learning events, successful experience of assuming responsibility also promotes leaders to form responsible leadership. Commonly, leaders reflect on their previous decisions to reduce the risks associated with future management decisions. For some leaders who have experienced conscientious events before, although the responsible behaviors and decisions made at that time are unconscious or not given meaning, the positive results brought by this, such as standing out among peers and obtaining more social resources, will leave a deep impression on the leaders. In this case, leaders are more convinced that the previous responsible decision-making behavior is correct and needs to be maintained, thus contributing to the formation of responsible leadership. One leader of a bamboo weaving studio recalled:

I once went to a local kindergarten to promote our Dongyang bamboo weaving, explaining the history and culture of bamboo weaving to the children, and teaching them some simple weaving skills. At that time, I was deeply touched. I deeply feel that the inheritance of traditional culture like ICH really needs to start with the children. At the same time, I am also very honored to let the children have a chance to know our bamboo knitting. If we, the inheritors, do not promote Dongyang bamboo weaving and do not persist in inheriting this cause, this skill may disappear in a few decades. (p. 67)

It can be found that leaders are more inclined to form a responsible leadership style after experiencing responsibility events. First, due to occupational safety and personal reputation, the leader will be more stable in subsequent decisions to avoid similar adverse events; Second, leaders who have experienced responsibility events will understand the meaning and importance of responsibility better, pay more attention to

the information about leaders' responsibility or the issues related to responsibility, to encourage leaders to actively assume and fulfill their responsibilities. Third, through early experience, leaders accumulate more knowledge and ability in responsibility, and the information and resources they bring are often more valuable and professional when leading subordinate members.

Besides, theoretical knowledge learning events relevant to leader responsibility have critical effects on leaders' responsible leadership. Some leaders in the interview mentioned that their learning resources not only come from experience, but also from theoretical learning. Some of them are required to attend workshops or short-term courses organized by local government or industry associations. Some of them will actively seek out theoretical books to study for the purpose of being a better inheritor. In the learning process, some points impress them deeply and promote them to understand the responsibility they should undertake as the representative inheritors. Just as the following leader of a Jinhua ham production enterprise stated:

I think that the leaders of both old and new companies must update their ideas by continuous learning... I once went to an ordinary cadre school to study for 21 days. Through that study, I learned one thing, that is, we must follow the rules and take responsibility. For example, our enterprises must pay taxes according to regulations, treat sewage and then discharge it, so that we can adapt to society and survive and develop in society for a long time. (p. 27)

(2) Indirect learning events

In addition to direct learning, people can also observe the behaviors, actions, and results of learning objects, obtain relevant information, and then process, discriminate, and internalize the information through their brain, and finally utilize it into their own actions, behaviors, and ideas (Earley & Bubb, 2013). This type of learning is called indirect learning or observational learning (Bandura, 1965). In the process of observation learning, the learner obtains some new response or corrects the original

behavioral response through the observation of others and their reinforcement results, thus there is no explicit operation of the learner.

The interview data shows that observing other leaders' experiences will trigger leaders to experience an observational learning process, which helps them to know what is right and what is wrong and promote them to be responsible leaders. For most of the leaders of ICH enterprises, they began to learn ICH skills from their master very early, and their education level is generally not high, and they often lack leadership experience. Therefore, leaders of ICH enterprises often start their own leadership activities by observing or imitating others. Many respondents said that observing the behavior of other leaders and understanding the underlying principles behind that behavior can guide their subsequent actions. For leaders, observing other responsible leaders' experience helps them to form a leader prototype, namely, how to be a leader and what a good leader should be like. This prototype would play as a cognitive framework directing their management behavior in the workplace. For example,

We often organize middle-level managers or technicians to go out to learn. We've been to Spain, Italy, Western Europe, Northern Europe. The leaders there have advanced ideas, and they don't think it is possible to fake a good one with a bad one. They are different because they have a sense of responsibility in their bones. And here, many leaders are polluting if they can make money... Therefore, I think that if I strictly follow the traditional process requirements and be responsible for it, then the products produced will be better. For example, I really feed pigs with green feed according to the old ancestors. My feeding is good, the breed of pigs is good, then my meat quality can be high. I raise pigs in accordance with the requirements for more than ten months, I do not use fattening agents and additives. Then this pork is good for me, and then the cured and fermented ham is sure to be good. Then, you attentively produce the ham, your product quality will also be good. This creates a virtuous cycle. Now is a vicious cycle, the raw materials are not good, then the cured ham is not good. (p. 34)

From the above statements, it can be found that in addition to other leaders' responsible leadership behavior, other leaders' irresponsible behavior can also affect focal leader's attitude and leadership behaviors. After observing the irresponsible

behavior of other leaders, the focal leader tends to make judgements about responsibility, which then will influence their leadership style. The following is another example of a leader from a porcelain manufacturing company. In the interview he mentioned:

When we attend association meetings every year, some leaders complain that no one buys their products. They do not take the initiative to change the design of the product but blindly blame the market and blame consumers. We are now looking back at the history of China. There are so many projects, some of which have developed very well, and some of which died at this stage. The way we live is changing all the time. Because the ultimate purpose of our crafts is to serve people, if your product does not have functionality, it is normal to be eliminated. If your product survives here, it must be functional. It depends on how each inheritor thinks. This requires the inheritors to take the initiative to change, especially in philosophy. (p. 20)

In a word, the interview data of leaders in the ICH field shows that the occurrence of responsible leadership can be triggered by different events, including market and institutional stress events, stakeholders' recognition events, elders' affective expression events, and leaders' critical learning events.

3.6.3. Forming Mechanism of Responsible Leadership: Sensemaking of Responsibility

3.6.3.1. Reflection of Responsibility Sensemaking in the Interview

The interview data of this study shows that under the influence of driving events; leaders have a high sense of uncertainty and anxiety about their own responsibilities. Therefore, leaders will strive to create new meanings to understand their current responsibilities through sensemaking, to reduce their own feelings of uncertainty and anxiety. In interviews, many leaders mentioned that the above-mentioned triggering events facilitate them to pore over the problem of responsibility and what it meant for them to assume that responsibility. After that, they incorporate the new knowledge they concluded into the original knowledge framework and relate it to their existing

experience and cognition, thereby constructing the understanding and meaning of the leader's responsibility and influencing their subsequent behavioral decisions in leadership.

For example, a leader of a tin products company remembered that he had experienced an event in which his identity and social status as ICH inheritor was recognized by government and society, and this event pushes him to pay more attention to the responsibility he should assume. Through thinking about it, he gradually recognized what does responsibility means to their ICH inheritors and how to adjust his current and future behavior. As a result, he became a responsible leader. The following is his statement:

After entering the national team of ICH inheritors, I thought that ICH has a strong requirement on inheritance, so I have the responsibility to pass on our tin carving skills within my capacity. Because this is the precious and wealth left by the ancestors, I must pass it on. How do I pass it on? We plan to interview 100 tin carvers. So far, we have interviewed 46 of them. During our interviews, we recorded their skills and experiences through video and text. Most of the time, we just interviewed a craftsman, she or he died a few months later. So, what we are doing is meaningful. We are salvaging our tin carving skills. If we do not salvage it, if we don't record it, then there is nothing left when they die. (p. 50)

The following quote is another example of a leader from Jinhua crispy cake production enterprise. He introduced that national policies and regulations have requirements for ICH inheritors, that is, inheritors must actively participate in promotion activities. This institutional stress event leads him to think about the rationale behind this regulation. In this process, he awarded that he as an ICH inheritor should assume this responsibility otherwise the ICH project will disappear in the world. Then he was prompted to become a responsible leader and pay more attention to the social value he created.

The state has requirements for our province-level ICH inheritors, and relevant regulations also clearly propose that representative inheritors of ICH

projects should actively carry out inheritance and dissemination activities. At the beginning I did not understand this policy. But now I can totally understand it. Because we as ICH inheritors have responsibility and obligation to promote the Jinhua crispy cake culture, otherwise the culture will disappear in our generation. I've seen a serious breakdown in our talent pool. So, we have the responsibility and obligation to promote Jinhua crispy cake culture. I have accepted four apprentices this year, all from other provinces and cities, one from Jiangxi, two from Fujian, and one from Shenyang in Northeast Liaoning Province. My apprentices are drawn via TikTok. They see our Jinhua crispy cake culture, they think it's good, and they come here to learn. After studying the skills, they plan to return to their hometown and open a shop. I think only in this way can our ICH culture be passed on from generation to generation. (p. 12)

In the interview, most of the interviewees mentioned that triggering events will promote them to actively self-interpret their intrinsic value, find clues from the events for answering “what does the new event mean”, enhance the awareness of their own responsibility, and further provide the necessary value judgment basis for the behavior choice of “what should I do?”. Essentially, this is a sensemaking process of responsibility.

3.6.3.2. Rationale for Adopting Sensemaking Perspective

Sensemaking was first proposed in an organizational context by Weick (1993), who believed that it was not the explicit or objective structure and factors that determined the behavior of individuals, but their understanding of the world and reality. Individuals rationalize their own behavior by constructing reasonable meaning continuously and retrospectively. Thus, sensemaking is a process of subjectify the objective world. Specifically, individuals or organizations perceive the existence of reality, construct the meaning of the real being, and give the real being a relatively stable subjective interpretation to guide their behavior (Helms et al., 2010). When one is faced with a situation that does not conform to his/her previous cognition, he/she will change previous cognition and forms a new understanding of things by perceiving and

interpreting cues from the situation (Maitlis, 2005). Therefore, sensemaking makes the change of external environment to be comprehensible, on which the individual can carry out consistent and coordinated actions (Weick et al., 2005).

Sensemaking is an ongoing process that focuses on how people pay attention to events, what those events mean, and how the meaning people create about those events affects current and future behavior. The specific process involves three main links: triggering events, forming explanations, and acting consequences (Maitlis, 2005). First, in terms of triggering events, scholars have found that identity threats, accidents, and environmental shocks etc. (Gioia & Thomas, 1996; Maitlis & Lawrence, 2007) may break the inertia of individuals, disrupt their understanding of the world, create uncertainty about future actions, and force them to seek explanations and appropriate action plans. Then, after becoming aware of these anomalies, individuals attempt to create, interpret, and formulate meaning involving cues, frames, and interactions between the two. This is the stage of interpretation formation. At this stage, individuals typically extract specific cues from phenomena that need to be understood, label them as reference points, and then choose an appropriate framework to interpret cues based on previous experience (Weick, 1995). Finally, the individuals guide their future actions according to the meaning formed.

Sensemaking theory has been widely used in understanding strategic change issues within organizations, organizational identity management, and inter-organizational competition, cooperation, and trust (Sandberg & Tsoukas, 2015). For example, in the process of strategic change, leaders can redefine organizational practices and influence employees' understanding of organizational prospects and sensemaking through sense giving, to stimulate the process of strategic change (Corley & Gioia, 2004). Through sense giving influence, the followers tend to have a sensemaking process to rationalize

current organizational decisions and make behavioral adjustments accordingly. Overall, most of the current research on sensemaking is used in the context the organizational crisis or intense pressure, and there are few studies that adopt it to explain the phenomenon happen in the general organizational environment, especially in the context of leadership formation.

Sensemaking is a key activity in leaders' cognition and fulfillment of their responsibilities. Leaders make sense of their responsibilities through sensemaking of relevant activities or information (Miska et al., 2014). In addition, when leaders encounter challenges or become uncertain in the process of fulfilling their responsibilities, leaders try to cope with the challenges by reshaping or establishing new interpretations of self-responsibility (Stahl & Sully de Luque, 2014). This thesis holds the view that the generation of responsible leadership involves sensemaking process of responsibility. With this perspective, we can find and supplement the procedural details and essential characteristics of the formation of responsible leadership that cannot be fully revealed by existing research. Therefore, the theory of sensemaking provides a theoretical perspective for this study to dig into the forming mechanism of responsible leadership.

3.6.3.3. Components of Responsibility Sensemaking

The interview data of leaders from the field of ICH reflects that leaders' sensemaking of responsibility mainly includes three components: responsibility awareness, responsibility attitude, and responsibility crafting.

(1) Responsibility awareness

Awareness is the subjective reflection of human mind to the objectively existing world, as well as the sum of human self-active knowledge, experience, will and other

psychological activities (Rossem & Veen, 2011; Schniederjans & Khalajhedayati, 2021). Awareness is the product of socialization and develops along with the evolution of social practice. It is a systematic, conscious and active form of subject's reflection of the objective world (Butterfield et al., 2000). In other words, the emergence of awareness is the result of individual socialization, that is, the subject accepts the social experience and norms, forms the attitude, emotion, will and character consistent with the society, and obtains the social membership. Awareness enables people to act with purpose and plan, and at the same time promotes people to realize the control power of internal regulation (Darvishmotevali & Altinay, 2022). If people's awareness is confused or destroyed, and cannot reflect social relations correctly, there will be psychological abnormalities, resulting in the disorder of social roles.

According to the definitions relevant to awareness in existing literature, this thesis defines responsibility awareness as an active reflection of the subjective world of the individual to the intrinsic nature of social responsibility. Responsibility awareness can be regarded as individuals' recognition of "what things they should be done" or "what responsibilities and faults they have not done or done wrong" (Raub & Blunschi, 2014; Robinson, 2009). The interview data shows that the responsibility awareness of ICH leaders of ICH enterprises is mainly reflected in two aspects: the object of responsibility and the content of responsibility.

In terms of the objectives of responsibility, leaders in the interview claimed that they should not only be responsible for the enterprise but also take stakeholders and ICH projects into consideration when they make decisions. For most leaders, they show high identification to their enterprise and regard the enterprise they stay in as their home, thus they are engaged in the behavior beneficial to the enterprise. The following quote is an

example in which the leader shows high awareness of being responsible for the enterprise under the influence of her supervisor:

Our chairman is very dedicated; he is the most dedicated person in our company. He has nothing else to do in life except work. He does not have much to do for fun. All he knows is work. And he was a researcher before, and he really likes to do research..... Under his influence, our subordinates throughout the company are very dedicated too, especially the managers. We basically treat the company as our home. We require ourselves and our followers to be highly meticulous in work. For instance, our work must be tracked accurately, including reporting to superiors, assigning tasks to subordinates, supervising implementation, and so on. We also need to think more about the strategy as senior management. (p. 58)

Leaders of ICH enterprises say that they also need to be responsible to a wide range of stakeholders, including employees, experts, scholars, governments, consumers, local communities, ICH industry and social media, since these stakeholder groups are closely related to the development of the enterprise and ICH culture. For example, a sales executive of a porcelain production factory mentioned that she had a leader who had a strong craftsman spirit, was responsible for employees and wanted to carry forward the ICH. Under the influence of this leader, she also cares more about the interests of the enterprise and employees and considers the cause of ICH more than the actual economic benefits. Here is her statement:

He (the CEO) is very economical, but he is not stingy to his apprentices. So far, he has cultivated more than 30 apprentices, all for free, and never charged any fees to the apprentices. Usually, ordinary people can't do this, because it usually takes at least three years for apprentices to learn this skill and generate a little economic benefit for us. I didn't understand at first, and then Mr. Chen taught us that as ICH inheritors, no matter how good our skills are, if our moral character is lacking, you cannot become an excellent craftsman. If your character is good but your skill is not, you are still lacking. (p. 22)

A leader of a tea production company mentioned that in his youth, he witnessed the government supervision department publicly destroy the substandard, black, and moldy tea produced by other leaders. The incident left a deep impression on him and made him

realize that producing tea requires conscience and a responsibility to consumers. His statement is as follows:

Once our county organized many people to pile up tea like a mountain and burn it. Why burn it? Because these tea leaves are adulterated, and have harmful substances that people cannot drink mixed in. Because at that time, to make the tea embryo beautiful, some people mixed grass and wood ash, so it was burned. It was very striking to me because we didn't think anyone would do that. This incident made me more determined to produce good tea and I should be responsible to both myself and the people who eat it (p. 36)

Leaders strongly expressed that they as ICH inheritors should be responsible for the ICH projects. ICH representative inheritors refer to inheritors who assume the responsibility of inheriting representative items of ICH. They are representative in a specific field, and have great influence in a certain region, and are recognized by the Ministry of Culture and Tourism. Therefore, based on this status, leaders need to always consider the impact of their behavioral decisions on the development of ICH projects. In the interview, a leader of Dongyang wood carving field mentioned that his master highly stresses the importance of ICH inheritance, so under the influence of his master becomes more and more responsible towards the ICH project of Dongyang wood carving. The following is his statement:

My master often tells us that we must inherit Dongyang wood carving well and pass on related skills and culture to the next generation. The master himself is also very passionate about this career; he basically paints in the office every week. This is also a kind of persistence and constantly improving his skills. I am proud to say that my master's drawings are quite powerful in terms of innovation, and he always integrates his own ideas into the design... Therefore, I think it is impossible to engage in the ICH industry without persistence. We must not only stick to this field but also ensure that the work is better than the other. Only if the work is done well, it will be more valuable and attract more people to appreciate and understand our Dongyang wood carving. (p. 64)

Besides, the interview data reflects those leaders of ICH enterprises clearly aware of the contents of their responsibility, including promoting the long-term benefits of the

enterprises, protecting the benefits of stakeholders, and advancing the sustainable development of ICH projects.

Many leaders said that the ICH industry faces the risk of being eliminated by the market and society, thus they need to consider the long-term development of their enterprises. Because of this, they always put the long-term interests above the short-term interests, pay attention to the future needs, and take the initiative to explore innovation from a more comprehensive perspective. They are also more willing to build long-term relationships with stakeholders to bring long-term benefits to the enterprise. For example, a leader of a rice wine production company said that rice wine is exported to Europe and is favored by many consumers. It is consumers' recognition of their products and brands that makes him more convinced to improve the quality of this product and pay attention to the long-term interests of the enterprise. Therefore, with the rapid development of digital technology, he strongly supports the development of digital technology for enterprises to ensure the stability of product quality even if the cost is much. Here's what he said:

Yellow rice wine is the most distinctive product in China and one of the three ancient wines in the world. A long time ago, everyone knew about French wine, but did not know about China's yellow wine, that is because the red wine culture passed in, but our yellow wine culture did not spread out well. However, with the rise of China, our position in the world has increased, and foreigners' understanding of Chinese people has also changed, and gradually began to accept our products. We export rice wine to some countries in Europe, such as France, where many aristocracies and high-end people also accept and recognize our products. One of our products won an international award. Therefore, in this context, we should produce our products well and carry forward the rice wine culture. For example, we want to make consumers really want to buy our products. We should not simply tell them that our products are good, we must have strong quality assurance. Therefore, I very much support the digital control of the production process, even if this investment will be high and may not bring returns in the short term, but in the long run, it will be beneficial to our company. (p. 62)

Leaders of ICH enterprises also be aware that another important responsibility of theirs is to protect the interests of stakeholders. The development and inheritance of ICH will involve many stakeholders, and the overall interest demands of various stakeholders are inconsistent. If leaders fail to comprehensively consider the conflicts among various stakeholder groups, they will inevitably ignore the voices of some people, and their reasonable demands will not be satisfied, which will ultimately be detrimental to the development of enterprises and ICH projects.

For example, apprentices, as the reserve army of inheritors, will influence the subsequent development and protection of ICH skills, but there are still many conflicts in the process of ICH skill inheritance. Many inheritors give priority to their family members when training successors, rather than selecting talents for the ICH project. As a result, some people like their children are forced to learn ICH skills under the pressure of “inheriting the father’s work”, their motivation to learn is very low, and people who are really interested in ICH skills do not have the opportunity to learn. Even if some inheritors accept apprentices, influenced by the traditional idea of “teaching apprentices and starving the master”, many inheritors worry that once they teach their skills to apprentices, the apprentices will “set up another mountain”, and their own interests will be affected, so they do not put their whole heart and soul into cultivating apprentices.

In contrast, responsible leaders have a strong awareness of ensuring their apprentices’ benefits. They always do their best to guide apprentices, impart skills to apprentices without reservation, and provide apprentices with more opportunities and platforms according to their career development planning. The following statement from a leader of the Longquan Celadon Workshop reflects this idea:

As I just said, Longquan celadon is a world-class ICH project, and it is also the only ceramic project in the world at present. It is the only ceramic project, there is no other one. Because Longquan celadon is inherited from

those craftsmen in Longquan, and its skill inheritance is relatively complete, maintaining its firing skill from the Song Dynasty. There are still many old kilns in our city, which are being burning still now, so this is the main reason why our Longquan celadon is rated as a word-class ICH project. Then, as the inheritor of Longquan celadon, of course, I must continue to pass this on. But up to now, Longquan Celadon is facing the problem of inheritance like many other ICH projects. Ancient skills like our Longquan celadon are more difficult to pass on because they are not suitable for large-scale production and cannot be passed on through enterprises. Therefore, at present, Longquan Celadon mostly adopts the form of studio to carry out inheritance work. Our studio is the same, we need to constantly lead new apprentices in and pass Longquan celadon firing skills to them. My philosophy is like this: Students who want to learn skills can stay with me, but they must stay with me for five years to fully handle the skills. Five years later, I will encourage them to start their own businesses. Because the purpose of their study is to prepare for their own business in the future, they can set up a studio like me. Our expectation for their career development is not to run an enterprise, because ordinary people can also run an enterprise, but the establishment of a studio must be done by a professional person. Therefore, I will encourage my apprentices to set up small studios, the smallest may only have the student himself, he can choose the raw materials, and then use them to design and burn paperwork, and then sell them... Handling the skills is the basic requirement, because through a period of learning young people are able to handle them easily. Therefore, what I value is their ability to think, design, and innovate. To most of those young apprentices, it is not difficult for them to imitate a piece of work, they can do well. But if you ask him to think of a more creative design, and then make it, he will feel difficult. (p. 44)

Here is another example. Since the content and style of ICH are created by people of all nationalities in their own specific natural and social environment, each ICH project belongs to the local people's own cultural traditions. As a result, many leaders say they also need to ensure the interests of local communities, only by treating them as an important stakeholder can leaders keep a balance between protection and development. The following statement from a leader of a green tea production enterprise shows that he is aware of the necessity to ensure the benefits of local farmers and students.

In terms of responsibility, I think we should do more meaningful things in terms of promotion. Because our Juyan Tea was rated as an ICH project of United Nations, we want to let people in our community and our whole society know more about it. When people know more about it, they are more likely to pass it on. Especially like children, they may want to come to learn about our Juyan Tea, then we very welcome them to study here. I think we have the responsibility to let the students in our local primary and secondary

schools know that Jinhua has such a good ICH project besides Jinhua Ham, and it is right around them and often appears in their lives. In this way, they will be proud of our local organic tea... Another area that we should focus on is our tea farmers. Our tea garden is in Lutian Village, and we are also thinking about how to help these farmers to increase their income and become rich, and we also have this responsibility. (p. 38)

ICH is the precious wealth of human beings. However, most of them are facing unprecedented challenges at present. For economic interests, many ICH enterprises often pay too much attention to the needs of consumers, while ignoring the particularity of cultural heritage protection and inheritance. Their excessive commercial exploitation of ICH is easy to make the heritage lose its cultural authenticity and lose its cultural characteristics in the market development, resulting in a new round of destruction of traditional cultural heritage. However, if ICH enterprises blindly avoid commercial development and simply rely on the government's financial investment, the development of ICH will lack vitality. Once the government's financial investment is reduced, there will be no protection. Therefore, how to balance economic interests and social responsibilities to promote the sustainable development of ICH is an important topic that the leaders of ICH enterprises need to constantly think about. Thus, it is also their responsibility. The following is a statement from the leader of a tin carving company:

Our responsibility is not only to preserve the ICH, but also to develop it so that it can be sustainable. I believe that the development of our tin carving requires the combination of traditional handicraft skills and modern techniques. If the product I produce is all handmade, it tends to be old and expensive, it is probably not suitable for local young people. So, we need to combine pure craftsmanship with the craft of machining, such as smart devices. Therefore, I am advocating that for the people like us to do tin carving works, they should not only learn the traditional manual skills, but also to learn the basic skills of the machine tool in the factory, including car washing, film explosion, bump, stamping, welding and so on. (p. 50)

(2) Responsibility attitude

Attitude is a stable psychological tendency that an individual holds towards specific objects including people, ideas, emotions or events, etc. (Grunert & Juhl, 1995). It is an

external expression of individual inner state, including people's inner experience and behavior tendency (Grob, 1995). Specific attitudes reflect specific behavioral tendencies, but behavioral tendencies do not necessarily lead to corresponding behaviors. In short, attitude contains the individual's subjective evaluation and the resulting behavioral tendency, so it is one of the main factors affecting behavior (Hill, 1977). This paper argues that responsibility attitude is an individual's belief, feeling and behavior tendency towards responsibility, which involves whether to regard certain responsibilities as an important goal and the value tendency to participate in the performance of these responsibilities.

The concept of responsible attitude is an important concept to describe personal opinions or subjective ideas. It can be used to represent leaders' beliefs and feelings about responsibility and their tendency to adopt responsible leadership behaviors. The interview data shows that the leader's responsibility attitude includes two aspects: the cognition of the importance of responsibility and the sense of responsibility. Among them, the recognition of the importance of responsibility is a leader's evaluation of the importance of his/her perceived responsibility. Most leaders believe that fulfilling the responsibilities they are aware of plays an important role in both meeting industry norms and complying with relevant laws and regulations. The feeling of responsibility refers to the individual's psychological reaction to whether the behavior related to responsibility meets their own needs, which is embodied in the feeling of meaning and feeling of obligation.

According to the interview data, it can be found that after being aware of the objects and contents of responsibility, leaders tend to form a positive attitude towards responsibility. It can be reflected by their cognition of responsibility importance. From one aspect, many leaders hold the view that undertaking the responsibility could meet

the requirement of industry norms. A leader of a fermented tofu production enterprise is aware of his responsibility to consumers including protecting consumers' right to know about products and consumers' lives and health. On this basis, the leader further believes that fulfilling this responsibility is in line with industry norms. The following is his statement:

We need to have the awareness of being responsible for consumers. One is to let consumers have the right to know about our products and fully understand our product information. In recent years, the industrial requirements for publicity and education have been increasing. Now many industries covering food, drugs, health products, etc., are very rigorous in the promotion of this aspect, and sellers cannot publicize at will. For example, when we promote the efficacy of fermented tofu, we must not say that eating fermented tofu can prevent cancer. This is false propaganda. We should be realistic about the efficacy of the product. We can say that the protein of fermented tofu will produce peptides, amino acids and other substances after fermentation, which is conducive to controlling blood pressure, anti-aging, and preventing cancer. We say this for a scientific reason. Studies have confirmed that fermented tofu is rich in soy isoflavones, and regular eating can play an anti-tumor role. At the same time, fermented tofu is rich in vitamin B12, higher than grapes, higher than tomatoes, several times higher than peas, which can delay the aging speed of the brain, preventing Alzheimer's disease. In addition, the food we produce should not only be in good shape and taste but also pay attention to nutrition and health. With the improvement of living standards, more and more consumers are considering health and nutrition. Not like the mildew tofu that used to be made by every house, which belongs to the cured product because it was produced via mildewing. If you take the mildew tofu to test, there are many indicators that cannot reach the industrial standard. Fermented tofu and mildew tofu are made from the same piece of tofu, but the two completely different processes. Our fermented tofu is a fermented product made of beneficial probiotics, it is a fermented product, not a pickled product...I attach so much importance to this area, because in recent years, the market supervision department has continuously strengthened the control of food safety and food use and has also opened a special food safety complaint telephone. The awareness of the entire industry in this regard is constantly improving and strengthening, so we also must have this awareness in line with industry norms. (p. 39)

The leaders in the interview explained another reason why it is important for them to take responsibility, that is, performing the responsibility is in accordance with the requirements of ICH laws and regulations. For example, most leaders have shown high awareness of being responsible for the sustainable development of ICH project. After

having this kind of responsibility awareness, they further think about the rationality of it. They mentioned that undertaking this responsibility is important since ICH laws clearly state that ICH inheritors are the subject of ICH inheritance and should be responsible for the protection, utilization, inheritance and development of ICH. (p. 1; p. 4; p. 6; p. 25; p. 27)

In addition to the cognition of responsibility importance, leaders' responsibility attitude can also be reflected in their feeling of responsibility including feeling meaningful of the responsibility, feeling obligation to the responsibility, and feeling mission of the responsibility. Referring to the definition relevant to sense of meaning (Hackman & Oldham, 1976), this thesis regards feeling meaningful of the responsibility as a valuable and meaningful state of psychology experienced by people in the process of fulfilling their responsibilities. In another word, one's feeling of meaningful responsibility reflects his/her psychological feelings about the return on investment in performing their responsibilities, and the psychological feeling that doing the work is worthwhile (Kahn, 1990). Many leaders in the interview hold the view that assuming responsibility they have been aware of is meaningful because it can promote their own growth, motivate themselves to give full play to their personal potential, overcome various difficulties, to achieve their goals. Also, they think they can gain self-esteem and confidence and increase the ability to gain social recognition and praise in their performance of responsibility.

I think the biggest significance of this is that we have carried forward a skill and culture passed down for thousands of years and make more citizens better know this ICH project, which is worth to be happy and proud of. For example, in this year's Asian Games, our yellow rice wine is the official designated supplier, because yellow rice wine is a relatively unique thing in China, it has a very deep cultural deposit. Our city also uses it as a golden card to build and promote. Therefore, we should take responsibility bravely, which is a very meaningful and proud thing. (p. 62)

Some leaders in the interview show a high level of their feeling of obligation to the responsibility. Felt obligation is a statement of psychological fact, that is, a person has a feeling inside that he/she feels should do something, and felt obligation is more of a feeling and an emotion (Hernandez, 2008). Referring to relevant definitions (Fuller et al., 2006; Thompson et al., 2020), this paper holds that feeling obligation to the responsibility is an individual's moral responsibility to others and society, and a strong and powerful emotional experience based on a conscious, serious and positive attitude. The basis of felt obligation is an individual's positive attitude to the interests of others and society and a high awareness of responsibility. A leader of Dongyang Bamboo weaving studio said that bamboo products are more environmentally friendly than plastic products, but now fewer and fewer people use bamboo weaving products, and she deeply feels that she as an inheritor has an obligation to pass on bamboo weaving skills. The following is her explanation:

If you go back 40 years ago, the older generation basically used bamboo products; Thirty years ago, when we were young, bamboo products were used by many people; Then in the 1980s and 1990s, people began to replace bamboo products with plastic products. Very few people use bamboo products now. So, our work is not profitable, we cannot earn much money. However, I have been doing it for more than 30 years, and I really think that bamboo is a good thing, bamboo products are also environmentally friendly, so we have an obligation to pass on bamboo weaving skills. (p. 66)

(3) Responsibility crafting

In the work, individuals would actively adjust their work to make the work consistent with their preferences, personalities, motivations and needs (Wrzesniewski & Dutton, 2001). Similarly, this thesis finds that in the process of fulfilling responsibilities, leaders will voluntarily and actively change their role of responsibility, and the resources related to fulfilling responsibilities to meet personal needs. This kind of active behavior can be defined as responsibility crafting. Responsibility crafting has three

characteristics. First, responsibility crafting is a kind of spontaneous and active behavior, which is neither defined by the informal reward system nor mandated by job design and organizational training. Second, responsibility crafting is a permanent or semi-permanent change, rather than an accidental, one-off change (Bruning & Campion, 2018). Third, responsibility crafting will change individuals' responsibility boundary, such as increasing or decreasing responsibility roles, expanding the social resources related to responsibility performance, and adjusting the allocation of social resources in the process of responsibility realization. The following will be a detailed discussion of the manifestations of responsibility crafting in the context of ICH enterprises.

The interview data shows that responsibility crafting on the one hand is manifested in responsibility role crafting of ICH inheritors. Social role refers to a set of norms and behavioral patterns of rights and obligations consistent with people's certain social status and identity. It is people's behavioral expectations for people with specific identities, and it forms the basis of social groups or organizations (Hoyt, Price, & Poatsy, 2013). Roles are related to people's status and social expectations, and roles are the basis of social groups and organizations. People with different occupations and identities form different role images and behavior styles (Anglin et al., 2022). According to the definition of role crafting (Gjerde & Ladegård, 2019; Ishiyama, 2023), responsibility role crafting means when the actors' responsibility role is not clear or accurate, they would adjust the positioning of responsibility role to the maximum extent to solve problems. In detail, leaders' responsibility role crafting covers two aspects in the research context of this study: responsibility role expansion in the work and responsibility role expansion in the social interaction.

In terms of responsibility role expansion in the work, many leaders mentioned that they added a new responsibility role, that is the driver of innovation. For instance, the

traditional view is that the responsibility role of an ICH inheritor is a protector.

However, with the development of the times and the change of consumer demand, in addition to playing the role of protector, a leader of Jinhua ham production enterprise introduced that he has also increased the role of innovation promoter, that is leading team members to explore innovation and find new opportunities. Just as the following shows:

At present, other companies in the industry are less research in the direction of desalting ham, they do more in the traditional products. On the one hand, it is because they are not strong enough, and more importantly, their thinking is different from ours. They only want to preserve the tradition, ignoring the importance of innovation, and their own mindsets are not innovative. The development ideas of each enterprise are different. We proposed that Jinhua ham should be innovated and developed, and many enterprises are opposed to it. Because they think that Jinhua ham after innovation is not the traditional ham, Jinhua ham must be traditional. I think so, traditional Jinhua ham must be protected, but if we do not innovate and develop it, we will only produce traditional ham; our ham will only be seen in museums soon. Based on adhering to the tradition, we want to develop Jinhua ham technology; everyone loves to eat, this is our starting point. It needs to taste good; it needs to be soft... Some leaders did not approve of my view, they said that the two-thousand-year culture should be preserved. In fact, it is not like this; the Jinhua ham has its characteristics, but we cannot stop talking about development forever because of this, it is wrong. We must protect the traditional Jinhua ham; we also must continue to innovate, because now humans care more about health. (p. 32)

Some leaders in the interview also mentioned that their responsibility role is expanded in the work by playing the role of teacher. In the past, people were not familiar with ICH. But now, as people's cultural confidence increases, more and more people are interested in traditional culture and want to understand ICH culture more deeply and systematically. Under this background, leaders of ICH enterprises who master the ICH skills become teachers when they promote their ICH projects. The following quote from a leader of Dongyang bamboo weaving studio reflects the new role of teacher:

In addition to making bamboo works, I also go to school to teach students. Now I have a lot of teaching tasks in school. Many schools have opened courses such as association courses and extension courses and invited

me to give lessons to students. I will teach a class this afternoon at a primary school. I go to teach in this primary school three days a week... I once met a little girl, what she did is very good, she is very independent, she likes our bamboo weaving very much. She will be very happy and excited when she makes a basket by herself. In addition, there are some students who come to me as their graduation design mentor and ask me to guide their graduation works. Therefore, compared with the original job responsibilities, I am now playing as a teacher a little more. (p. 66)

Apart from role expansion in the work, leaders' interview data shows that their role expansion also occurred in their social interactions with external stakeholders. For instance, many leaders talked that due to their shortages of lacking professional equipment for product testing which restricts their further understanding of the principle of ICH technology at theoretical level, they need to cooperate with external organizations. Thus, many of them are playing a new role called co-investigator. The following is the introduction from a leader of a food enterprise:

We're still working on sesame seeds. Sesame is a kind of healthy food, we believe that under the guidance of the consuming concept of health, the future market demand for sesame will continue to increase. After steaming and drying, sesame seeds become more easily absorbed by the human body. It's amazing, but I cannot explain why. So, I worked with experts in this field at Shanghai University. Through collaborative research, we found that sesame contains brass, which has a good effect on the human body, such as tonifying the kidney. However, the temperature of this brass cannot be higher than 120 degrees. Usually when we fry sesame seeds, the temperature in the wok is higher than 120 degrees, so the brass in the sesame seeds are gone. (p. 7)

The course of ICH work involves many social parties. Among them, the government and industrial association are two major groups. So many leaders said that they have become collaborators and implementers of governments and industries work. For instance, government departments plan to promote the regulation about demonstration base for the productive protection of ICH, for the purpose of actively protecting ICH in production practice and realizing the positive interaction between the protection of ICH and the coordinated development of economy and society. In this process, leaders of ICH enterprises act as implementers of the policy. (p. 6, p. 24)

In addition to responsibility role crafting, leaders' responsibility crafting can also be reflected in their social resource crafting for responsibility fulfilment including social resource expansion and social resource allocation adjustment. For instance, the sustainable development of ICH is inseparable from the combination with other local resources. At present, business models such as "ICH + tourism", "ICH + rural areas", and "ICH + research" have become beautiful business cards for the integrated development of ICH. A leader of Jinhua crispy cake production enterprise told us that they have expanded their resources by increasing the meat supplier of Jinhua panda pig. They have successfully applied for the right to use the trademark of Jinhua crispy cake made in the meat of panda pig, built social relationship with local Bureau of Animal Husbandry to promote the Jinhua panda pig project together. The following is his statement:

Like our Jinhua crispy cake, panda pig is the geographical trademark of Jinhua as well. Now we sometimes take some of the meat of the panda pig and use it to produce Jinhua crispy cake. At the same time, we are also the authorized unit of Jinhua panda pig trademark, I will mark this trademark on the packaging bag of our products. The crispy cake made from the meat of the panda pig is indeed more delicious than ordinary crispy cake, without the smell of pigs, and can be stored for a longer time. But the price of this meat is high, it retails for 30 yuan a catty. The average price of ordinary fat meat is 10 yuan a catty, so the price of the crispy cake we produced is also a little higher than the ordinary one. In addition, our local municipal animal husbandry bureau is now vigorously promoting the project of the panda pig. They want to promote the panda pig, but the fat meat of panda pig is not easy to sell, and basically few people would buy it. It just so happens we need fatty meat for the Jinhua crispy cake production, so they contacted me. It's kind of a collaboration. They will give us a little lower price. (p. 12)

With the expansion of social resources for the fulfilment of responsibility, some leaders start to adjust their social resource allocation and invest more resources into society and on the wide scope of stakeholders. For instance, some leaders said that they pay more attention to the activities organized by community or public welfare

organizations. The following is an example from an interview of a leader of Longquan celadon Studio.

We have more interaction with the outside groups now, so we need to allocate more time and energy to these aspects. We often participate in various exhibitions to publicize our Longquan celadon and its culture. In addition to the exhibition, I will also participate in some social welfare activities. Once before, I participated in the activities of the Red Cross organization. In that activity, we put our work up for auction, and the money goes to the Red Cross. (p. 45)

3.6.4. The Forming Process of Responsible Leadership

The above section discovered the forming mechanism of responsibility sensemaking and its components. This section aims to further conclude the stages in the forming process of responsible leadership and construct a process model of responsible leadership. According to the interview data analysis, this study concludes that the forming process of responsible leadership includes four stages: forming responsibility awareness, shaping responsibility attitude, initiating responsibility crafting, emergence of responsible leadership.

In the first stage, leaders' responsibility awareness is formed under the stimulation triggering events. These triggering events as important information sources would provide information about the evaluation of responsible or irresponsible deeds to leaders. Then leaders will encode this information and be more aware of the content and targets of their responsibility. It is exhibited for the enhancement of leaders' responsibility awareness.

In the second stage, leaders' responsibility attitude is shaped under the effects of responsibility awareness. Responsibility awareness is a psychological characteristic that an individual clearly knows what responsibility is, and consciously and seriously transforms responsibility into action. Under the effect of responsibility awareness, leaders tend to consciously notice and collect information relevant to the responsibility

of leaders, which helps leaders to shape their own attitude toward responsibility they are aware of. Cognitively, they tend to analyze the importance of responsibility to help them to find an appropriate explanation for the changes brought by triggering events.

Affectively, some triggering events would cause strong affective reaction of leaders towards responsibility, initiating them to produce a strong feeling of responsibility.

In the third stage, leaders' responsibility attitude would promote them to actively do responsibility crafting. Responsibility attitude means that leaders have constructed firm reasons to explain why they should assume the responsibility they are aware of. The higher the responsibility attitude, the stronger the motivation to realize the responsibility. Therefore, under the influence of responsibility attitude, leaders are more likely to interpret responsibility fulfilment as opportunities for their own, enterprises, or social development, and take the initiative to craft responsibilities to adapt the environment they stay in.

In the last stage, leaders' responsibility crafting would facilitate the emergence of their responsible leadership. With the occurrence of responsibility crafting, leaders' social responsibility role identification and social resource used to fulfil responsibility increased, which creates a good condition for the emergence of responsible leadership. As a result, sensemaking of responsibility help leaders find the meaning of their responsibility fulfillment, timely adjusting relevant demands and resource, so that they can devote more energy, time, and attention to the meaningful responsibility and become responsible leaders.

According to the research findings, the forming process of responsible leadership goes along with the line of "triggering factors - sensemaking of responsibility - responsible leadership". Among them, triggering factors include different external events such as market and institutional events, stakeholders' recognition events, elders'

affective expression events, and leaders' critical learning events. Sensemaking of responsibility involves responsibility awareness, responsibility attitude, and responsibility crafting. Under the sequential influence of the above factors, responsible leadership is formed (as shown in Figure 3.2).

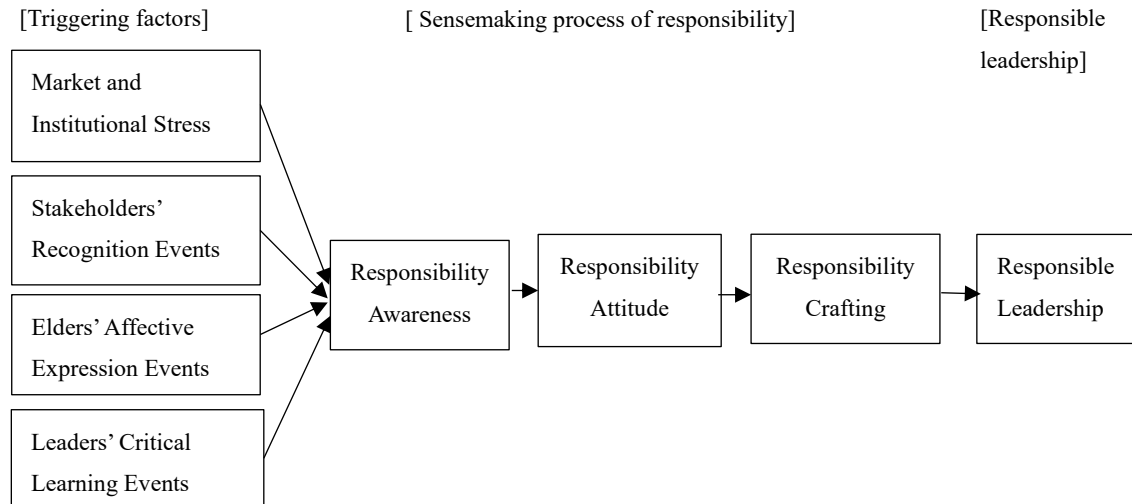


FIGURE 3.2 Theoretical framework of the forming process of responsible leadership

This thesis chooses five classical cases and utilizes visual map tools to illustrate each leader's forming process of responsible leadership. Through these five cases, the forming process would be more completely reflected.

3.6.4.1. Case 1: An example of the formation process of responsible leadership of a leader in a tea production enterprise

Mr. Pan is the CEO of a tea production enterprise and the inheritor of the tea making technique of Juyan Tea. According to his interview data, it can be found that he is a responsible leader, and his responsible leadership is triggered by three aspects of factors.

Firstly, elders' affective expression event is one important factor triggering his responsible leadership. In the early stage of Mr. Pan's career, he occasionally read an author's paper published in a newspaper which claims that a good type of tea called

Juyan tea is facing disappearance and hopes to seek a good person to preserve it. At the same time, Mr. Pan was invited to a leader's home for dinner; the wife of that leader strongly introduced Juyan team to Mr. Pan and suggested he develop it. Under these two events, Mr. Pan is aware that Juyan is a good thing and worth protecting. So, he aware of the responsibility to uncover the craftsmanship of Juyan tea and help it realize sustainable development. Having been aware of the responsibility towards Juyan tea, Mr. Pan then feels a strong sense of responsibility to carry forward Juyan tea. He thought Juyan tea is a treasure of our local people, if it disappears it would be a big regret. He as a member of the tea production industry felt obligation to digger its production techniques and protect its culture. To fulfil this responsibility, he timely set up a professional team responsible for the rescue and protection of Juyan tea. This professional team not only involves several internal talents but also includes external experts. With the professional support of this team, Mr. Pan created sustainable value for society, such as systematically sorting out the archives of Juyan tea, restoring Juyan tea making skills, and building a Juyan tea museum.

Secondly, stakeholders' recognition event is the second triggering factor of their responsible leadership. Mr. Pan proudly introduced that Juyan tea has been rated as a national and world class ICH representative project. These recognition from the public and the government leads him to aware that he should do a good job in the excavation of traditional ICH culture and improve people's culture confidence to our Chinese national culture. He then realized that assuming this responsibility is important because it is in line with the views and policy view of national leaders. For instance, the national leader ever proposed that tea enterprises should take the road of "tea culture", "tea industry" and "tea technology" as a whole. To realize this responsibility, Mr. Pan invited outside experts in the field of tea and held seminars several times to deal with the big problems

and difficulties they meet. Finally, Mr. Pan leads his team members to write a book about Juyan tea which provides significant social value for Juyan tea culture propaganda and lets more people know about this ICH project.

The last key factor triggering Mr. Pan's responsible leadership is his critical learning event. Mr. Pan remembered that he had witnessed harmful, substandard tea produced by other tea factories being burned by the local government. At that time, he was shocked and deeply aware that he should be responsible for the health of his consumers. He is also aware that he should focus on the long-term benefits of the enterprise rather than short-term benefits by ensuring the quality of tea he produces. Under the guidance of this awareness, he further explains the rationale for assuming this responsibility. He thinks that ensuring food safety is an eternal theme pursued by human beings, and it is also a matter emphasized by industry norms. For this reason, he specifically contacted a tea research institute to inquire about a technique to produce healthier and greener Juyan tea. With the help of experts in this institute, Mr. Pan found out about organic tea and decided to do business in this aspect. Consequently, he engages in the cultivation and production of organic tea and becomes a role model, protects the sustainable development of the surrounding environment, brings employment and economic development to local villages.

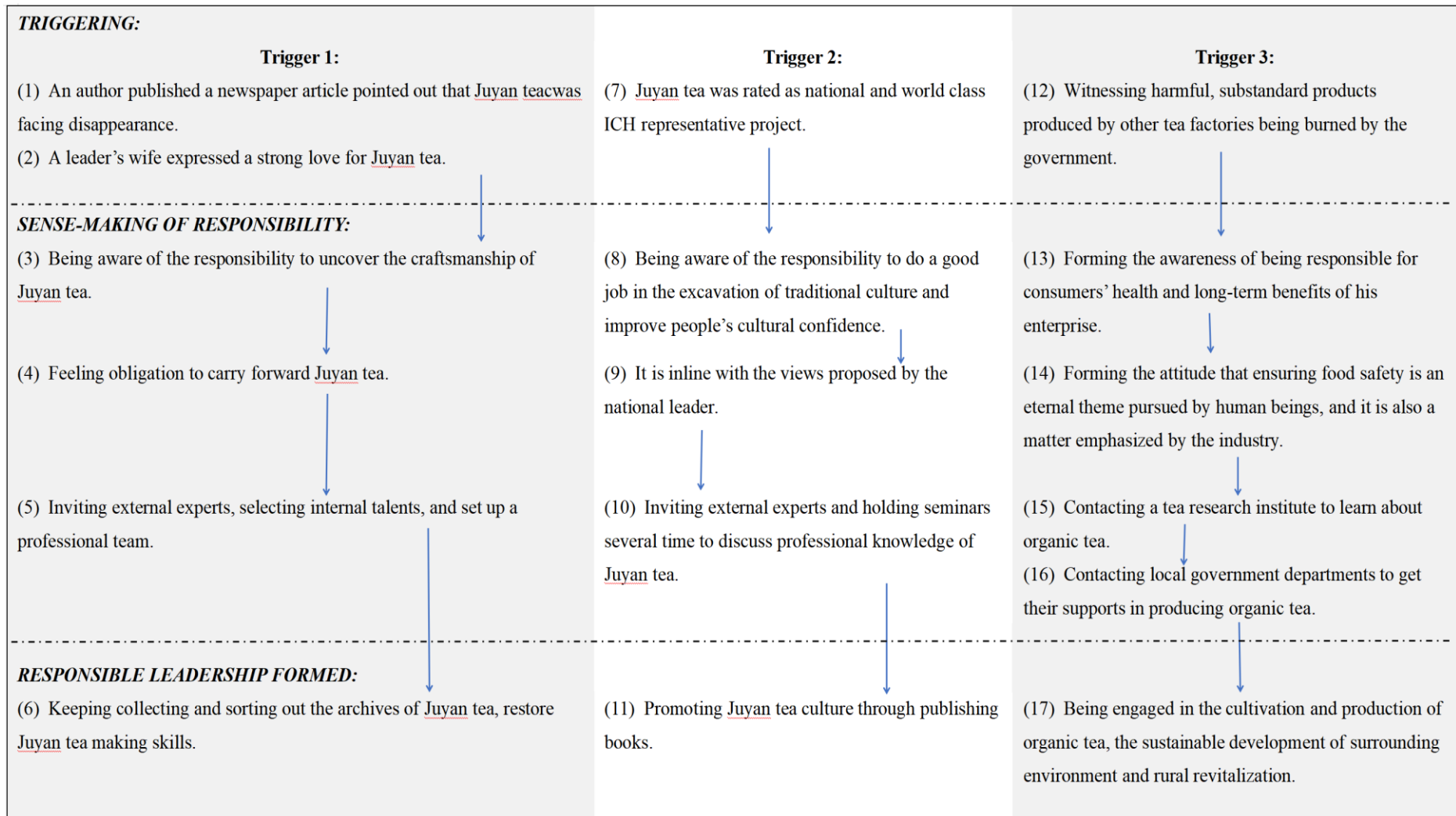


FIGURE 3.3 Visual map of responsible leadership formation (participant 36, man, age 56)

3.6.4.2. Case 2: An example of the formation process of responsible leadership of a leader in a Tangxi cuisine restaurant

Tangxi cuisine has a profound historical background and unique traditional cooking techniques, as well as specific food culture related to life etiquette. Located in the belly of Jinqu Basin, Tangxi is rich in ingredients, which provides a material basis for its unique cuisine. In January 2023, Tangxi traditional food culture was successfully selected into the sixth batch of provincial ICH representative projects list, which further proves the status of Tangxi cuisine.

The interview data shows that Ms. Zhang is an inheritor of Tangxi cuisine production technique and a responsible leader of a Tangxi cuisine restaurant. Her responsible leadership style is primarily formed by the triggering effects of stakeholders' recognition events, market stress events, and elders' affective expression events. The following contents will introduce the forming process of responsible leadership under the triggering of each factor.

Ms. Zhang admitted that at her early career, the event that her restaurant was identified as the first demonstration shop in the province had great impacts on her leadership behavior. After this, Ms. Zhang was aware that she should be responsible for the government and industry associations who granted her the title and honor. Then, she further realized that taking the responsibility of assisting relevant government departments and industry associations was what the local government expected and could help her to gain social legitimacy. Accordingly, she actively expanded her role in social interactions and played more in the role of receptionists and propagandists to assist publicity work of government and industry associations. Under the direction of the new role, Ms. Zhang with her team members did a good job in the cultural output of

Tangxi traditional food to outside visitors and researchers, which creates sustainable social value for society.

Besides, Ms. Zhang mentioned that the event that Tangxi cuisine was rated as a provincial ICH project, and she was rated as the ICH inheritor is another key factor fostering her to be a responsible leader. After receiving these titles, Ms. Zhang started to think about her responsibilities as an ICH inheritor. Then she became aware that she needs to do something to protect and promote the development of this project and stick to this cause firmly. She then felt that being involved in this cause is meaningful because it is a good way to realize her self-worth. For this reason and idea, Ms. Zhang actively organized members of industry associations to attend meetings and workshops many times to discuss the development of Tangxi Cuisine. Gradually, she has accumulated a lot of social resources and stays at the central role in the peers and industry, which provide a good condition to display responsible leadership. For instance, she successfully promotes the standardization of Tangxi Cuisine production process.

Moreover, market stress events are factors triggering her responsible leadership. Ms. Zhang recalled that there was a period that the restaurant developed into scale and encountered stress of professional development. To address this stress, Ms. Zhang was aware that she should make a change for the enterprise's sustainable growth. She further thought about the reasonability of this idea. She held the view that developing in a more professional way is the requirement of the industry, and ensuring the sustainable development and long-term benefits of the restaurant is in line with the social norms even it may decrease her benefits. Out of this consideration, Ms. Zhang adjusted her role and resources right away, including opening a new store, recruiting new store managers, founding a parent company, and transferring her role from store manager to head office manager. After these adjustments, Ms. Zhang tends to be a responsible leader. For

instance, she implements employee stock, meets with store managers every week, listens to their ideas, and makes plans together with them.

Lastly, the formation of responsible leadership is inseparable from the influence of the leader's elders. In the interview, Ms. Zhang said that her mother and mother-in-law often teach her to be a kind person, and she saw many events in which these two elders expressed family affection to others. From these affective expression events, Ms. Zhang was aware that she should treat people around her with love because it meets ethical norms. Therefore, she started to reorganize her resources and put more focus on social charity, such as establishing online charity groups and setting up a company engaged in charity project incubation. Facilitated by a series of responsibility crafting behaviors, she with her subordinates finally created sustainable value for the whole society. For instance, her team successfully incubated public welfare projects such as "vegetarian restaurant" and attracted more and more volunteers through their "wake up for public welfare" project. Finally, Ms. Zhang has become a responsible leader and shows a high level of responsible leadership.

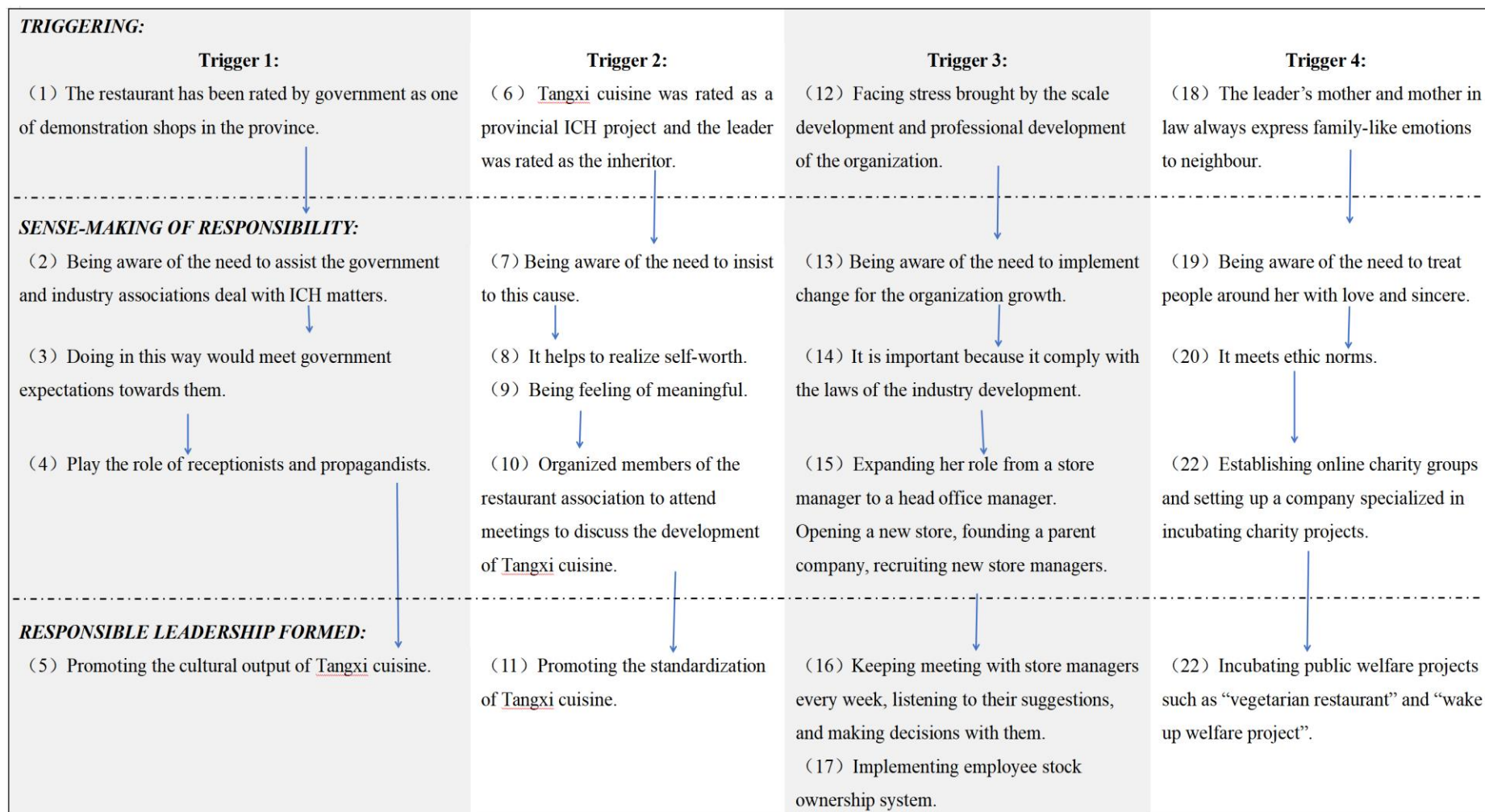


FIGURE 3.4 Visual map of responsible leadership formation (participant 1, woman, age 48)

3.6.4.3. Case 3: An example of the formation process of responsible leadership of a leader in a Jinhua ham production enterprise

Jinhua Ham is a special product of Jinhua City, Zhejiang Province, and is also a National geographical indication product of China. Jinhua ham production skills are also unique, is one of the national ICH. Jinhua ham is made of the hind legs of Jinhua panda pig, which is a breed of pig with two black ends and a white center, as raw materials. Jinhua ham must be produced in the special geographical environment and climate characteristics of Jinhua area, as well as the unique pickling and processing methods formed by the folk for thousands of years, the product has a typical locality. Jinhua ham is not only a delicious food, but also one of the representatives of traditional Chinese culture. It carries rich historical culture and regional characteristics and is an important part of Chinese food culture. At the same time, Jinhua ham has also become a favorite food for consumers at home and abroad because of its unique flavor and quality.

The interview data shows that Mr. Wang is one inheritor of Jinhua ham production technique and a responsible leader of a Jinhua ham production enterprise. His responsible leadership style is primarily formed by the triggering effects of critical learning events, elders' affective expression events, stakeholders' recognition events, and market stress events. The following contents will introduce the forming process of responsible leadership under the triggering of each factor.

First, the formation of responsible leadership is triggered by Mr. Wang's critical learning. Mr. Wang said that at the beginning of his career, he found that many leaders in his industry only focus on the production aspect and neglect the needs of customers, which results in difficulty in selling products. From this phenomenon, Mr. Wang was aware that he needs to first determine who his customer group is and what the needs of these customers are and produce products on this basis to ensure the long-term interests

of the enterprise. Then he concluded that improving products quality is an important need of customers and it is also in line with industry development norms. For this reason, Mr. Wang expanded his role to an exporter and started to export products to other countries because doing export business would help them to form a standardized operation process and improve the quality of products. At the same time, Mr. Wang also invited different experts came to give him suggestions about how to improve product quality. Consequently, Mr. Wang successfully created sustainable economic value through changing the original extensive production mode to a standardized production model. And he is used to discuss with outside experts such as Quarantine Bureau when he needs to make important decisions.

Second, from the critical learning events aspect, Mr. Wang also mentioned that observing other leaders' irresponsible behaviors also cause influence on his responsible leadership. He has read a news report about an Internet celebrity evading taxes. From this news report, Mr. Wang was aware that he should set up public accounts and standardize relevant financial systems to ensure the long-term and stable development of enterprise. He stressed that he must conduct it because it is required by national and industrial laws and regulations. In this way, Mr. Wang expanded his work role to a change maker who are engaged in reorganizing the financial management system. After that, Mr. Wang gradually forms a responsible leadership style. For instance, all the money is transferred to the company account, and it is not allowed to go to someone's private account. And all the financial information is disclosed to employees. In this process, Mr. Wang not only create sustainable economic for the enterprise, but also being an ethical model for his subordinates.

Third, an elder's affective expression triggered Mr. Wang's responsible leadership as well. In the enterprise, there is an old employee who is more than 70 years old. In the

work, he often strongly expresses his love for the ham curing job even though this job is tiring. This event made him feel deeply and realized that he as a leader should not neglect old employees, instead he should respect and protect them with the growth of their age. Mr. Wang explained that it is make sense because it meets the requirements of our traditional ethic norms, so he felt obligation to protect old employees and ensuring their interests. For this consideration, Mr. Wang started to adjust the resources provided to old employees and tried to design more additional welfare for them. As a result, Mr. Wang displays responsible leadership in which he is willing to consider old employees' suggestions and ideas and provide them with various employee assistance programs. Meanwhile, he is an ethical model for his subordinates.

Fourth, according to Mr. Wang's interview data, it can be found that stakeholders' recognition event is an important factor triggering the formation of responsible leadership. He was honored to introduce that his enterprise was identified by local government as one of Hangzhou G20 designated suppliers and himself was identified as ICH inheritor. After receiving these social recognition and titles, he started to be aware that he should stick to the cause of protecting and inheriting Jinhua ham. To explain the meaning of it, he gives two reasons. Cognitively, he thinks that this conduct is in line with the requirements of ICH laws for inheritors. Affectively, he expressed a strong feeling of obligation to perform well in this cause. Accordingly, Mr. Wang expand his role to ICH inheritor and innovator to promote the development of Jinhua ham. Meanwhile, he started to adjust the resource allocation and introduce new resource from outside like combining traditional craftsmanship with modern technology. Finally, Mr. Wang forms responsible leadership in which he creates sustainable social value. For instance, without changing the core technology, he successfully improved efficiency and

quality through innovation. He promotes Jinhua ham culture via social media like Tiktok.

Fifth, Mr. Wang's responsible leadership is also triggered by market stress. In recent years, digital technology has become the key for traditional enterprises to achieve breakthrough development. Many traditional enterprises use advanced information technology, through digitization, platform and intelligent means, to achieve cross-time and space collaboration, reduce costs and increase efficiency, change traditional production and business models, and rapidly improve productivity. It is the same to the Jinhua ham industry. Mr. Wang stated that he perceived stressful from digital change events. Then he is timely aware that he should keep pace with the development of the times for the long-term benefits of the enterprise. After having this awareness, he tried to make sense of it. He thought that adopting digital technology is the right way because it is in line with the law of industry development. If one enterprise does not keep up with the current rhythm of development, it tends to always stay behind in the whole industry. Thus, Mr. Wang stated to adjust his time and energy and put more on learning and using digital techniques. These efforts result in sustainable value creation to the enterprise such as improved level of specialization and standardization and promoting the sustainable development of Jinhua ham industry. In this process, Mr. Wang established a professional model inside and outside the enterprise. All of that indicates that Mr. Wang displays responsible leadership.

Sixth, Mr. Wang's responsible leadership is influenced by elders' affective events. He said that he listened to a speech of a leader who emphasizes environment protection problem. From his speech, Mr. Wang started to pay attention to the sewage treatment in the Jinhua ham production process. He tried to make sense of this view and finally he concluded that environmental issues are emphasized by policy, and enterprises that

violate it will not be able to survive. Being guided by this view, Mr. Wang timely introduced sewage treatment equipment to test whether the discharged sewage is up to the standard. Finally, Mr. Wang becomes a benchmark in the industry and create great value for the society.

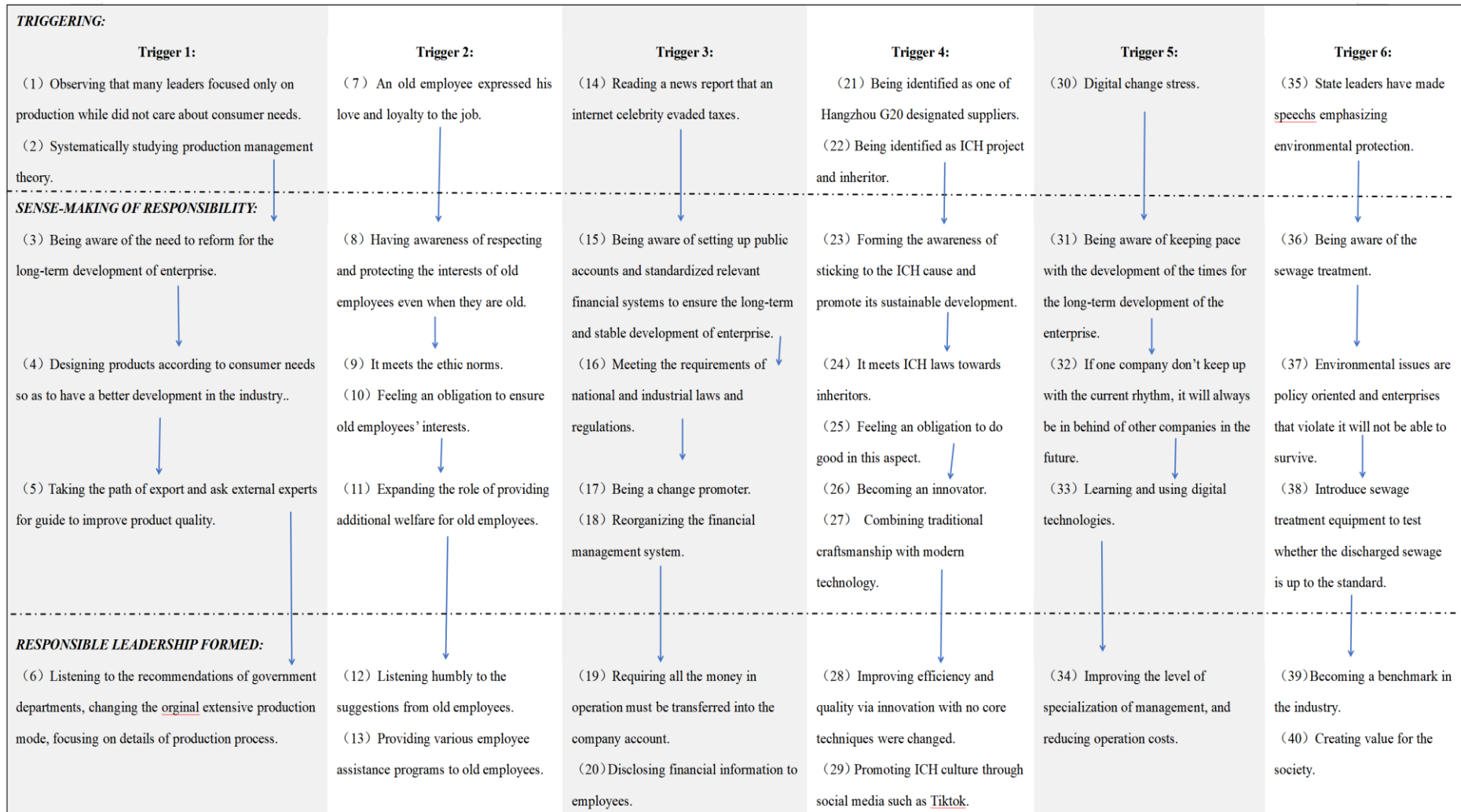


FIGURE 3.5 Visual map of responsible leadership formation (participant 27, man, age 58)

3.6.4.4. Case 4: An example of the formation process of responsible leadership of a leader in a Jinhua wine production enterprise

Jinhua wine, as a unique traditional rice wine in Jinhua region of Zhejiang Province, China, has a long history and unique brewing skills. Jinhua wine is not only a kind of wine, but also an important carrier of Jinhua regional culture, which reflects Jinhua people's exquisite mastery of wine making skills and pursuit of quality of life. At present, the traditional brewing technique of Jinhua wine has been included in the national ICH list.

Mr. He is the inheritor of Jinhua wine brewing technique. According to his interview data, it can be inferred that he is a responsible leader. His responsible leadership is mainly triggered by stakeholders' recognition events, critical learning events, and market stress.

The first triggering factor of his responsible leadership is stakeholders' recognition of Jinhua wine and Mr. He's an ICH brand. He mentioned that several years ago, many media and social celebrities vigorously promoted the Jinhua wine produced by his enterprise. From these events, he perceived those people's high recognition for Jinhua wine, and was aware that he should do a good job in the protection and inheritance of Jinhua wine. He further thought that this responsibility goal is reasonable and meaningful because it is in line with the requirement of ICH law. Influenced by such a responsibility attitude, Mr. He quickly expanded his role to Jinhua wine inheritor, and adjusted resources allocation. He invests more resources into the establishment of Jinhua wine productive protection demonstration base, in which the traditional process of Jinhua wine production is fully reserved. As a result, Mr. He has effectively protected the traditional winemaking techniques of Jinhua wine, systematically sorted out Jinhua wine culture and publicized it to citizens.

He introduced another example to illustrate the triggering effects of stakeholders' recognition on the formation of his responsible leadership. He remembered that a customer from Wenzhou city Zhejiang province highly praised Mr. He praised his wine and praised that this wine cannot be found anywhere else. In that moment, Mr. He was aware that customers are important, and he should consider the needs of customers such as their tastes. Then he felt an obligation to do so in return for the customers' trust. Thus, he displayed a role to further develop the production technique of Jinhua wine and dishes made with Jinhua wine. In this process, he continuously develops Jinhua wine and creates new dishes with subordinates, experts and consumers, and created sustainable social value for the ICH project, which shows that he is displaying responsible leadership.

He also mentioned that his failed leadership experience largely influenced his responsible leadership. In a period, he paid much attention to short-term interests and strongly required his followers to pursue economic performance and large scale at the expense of sacrificing their welfare. In that period, both he and his subordinates felt tired and unhappy. Observing the negative outcomes caused by his incorrect decision, he was aware that he should care more about his subordinates and the long-term benefits of the enterprise and its sustainability. He then tried to make sense of this awareness. He concluded that this strategic decision is right and important because it is consistent with the policy orientation of "being a specialization and new enterprise" proposed by the national government. Guided by this cognitive framework, he adjusted his strategy timely with more focusing on the techniques and innovation. As a result, he became a professional model in the industry and promoted the whole level of product quality in the Jinhua wine industry, which demonstrates that he has formed responsible leadership.

In addition, he recalled another experience in which his responsible leadership was triggered by the facilitation of consumers' recognition of his products. He stated that an old woman would ride an old bicycle to buy his products every New Year's Eve. He was very proud that the old woman had high recognition of his products and was aware that he should be responsible to his loyal customers. And he further forms the belief that it is in line with our traditional virtues. Therefore, he adjusts product prices and increases customer benefits both online and offline. Finally, he became an ethical model and effectively promoted price transparency in the Jinhua wine industry.

The last triggering factor reflected in his interview data is market stress event. He mentioned that the new generation of consumers' preferences changed a lot in contemporary society, while Jinhua wine still sustains the classical taste and cannot satisfy young people's needs anymore. After perceiving this market stress, he realized that he should conduct change for the long-term benefits of the enterprise. This is important because doing it in this way exactly meets the requirements of industry development. Next, he actively expanded his work role to an innovator who is responsible for product development and cooperates with outside experts and companies. Thanks to his role expansion and resource exploration, he and the outside experts have jointly developed a rice wine product suitable for today's young people. In this process, he humbly listened to experts' suggestions, took enough consideration of customers' needs and benefits, and exposed the new generation of young people to Jinhua wine culture.

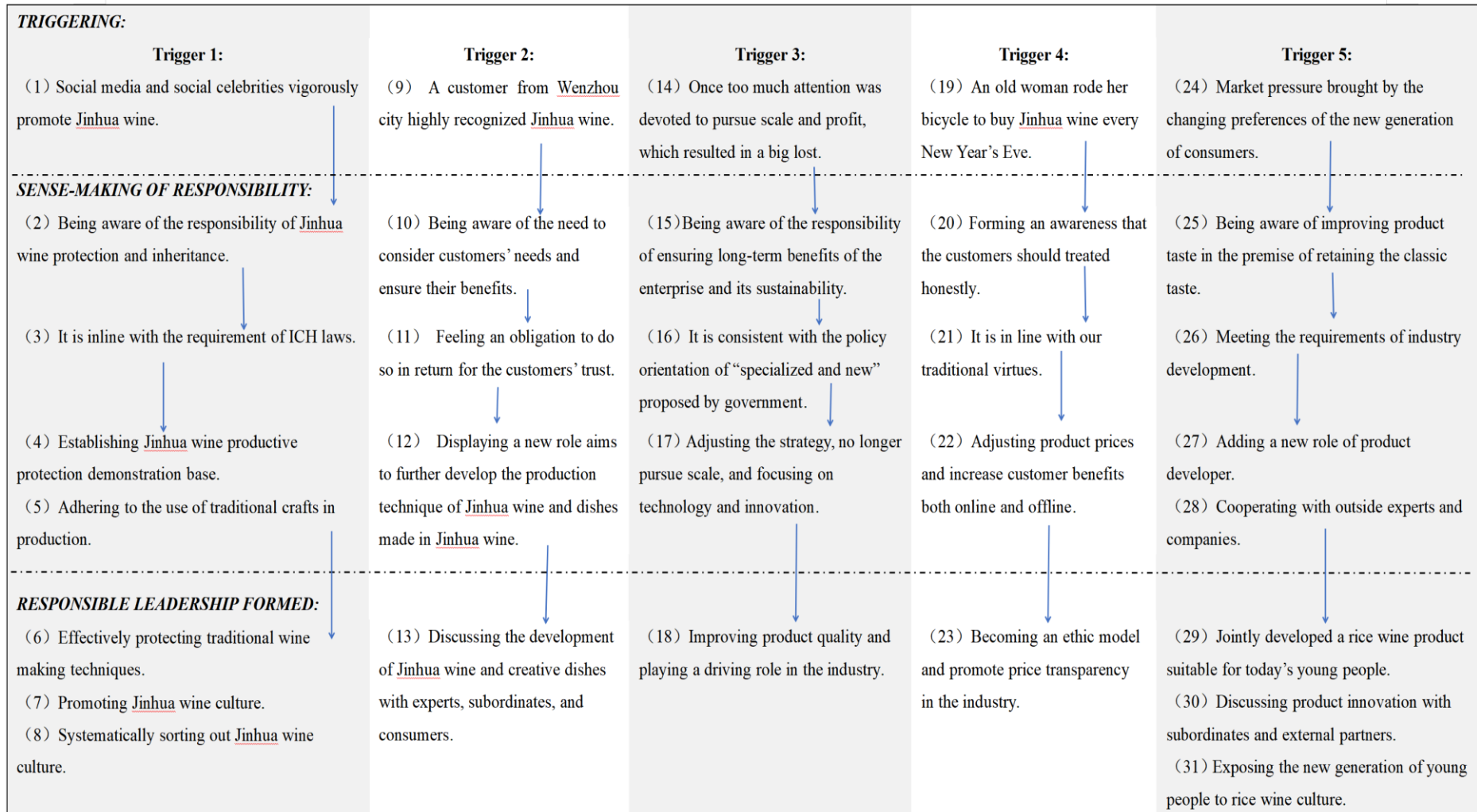


FIGURE 3.6 Visual map of responsible leadership formation (participant 4, man, age 59)

3.6.4.5. Case 5: An example of the formation process of responsible leadership of a leader in a Jinhua ham production enterprise

Mr. Wu is a leader of a Jinhua ham production enterprise. According to his interview data, three types of factors can be concluded that triggered the formation of his responsible leadership.

At the early stage of his career, Mr. Wu's grandfather was a Jinhua ham production man and always expressed his deep love and high identification to Jinhua ham. Under the influence of grandpa, Mr. Wu was proud to carry on the business in his family, and he was aware of the responsibility for the sustainable development of Jinhua ham. Then, Mr. Wu strongly felt obligation to do well in Jinhua ham business and successfully pass it on to the next generation without interruption. To better develop the cause of Jinhua ham, Mr. Wu brought a brand used to sell his products when many other leaders did not have brand awareness. Then, in the following time, he tried his best to build this brand and created sustainable economic value for the enterprise. Meanwhile, Mr. Wu successfully inherited the production craft and technique from his grandfather.

Through brand establishment, Mr. Wu received many recognitions from government departments which turn into the second triggering factor of his responsible leadership. Since the government highly praised his ability and the products, Mr. Wu tended to form the awareness of raising the quality of Jinhua ham to a higher level. Then he tried to explain the reasonability of it, and in its process, he gradually formed a belief that the most important thing for leaders who are running a business is ensuring the quality of products so that the consumers can eat healthy food. To reach this goal, Mr. Wu put more time and energy into product quality management. Finally, he created sustainable economic value for enterprise via lowering production costs and consumer complaint rate. In this process, he always seeks the advice of frontline staff to help him

make decisions and gradually become a role model in the enterprise. Therefore, he shows a responsible leadership style.

Due to the series of brand management, consumers also expressed high recognition of his brand and products. For instance, Mr. Wu remembered that a stranger asked a friend to find Mr. Wu and wanted to buy a ham after leaving the hospital. This event left him deep impression on him and forced him to produce the awareness of being responsible for the consumers and consider more about their needs. Influenced by this responsibility awareness, Mr. Wu then felt meaningful and obligated to operate on Jinhua ham well and let more people who need it know his products and cook it easily. So, he adjusted his work role and resources. He thought the younger people have advantages in innovation, so he passed the innovation tasks on to the younger generation of leaders, and he plays the role of supporter. At the same time, he allocated more resources for those younger leaders to do production innovation. Finally, he and his team members overcame the problem of cooking complex and made Jinhua ham easier and more convenient to cook in ordinary people's kitchen.

Currently, Jinhua ham is facing the creative development problem. Mr. Wu observed many leaders completely change the core technology of Jinhua ham curing for the short-term benefits. From this event, Mr. Wu was aware that he as the inheritor of Jinhua ham curing technique should undertake the responsibility for inheriting its core crafts. He firmly believes that going in this way is in line with the ICH laws and social norms. Guided by this cognitive framework, Mr. Wu actively popularize the importance and significance of preserving Jinhua ham traditional craftsmanship to his subordinates, peer leaders, and people around him. In this process, Mr. Wu would create sustainable social value for ICH development.

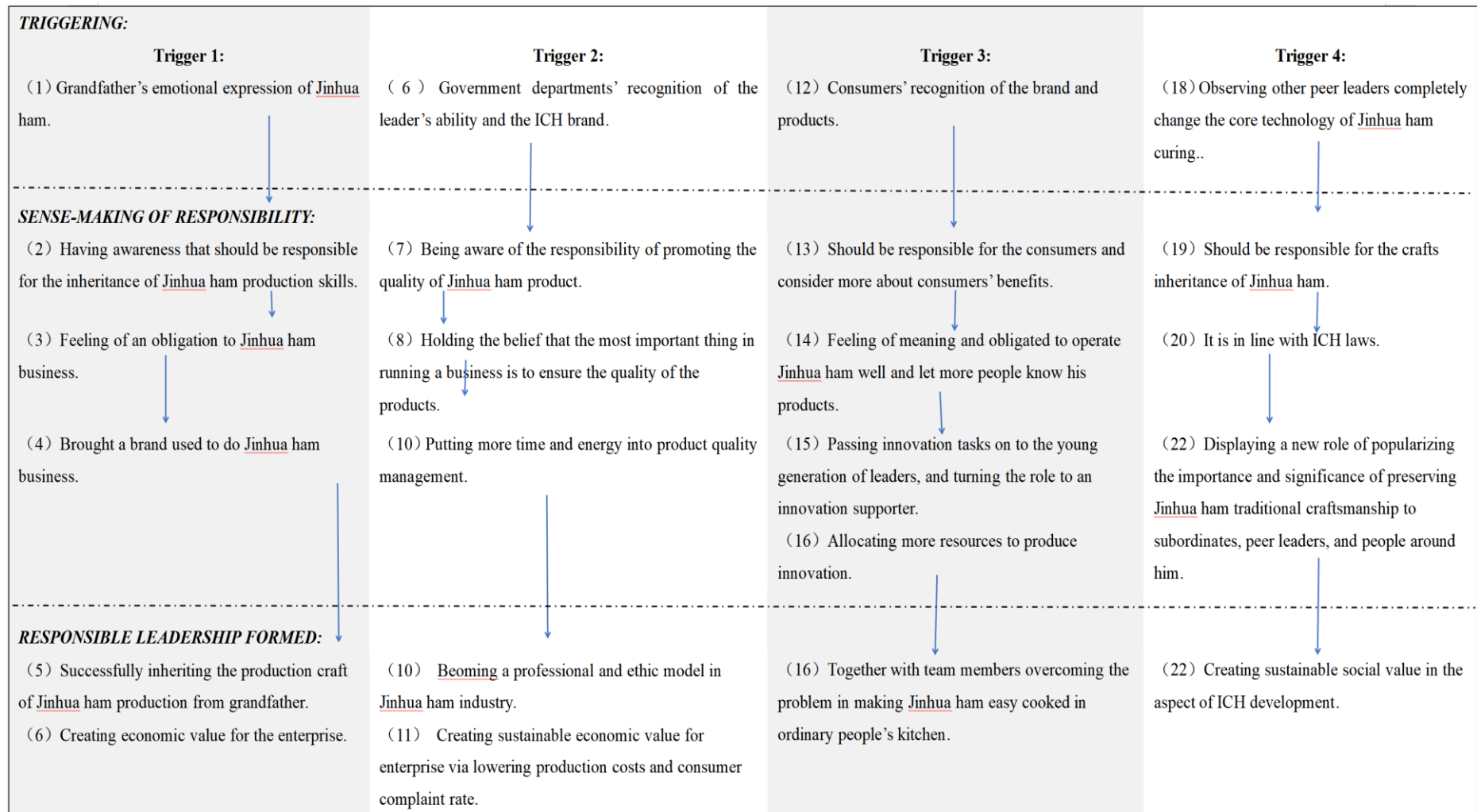


FIGURE 3.7 Visual map of responsible leadership formation (participant 15, man, age 66)

3.7. Discussion

This study adopts a qualitative approach to explore the forming process of responsible leadership based on the interview data of 71 leaders of ICH companies. Based on interview data, a process model of responsible leadership is developed. In this part, some points would be discussed based on the process model and existing literature.

3.7.1. Responsible Role Model and Sustainable Value Creation Are Important Manifestations

Scholars have discussed the attributes of responsible leadership from different perspectives. They mentioned value-based leadership, ethical decision-making, quality stakeholder relationships, stakeholder culture, resource management practices, and managerial support, etc. (Doh, 2011; Doh & Stumpf, 2005; Voegtlin, 2012). Overall, their views are varied and have not reached consistency.

Sor far, the conceptualization of responsible leadership developed by Voegtlin et al. (2011) has been widely adopted in the research circle. In their definition, stakeholder consideration is much stressed. This study also verified this manifestation in the context of ICH. Apart from it, existing studies also discussed the moral model and sustainable value creation for organizations (Agarwal & Bahl, 2020; Javed et al., 2020). However, many of them pay less attention to responsible leaders' professional role model and sustainable social value creation.

Based on the interview data, this study verifies that the professional role model is important to ICH leaders and is obviously displayed on responsible leadership. ICH inheritors should master and apply the traditional knowledge and core skills of the ICH projects, actively organize and participate in the teaching, display and dissemination activities of the ICH projects to ensure the continuation and development of ICH skills.

In this process, ICH leaders could shape a professional role model for their employees and stakeholders. Therefore, the professional role model should be included when discussing responsible role model which is one manifestation of responsible leadership.

Meanwhile, this study also discovered that sustainable value creation is particularly important for responsible leaders of ICH enterprises. Currently, ICH is facing a development dilemma. On one hand, since the design and product features no longer fit the needs of contemporary life, market demands of traditional ICH products are shrinking and leaders must figure out new approaches to help the enterprise create economic value sustainability. On the other hand, one thing is rated as ICH because its features reflect the unique characteristics of our traditional culture. In this situation, leaders must stick to the traditional crafts and create sustainable social value. Only by creating sustainable social value for enterprises can leaders ensure the sustainable development of ICH projects. Therefore, responsible leadership in ICH enterprises usually displays a good balance between economic value creation and social value creation.

Specifically, sustainable value creation in ICH requires leaders to conceptualize value beyond financial metrics. Responsible leadership fosters “thick” sustainability which involves innovating traditional practices for contemporary relevance while maintaining core cultural meanings—a delicate balance that demands culturally-grounded ethical frameworks distinct from Western corporate models.

3.7.2. Triggering Effects of External Events

Existing responsible leadership studies have discovered that leaders’ traits are key factors of the formation of responsible leadership, while few of them study the promoting effects of external factors (Kalshoven et al., 2010; Stahl & Sully de Luque,

2014). This study is based on the interview data of ICH leaders verified that external events have positive effects on the formation of responsible leadership. Leaders always acquire social cues from the events that happened around them, then they according to the cues update their cognition and direct their behaviors in the future (Balogun & Johnson, 2004; Maitlis, 2005). Compared with the universal driving framework built in most process research (Schuler, 1982; Weick, 1979), the process model constructed in this paper focuses on the specific contradiction faced by ICH enterprises. The driving factors deeply integrate the pain points of the ICH industry and strengthens the symbiotic relationship between the “complex labor” characteristics of ICH practitioners and the responsible subjects echoes the core proposition of “balancing the demands of multiple stakeholders” in the theory of responsible leadership.

Specifically, this paper discovered that external events including market and institutional stress events, stakeholders’ recognition events, elders’ affective expression events, and leaders’ critical learning events would attract ICH leaders’ attention to the responsibilities they should undertake, and then further influence their leadership behavior. Among them, market and institutional stress create unique challenges for ICH preservation, where responsible leaders must balance commercial viability with cultural authenticity. They mediate between competing demands from tourism markets, funding institutions, and preservation mandates, making strategic decisions that protect heritage while ensuring economic sustainability. Besides, the stakeholder recognition mechanism is unique. Unlike conventional enterprises where stakeholder pressure often focuses on financial or operational metrics, responsibility formation of ICH leaders is uniquely triggered by cultural identity validation – stakeholders’ explicit recognition of leaders’ role as inheritor and the intrinsic cultural value of ICH projects. This creates a value-based accountability mechanism absent in non-ICH contexts. Furthermore, elders’

affective expressions serve as unique emotional catalysts for responsibility-taking – a phenomenon rarely documented in general leadership studies. Where generic enterprises might respond to market signals, ICH leaders internalize responsibility through intergenerational emotional bonds.

3.7.3. Responsibility Sensemaking Is the Forming Mechanism of Responsible Leadership

Existing studies pay few focus on the antecedents of responsible leadership, which leads to a lack of research on the forming mechanism of responsible leadership (Foldøy et al., 2021). Based on the findings of external triggering events, this study further digs the underlying mechanism in the relationship between these triggering factors and responsible leadership. The interview data shows that under the stimulation of external triggering events; leaders will acquire some cues about their responsibility. Then, they tend to use these cues to make a reasonable meaning to explain why they should undertake the responsibility and form a new cognitive framework towards responsibility. As a result, the new cognitive framework would guide their leadership behavior and promote them to form a responsible leadership style.

Sensemaking is an ongoing process that focuses on how people pay attention to events, what those events mean, and how the meaning people co-create about those events affects current and future behavior (Gioia & Chittipeddi, 1991; Helms Mills, Thurlow, & Mills, 2010). By now, scholars have studied the specific process models of sensemaking, two of which are generally recognized by scholars. One is the general process model proposed by Thomas et al. (1993) which specifically includes the key elements of common and interactive scanning, interpretation, action, and results.

The other is Weick's (1979) "ecological change-enactment-selection-retention" model. Based on the social evolutionary model, it argues that meaning generation can be viewed as a reciprocal exchange between participants (enactment) and their environment (ecological change), which is endowed with meaning (selection) and preserved (retention). However, these results cannot fully explain the manifestations of responsibility sensemaking in each stage.

This study further explores the specific stages and manifestations of responsibility sensemaking. It finds that the sensemaking of responsibility includes three stages. In the first stage, leaders will form a responsibility awareness and be aware of who and what they should be responsible for. In the second stage, leaders' responsibility awareness will lead them to further think about the meaning of responsibility fulfilment from cognitive level and affective level, that is, responsibility attitude is formed. In the third stage, leaders' responsibility attitude will facilitate them to make behavioral efforts in responsibility crafting. It is reflected in responsibility role crafting and social resource crafting. These responsibility crafting behaviors provide conditions for leaders to carry out responsible leadership in the future.

3.7.4. Responsibility Crafting and Prospectivity of Responsibility Sensemaking

Compared to the previous process model of sensemaking which focuses more on the retrospective process, this thesis constructs a responsibility sensemaking process model reflecting both its retrospective and prospective connotations. Previous studies mainly constructed a retrospective process to explain how individuals work to understand novels, ambiguous, confusing, or unexpected issues or events around them (Murphy & Kreiner, 2020; Puranik, Vough, & Pathki, 2021). Some scholars have

pointed out that sensemaking is a prospective process as well, because the way individuals make sense of past events will arouse their conscious and intentional consideration of the probable future impact of certain actions (Diaz-Moriana, Clinton, & Kammerlander, 2024; Lee & Riach, 2024; Weick, 1995). However, few studies focus much on the specific manifestation of prospective part in sensemaking process.

This study uncovers that when leaders make sense of responsibility, their responsibility awareness and responsibility attitude would increase, which reflects the retrospective aspects. Next, leaders tend to craft their responsibility for the preparation of their future responsible leadership behavior. This stage reflects the linkage between leaders' current sensemaking and their consideration of their future leadership behavior, thus responsibility can be seen as a prospective manifestation in the process of responsibility sensemaking.

Furthermore, responsibility crafting differs fundamentally from generic responsibility crafting by incorporating cultural stewardship as a core responsibility rather than treating it as peripheral social responsibility. This reconfiguration manifests through two dimensions: responsibility role crafting of ICH inheritors and resource crafting, both deeply rooted in ICH's ontological imperatives of preservation and regeneration. The first dimension, responsibility role crafting of ICH inheritors, operates through dual expansion mechanisms: within professional domains, leaders extend their work roles to incorporate cultural guardianship functions, while in social spheres, they assume community stewardship roles. The second dimension, resource crafting, involves social resource development and organizational resource realignment.

3.8. Summary

The conclusions include the following three aspects: first, responsible leadership can be triggered by various events experienced by leaders, including market and institutional stress events, stakeholders' recognition events, elders' affective expression events, and leaders' critical learning events. Second, these triggering factors promote the formation of responsible leadership through the sensemaking of responsibility. Third, the sensemaking process specifically covers three stages, namely forming responsibility awareness, shaping responsibility attitude, and initiating responsibility crafting.

This study has four major theoretical contributions. Firstly, it adds to the research results of the influencing factors of responsible leadership. Prior studies mainly focus on leaders' personal characteristics (Voegtlin et al., 2020), and few pay attention to external influencing factors. Even though several studies have mentioned it, most of them were discussed at theoretical level (Miska et al., 2014). This study based on interview data explores the key external events triggering the formation of responsible leadership that could enrich relevant research results.

Secondly, this study bridges the gap in the forming mechanism of responsible leadership. A few prior studies, which research the influencing factor of responsible leadership, have been done to test the mechanisms that promote responsible leadership. This study further found that sensemaking of responsibility is a key forming mechanism of responsible leadership, which to some extent makes up for this shortcoming.

Thirdly, it expands theoretical framework by digging the forming process of responsible leadership. Since the lack of research on its forming mechanism (Foldy et al., 2021), the question of how responsible leadership is formed is still a black box. This study adopts a process perspective and digs the specific process of responsible

leadership formation. The interview data analysis shows that under the triggering effect of external events, leaders tend to experience a sequential enhancement to responsibility awareness, responsibility attitude, and responsibility crafting, and finally their responsible leadership formed.

Lastly, this study extends the contextualized analysis of sensemaking theory into responsible leadership area. In the field of leadership research, existing studies on sensemaking theory mostly focus on how leaders influence employees' cognition and behavior through sensemaking (Corley & Gioia, 2004), but few literatures combine this theory to explore leadership formation. Therefore, this study expands the application space of the sensemaking theory.

This study has several practical inspirations. For ICH enterprises, according to the key external factors triggering the formation of responsible leadership explored by this study, they should understand the importance of creating a responsible environment for their employees. Among these triggering factors, the elder's affective expression event is worth noticing. When they cultivate responsible leadership, they are suggested express their feelings toward stakeholders and careers, which is beneficial to force the lower-level leaders to notice their responsibilities. Besides, this study could help ICH enterprises better recognize that the formation of responsible leaders is closely related to leaders' sensemaking process of responsibility, thus they can add some interventions in this process when they develop responsible leaders. For government departments, this study shows that factors like institutional stress to some extent could trigger ICH leaders' responsible leadership, thus they can formulate relevant policies.

This study has some limitations. The factors that promote responsible leadership were analyzed only from external aspects. Future studies can also conduct additional, more comprehensive analyses from other aspects. Besides, this study only used a

qualitative approach to investigate the forming process of responsible leadership. Future studies need to further verify the research results through other approaches, such as the quantitative study. Lastly, this study found that sensemaking is a major mechanism in the forming process of responsible leadership, other theoretical perspectives can be considered in the future.

4. Study 2: Scale Development of Responsible Leadership in ICH Enterprises

Based on the scale development procedures (MacKenzie et al. 2011), this study conceptualizes responsible leadership, explores its structure, and develops a measurement scale of responsible leadership in ICH enterprises. It provides a measurement tool for the subsequent empirical research and theoretical development.

4.1. Introduction

The definition of responsible leadership in existing studies has not reached a consensus. Among them, the most widely used definition in current academic research comes from Voegtlin (2011), in which stakeholder consideration as a manifestation is emphasized. Additionally, other scholars also pointed out different manifestations, such as accountable role models (Agarwal & Bhal, 2020), pro-active planner (Doh et al., 2011), and social value creation (Voegtlin et al., 2020). Overall, the views are scattered and unable to comprehensively reflect their key attributes.

The first study of this thesis shows that responsible leadership of ICH enterprises is reflected in three aspects: responsible role model, stakeholder consideration, and sustainable value creation. Specifically, responsible role models means that responsible leadership has effectiveness, that is, it influences employees to attain the team's goal through responsible role models (Agarwal & Bhal, 2020). In ICH enterprises, leaders undertake the responsibility of ICH inheritance (Dang, 2021), thus they need to encourage more people to pay attention to and participate in ICH protection, in this process they would display a responsible role model. Stakeholder consideration means that leaders should consider stakeholders' interests in decision making (Doh et al., 2011). Since ICH is a public good related to multi-stakeholders, leaders should build

good relationships with them and consider their interests (Brown, 2005). Sustainable value creation emphasizes the responsibility of creating values for the whole society rather than merely creating economic value for the organization (Muff et al., 2020). Since ICH is the foundation of national culture and influences cultural confidence, leaders are obligated to create sustainable value for both their enterprises and ICH development (Song, 2012). Therefore, it is necessary to conceptualize responsible leadership from these three aspects and develop a measurement scale for it, otherwise study on responsible leadership in ICH enterprises will be impeded.

To reconceptualize responsible leadership and develop a measurement that can be applied in ICH enterprises, this study firstly reviews the attributes, connotations, and dimensions of responsible leadership based on existing literature. Then, items are to be formed based on existing relevant scales and previous interview data in Study 1. Next, a measurement scale of responsible leadership in ICH enterprises will be developed strictly in accordance with the scale development process.

4.2. Conceptualizations of Responsible Leadership

Developing a clear and concise definition is essential to high-quality scale development. Referring to the suggestions on the conceptualization of constructs in the scale development process put forwarded by Podsakoff et al. (2016), this study conceptualizes responsible leadership in four stages: Firstly, identifying key attributes of the construct based on existing representative definitions; secondly, classifying those key attributes into conceptual themes; thirdly, identifying an initial definition for the construct; lastly, refining the construct's definition. The following content will elaborate the conceptualization process of responsible leadership in detail.

According to the literature review on responsible leadership, it can be found that many studies have given the definition of responsible leadership. This study combed the representative definitions out, and identified key attributes emphasized by them (see Table 4.1).

TABLE 4.1 Previous definitions and key attributes of responsible leadership

Scholars	Definitions	Key attributes
Patzer, Voegtlin, & Scherer (2018)	Responsible leadership refers to incorporating the concerns of different stakeholders and economic, social, and environmental objectives as an integrated part of the business decision-making process.	Concerns of stakeholder interests Economic value creation Social value creation
Maak, Pless, & Voegtlin (2016)	Responsible leadership is defined as a process in which the relationship between the leader and the stakeholders is influenced and the aim of it is to establish accountability related to the value creation of organizations.	Involvement of stakeholders Economic value creation
Maak & Pless (2006, p. 99)	A social relationship and ethical phenomenon that occurs in social interaction to achieve social and environmental goals as well as sustainable value creation.	Ethical role model Social value creation
Voegtlin, Patzer, & Scherer (2012, p. 4); Voegtlin (2011)	Responsible leadership is a mindset that is aware of and considers the consequences of one's actions for all stakeholders, as well as involve stakeholders in an active stakeholder dialogue.	Concerns of stakeholder interests Involvement of stakeholders
Pless (2007, p. 438)	Responsible leadership is a value-based relationship between leaders and stakeholders driven by ethical principles.	Ethical role model
Voegtlin et al. (2020)	Responsible leadership is a normative concept that requires leaders to demonstrate behavioral complexity in dealing with all three roles (expert, facilitator, and citizen).	Professional role model Social value creation Concerns of stakeholder interests
Stahl & Sully de Luque (2014)	Responsible leadership derives from leaders' motives, such as "avoid harm" or "do good".	Ethical role model Social value creation Economic value creation
Knights & O'Leary (2006)	Responsible leadership is an individual's moral obligation that provides standards for leaders to choose alternative actions.	Ethical role model
Agarwal & Bahl, 2020	A phenomenon in which a leader is engaged in promoting organization growth sustainability via positive interactions with stakeholders and role models of ethical behaviors.	Economic value creation Concerns of stakeholder interests Ethical role model

According to Table 4.1, it can be found that existing definitions of responsible leadership have reflected various attributes of responsible leadership. This study further classifies them into three categories. The first category is responsible role models. It

implies that responsible leadership influences employees and even wider stakeholders via responsible role models, which reflects the means of responsible leadership. It specifically includes ethical role models and professional role models. The second category is stakeholder consideration, which reflects the process of responsible leadership and includes concerns of stakeholder interests and involvement of stakeholders. The last category is sustainable value creation. It reflects the goal of responsible leadership, which includes economic and social value creation.

Based on the above analysis, the connotations and dimensions of responsible leadership can be further identified, which is helpful for its conceptualization. Obviously, responsible leadership is a type of leadership style used to describe leaders' behavior. It has three points of connotations: Responsible leadership has effectiveness on stakeholders through responsible role model; responsible leadership is a relational-building process with stakeholders; the goal of responsible leadership is realizing sustainable development of organization and society. Responsible leadership has three dimensions, namely responsible role model, stakeholder consideration, and sustainable value creation. These three dimensions are interrelated because they are closely related to responsible leadership, meanwhile they are different from each other because they reflect different aspects of responsible leadership. In this way, responsible leadership can be seen as a reflective construct.

These three dimensions are helpful to differentiate responsible leadership with other similar leadership styles. Existing concepts such as transformative leadership, servant leadership, ethical leadership have some characteristics like responsible leadership but are not fundamentally the same as it. Specifically, responsible role model can distinguish responsible leadership with ethical leadership since it emphasizes not only ethical role models, but also professional role models; stakeholder consideration

can differentiate responsible leadership with other leaderships which merely focus on dualistic relationship between leader and subordinate; sustainable value creation can differentiate responsible leadership with other economic value-oriented leadership such as transformational leadership and servant leadership.

Based on the above analysis, this study defines responsible leadership as a type of leadership process in which leaders have stakeholder consideration and are committed to creating sustainable value through responsible role models.

4.3. Structure and Items of Responsible Leadership in ICH

Enterprises

Referring to relevant scale development research (Ferris et al., 2008; Sendjaya, Sarros, & Santora, 2008), this study based on existing responsible leadership literature and interview data in Study 1, firstly identified the dimensional structure of responsible leadership. Then the items of each dimension were sorted out and an initial scale of responsible leadership in ICH enterprises was compiled. Next, two questionnaire surveys were conducted. The first survey was conducted for an exploration analysis, and the second one was for a confirmatory factor analysis. Finally, a formal scale of responsible leadership in ICH enterprises was developed.

4.3.1. Initial Items Generation

As mentioned above, the widely adopted measurement scales of responsible leadership cannot display the key attributes including responsible role model, stakeholder consideration, and sustainable value creation. More importantly, these three attributes are extremely important for ICH enterprises. To get items of responsible leadership in ICH enterprises, this study deduced items from existing literature, and

meanwhile utilized the exploratory data collected through in-depth interviews in Study

1. Table 4.2 shows the 21 initial items.

TABLE 4.2 Scale items and sources

Dimensions	Items	Sources
Responsible role model	1. My supervisor is a good role model for ICH inheritance.	Interview data; Arnold et al. (2000); Hammer et al. (2008)
	2. My supervisor demonstrates effective behaviors in how to inherit and develop ICH.	
	3. My supervisor persists in studying ICH techniques.	Interview data
	4. My supervisor pursues perfection of products.	
	5. My supervisor takes ICH inheritance as a lifelong career and value pursuit.	
	6. My supervisor puts the quality of products and services first.	
	7. My supervisor is able to overcome difficulties at work.	
	8. My supervisor cares about the work and life of employees.	
Sustainable value creation	1. My supervisor links present business tasks with long-term organizational goals.	Interview data; Agarwal and Bhal (2020)
	2. My supervisor pays attention to the social reputation of the enterprise.	Interview data
	3. My supervisor pays attention to the standardization of our behavior at work.	
	4. My supervisor encourages us to make the best use of everything through the restoration, reuse and other ways in the work.	Interview data; Agarwal & Bhal (2020)
	5. My supervisor strives to find solutions to problems that are relevant to ICH inheritance.	Interview data; Muff, Liechti, & Dyllick (2020)
	6. My supervisor cultivates ICH inheritors.	Interview data
	7. My supervisor pays attention to materials collation and compilation of ICH technique.	
	8. My supervisor participates in public welfare publicity of ICH projects.	
Stakeholder consideration	1. My supervisor demonstrates awareness of the relevant stakeholder claims.	Voegtlin (2011)
	2. My supervisor considers the consequences of decisions for the affected stakeholders.	
	3. My supervisor involves the affected stakeholders in the decision-making process	
	4. My supervisor weighs different stakeholder claims before making a decision.	
	5. My supervisor tries to achieve a consensus among the affected stakeholders.	

4.3.2. Content Validity Evaluation

Content validity refers to the extent to which item contents of the scale fully reflect the constructions to be measured. In the evaluation of content validity, this study mainly focuses on whether it contains items unrelated to the content of responsible leadership, and whether indicators reflecting the content of responsible leadership are omitted.

This study invited 12 leaders who have been rated as ICH inheritors, 1 expert from ICH protection center, 3 academic professors, and 3 PhD students in this area to evaluate the initial items. In this process, some of them suggested to add following 2 items: “My supervisor cares about our skills growth and educational improvement” and “My supervisor encourages innovation, such as ICH technical innovation, ICH business concept innovation, or cross-border integration, etc.”. Finally, the initial questionnaire for responsible leadership in ICH enterprises consisting of 23 items was formed (8 items for responsible role model, 10 items for sustainable value creation, 5 items for stakeholder consideration).

TABLE 4.3 Initial items of responsible leadership scale

Dimensions	No.	Items
Responsible role model	RRM1	My supervisor is a good role model for ICH inheritance.
	RRM2	My supervisor demonstrates effective behaviors in how to inherit and develop ICH.
	RRM3	My supervisor persists in studying ICH techniques.
	RRM4	My supervisor pursues perfection of products.
	RRM5	My supervisor takes ICH inheritance as a lifelong career and value pursuit.
	RRM6	My supervisor puts the quality of products and services first.
	RRM7	My supervisor is able to overcome difficulties at work.
	RRM8	My supervisor cares about the work and life of employees.
Sustainable value creation	SVC1	My supervisor links present business tasks with long-term organizational goals.
	SVC2	My supervisor pays attention to the social reputation of the enterprise.
	SVC3	My supervisor pays attention to the standardization of our behavior at work.
	SVC4	My supervisor encourages us to make the best use of everything through the restoration, reuse and other ways in the work.
	SVC5	My supervisor strives to find solutions to problems that are relevant to ICH inheritance.
	SVC6	My supervisor cultivates ICH inheritors.
	SVC7	My supervisor pays attention to materials collation and compilation of ICH technique.

Stakeholder consideration	SVC8	My supervisor participates in public welfare publicity of ICH projects.
	SVC9	My supervisor cares about our skills growth and educational improvement”.
	SVC10	My supervisor encourages innovation, such as ICH technical innovation, ICH business concept innovation, or cross-border integration, etc.
	SC1	My supervisor demonstrates awareness of the relevant stakeholder claims.
	SC2	My supervisor considers the consequences of decisions for the affected stakeholders.
	SC3	My supervisor involves the affected stakeholders in the decision-making process.
	SC4	My supervisor weighs different stakeholder claims before making a decision.
	SC5	My supervisor tries to achieve a consensus among the affected stakeholders.

4.4. Exploration and Verification of the Scale Structure of Responsible Leadership in ICH Enterprises

4.4.1. Research Sample

Two sets of data were collected in this study. The first set of data was used to do item analysis and exploration factor analysis. Considering that exploratory factor analysis and confirmatory factor analysis on the same sample would lead to overly optimistic model fitting index and parameter estimation (Fokkema & Greiff, 2017), this study conducted a second data collection, which was used for confirmatory factor analysis to verify the structure and validity of the scale.

In the first data collection, the research data was collected from 2 ICH enterprises in Jinhua city, Zhejiang province. One is a catering enterprise, and another one is a food manufacturing enterprise. Through the personal relationship of the researcher, top managers or human resource supervisors were contacted. Then, with their assistance, a total of 260 questionnaires were sent out to their employees. After excluding the invalid questionnaires in the case of incomplete reply and missing filling, 231 valid questionnaires were obtained, and the effective questionnaire recovery rate was 89.2%.

In the valid sample, there were 135 males (58.4%) and 96 females (41.6%). In terms of age, 78 people are less than 25 years old, accounting for 33.8%, 80 people

between 25 and 35 years old, accounting for 34.6%, 40 people between 36 and 45 years old, accounting for 17.3%, 33 people over 45 years old, accounting for 14.3%. In terms of educational background, 165 people with only high school education or less, accounting for 71.4%, 53 college students, accounting for 22.9%, 11 bachelor students, accounting for 4.8%, and 2 master students or above, accounting for 0.87%. In terms of job types, 60 people were engaged in manufacturing, accounting for 25.9%, 75 people were engaged in customer service, accounting for 32.4%, 39 people were engaged in professional and technical work, accounting for 16.8%, 30 people were engaged in management, accounting for 12.9%, 4 people were engaged in marketing work, accounting for 1.7%, and 23 people were engaged in other job types, accounting for 9.9%.

In the second data collection, the research data was collected from 10 ICH enterprises. Three of them are listed enterprises. Among them, six are in Zhejiang province, two in Jiangsu province, one in Sichuan province, and one in Beijing city. The industries cover traditional Chinese medicine, food, agricultural products, crafts, and cultural travel products. In total 277 questionnaires were sent out. After excluding the invalid questionnaires in the case of incomplete reply and missing filling, 208 valid questionnaires were obtained, and the effective questionnaire recovery rate was 75.1%.

In the valid sample, there are 83 males (39.9%) and 125 females (60.1%). Among them, 7.21% are less than 25 years old (15 people), 43.3% are between 25 and 35 years old (90 people), 32.2 % are between 36 and 45 years old (67 people), 17.3% are over 45 years old (36 people). In terms of educational background, 58 people with only high school education or less, accounting for 27.8%, 59 college students, accounting for 28.3%, 87 bachelor students, accounting for 41.8%, and 4 master students or above, accounting for 1.9%.

Each time the questionnaire was distributed, the researcher would explain the purpose of the questionnaire survey and made the following commitments: The obtained data is only used for academic research and will not be disclosed to any subject other than the researcher; The data will not disclose the private information contained in the data; This survey will not cause negative impact on the image of the enterprise and employees.

4.4.2. Item Analysis

SPSS 28.0 was used to analyze items of the questionnaire. The purpose of item analysis is to determine whether the items are valid and appropriate. The total score of the initial scale of responsible leadership was sorted. Then, they were divided into high score and low score groups (bounded by 27% and 73% quantiles). Next, the T-test to compare the difference between high score and low score groups were used. If there is a significant difference, it means that the scale items are properly designed; otherwise, the scale items cannot distinguish information, and the design is unreasonable and should be deleted. As can be seen from the following table, the mean difference between the high and low groups in each item reached a significant level ($p < 0.05$), indicating that all items of the scale are well differentiated, and all items are reserved for exploratory factor analysis.

TABLE 4.4 Item analysis

	Group (M±SD)		t	p
	Low group (n=63)	High group (n=76)		
RRM1	3.62±0.75	4.55±0.50	8.756	0.000**
RRM2	3.76±0.87	4.57±0.50	6.474	0.000**
RRM3	3.22±0.68	4.64±0.51	14.061	0.000**
RRM4	3.25±0.67	4.79±0.41	15.864	0.000**
RRM5	3.19±0.50	4.70±0.54	16.847	0.000**
RRM6	3.22±0.63	4.71±0.46	16.061	0.000**
RRM7	3.51±0.67	4.74±0.50	12.056	0.000**
RRM8	3.67±0.72	4.51±0.53	7.989	0.000**
SVC1	3.35±0.74	4.37±0.69	8.368	0.000**
SVC2	3.68±0.74	4.67±0.53	9.205	0.000**
SVC3	3.81±0.69	4.58±0.57	7.177	0.000**
SVC4	3.38±0.68	4.57±0.52	11.565	0.000**
SVC5	3.16±0.68	4.61±0.54	13.974	0.000**
SVC6	3.60±0.64	4.59±0.55	9.864	0.000**
SVC7	3.49±0.59	4.61±0.52	11.813	0.000**
SVC8	3.59±0.61	4.59±0.52	10.451	0.000**
SVC9	3.59±0.73	4.64±0.48	9.830	0.000**
SVC10	3.54±0.88	4.74±0.44	9.846	0.000**
SC1	3.51±0.74	4.50±0.50	9.067	0.000**
SC2	3.56±0.82	4.71±0.46	9.984	0.000**
SC3	3.32±0.76	4.61±0.52	11.444	0.000**
SC4	3.41±0.78	4.68±0.47	11.408	0.000**
SC5	3.59±0.75	4.72±0.45	10.508	0.000**

Note: * $p < 0.05$ ** $p < 0.01$

RRM = Responsible role model, SVC = Sustainable value creation, SC = Stakeholder consideration.

The items corresponding to RRM1-RRM9, SVC1-SVC10, and SC1-SC5 are shown in Table 4.3.

4.4.3. Exploratory Factor Analysis

To further determine the dimension and structure of the scale, this study used SPSS 28.0 software to conduct an exploratory factor analysis. Before the exploratory factor analysis, sample fitness should be analyzed. The results showed that KMO was 0.940 (greater than 0.7) and the Approx. Chi-Square of Bartlett's Sphericity Test was 2981.358 ($p < 0.001$), indicating that this data was suitable for factorial analysis (Kaiser, 1974). Next, principal component analysis with variance maximum orthogonal rotation was used to extract factors with eigenvalues greater than 1. The results showed that a total of 4 factors were extracted, and the cumulative variance interpretation rate was 61.123%.

On this basis, the scale was revised according to the following principles: (1) Deleting items with communalities less than 0.5; (2) Removing items with significant cross loading, that is, the absolute value of the difference between the two biggest factors loading of an item is less than 0.2; (3) Deleting items with the largest factor loading value less than 0.4; (4) Deleting items loaded onto wrong factor.

According to the above principles, item RRM8 was moved because its communalities were less than 0.5 and it is cross loaded. Then, the rest 22 items were analyzed via EFA. The results show that the KMO was 0.940 (greater than 0.7) and the Approx. Chi-Square of Bartlett's Sphericity Test was 2883.296 ($p < 0.001$), and a total of 4 factors were extracted, and the cumulative variance interpretation rate was 62.481%. The rotated component matrix showed that SVC4 and SVC5 were cross loaded, thus these two items were removed.

Next, the rest 20 items were included in EFA analysis. The results showed that KMO was 0.940, the Chi-Square of Bartlett's Sphericity Test was 2517.370 ($p < 0.001$), and three factors were extracted with the cumulative variance interpretation rate of 58.658%. However, the communalities of RRM1, RRM2, SVC3, SVC4 were less than

0.5. RRM1 was cross loaded. RRM2, SVC3, and SVC4 were loaded onto wrong factors.

Thus, these four items were deleted.

Lastly, EFA was conducted based on the rest 16 items. The results showed that: KMO was 0.928 and the Chi-Square of Bartlett's Sphericity Test was 2102.118 ($p < 0.001$); the communalities of all items were above 0.5; the cumulative variance interpretation rate was 64.084%; the factor loading of each item was distributed between 0.565 and 0.805 (see Table 4.5), and there was no cross-loaded or wrong-loaded item. Therefore, a scale of responsible leadership in ICH enterprises with three dimensions was got.

TABLE 4.5 Results of exploratory factor analysis

Items	Factor 1	Factor 2	Factor 3
(1) My supervisor persists in studying ICH techniques.	0.727		
(2) My supervisor pursues perfection of products.	0.805		
(3) My supervisor takes ICH inheritance as a lifelong career and value pursuit.	0.800		
(4) My supervisor puts the quality of products and services first.	0.795		
(5) My supervisor is able to overcome difficulties at work.	0.620		
(6) My supervisor pays attention to the social reputation of the enterprise.		0.749	
(7) My supervisor pays attention to the standardization of our behavior at work.		0.702	
(8) My supervisor cultivates ICH inheritors.		0.606	
(9) My supervisor pays attention to materials collation and compilation of ICH technique.		0.633	
(10) My supervisor participates in public welfare publicity of ICH projects.		0.730	
(11) My supervisor cares about our skills growth and educational improvement.		0.584	
(12) My supervisor demonstrates awareness of the relevant stakeholder claims.			0.754
(13) My supervisor considers the consequences of decisions for the affected stakeholders.			0.726
(14) My supervisor involves the affected stakeholders in the decision-making process			0.673
(15) My supervisor weighs different stakeholder claims before making decisions.			0.565
(16) My supervisor tries to achieve a consensus among the affected stakeholders.			0.724

4.4.4. Confirmatory Factor Analysis

AMOS 29.0 was used to conduct confirmatory factor analysis to further test the structural validity of the scale of responsible leadership in ICH enterprises. This study takes a three-factor model of responsible leadership as the benchmark model and compares it with the one-factor model and two-factor model respectively. Specifically, stakeholder consideration and sustainable value creation are combined as one factor, then together with responsible role model as a two-factor model. Responsible role models, sustainable value creation, and stakeholder consideration are combined into a one-factor model. The results are shown in Table 4.6. Comparing with one-factor model and two-factor model, the three-factor model (benchmark model) has better model fit ($\chi^2/df=1.953<3$, RMSEA=0.068<0.08, CFI=0.952>0.9, TLI=0.943>0.9, SRMR=0.042<0.05).

TABLE 4.6 Results of confirmatory factor analysis

Model	χ^2	df	χ^2/df	RMSEA	CFI	TLI	SRMR
Three-factor model (Benchmark model)	197.217***	101	1.953	0.068	0.952	0.943	0.042
Two-factor model (RRM, SVC+SC)	406.905***	103	3.951	0.119	0.849	0.824	0.075
One factor model	671.111.950***	104	6.453	0.162	0.717	0.674	0.1007

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

Besides, the factor loading of three-factor model ranges from 0.691 to 0.875 (see Table 4.7), indicating that the explanatory power of the items is good. At the same time, the three factors are significantly correlated with each other. The correlation coefficient between responsible role model and stakeholder consideration is 0.531; the correlation coefficient between responsible role model and sustainable value creation is 0.695; the correlation coefficient between stakeholder consideration and sustainable value creation

is 0.655. The results indicate that there is a high possibility of higher-order factors among the three factors.

TABLE 4.7 Factor loading of confirmatory factor analysis

Factor	Items	Standardized factor loading
Responsible role model	(1) My direct supervisor persists in studying ICH techniques.	0.842
	(2) My direct supervisor pursues perfection of products.	0.875
	(3) My direct supervisor takes ICH inheritance as a lifelong career and value pursuit.	0.852
	(4) My direct supervisor puts the quality of products and services first.	0.795
	(5) My direct supervisor is able to overcome difficulties at work.	0.692
Sustainable value creation	(6) My direct supervisor pays attention to the social reputation of the enterprise.	0.695
	(7) My direct supervisor pays attention to the standardization of our behavior at work.	0.737
	(8) My direct supervisor cultivates ICH inheritors.	0.806
	(9) My direct supervisor pays attention to materials collation and compilation of ICH technique.	0.819
	(10) My direct supervisor participates in public welfare publicity of ICH projects.	0.746
	(11) My direct supervisor cares about our skills growth and educational improvement.	0.730
Stakeholder consideration	(12) My direct supervisor demonstrates awareness of the relevant stakeholder claims.	0.691
	(13) My direct supervisor considers the consequences of decisions for the affected stakeholders.	0.810
	(14) My direct supervisor involves the affected stakeholders in the decision-making process.	0.818
	(15) My direct supervisor weighs different stakeholder claims before making a decision.	0.780
	(16) My direct supervisor tries to achieve a consensus among the affected stakeholders.	0.691

4.4.5. Reliability Test

Cronbach's α coefficient and combined reliability (CR) were used to test the internal consistency of the scale. Cronbach's α of the whole scale is 0.929, the Cronbach's α of responsible role model, sustainable value creation, and stakeholder consideration are 0.906, 0.888, and 0.870, respectively, all of them are greater than 0.8.

The combination reliability of them is greater than 0.8, which are 0.91, 0.89, 0.87, respectively.

4.4.6. Validity Test

4.4.6.1. Structural Validity Test

Structural validity reflects the degree of agreement between the data structure obtained by the measurement tool and the theoretical structure of the construct, which is mainly evaluated by the convergent validity and the discrimination validity.

Convergence validity was tested by calculating the mean variance extraction (AVE) of each factor (Fornell & Larcker, 1981). As shown in Table 4.8, AVE of responsible role model, sustainable value creation, and stakeholder consideration are 0.66, 0.57, and 0.58, respectively, all of which were greater than the threshold value of 0.5, indicating a good convergence validity of the scale.

The discriminative validity was tested by comparing the correlation coefficient between factors and the square root of AVE (Fornell & Larcker, 1981). When the former is smaller than the latter, it indicates that the discriminative validity between factors is good. As shown in Table 4.8, the square root value of each factor's AVE is greater than the correlation coefficients between the factor with other factors, which means that the scale has a good discriminative validity.

TABLE 4.8 Correlation coefficient and validity test results

	RRM	SVC	SC	AVE
RRM	(0.81)			0.66
SVC	0.695***	(0.75)		0.57
SC	0.531***	0.655***	(0.76)	0.58

Notes: RRM= Responsible role model; SVC= Sustainable value creation; SC= Stakeholder consideration.

The number in brackets in the correlation matrix is the square root of AVE.

*** means $p < 0.001$.

In addition, since responsible leadership is like servant leadership, this study further tested the degree of differentiation between this scale and servant leadership scale. The measurement of servant leadership adopts the 7-item scale developed by Liden et al. (2014). Its representative items include “My manager makes my career development a priority”, “My manager emphasizes the importance of giving back to the community”, “My manager would NOT compromise ethical principles in order to achieve success”, etc. Cronbach’s α of the scale was 0.813.

The structural equation model was adopted to differentiate the scales. The model fit of the two-factor model ($\chi^2/df=2.063$, RMSEA=0.072, CFI=0.907, TLI=0.895) was significantly better than that of the one-factor model in which these two factors were integrated into one factor ($\chi^2/df=5.020$, RMSEA=0.139, CFI=0.641, TLI=0.605). It shows that the two are indeed two different concepts and have a good degree of differentiation.

4.4.6.2. Criterion Validity Test

From the previous literature review, it can be found that felt obligation and leader-member exchange (LMX) are two key outcome variables of responsible leadership (Zhu et al., 2021; Inam et al., 2021). Responsible leaders usually hold strong responsibility values and stakeholder consideration (Miska et al., 2014), which will cross over to their employees and strengthen employees’ belief of concerning the enterprise’s well-being and help it to reach its goals. As a result, employees tend to feel strong obligation under the influence of responsible leadership. Besides, responsible leadership is beneficial for leaders to develop a good relationship with their employees which is backed by their ethical and relational values (Mahsud, Yukl, & Prussia, 2010). Therefore, this study used

felt obligation and LMX to test the criterion validity of responsible leadership in ICH enterprise scale.

(1) Measurement tools, reliability, and validity

Felt obligation is measured using the 7-item scale proposed by Eisenberger et al. (2001). Representative items included “I feel a personal obligation to do whatever I can to help my organization achieve its goals” and “I have an obligation to the organization to ensure that I produce high-quality work”. Cronbach’s α is 0.879, CR is 0.883 and AVE is 0.524. The measurement of LMX adopts the 7-item scale compiled by Liden, Wayne, and Stilwell (1993). The representative items include “My supervisor understands my problems and needs” and “My supervisor recognizes my potential”. Cronbach’s α is 0.892, CR is 0.893, AVE is 0.547. Meanwhile, as shown in Table 4.9, the square root of each variable’s AVE is greater than the correlation efficient with the other two variables. Therefore, the reliability and validity of the three variables are good.

(2) Common method biases

In this study, Harman’ single-factor test was used to test the common method bias. The results show that the first principal component explained 14.019% of the total variance, lower than 40%, indicating that the common methodological bias of this study was not serious enough to have a significant impact on the empirical results.

(3) Correlation analysis

As shown in Table 4.9, responsible leadership is positively correlated with felt obligation ($r=0.226$, $p<0.01$), and positively correlated with LMX ($r=0.328$, $p<0.01$). It preliminarily supports the assumptions. Thus, the scale of responsible leadership developed by this study has good criterion validity.

TABLE 4.9 Correlation analysis results of the variables in the nomological validity test

	1	2	3	4	5	6	7
1. Gender	1						
2. Age	-0.359**	1					
3. Education	0.088	-0.453**	1				
4. Tenure	-0.208**	0.632**	-0.150*	1			
5. Responsible leadership	0.023	0.153*	-0.023	0.085	(0.740)		
6. Felt obligation	-0.107	0.126	-0.158*	0.066	0.226**	(0.724)	
7. LMX	0.053	-0.024	-0.105	-0.107	0.328**	0.316**	(0.762)

Notes: The number in brackets in the correlation matrix is the square root of AVE.

** means $p < 0.01$, * means $p < 0.05$.

4.5. Discussion

The scale developed in this study shows the uniqueness of responsible leadership in terms of its connotations, dimensions, key attributes, and manifestations in ICH contexts.

4.5.1. Responsible leadership is realized with unique means and goals

Previous studies predominantly conceptualized responsible leadership through the lens of strategic stakeholder relationships (Voegtlin, 2011) or leaders' demonstration of responsible behaviors (Doh et al., 2011). However, these conceptualizations inadequately capture the full spectrum of means and goals inherent to responsible leadership. Research in the ICH domain reveals that leaders in ICH enterprises typically employ distinctive approaches and pursue targeted objectives to fulfill their unique societal responsibilities (Brown, 2005; Song, 2012). Building on this foundation, the present study substantiates two critical dimensions.

First, it empirically demonstrates that responsible role model—encompassing both moral model and professional model—serves as one dimension of responsible leadership. Specifically, leaders' moral model fosters ethical climates by visibly prioritizing products' quality, stakeholder welfare, and ICH inheritance rather than

personal interests, while professional models anchor leadership credibility through technical expertise, innovation stewardship, and context-sensitive problem-solving. Together, these role-modeling dimensions transcend mere behavioral compliance, functioning as a catalytic mechanism that aligns leader-follower value systems, cultivates trust across stakeholder networks, and enables the internalization of responsibility as a shared organizational ethos.

Second, this study empirically substantiates that sustainable value creation—conceptualized as a integration of sustainable economic value creation and sustainable social value creation—serves as the goals of responsible leadership in ICH enterprises. Compared to existing connotations, this value paradigm embedded cultural preservation (e.g., revitalizing endangered crafts, digitizing oral traditions) and community well-being (e.g., equitable benefit-sharing, intergenerational skills transfer) into the core of responsible leadership. This finding deepens those views that redefine responsible leadership as a dynamic praxis of value pluralism.

4.5.2. Professional models are a key attribute

Voegtlin et al. (2020) from the perspective of social roles pointed out that responsible leaders should play as an expert. Maak and Pless (2006) also mentioned that responsible leadership operationalize responsibility via technical mastery. Based on it, this study also verified that professional models are a key attribute of responsible leadership in ICH enterprises. However, existing studies have not clearly demonstrated how professional models should be operationalized when leaders meanwhile face cultural preservation and stewardship. This study found that responsible leaders in ICH enterprises demonstrate commitment to preserving cultural authenticity by engaging in continuous learning of traditional craftsmanship; prioritize quality over short-term

profitability to uphold cultural integrity; exhibit adaptive problem-solving skills to address resource constraints and geopolitical disruptions. These aspects collectively operationalize the professional model of responsible leadership, integrating cultural stewardship with adaptive leadership practices to fulfill the dual mandate of ICH preservation and socioeconomic sustainability.

4.5.3. Sustainable social value creation is manifested in specific ways

Scholarly investigations have established that responsible leadership prioritizes social value creation as its terminal goal (Voegtlin et al., 2019; Muff et al., 2020). However, scholarly consensus remains elusive regarding its operational manifestations, particularly due to the multidimensional nature of social responsibility boundaries (Maak et al., 2021). Notably, in the context of ICH enterprises, leadership's social value creation demonstrates unique specificity, predominantly manifesting through systematic ICH inheritance initiatives (Zhao, 2024). This research accordingly investigates the manifestations of sustainable social value creation reflected in responsible leaders in ICH enterprises through empirical analysis.

The findings reveal three primary manifestations through which responsible leaders operationalize sustainable social value creation. First, strategic cultivation of next-generation ICH inheritors through mentorship programs and institutional training systems. Second, active engagement in public-interest promotion of ICH preservation via multi-stakeholder collaborations. Third, comprehensive investment in workforce development through skill enhancement programs and educational subsidies. These empirically derived manifestations not only advance theoretical understanding of responsible leadership in cultural enterprises but also provide an implementable framework for ICH leaders to balance heritage preservation with contemporary social responsibility requirements.

4.6. Summary

By combining previous research on responsible leadership, this study constructs a three-dimensional structure of responsible leadership. The three dimensions are responsible leadership, stakeholder consideration, and sustainable value creation. Then, based on the literature and the previous exploratory interview data, this study collected the items of responsible leadership in ICH enterprises. Next, I interviewed 19 experts, including ICH managers, ICH protection area experts, academic researchers and asked them to check the items. Then I modified and adjusted the items according to their comments and finally got the initial scale of 23 items. Then, 231 questionnaire data were collected and used for exploratory factor analysis to explore and verify responsible leadership of ICH enterprises. After that, the number of items was reduced to 16, and further divided into three dimensions: responsibility role model, stakeholder consideration and sustainable value creation. Subsequently, this study conducted a second questionnaire distribution for confirmatory factor analysis. Based on 208 valid samples, the analysis results showed that the responsible leadership scale developed in this study is reasonable and effective.

The theoretical contribution of this study mainly has two aspects. The first is to clarify the connotation and structure of responsible leadership in ICH enterprises. Although the empirical research in the field of responsible leadership continues to increase, the existing literature is still insufficient to discuss the connotation and structure of responsible leadership, resulting in a lack of clarity in its conception and measurement. By combining through the typical definitions of responsible leadership in previous studies and the attributes reflected in each definition, this study concludes that responsible leadership has three key attributes, namely, responsible role model,

stakeholder consideration, and sustainable value creation. These three aspects can be supported by the previous exploratory study as well. Therefore, this study constructs a three-dimensional structure of responsible leadership in the ICH enterprises and clarifies the connotation of responsible leadership from the perspectives of means, purpose, and process. In general, this study provides a clear definition and structure for responsible leadership in ICH enterprises, which contributes to the conceptualization of responsible leadership.

Secondly, the measurement scale of responsible leadership in ICH enterprises is developed. This study generates initial items based on the original data including existing literature, in-depth interviews and questionnaires. Then, the scale items were empirically tested by two data surveys. Finally, a 3-dimension 16-item scale with good reliability and validity was developed. In general, the responsible leadership scale developed in this study makes up for the shortcomings of existing measurement tools in the incomplete embodiment of key attributes, provides a more scientific and effective measurement tool for the empirical study of responsible leadership in ICH enterprises, and lays a measurement foundation for subsequent theoretical development.

This study has two practical inspirations. Firstly, it provides practical enlightenment for leaders to strengthen their own responsible leadership via conceptualizing responsible leadership and identified its connotations. The research results show that responsible leadership aims at creating sustainable economic and social value through responsible role models and high-quality interaction with stakeholders. In this way, managers should be aware that a responsible leader in ICH enterprises should pay more attention to social value creation, rather than being solely responsible for the economic goals. Leaders should interact with a wider scope of stakeholders and establish trust

relationships with both internal and external stakeholders through their responsible role model.

In addition, this study provides practical enlightenment for ICH enterprises to cultivate responsible leaders. Research results show that responsible leadership in ICH enterprises tend to behave outstandingly in responsible role model, stakeholder consideration, and sustainable value creation. Based on this conclusion, ICH enterprises could better identify and select appropriate leaders. Besides, this study developed a scale of responsible leadership in ICH enterprises, which provides a tool for ICH enterprises to assess their leaders' behavior and performance. This scale also has reference value for ICH enterprises when they conduct training on their leaders.

Furthermore, this study develops the measurement of responsible leadership in ICH enterprises based on employee perception, and its methodological choice has specific advantages and limitations. The core role of responsible leadership in ICH enterprises is reflected in the inheritance of employees' skills and the guidance of innovative behaviors. As the direct carrier of skills inheritance, the perception of employees can accurately reflect the key responsibility behaviors of leaders in human capital investment such as skills training and educational support. In contrast, consumers or the public pay more attention to the cultural value output of ICH products and find it difficult to assess the internal management effectiveness of leaders. Meanwhile, ICH enterprises usually adopt a flat governance structure, and there is frequent interaction between employees and leaders such as the master-apprentice system and the imparting of skills. This organizational characteristic makes employees the best "sensors" for observing leadership responsibility behaviors. However, there may be interference from social approval since all variable data in this study came from employees' evaluations of leaders. Therefore, in future studies, quantifiable observation indicators of responsible

leadership behavior such as the rate of skill inheritance, the number of employee innovation proposals can be established to reduce the bias of single subjective evaluation.

5. Study 3: Effect of Responsible Leadership on Employee Intention to Change Occupation

5.1. Introduction

ICH is the cultural treasure of a country and a nation, which is of great value to society. However, employees in this field are facing many problems. For instance, the acquisition period of traditional skills is long, but the initial income is relatively low, and the closed inheritance system lacks professional certification and promotion channels. Many workshops are mostly distributed in rural and county areas, while young practitioners have moved to cities due to the lack of public services such as education and medical care. The ICH industry has a weak ability to resist risks, and the market demand fluctuates greatly. Coupled with the fact that most enterprises still use a single production mode, it is difficult to meet the innovative demands of the young group for integrating tradition and modernity. Consequently, employees of ICH enterprises have a relatively high willingness to change occupations due to the above multiple contradictions (Zhang, Cai, & Zhan, 2023). Intention to change occupation refers to a change tendency of professional workers to switch from the original occupation to the new occupation under a certain situation (Schaubroeck et al., 2018). The high level of employee intention to change occupation will not only negatively affect the talent team building and performance of ICH enterprises but also hinder the inheritance and development of social culture (Ma, 2017). However, the current ICH literature mainly focuses on ICH protection, ICH tourism development, and ICH productive protection (Dang et al., 2021), and a few studies on human resource management. Therefore, it is of great practical significance to explore how to maintain the stability of the ICH occupational group and reduce their intention to change occupation.

Employee occupational decision and development are largely influenced by leadership (Laschinger & Fida, 2014). According to relevant studies, responsible leadership may have an impact on employees' intention to change occupation. Responsible leadership refers to a leadership process aiming at promoting sustainable development through responsible role model and stakeholder consideration (Voegtlin et al., 2020). It emphasizes the leader's responsibility to the members of the organization, focuses on the personal growth and development of employees, and promotes the long-term success of the organization by building a trusting relationship with stakeholders (Voegtlin et al., 2020). Especially in ICH enterprises, leaders shoulder the heavy responsibility of cultivating ICH talents and promoting ICH (Liu, 2023), so leaders of ICH enterprise pay more attention to the occupational development of employees. Studies have pointed out that under the influence of responsible leadership, employees' intrinsic motivation and job satisfaction tend to be significantly improved (Castro-González et al., 2019; Han et al., 2019), and these two factors are important driving force for employees to reduce their occupational change intention (Carless & Bernath, 2007).

However, few studies have empirically examined the relationship between responsible leadership and employee occupational development. While scholars have tested other outcome variables, such as job satisfaction or performance (Foldøy et al., 2021), and they are important, occupational change intention stresses more on immediate effects. Intention to change occupation, on the other hand, reflects employees' thinking about their future careers and whether they see a long-term future in their current occupation. Therefore, examining the relationship between responsible leadership and employee intention to change occupation can not only add to theoretical framework of responsible leadership, but also provide practical reference relevant to human resource management for ICH enterprises.

When discussing the mechanism of responsible leadership, scholars typically adopt different theoretical perspectives. Existing studies have shown that responsible leadership influences employee behavior through social learning mechanisms (e.g., ethical modeling) and social exchange mechanisms (e.g., trust reciprocity) (Han et al., 2019; Akhtar et al., 2021). However, these theories primarily focus on external environmental drivers of behavior and fail to deeply analyze the restructuring of employees' internal self-concept. Additional research has found that responsible leadership can affect employee behavior through social identity mechanisms (Afsar et al., 2020), yet such studies often emphasize individuals' sense of belonging to organizations or groups.

Since occupational change inherently involves individuals disengaging from existing occupational identities and reconstructing new occupational identities, identity theory, by comparison, is more applicable. First, identity theory centers on explaining how individuals develop behavioral motivations through self-concept formation and the internalization of role identities (e.g., occupational identity), which directly aligns with the self-perception questions of "Who am I?" and "Who do I want to become?" in occupational change decisions. Second, responsible leadership, through open communication and responsible modeling, encourages employees to internalize "responsibility" as a core occupational identity label. Such identity reinforcement helps strengthen employees' commitment to their current occupational roles (Meng et al., 2024). Third, identity theory emphasizes how individuals adjust identity definitions through role negotiation during interactions. Responsibility-related dialogues between responsible leaders and employees (e.g., coordinating stakeholder demands) can reshape employees' understanding of occupational meaning, thereby influencing their intention to transition. Therefore, this study employs identity theory to explore the mechanism

through which responsible leadership in ICH enterprises affects employees' occupational change intention is applicable.

According to identity theory, external resources can enhance one's commitment to a specific identity (Adams, King, & King, 1996). The occupational characteristics and cultural attributes of ICH enterprises make family support a critical factor influencing employees' professional identity. Many ICH skills rely on intergenerational family transmission, intertwining employees' occupational identity with familial cultural identity (Tao, Lu, & Zhu, 2024). Recognition of the value of ICH by family members can directly strengthen employees' sense of occupational mission, whereas its absence may trigger identity questioning. When occupational roles conflict with family responsibilities, employees' occupational identity tends to be weakened, thereby fostering the intention to switch occupations (Yousaf et al., 2020). Family support, however, helps employees reconcile their dual identities as "cultural inheritors" and "family members" through emotional affirmation and shared responsibilities, thereby reinforcing occupational identity. This facilitating role in identity integration provides theoretical justification for validating the moderating effect of family support in the relationship between occupational identity and occupational change intention. Additionally, as most ICH professions fall under informal employment with limited social security (Padovani, 2023), family support reduces the likelihood of employees being forced to switch occupations due to survival pressures through economic supplementation (e.g., spousal income covering household expenses) or childcare assistance (e.g., grandparents caring for children).

In summary, focusing on the issue of how to reduce employees' intention to change occupation in ICH enterprises, this study constructs a research model to examine the relationship between responsible leadership and employees' intention to change

occupation from the perspective of identity, and the mediating role of occupational identity and the moderating role of family support. It is expected to provide a reference for ICH enterprises to develop leadership and promote employees' occupational development.

5.2. Theoretical Background and Hypothesis Development

5.2.1. Responsible Leadership and Employee Intention to Change

Occupation

Responsible leadership can stimulate employees' internal motivation and further reduce their intention to change occupation. When responsible leaders practice corporate social responsibility, they become role models for their employees (Yasin, 2021).

Employees will observe the behavior of leaders and imitate their behavior, which is beneficial to enhance the employees' awareness of responsibility (Han et al., 2019), and employees tend to more agree with the values of the enterprise. Then, high sense of responsibility will promote employees to have stronger intrinsic motivation and be willing to take the initiative to take on more responsibilities (Han et al., 2019), such as guiding new employees, actively saving costs for the company, etc. In this situation, employees will be passionate about the work itself and can get a sense of satisfaction and achievement in the work, which leads them to have less attractive to external job opportunities (Carless & Bernath, 2007) and thus less willingness to change occupation.

In addition, responsible leadership has an impact on employee growth, which also helps reduce employees' willingness to change occupations. Responsible leaders are good at discovering and stimulating employees' inner potential (Liu & Lin, 2018). They make employees feel trusted and valued by setting challenging tasks, providing opportunities for growth, and recognizing their accomplishments. This kind of positive

incentive mechanism can effectively stimulate the internal motivation of employees and urge them to constantly surpass themselves and pursue excellence. Meanwhile, responsible leadership also focuses on employees' long-term development (Javed et al., 2020). They provide personalized growth advice to employees, including training courses, external learning opportunities, mentorship systems, and more to help employees constantly improve themselves. Through continuous guidance and support, leaders become a solid backstop on the growth path of employees. Therefore, under the promotion of responsible leadership, employees will continue to pursue self-improvement and growth at work, and finally they are more willing to improve their abilities through internal training and occupational development paths, rather than through occupational change to achieve personal growth.

Moreover, responsible leadership can increase employees' loyalty to the company, thus reducing their willingness to change occupation. When leaders actively practice corporate social responsibility in operation and management, such as attaching importance to ICH protection and actively participating in public welfare relevant to ICH, these measures will enhance employees' trust in the company and their leaders with the belief that the company and leaders will consider the well-being of employees, related stakeholders and even the whole society. This sense of trust drives employees to show greater loyalty and execution in their daily work. When employees have a high level of loyalty to their organization and position, they are more likely to seek development opportunities in their current job (Yousaf, Sanders, & Abbas, 2015), rather than giving up their current job to seek new career opportunities. Therefore, this study proposed that responsible leadership is related to employee intention to change occupation. Thus, this study assumes that:

H1: Responsible leadership is negatively related to employee intention to change occupation.

5.2.2. Responsible Leadership and Employee Occupational Identity

Responsible leadership can effectively guide employees to reflect on their occupations and enhance their occupational identity. Responsible leaders benefit both internal and external stakeholders by acting responsibly. In this process, leaders' role model of taking the initiative to assume social responsibility can effectively stimulate employees to reflect on their own responsibility (Han, Wang, & Yan, 2019; Zhao & Zhou, 2021). Studies have shown that reflective learning is an important way to define and refine one's beliefs, values, and conceptual perspectives (Langley & Brown, 2010), therefore it is beneficial for promoting occupational identity (Stenberg, 2010). When employees constantly reflect on their work practices, they will have a more comprehensive focus on the occupation and slowly give the occupation more positive emotions. In the ICH enterprises, reflective learning helps employees connect their personal experience with the unique problems encountered in the practice of ICH inheritance and then form new interpretations for the experience. Gradually, employees' self-conception of occupation is clear, and finally a higher level of occupational identity is formed.

Besides, responsible leadership reflects leaders' support for their employees, which can motivate employees to work hard and then form a higher level of occupational identity. Responsible leaders regard employees as important stakeholders and support employees' work, including giving autonomy and decision-making power to employees, focusing on the opportunities and needs for employees, providing support and guidance to employees (Voegtlin, 2011; Voegtlin et al., 2020). Previous studies have confirmed that individuals perceived in social support can significantly predict their occupational

identity (Chen et al., 2020), because employees who perceive a higher level of social support will be more actively involved in their occupational development activities. Accordingly, it can be inferred that leadership support, as an important part of social support, also has a positive impact on employees' occupational identity. In ICH enterprises, to realize the inheritance and development of ICH, responsible leaders will provide support for employees and create more occupational development opportunities (Ott, Dagnino, & Pozzi, 2015), which will help employees perceived the support, freedom and trust given by their leaders, and then their occupational identity is strengthened. Besides, leaders of ICH enterprises usually play the role of "encourager" or mentor (Rodrigues & Mogarro, 2019), which is more easily to provide emotional support for employees, such as increasing confidence, reducing pressure, and striving to feel emotions, which is also conducive to the formation and promotion of employees' occupational identity.

Moreover, responsible leadership helps to enhance employees' sense of self-efficacy, then promotes their occupational identity. Self-efficacy refers to an individual's ability to take the actions required to achieve organizational goals, and to carry out organizational activities successfully (Bandura, 1978). Responsible leadership constantly emphasizes practices and successes in social responsibility, which will enhance employees' self-belief in social responsibility practices. In ICH enterprises, responsible leaders will strive to provide professional training to employees, let them understand the relevant processes of ICH inheritance practice activities, empower employees to find and evaluate ICH problems, and encourage employees to participate in the practice of ICH inheritance. In this process, employees tend to gain successful experience promoting them to build up a sense of self-efficacy (Huang, 2016). Previous studies have shown that self-efficacy is an important indicator of occupational identity

(Canrinus, Helms-Lorenz, & Beijaard, 2012). When employees have a high sense of self-efficacy, they will hold a firm belief about the ICH cause. Gradually, this belief will become a kind of self-value recognized and understood by them. Therefore, this paper puts forward the following hypothesis:

H2: Responsible leadership is positively related to employee occupational identity.

5.2.3. Occupational Identity and Intention to Change Occupation

Occupational identity is an individual's positive cognition, experience and behavior tendency toward his or her occupation, and it is an expression of occupational motivation and values (Nelson & Irwin, 2014). It reflects the extent to which an individual internalizes a valid self-definition of "who I am" (Ashforth et al., 2013). From the perspective of behavior, individuals with high occupational identity are more likely to regard compliance with occupational norms as an expression of their own identity (Ashforth et al., 2013). For such employees, they are less likely to change occupations within a certain period. In addition, individuals with a high occupational identity usually take the initiative to learn and master occupational knowledge and skills in the process of work to improve work engagement and engagement (Hall & Chandler, 2005), so they will not easily give up their current occupation. In ICH enterprises, employees with high occupational identity usually show a fit to their occupation, so they continuously learn knowledge and skills relevant to ICH, take the initiative to solve obstacles encountered in ICH inheritance, and strive for excellence (Kim & Iwashita, 2016), therefore, they are less likely to change occupation.

From the perspective of emotion, occupational identity, as a positive and stable emotional resource, is rooted in employees' hearts and can promote positive emotions (Wen, Zhu, & Liu, 2016), thus reducing their intention to change occupation. Existing studies have shown that employees with high occupational identity tend to have a strong

psychological sense of belonging to their occupation (Martin, 2016), be more enthusiastic about work, have a higher degree of involvement, thus they are more inclined to stay in their current occupation for a long time (Suddaby, Gendron, & Lam, 2009; Yousaf, Sanders, & Abbas, 2015).

In addition, some studies have shown that occupational identity is one of the internal factors affecting employees' occupational happiness (Meng et al., 2023). Employees with a high level of professional identity are more likely to experience the happiness that comes from doing that job and are more willing to stay in their current career. On the contrary, employees with a low level of professional identity tend to hold a negative attitude towards their work, avoid and respond negatively to difficulties in work, and thus experience less career happiness and have a higher willingness to change careers. For employees of ICH enterprises, when they realize that their occupation is a noble occupation that contributes to the sustainable development of human civilization and society, they will have a sense of happiness. This emotional experience would provide employees with certain resources and spiritual support (Hobfoll, 2001), consequently enabling employees to have the internal motivation to engage in the ICH cause for a long time.

Apart from promoting positive emotions, occupational identity helps offset employees' negative emotions and states as well, then reduce their intention to change occupation. Studies have found that job burnout is an important factor leading to occupational change (Gaziel, 1995). When employees feel job hunting at work, they usually show physical and mental fatigue, emotional exhaustion, deindividuation, and low personal accomplishment, which makes them more likely to have the idea of quitting. For employees of ICH enterprises, the inheritance of ICH is very difficult, and the occupational pressure brought by it is easy to lead to job burnout. Previous studies

have proved that occupational identity is negatively related to job burnout (Hamouche, Salima, & Alain Marchand, 2021). High occupational identity could provide positive resources to employees and promote employees to be more positive and optimistic in ICH work. With the decrease of employees' job burnout, their occupational change intention is reduced. Therefore, this paper puts forward the following hypothesis:

H3: Occupational identity is negatively related to employee intention to change occupation.

5.2.4. Mediating Effect of Occupational Identity

Responsible leadership inhibits occupational change intention by restructuring the core of occupational identity. Responsible leadership centers organizational missions around ICH preservation, guiding employees to internalize the "ICH inheritor" identity as their core of occupational role through responsible role model demonstration, such as prioritizing endangered skill transmission over short-term profits (Calvert, 2018). This identity anchoring enables employees to transcend traditional occupational cognition frameworks, establishing a new occupational identity system oriented toward cultural stewardship. When employees define "cultural transmission" as their identity cornerstone, occupational identity becomes the foundational logic of their occupational decision-making (Welbourne & Paterson, 2017). Their occupational value judgments automatically filter out external opportunities conflicting with this identity. For instance, when confronted with high-paying market-oriented positions, employees experience cognitive dissonance due to the lack of cultural transmission attributes in new occupations. Then this identity defense mechanism can significantly diminishes occupational transition motivation.

Responsible leadership reduces employees' occupational change intention by enhancing dynamic stability of occupational identity. Through resource provision (e.g.,

systematic skill training) and institutional safeguards (e.g., inheritor cultivation programs), responsible leadership continuously empowers employees' identity practices (Doh, Stumpf & Tymon). This support system transforms occupational identity from static cognition to dynamic practice, allowing employees to consistently validate occupational identity value through cultural promotion and innovation and fostering a virtuous "identity reinforcement-behavioral engagement" cycle. When occupational identity practices gain organizational recognition, individuals develop stronger identity attachment needs, thereby proactively suppressing occupational change tendencies (Hogg, 2000). This dynamic stabilization mechanism ensures that employees' occupational identity evolves in tandem with organizational development, effectively counteracting external occupational transition stimuli. As a result, this study puts forward the following hypothesis:

H4: Occupational identity mediates the relationship between responsible leadership and employee intention to change occupation.

5.2.5. Moderating Effect of Family Support

Based on identity theory, the moderating effect of family support on the relationship between "employee occupational identity and occupational transition intention" is primarily manifested through mechanisms of identity integration.

The identity integration mechanism emphasizes how the synergy between occupational and familial identities shapes self-concept. When family support helps employees resolve role conflicts through emotional affirmation or shared responsibilities, the salience of their occupational identity is enhanced, thereby more effectively curbing occupational transition intentions (Berríos-Allison, 2005; Huang et al., 2022). For instance, ICH practitioners embedded in familial roles (e.g., inheriting

ancestral craftsmanship) may experience reduced identity fragmentation when family members validate their occupational dedication.

The cultural embeddedness of ICH enterprises further amplifies this moderate effect. Intergenerational family transmission models inherently tie occupational identity to familial cultural value transmission (Tao, Lu, & Zhu, 2024). Collective pride among family members in ICH skills—such as elders encouraging younger generations to inherit traditional crafts—not only elevates occupational but also transforms individual occupational choices into familial missions through identity narratives, creating stronger anchors for identity commitment. This interplay between cultural capital and family support is particularly pronounced in ICH work contexts characterized by blurred work-family boundaries. Therefore, this study hypothesizes that:

H5: Family support moderates the relationship between occupational identity and employee intention to change occupation, such that the relationship is stronger when family support is higher than lower.

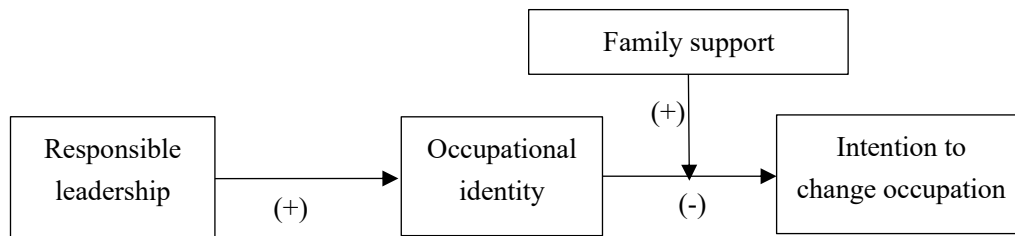


FIGURE 5.1 Research model

5.3. Method

5.3.1. Samples and Procedures

This study adopted a questionnaire survey to collect data. Research samples were randomly chosen from 16 enterprises. Among them, 7 ICH enterprises are in Zhejiang

Province, 2 are in Jiangsu Province, 4 are in Jiangxi Province, 2 are in Sichuan Province, and 1 is in Guangxi Zhuang Autonomous region. In terms of properties, 4 are joint-stock enterprises, 9 are private enterprises, 1 is a public company, and 2 are self-employed. These enterprises are involved in a total of 16 ICH projects. Among these ICH projects, 1 is listed as representative projects of global ICH, 2 are listed as representative projects of national ICH, and 2 are listed as representative projects of provincial ICH. Two researched ICH enterprises are rated as provincial ICH workshops, and one enterprise is rated as provincial ICH protection base.

The objects collected in this questionnaire are employees of ICH enterprises. First, Researchers contacted the senior executive of each enterprise, introduced the purpose and operation process of this questionnaire survey, and stressed the importance of confidentiality and investigation. After obtaining the permission of senior executives, researchers contacted the person in charge of this survey task within the enterprise, obtained their employees' information in advance, identified each team's leader or department head, and coded them and their team members. The relationship between code and employee is known only to researchers.

The survey was conducted in two waves. Before the first wave of data collection, each participant is required to read a research statement. This statement provides a brief overview of the purpose of this study to assure participants understand that all questionnaires are completed anonymously, their answers are for research use only, and the data collected will not be reported or shared with their organizations. At the same time, employees are reminded that after filling out the questionnaire, they can directly submit it to the researcher or to the person in charge of the survey task who will centrally send it back to the researcher.

In the first survey, respondents were required to report their own demographic information and evaluate their immediate leaders' responsible leadership and family support. Two weeks later, the researchers returned to the survey enterprise for a second wave of data collection. In this survey, employees were required to report on their demographic characteristics, occupational identity and willingness to change occupation. After the questionnaires were collected, researchers matched the two questionnaires of each employee according to the codes marked in the questionnaires and the demographic information filled in.

A total of 350 questionnaires were sent out, and 272 valid questionnaires were obtained, with an effective rate of 77.71%. Among the effectively recovered matching questionnaires, 52.57% are female, the average age is 35.6 years ($SD=9.3$), 40.44% had a bachelor's degree or above, and the average working time in the current enterprise is 8.32 years ($SD=7.7$).

5.3.2. Measurements

Among the four main variables involved in this paper, except the responsible leadership scale which was developed by this thesis (Cronbach's α coefficient was 0.968 in this study), all the others were measured by maturity scales. In order to ensure the validity of the scale, this study first invited an expert majoring in English translate the English into Chinese, then a doctoral student majoring in organizational behavior to translate each scale back. On this basis, this study also invited three experts in the field of management to evaluate the translated scale to further ensure the appropriateness of the scale. All scales were scored on a 5-point Likert scale, with 1 = strongly disagree and 5 = strongly agree.

Occupational identity is measured by the 4-item scale developed by Welbourne & Paterson (2017), with items such as “Reading journals or books associated with my profession”. In this study, the Cronbach’s α coefficient of this scale was 0.873.

Intention to change occupation was measured by using the scale of three items developed by Schaubroeck et al. (2018), such as “I would prefer to do a different type of work”. In this study, its Cronbach's α coefficient was 0.663.

Family support was measured by a four-item scale developed by Dahlem et al. (1991), with items such as “My family really tries to help me”. In this study, the Cronbach’s α coefficient of this scale was 0.927.

Control variables: Referring to existing research and related literature, this study controlled for leader gender, age, education level, tenure in the current organization, position type, and income to exclude possible alternative explanations. Among the above control variables, gender, education level and position type are dummy variables.

5.3.3. Analysis Process

SPSS 28 and AMOS 29 were used for data analysis in this study. First, the common method deviation test was carried out. Then the reliability of the scale was judged by Cronbach’s α coefficient. Then, confirmatory factor analysis was conducted to test the validity of the scale and homologous variance. Next, descriptive statistical analysis was carried out, and the correlation coefficient between each two variables was verified by bivariate correlation analysis. Finally, the regression analysis and the Bootstrapping method in SPSS were used to test the theoretical model and hypothesis of this study.

5.4. Results

5.4.1. Common Method Biases Test

The single factor test method suggested by Hair (2019) was adopted to test the homologous variance problem. All measurement indicators of the study variables were analyzed by unrotated factor analysis. The first factor can explain 47.88% of the variation of each variable, which is less than 50%, indicating that the homologous variance of the data is not serious and will not affect the reliability of the research conclusion (Cooper et al., 2020).

5.4.2. Reliability Test

Cronbach's α coefficient and combined reliability are used to test the reliability of the scale. Cronbach's α of responsible leadership, occupational identity, intention to change occupation, and family support are 0.961, 0.873, 0.663, and 0.927, respectively, all greater than 0.6. CR are 0.912, 0.874, 0.668, and 0.927, respectively, all of which meet the standard of greater than 0.6 (Fornell & Larcker, 1981). Therefore, it shows that all scales involved in this study have good reliability.

5.4.3. Validity Test

The confirmatory factor analysis is used to investigate the validity of the scales. The results show that the AVE of responsible leadership, occupational identity, intention to change occupation, and family support are 0.776, 0.636, 0.403, and 0.761, respectively. Except for intention to change occupation, others are more than 0.5. The relatively low AVE value for the intention to change occupation may stem from methodological and contextual factors. Occupational change intentions demonstrate higher temporal variability than stable constructions like occupational identity. Transient factors such as recent workplace conflicts or economic fluctuations during data

collection could artificially inflate response variance. Besides, respondents may systematically underreport genuine transition intentions due to perceived professional disloyalty⁵, particularly in organizational contexts where leadership responsibility perceptions prevail. This response distortion creates measurement noise that suppresses AVE values. Overall, the convergent validity of the factors is acceptable.

The four-factor model, three-factor model, two-factor model and single-factor model are compared respectively to test the discriminative validity of the four factors. As shown in Table 5.1, the fitting effect of the four-factor model ($\chi^2/df = 1.207$, RMSEA = 0.028, CFI = 0.994, TLI = 0.992, SRMR = 0.027) is better than other factor models, indicating that the four measured variables have good discriminative validity, and the questionnaire has good structural validity.

TABLE 5.1 Results of confirmatory factor analysis

Model	χ^2/df	RMSEA	CFI	TLI	SRMR
Four-factor model (RL, OI, ICO, FS)	1.207	0.028	0.994	0.992	0.027
Three-factor model (RL+OI, ICO, FS)	8.452	0.166	0.772	0.719	0.152
Two-factor model (RL+OI+FS, ICO)	10.658	0.189	0.696	0.636	0.151
One-factor model (RL+OI+ICO+FS)	11.229	0.194	0.674	0.615	0.154

Note: RL=Responsible leadership; OI= Occupational identity, ICO= Intention to change occupation, FS= Family support.

In addition, for RL, the AVE square root value is 0.881, which is greater than the maximum value of the absolute value of the inter-factor correlation coefficient 0.732, indicating that it has good discrimination validity. For OI, the AVE square root value is 0.797, which is greater than the maximum value of the absolute value of the inter-factor correlation coefficient 0.420, indicating that it has good discriminative validity. For ICO, the AVE square root value is 0.635, which is greater than the maximum value of the absolute value of the inter-factor correlation coefficient 0.479, indicating that it has good discriminative validity. For FS, the AVE square root value is 0.873, which is greater than

the maximum value of the absolute value of the correlation coefficient between factors 0.732, indicating that it has good discrimination validity.

TABLE 5.2 Pearson correlation and AVE square root value

	RL	OI	ICO	FS
RL	(0.881)			
OI	0.219	(0.797)		
ICO	-0.479	-0.420	(0.635)	
FS	0.732	0.271**	-0.465	(0.873)

Note: The number in bracket is AVE square root

RL=Responsible leadership; OI= Occupational identity, ICO= Intention to change occupation, FS= Family support.

5.4.4. Descriptive Statistical Analysis and Correlation Analysis

Table 5.3 lists the mean value, standard deviation, and correlation coefficient of the variables. As can be seen from the table, responsible leadership is positively correlated with occupational identity and negatively related with intention to change occupation; occupational identity is negatively correlated with intention to change occupation; family support is negatively related with intention to change occupation. The correlative results among variables are basically consistent with the theoretical assumptions of this study, which provides preliminary support for the following hypothesis test.

TABLE 5.3 Descriptive statistics and correlation coefficients

	Mean	SD	Gen	Age	Edu	Ten	Ps	Ic	RL	OI	ICO
Gen	1.53	0.50									
Age	35.61	9.32	-0.151*								
Edu	2.16	0.85	0.008	-0.295**							
Ten	8.32	7.73	-0.141*	0.702**	-0.253**						
Ps	3.82	1.61	0.169**	-0.217**	-0.041	-0.222**					
Ic	2.60	0.67	-0.322**	0.275**	0.249**	0.075	-0.084				
RL	4.41	0.61	0.005	0.045	-0.092	0.004	-0.110	-0.080			
OI	4.40	0.51	-0.048	0.138*	-0.020	0.127*	-0.114	0.028	0.220**		
ICO	1.97	0.51	0.144*	-0.058	0.059	-0.137*	0.245**	0.057	-0.479**	-0.420**	
FS	4.43	0.66	-0.061	0.098	-0.056	0.068	-0.156**	-0.060	0.733**	0.271**	-0.465**

Note: n=272

*: Correlation is significant at the 0.05 level (2-tailed).

**: Correlation is significant at the 0.01 level (2-tailed).

Gen = gender, Edu = education, Ten = tenure, Ps = position, Ic = income, RL= responsible leadership, OI = occupational identity, ICO = intention to change occupation, FS = family support.

5.4.5. Hypothesis Tests

5.4.5.1. Main Effect Test

Based on the hierarchical regression method, this study controls gender, age, education, tenure, position, and income, and then examines the influence of responsible leadership on employee intention to change occupation. As shown in Table 5.4, responsible leadership has a significantly negative impact on employee intention to change occupation (Model4, $\beta=-0.387$, $p<0.01$). Thus, hypothesis 1 is supported.

TABLE 5.4 Hierarchical regression analysis results of the influence of responsible leadership on employee intention to change occupation

	Occupational identity		Intention to change occupation		
	Model 1	Model 2	Model 3	Model 4	Model 5
Constant:	4.324** (17.521)	3.477** (10.233)	1.165 (4.858)	3.010** (10.129)	4.105** (12.508)
Gender	-0.020 (-0.308)	-0.020 (-0.304)	0.136 (2.104)	0.134* (2.358)	0.128* (2.405)
Age	0.005 (1.043)	0.004 (0.853)	0.004 (0.900)	0.007 (1.551)	0.008* (1.985)
Education	0.014 (0.335)	0.023 (0.570)	0.021 (0.527)	0.001 (0.034)	0.008 (0.256)
Tenure	0.003 (0.519)	0.004 (0.775)	-0.008 (-1.479)	-0.011* (-2.294)	-0.010* (-2.154)
Position	-0.025 (-1.260)	-0.017 (-0.860)	0.071 (3.627)	0.053** (3.053)	0.047** (2.931)
Income	-0.016 (-0.295)	-0.001 (-0.026)	0.074 (1.387)	0.042 (0.884)	0.041 (0.936)
Independent variable:					
Responsible leadership		0.177** (3.543)		-0.387** (-8.830)	-0.331** (-7.897)
Mediator:					
Occupational identity					-0.315** (-6.263)
R ²	0.028	0.072	0.093	0.300	0.391
Adjusted R ²	0.006	0.048	0.073	0.282	0.372
F	1.284, P=0.265	2.942, P=0.006	4.555, P=0.000	16.178, p=0.000	21.108, p=0.000

Note: n=272, * $p<0.05$ ** $p<0.01$

The t value is in parentheses

The number showed in the table are unstandardized coefficients

5.4.5.2. Mediating Effect Test

To test the mediating effect of occupational identity, this study first takes occupational identity as the dependent variable and then adds responsible leadership into the regression model based on controlling some demographic variables. As the Model 2 shows in Table 5.4, responsible leadership has a positive effect on occupational identity ($\beta=0.177$, $p<0.01$). Then, taking intention to change occupation as the dependent variable, responsible leadership and occupational identity are in turn added to the regression model. According to model 4, responsible leadership negatively affects intention to change occupation ($\beta=-0.387$, $p<0.01$), and occupational identity negatively affects intention to change occupation ($\beta=-0.315$, $P <0.01$). This demonstrates that occupational identity plays a partial mediating role between responsible leadership and the intention to change occupation.

In addition, this study also used Bootstrap method to test the mediation effect of occupational identity (see Table 5.5). The results of 5000 repeated samples shows that responsible leadership has a significantly negative effect on intention to change occupation ($\beta = -0.3407$, $p < 0.001$, 95%CI = [-0.4248, -0.2566]), and the 95% confidence interval excludes 0. Responsible leadership has a significantly positive effect on occupational identity ($\beta = 0.1825$, $p < 0.001$, 95%CI = [0.0853, 0.2798]), and its 95% confidence interval does not contain 0, so hypothesis 2 is supported. Occupational identity has a significantly negative effect on intention to change occupation ($\beta = -0.3326$, $p < 0.001$, 95% CI = [-0.4337, -0.2315]), and the 95% confidence interval excludes 0, so hypothesis 3 is valid. The indirect effect of responsible leadership on the intention to change occupation is significant through occupational identity ($\beta = -0.0607$, $p < 0.001$, 95% CI = [-0.1287, -0.0206]), and its 95% confidence interval excludes 0. So, hypothesis 4 is supported.

TABLE 5.5 Results of mediation tests

	Effect	Standard error	95% confidence interval
Total effect	-0.4014	0.0447	[-0.4895, -0.3133]
Direct effect	-0.3407	0.0427	[-0.4248, -0.2566]
Indirect effect	-0.0607	0.0276	[-0.1287, -0.0206]

5.4.5.3. Moderating Effect Test

To reduce the influence of multicollinearity, occupational identity and family support are centralized before calculating the interaction of these two variables. Then, employee intention to change occupation is regarded as the dependent variable, and occupational identity and family support are added into the regression model after controlling gender, age, educational background etc. Lastly, occupational identity, family support and interaction are included in the regression model. As shown in Table 5.6, the regression coefficient of the interaction of occupational identity and family support is significant (Model 3, $\beta = -0.223$, $p < 0.01$), and the F value of model 3 is significantly changed compared with that of model 2. This indicates that family support has a moderating effect on the relationship between occupational identity and employee intention to change occupation.

TABLE 5.6 Moderating effect test

	Intention to change occupation		
	Model 1	Model 2	Model 3
Constant:	1.134** (5.175)	1.249** (6.141)	1.347** (6.683)
Gender	0.127* (2.159)	0.105 (1.929)	0.081 (1.496)
Age	0.007 (1.457)	0.009* (2.051)	0.009* (2.092)
Education	0.027 (0.734)	0.024 (0.716)	0.029 (0.893)
Tenure	-0.007 (-1.388)	-0.009 (-1.833)	-0.008 (-1.644)
Position	0.061** (3.396)	0.047** (2.836)	0.046** (2.790)
Income	0.067 (1.382)	0.036 (0.785)	0.014 (0.321)
Occupational identity	-0.400**	-0.310**	-0.333**

	(-7.325)	(-5.949)	(-6.452)
Family support		-0.275**	-0.281**
		(-6.776)	(-7.059)
Occupational identity *			-0.223**
Family support			(-3.365)
R ²	0.247	0.359	0.385
Adjusted R ²	0.227	0.339	0.364
F	12.346,	18.379,	18.236,
	p=0.000	p=0.000	p=0.000
ΔR^2	0.247	0.112	0.027
ΔF	12.346,	45.911,	11.322,
	p=0.000	p=0.000	p=0.001

Note: n=272, * p<0.05 ** p<0.01

The t value is in parentheses

The number showed in the table are unstandardized coefficients

This study further tested the moderating effect of family support via PROCESS procedure. It can be seen from Table 5.7 that family support positively regulates the relationship between occupational identity and employee intention to change occupation. Specifically, in the condition of low-level family support, the indirect effect of employee intention to change occupation is the smallest, with 95% confidence interval [-0.309, -0.062], excluding 0, which is significant. In the condition of medium-level family support, the indirect effect size of employee intention to change occupation is -0.333, and the 95% confidence interval is [-0.434, -0.232], excluding 0, which is significant. In the case of high-level of family support, the indirect effect of employee intention to change occupation is -0.480, its 95% confidence interval is [-0.621, -0.339], which is significant. In other words, with the increase of family support, the indirect effect of responsible leadership on employee intention to change occupation increases. Therefore, Hypothesis 5 is supported.

TABLE 5.7 Moderating effect test

Moderator	Effect	SE	95%CI	
			LLCI	ULCI
Medium family support	-0.333	0.052	-0.434	-0.232
High family support (+1SD)	-0.480	0.072	-0.621	-0.339
Low family support (-1SD)	-0.186	0.063	-0.309	-0.062

In addition, this study also draws a graph to show the moderating effect of family support. That is, the relationship between occupational identity and employee intention to change occupation under high (M+1SD) family support and low (M-1SD) family support respectively. As shown in Figure 5.1, with the increase of family support, the relationship between occupational identity and employee intention to change occupation is strengthened. Thus, hypothesis 5 is supported.

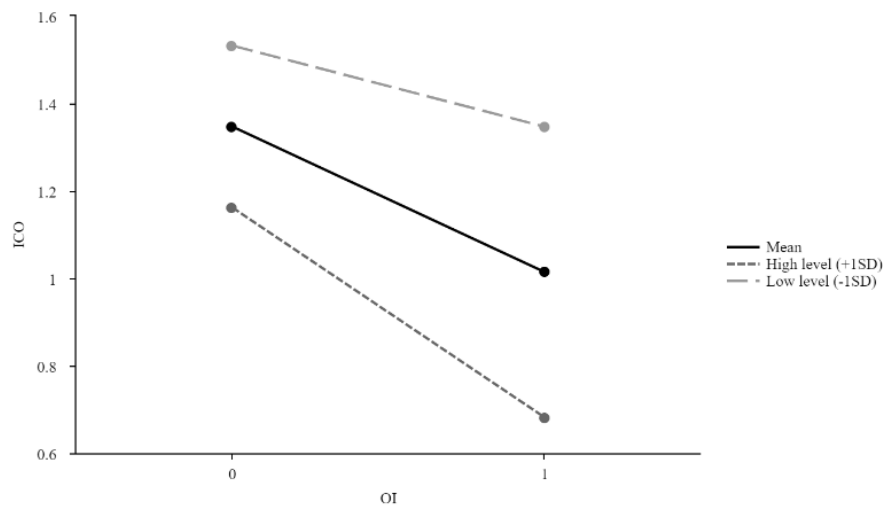


FIGURE 5.2 The moderating effect of family support on the relationship between occupational identity (OI) and employee intention to change occupation (ICO)

5.5. Discussion

Based on the theory of social identity, this study constructs a research model to verify the relationship between responsible leadership, occupational identity, and intention to change occupation and family support. The research results show that responsible leadership is significantly associated with employees' intention to change occupation, and occupational identity plays a mediating role in this relationship. In addition, family support plays a moderate role in the relationship between occupational identity and intention to change occupation.

This study makes significant contributions to both responsible leadership research and identity theory. In the realm of responsible leadership, it addresses critical gaps in existing literature. While prior studies predominantly focused on how responsible leadership influences short-term employee outcomes like job satisfaction or task performance (Han et al., 2019; Lin et al., 2020), this research shifts attention to its impact on occupational identity and occupational sustainability, particularly in the context of ICH enterprises where talent retention is vital for organizational survival. By empirically linking responsible leadership to reduced occupational change intention, the study expands the outcome variables of responsible leadership beyond conventional framework, offering practical insights for addressing workforce instability in culturally significant industries.

Furthermore, it advances the understanding of mediating mechanisms. While earlier works emphasized trust in leaders or organizational commitment as mediators (Akhtar et al., 2021; Haque et al., 2019), this study introduces occupational identity as a novel mediator, grounded in identity theory. This not only redefines the “how” of responsible leadership’s influence but also bridges leadership dynamics with employees’ self-concept formation.

Additionally, the research explores boundary conditions by incorporating family support as a moderator. Challenging the workplace-centric paradigm of prior frameworks (Cheng et al., 2019), it demonstrates how cross-domain family resources interact with occupational identity to stabilize occupational trajectories, thereby enriching the contingency perspective of responsible leadership theory.

In the literature of identity theory, this study enriches the mechanism of “external actors (leaders) driving identity formation” in identity theory. While existing identity theories predominantly focus on the influence of individual intrinsic cognition and social

categorization on identity formation (Tajfel & Turner, 1979), this research incorporates responsible leadership into the analytical framework, revealing how authoritative roles within organizations actively shape employees' occupational identity through responsible role modeling and value transmission. For instance, in ICH enterprises, responsible leaders emphasize the social mission of cultural preservation, binding employees' occupational roles to the social identity of "cultural guardians." This not only deepens identity theory's explanation of "externally driven identity formation" but also expands the theoretical boundaries of leadership research in the context of identity construction.

Furthermore, this study constructs an analytical paradigm for embedding cultural specificity into identity theory. The cultural attributes of ICH enterprises imbue occupational identities with dual characteristics of traditionality and publicness. Employees not only identify with their occupational roles but also internalize the social identity of "cultural guardians" (Ashforth, Harrison, & Corley, 2008). This finding challenges the traditional assumption in identity theory that occupational identities are centered on "economic rationality", proposing instead the unique role of cultural capital accumulation and moral responsibility in identity construction. It provides novel empirical evidence for the adaptability of identity theory in cultural industry contexts.

Lastly, this study uncovers the regulatory pathway of cross-domain resources (family support) on identity stability. Identity theory has long focused on role conflicts (e.g., work-family conflicts) but rarely explored synergistic effects across identity resources from different domains. The research demonstrates that family support mitigates the impact of professional identity maintenance pressure on turnover intentions by offering emotional validation and resource provision. This validates the existence of "identity enrichment" (Rothbard, 2001) within identity theory, where positive support

from the family domain is transformed into resilience resources for professional identity, offering a new theoretical pathway to explain the dynamic equilibrium of multiple identities.

The practical implications of this study include three aspects. First, responsible leadership can effectively solve the problem of brain drain in ICH enterprises, so leaders in ICH context should be highly encouraged to adopt responsible leadership. Second, the occupational identity of employees in ICH enterprises has a great impact on their attitude and behavior, therefore employee training should pay attention to this aspect. Third, family support, to a certain extent, will affect employees' behavioral decisions and performance in the workplace, thus managers should notice the influence of employees' family support.

There are some limitations of this study. In terms of sample selection, ICH enterprises are widely distributed and diversified, and ICH projects involve a wide range of industries. First, this study only selects 16 enterprises from 5 provinces for investigation, and most of the industries involved are manufacturing industries. This limitation raises concerns about the external validity of the research outcomes. The restricted geographical coverage and narrow industrial focus may amplify regional particularities and sector-specific characteristics in the findings, potentially compromising their applicability to broader contexts. The limited sample size additionally reduces statistical power and increases the margin of error, particularly when analyzing subgroup differences or attempting to generalize patterns across industries. Future research would benefit from employing stratified sampling methods across multiple regions and economic sectors, incorporating both quantitative scaling and qualitative diversification of samples.

Second, while the current study relies primarily on questionnaire surveys as its core methodological approach, this singular dependence introduces inherent limitations in both data diversity and analytical depth. The self-reported nature of survey responses may be susceptible to response bias, social desirability distortions, and oversimplification of complex operational phenomena. To strengthen the validity and multidimensionality of findings, future iterations of this research could adopt a mixed-methods framework integrating experimental designs and case study methodologies.

Lastly, while this investigation productively applies identity theory to decode the mediating pathways and contextual boundaries linking responsible leadership with occupational transition intentions, the singular theoretical lens inevitably narrows the interpretive spectrum of these complex organizational dynamics. Future research could significantly advance this discourse through multi-theoretical triangulation.

6. General Discussion

This thesis based on the literature of responsible leadership and ICH, explores the forming process of responsible leadership, develops a scale to measure the responsible leadership of ICH enterprises, and examines the effect of responsible leadership on ICH employees' intention to change occupation. The research conclusions cover the following aspects.

(1) The formation of responsible leadership is a process

This thesis finds that responsible leadership is going to emergence under the triggering effect of external events, including market and institutional stress events, stakeholders' recognition events, elders' affective expression events, and leaders' critical learning events. These triggering factors through sensemaking mechanism promote the formation of responsible leadership. Specifically, the sensemaking process involves three phases: responsibility awareness, responsibility attitude, and responsibility crafting.

(2) The leadership responsible in ICH enterprises can be measured by three dimensions

This study based on prior studies conceptualizes responsible leadership identified several key attributes of responsible leadership, then categorizes them into three aspects: responsible role model, stakeholder consideration, and sustainable value creation. This study, referring to the suggestions proposed by Law, Wong, and Mobley (1998), regards these three attributes as the three dimensions of responsible leadership in ICH enterprises and develops a second-order three-dimension scale with 16 items.

(3) Responsible leadership could effectively decrease ICH employees' intention to change occupation

This thesis is based on a questionnaire survey in ICH enterprises verifies that responsible leadership is related to employees' intention to change occupation. In this relationship, employees' occupational identity plays the role of mediator, that is responsible leadership helps employees to form occupational identity that could reduce employees' occupational change intention. Moreover, this thesis discovers that family support is an important contextual factor which could strengthen the negative relationship between occupational identity and employee intention to change occupation. Therefore, for employees with a high level of family support, the effect of responsible leadership on their intention to change occupation tends to be stronger.

6.1. Theoretical Contributions

The findings of this thesis may provide several contributions to the existing theoretical framework of responsible leadership and research on ICH. The following are the specific points.

(1) Enriching the research on the influencing factors of responsible leadership

The formation of leadership can be triggered by both internal and external factors (Kalshoven et al., 2010). However, existing studies on the influencing factors of responsible leadership mainly centered on leaders' personal characteristics (Kalshoven et al., 2010). Even some studies mention that other factors such as social expectations, organizational factors, institutional factors may have impacts on the formation of responsible leadership (Meliou et al., 2021; Miska et al., 2014; Stahl & Sully de Luque, 2014), most of them only discuss at the theoretical level and lacks empirical evidence. This thesis based on an exploratory study discovers that external events will trigger the formation of responsible leadership, which adds to the research on the influencing factors of responsible leadership.

(2) Bridging the research gap in responsible leadership formation

Existing studies on the influencing factors of responsible leadership do not further explain the mechanism (Cameron & Caza, 2005; Miska et al., 2014), thus currently the formation of responsible leadership is still a black box. This thesis, based on an exploratory study of ICH enterprises, discovers that the sensemaking of responsibility is an important mechanism. That is, under the influencing effects of triggering factors, leaders tend to shape responsibility awareness, responsibility attitude and conduct responsibility crafting, finally promoting the formation of their responsible leadership. Specifically, stimulated by internal and external drivers, leaders begin to pay attention to responsible events, try to understand how the meaning of these responsible events affects current and future behaviors, and then use this as a framework to guide their future leadership behaviors. Therefore, this finding develops existing knowledge on how responsible leadership is formed.

(3) Developing the conceptualization and measurement of responsible leadership

Prior studies have conceptualized responsible leadership from behavioral and relational perspective (Pless, 2007; Voegtlin et al., 2012), while most of them cannot comprehensively reflect the key attributes of responsible leadership. Based on existing literature, this thesis verifies that responsible role model, stakeholder consideration, and sustainable value creation are the dimensions of responsible leadership. The exploratory study in ICH enterprises further proves that these three dimensions are significant for responsible leadership in ICH context. However, the widely used scale developed by Voegtlin (2011) mainly emphasizes stakeholder consideration, cannot well capture the manifestations of responsible role model and sustainable value creation. In this way, this thesis developed a scale to measure the responsible leadership in ICH enterprises, which supplements the shortcomings in conceptualization and measurement.

(4) Extending the outcome research on responsible leadership

Scholars have paid attention to the outcomes of responsible leadership and found that responsible leadership has positive effects on society, organizations, employees, and leader themselves (Doh & Quigley, 2014; Filatotchev & Nakajima, 2014; Jones et al., 2007). At individual level, studies mainly examine the influence of responsible leadership on employee attitude and behavior (Groves & LaRocca, 2011; Pless, 2007; Voegtlin, 2011), while few notice the effects on employees' occupation. This study collects questionnaire data from ICH enterprises and proves that responsible leadership is significantly related to employee intention to change occupation, which extends existing outcome research on responsible leadership.

(5) Enriching the research on the mechanism of responsible leadership

Existing studies have examined the mechanisms of responsible leadership from different perspectives (Foldøy et al., 2021). Among them, social identity theory is one theoretical perspective, and studies have proved that responsible leadership could positively affect employees' attitude and behavior at workplace via enhancing their identification to leaders or organizations (Castro-González et al., 2019; Liu & Lin, 2018). However, few studies focus on employees' occupational identity. Responsible leadership emphasizes building trustful relationships with employees and promoting employees' occupational development (Doh et al., 2011). In ICH enterprises, leaders should undertake the responsibility of promoting the sustainable development of organization and ICH (Liu, 2023). Usually, responsible leaders in ICH enterprises will display strong responsibility towards ICH inheritance and development, therefore they tend to pass occupation-relevant information to employees to help them shape positive attitude towards ICH in their daily interactions. Accordingly, this thesis based on the social identity theory verifies the mediating effect of occupational identity in the

relationship between responsible leadership and employee occupational identity, which adds to the mechanism research on responsible leadership.

(6) Adding to the boundary conditions for responsible leadership research

So far, studies focus on the boundary conditions of responsible leadership are not many. Previous studies mainly focus on the moderators related to supervisor-subordinate relationship and organizational environment (Afsar et al., 2020; Han et al., 2019), while few of them pay attention to the influence of employees' family relationships. In view of the resource attributes of family support which is beneficial to enrich employees' attitude and behavior at workplace (Tardy, 1985), this thesis verifies its mediating effect in the relationship between occupational identity and employee intention to change occupation. This finding makes supplements to the conditional context research in the responsible leadership area.

(7) Expanding the research angles in the field of ICH

By now, few scholars focus on ICH, and studies in this field are limited. Among them, topics such as ICH protection, ICH inheritors, and ICH tourism development have received some scholars' interest (Dang et al., 2021). However, most of them discussed the sustainable development of ICH at national level or industrial level, less notice the role of leaders in ICH enterprises. This thesis brings responsible leadership into the ICH research area and underlines the significance of responsible leadership in ICH development, which provides a new angle for ICH research.

(8) Widening the application context of sensemaking theory and social identity theory

Sensemaking is a continuous process. Previous studies have constructed different models to describe the process of sensemaking (Weick, 1979), but most of them take disruptive episodes like organizational transformation as research context. For this

cause, scholars advocate research on the formation of sensemaking implicated in routine activities (Turner et al., 2023; Sandberg & Tsoukas, 2015). In response to the appeal, this thesis takes ICH enterprises as research context and deeply analyzes the specific forming process of leaders' sensemaking of responsibility. Overall, this thesis integrates sensemaking theory with responsible leadership research, which broadens the research context of sensemaking theory.

Individuals' social identity would change with the context they stay in. Prior studies have applied social identity theory in various occupations such as doctors, nurses, servants, and consultants, and revealed that occupational identity is important for employees in these occupations (Gremmen & Benschop, 2009). For employees of ICH enterprises, since they undertake special responsibility and play a special occupational role, their occupational identity may influence their behavior. However, few studies discussed employees' occupational identity. This thesis draws social identity theory to ICH research could extend the application contexts of this theory.

6.2. Practical Implications

This thesis has some practical contributions for ICH enterprises, ICH leaders, and government. For ICH enterprises, this thesis could provide references about how to cultivate responsible leaders. The exploratory study finds that elders' affective expression events would trigger the formation of responsible leadership and verify that the formation of responsible leadership is a sensemaking process including different key stages. This finding could provide enlightenment for ICH enterprises in leader training and development. For instance, ICH enterprises could invite ICH inheritors to share their responsibility and mission toward ICH and focus on their leaders' responsibility awareness and responsibility attitude and help them to construct responsibility. Besides,

the scale of responsible leadership in ICH enterprises developed by this thesis provides a practical tool for ICH enterprises to assess, manage, and guide their leaders effectively. Furthermore, the empirical study discovered that responsible leadership is effective to decrease employee occupational change intention, which could provide enlightenment for ICH enterprises to deal with the problem of brain drain and help them understand the importance of cultivating responsible leaders.

For ICH leaders, this thesis is helpful for them to accurately recognize responsible leadership. Both the exploratory study and empirical study show that responsible leadership is multi-dimensional that includes responsible role model, stakeholder consideration, and sustainable value creation. This finding would help ICH leaders better know their responsibilities and what kind of leadership behavior is appropriate. For instance, ICH leaders should consider stakeholders' interests and attach much importance to establish relationships with stakeholders. ICH leaders should be engaged in solving social problems (i.e. promoting ICH development and cultivating ICH inheritors) while ensuring the sustainable development of enterprises.

For government departments who manage ICH projects, this thesis shows that factors like policy guidance and restriction will trigger responsible leadership, which could provide reference when they formulate policy aiming to resolve social problems through the efforts of enterprise leaders. Besides, this thesis examined the relationship between responsible leadership and employee intention to change occupation would also help government staff acknowledge the importance of responsible leadership in ICH sustainable development, thus they should emphasize the responsibility that ICH leaders should undertake when they organize training for them, rather than only teaching technical skills.

6.3. Limitations and Future Research Directions

While this research employs random sampling techniques among ICH enterprises to ensure methodological rigor, the predominant focus on manufacturing enterprises introduces inherent limitations in methodological homogeneity. The sector-driven operational patterns, supply chain characteristics, and innovation ecosystems inherent to manufacturing may inadvertently shape organizational behaviors in ways that differ fundamentally from ICH enterprises in other industries. Future investigations could strengthen external validity through stratified comparative sampling across multiple industrial categories.

Besides, the deficiency in research design. This thesis only used a qualitative approach to investigate the forming process of responsible leadership. Future studies are suggested to further examine the process model via a quantitative approach. Besides, this study only adopted questionnaire surveys to examine the effect of responsible leadership on employee intention to change occupation. Although the analysis results showed that the common method bias problem is not serious, researchers in the future could consider adopting different research methods such as experiments to decrease this bias.

Moreover, there is deficiency in data collection. In the empirical studies of this thesis, all the data were collected from the self-rating of the ICH leaders. It might cause a homologous bias. In the future, researchers could use a combination of peer rating and self-assessment or consider more research methods such as situational experimental research, to avoid this bias.

Lastly, the deficiency in research perspectives. In the forming process research, this thesis found sensemaking is a key mechanism, other mechanisms could be considered in

the future. In the outcome research, this thesis adopts social identity and verified the mediating effect of occupational identity. Researchers in the future could explore other theoretical angles and examine other mediating variables.

7. Conclusion

With growing global recognition of the importance of ICH, scholars and business leaders are increasingly focusing on its sustainable development. The preservation and innovative evolution of ICH fundamentally relies on the active engagement of capable ICH leaders. These leaders must not only generate economic value for their enterprises but, more importantly, ensure the long-term sustainability of ICH projects. Responsible leadership emerges as a key solution, as it emphasizes ethical role modeling, balancing the interests of diverse stakeholders, and advancing both economic viability and social sustainability. By championing responsible leadership, ICH leaders can draw attention to this critical management approach and inspire their teams to adopt heritage-preservation strategies that also support long-term commercial success.

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Appendices

Appendix 1: Participant Information Sheet

Dear Participant,

Thank you for agreeing to participate in this questionnaire survey in connection with my PhD dissertation at the University of Nottingham Ningbo.

The project is a study on responsible leadership in ICH enterprise.

Your participation in the survey is voluntary. You are able to withdraw from the survey at any time and to request that the information you have provided is not used in the project. Any information provided will be confidential. Your identity will not be disclosed in any use of the information you have supplied during the survey.

The research project has been reviewed according to the ethical review processes in place in the University of Nottingham Ningbo. These processes are governed by the University's Code of Research Conduct and Research Ethics. Should you have any questions now or in the future, please contact me or my supervisor. Should you have concerns related to my conduct of the survey or research ethics, please contact my supervisor or the University's Ethics Committee.

Yours truly,

Wenjie Ye

Contact details:

Student Researcher: Wenjie Ye (Wenjie.Ye@nottingham.edu.cn)

Supervisor: Pingping Fu (Pingping.Fu@nottingham.edu.cn)

Jim Mao (jim.jy.mao@nottingham.edu.cn)

University Research Ethics Committee Coordinator, Ms Joanna Huang

(Joanna.Huang@nottingham.edu.cn)

Appendix 2: Participant Consent Form

Project title: A Process Model of Responsible Leadership

Researcher's name: Wenjie Ye

Supervisor's name: Pingping Fu, Jim Mao

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that while information gained during the study may be published, I will not be identified, and my personal results will remain confidential.
- I understand that the interview/data collection will be recorded.
- I understand that data will be stored in accordance with data protection laws.
- I understand that I may contact the researcher or supervisor if I require more information about the research, and that I may contact the Research Ethics Sub-Committee of the University of Nottingham, Ningbo if I wish to make a complaint related to my involvement in the research.

Signed (participant)

Print name

Date

Contact details

Researcher: Wenjie Ye (Wenjie.Ye@nottingham.edu.cn)

Supervisors: Pingping Fu (Pingping. Fu@nottingham.edu.cn)

Jim Mao (jim.jy.mao@nottingham.edu.cn)

UNNC Research Ethics Sub-Committee Coordinator:

Joanna.Huang@nottingham.edu.cn

Appendix 3: Interview Outline

Dear Sir/Madam,

Thank you for your participation in this interview! The purpose of this research is to understand the responsible leadership of leaders in the ICH enterprise. We guarantee that the information collected in this interview will only be used for academic research, and no one except the researchers will see your answers, so please feel free to answer according to the actual situation.

1. Interview questions

No.	Questions
1	As a leader, what are your responsibilities?
2	Are there any events in your previous experience that have had a profound impact on your work attitude and behavior?
3	What were the events?
4	Who was involved?
5	Where did it happen?
6	When did it happen?
7	What were your reactions to these events?
8	What was your perception to these events?
9	Do you think these events had an impact on your leadership behavior? If so, please specify how this is affected.
10	Were you afraid of possible negative consequences or your action?
11	What do you think a responsible leader should be like?
12	Are there any events or people that guided your responsible actions?

2. Basic Information

(1) Personal information

Education, position, job type, tenure, level of ICH inheritor, ect.

(2) Enterprise information

Nature of enterprise, industry type, enterprise scale, main business, etc.

Appendix 4: Expert Evaluation of the Responsible Leadership

Scale of ICH Enterprises

Dear Sir/Madam,

Thank you very much for participating in this questionnaire survey. We are developing a scale of responsible leadership of ICH enterprises. We sincerely invite you to evaluate the correlation between each item in the scale and the corresponding measurement dimension from the perspective of experts. Responsible leadership refers to a social and ethical phenomenon in interaction with stakeholders, with the goal of establishing and nurturing trust relationships with different stakeholders inside and outside the organization and coordinating their actions to realize the shared business vision.

We promise that this information will only be used for academic research. Your answer does not involve moral issues, also have no right or wrong, please fill in the questionnaire according to your true feelings and judgment. It takes about 10-15 minutes to complete this questionnaire. Thank you for taking the time to participate in the survey! If you have any questions, please contact us (email: bixwy4@nottingham.edu.cn).

1. How do you think the following items relate to the “responsible role model” dimension of responsible leadership? Responsible role model means that leaders set an example for subordinates by demonstrating at work how to be a responsible ICH inheritor.					
My direct supervisor/mentor...					
	Very inconformity	Inconformity	Neutral	Conformity	Very conformity
(1) is a good role model for ICH inheritance.	1	2	3	4	5
(2) demonstrates effective behaviors in how to inherit and develop ICH.	1	2	3	4	5

persists in studying ICH techniques.	1	2	3	4	5
(3) pursues perfection of products.	1	2	3	4	5
(4) takes ICH inheritance as a lifelong career and value pursuit.	1	2	3	4	5
(5) puts the quality of products and services first.	1	2	3	4	5
(6) is able to overcome difficulties at work.	1	2	3	4	5
(7) cares about the work and life of employees.	1	2	3	4	5
Your suggestions:					
2. How do you think the following items relate to the “stakeholder consideration” dimension of responsible leadership? Stakeholder consideration means that leaders focus on the needs of a wider range of stakeholders inside and outside the organization and maximize value for all stakeholders.					
My direct supervisor/mentor...					
	Very inconformity	Inconformity	Neutral	Conformity	Very conformity
(8) demonstrates awareness of the relevant stakeholder claims.	1	2	3	4	5
(9) considers the consequences of decisions for the affected stakeholders.	1	2	3	4	5
(10) involves the affected stakeholders in the decision-making process.	1	2	3	4	5
(11) weighs different stakeholder claims before making a decision.	1	2	3	4	5
(12) tries to achieve a consensus among the affected stakeholders.	1	2	3	4	5
Your suggestions:					

3. How do you think the following items relate to the “sustainable value creation” dimension of responsible leadership? Sustainable value creation means that leaders make efforts in the process of sustainable value creation in the economy and society.					
My direct supervisor/mentor....					
	Very inconformity	Inconformity	Neutral	Conformity	Very conformity
(13) links present business tasks with long-term organizational goals.	1	2	3	4	5
(14) pays attention to the social reputation of the enterprise.	1	2	3	4	5
(15) pays attention to the standardization of our behavior at work.	1	2	3	4	5
(16) encourages us to make the best use of everything through the restoration, reuse and other ways in the work.	1	2	3	4	5
(17) strives to find solutions to problems that are relevant to ICH inheritance.	1	2	3	4	5
(18) cultivates ICH inheritors.	1	2	3	4	5
(19) pays attention to materials collation and compilation of ICH technique.	1	2	3	4	5
(20) participates in public welfare publicity of ICH projects.	1	2	3	4	5
Your suggestions:					

Signature:

Company name:

Date:

Appendix 5: Scale Structure Exploration Phase Questionnaire

Dear Sir/Madam,

Thank you very much for taking the time to participate in this survey! The purpose of this questionnaire is to investigate the situation of leadership in ICH enterprises. We promise you that the information obtained from this survey is for academic research only, and your answer does not involve moral issues, there is no right or wrong, nor does it involve corporate financial data, process technology and trade secrets. Please feel free to fill it out according to your true feelings and judgment. Thank you very much for taking time out of your busy schedule to fill out the questionnaire! If you have any questions, please contact us at bixwy4@nottingham.edu.cn.

Part 1: Here are some statements that describe the behavior of your direct supervisor/mentor, please consider how much you agree with each statement. For each item, there are five levels of agreement: 1 for strongly disagree, 2 for disagree, 3 for uncertain, 4 for agree, and 5 for strongly agree.

My direct supervisor/mentor...					
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
(1) is a good role model for ICH inheritance.	1	2	3	4	5
(2) demonstrates effective behaviors in how to inherit and develop ICH.	1	2	3	4	5
(3) persists in studying ICH techniques.	1	2	3	4	5
(4) pursues perfection of products.	1	2	3	4	5
(5) takes ICH inheritance as a lifelong career and value pursuit.	1	2	3	4	5
(6) puts the quality of products and services first.	1	2	3	4	5
(7) is able to overcome difficulties at work.	1	2	3	4	5
(8) cares about the work and life of employees.	1	2	3	4	5

(9) links present business tasks with long-term organizational goals.	1	2	3	4	5
(10) pays attention to the social reputation of the enterprise.	1	2	3	4	5
(11) pays attention to the standardization of our behavior at work.	1	2	3	4	5
(12) encourages us to make the best use of everything through the restoration, reuse and other ways in the work.	1	2	3	4	5
(13) strives to find solutions to problems that are relevant to ICH inheritance.	1	2	3	4	5
(14) cultivates ICH inheritors.	1	2	3	4	5
(15) pays attention to materials collation and compilation of ICH technique.	1	2	3	4	5
(16) participates in public welfare publicity of ICH projects.	1	2	3	4	5
(17) cares about our skills growth and educational improvement”.	1	2	3	4	5
(18) encourages innovation, such as ICH technical innovation, ICH business concept innovation, or cross-border integration, etc.	1	2	3	4	5
(19) demonstrates awareness of the relevant stakeholder claims.	1	2	3	4	5
(20) considers the consequences of decisions for the affected stakeholders.	1	2	3	4	5
(21) involves the affected stakeholders in the decision-making process.	1	2	3	4	5
(22) weighs different stakeholder claims before making a decision.	1	2	3	4	5
(23) tries to achieve a consensus among the affected stakeholders.	1	2	3	4	5

Part 2: Your basic information:

1. Your gender: ☐ Male ☐ Female

2. Are you an ICH inheritor? ☐ Yes ☐ No

3. Your education level:

☐ High school degree or below ☐ College degree ☐ Bachelor degree ☐ Master degree or above

4. Your age: _____ years old

5. Your tenure in this enterprise: _____ years

6. The type of employee you belong to:

☐ Technical staff

☐ Sales staff

☐ Service staff

☐ Production personnel

☐ Administrative staff

☐ Other

Appendix 6: Scale Structure Verification Stage Questionnaire

ICH Enterprise Staff Questionnaire (1)

Dear Sir/Madam:

Thank you very much for taking the time to participate in this survey! The purpose of this questionnaire is to investigate the situation of leadership in ICH enterprises. We promise you that the information obtained from this survey is for academic research only, and your answer does not involve moral issues, there is no right or wrong, nor does it involve corporate financial data, process technology and trade secrets. Please feel free to fill it out according to your true feelings and judgment. Thank you very much for taking time out of your busy schedule to fill out the questionnaire! If you have any questions, please contact us at bixwy4@nottingham.edu.cn.

Part 1: Here are some descriptions of your direct supervisor/mentor. Please consider the extent to which you agree with each statement. For each item, there are five levels of agreement: 1 for strongly disagree, 2 for disagree, 3 for uncertain, 4 for agree, and 5 for strongly agree.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
(1) My supervisor persists in studying ICH techniques.	1	2	3	4	5
(2) My supervisor pursues perfection of products.	1	2	3	4	5
(3) My supervisor takes ICH inheritance as a lifelong career and value pursuit.	1	2	3	4	5
(4) My supervisor puts the quality of products and services first.	1	2	3	4	5
(5) My supervisor is able to overcome difficulties at work.	1	2	3	4	5
(6) My supervisor pays attention to the social reputation of the enterprise.	1	2	3	4	5
(7) My supervisor pays attention to the standardization of our behavior at work.	1	2	3	4	5
(8) My supervisor cultivates ICH inheritors.	1	2	3	4	5

(9) My supervisor pays attention to materials collation and compilation of ICH technique.	1	2	3	4	5
(10) My supervisor participates in public welfare publicity of ICH projects.	1	2	3	4	5
(11) My supervisor cares about our skills growth and educational improvement.	1	2	3	4	5
(12) My supervisor demonstrates awareness of the relevant stakeholder claims.	1	2	3	4	5
(13) My supervisor considers the consequences of decisions for the affected stakeholders.	1	2	3	4	5
(14) My supervisor involves the affected stakeholders in the decision-making process	1	2	3	4	5
(15) My supervisor weighs different stakeholder claims before making a decision.	1	2	3	4	5
(16) My supervisor tries to achieve a consensus among the affected stakeholders	1	2	3	4	5
(17) My manager can tell if something work-related is going wrong.	1	2	3	4	5
(18) My manager makes my career development a priority.	1	2	3	4	5
(19) I would seek help from my manager if I had a personal problem.	1	2	3	4	5
(20) My manager emphasizes the importance of giving back to the community.	1	2	3	4	5
(21) My manager puts my best interests ahead of his/her own.	1	2	3	4	5
(22) My manager gives me the freedom to handle difficult situations in the way that I feel is best.	1	2	3	4	5
(23) My manager would NOT compromise ethical principles in order to achieve success.	1	2	3	4	5

Part 2: your basic information

1. Your gender: ☐ Male ☐ Female

2. Are you an ICH inheritor? ☐ Yes ☐ No

3. Your education level:

☐ High school degree or below ☐ College degree ☐ Bachelor degree ☐ Master degree or above

4. Your age: _____ years old

5. Your tenure in this enterprise: _____ years

6. The type of employee you belong to:

☐ Technical staff ☐ Sales staff ☐ Service staff
☐ Production personnel ☐ Administrative staff ☐ Other

7. Your monthly income level:

☐ Less than 2000 yuan ☐ 2000 to 5000 yuan ☐ 5,001 to 10,000 yuan ☐ More than 10,000 yuan

8. Last four digits of your phone number (for questionnaire matching only): _____

ICH Enterprise Staff Questionnaire (2)

Dear Sir/Madam,

Thank you very much for taking the time to participate in the survey again! We promise that the purpose of this questionnaire is to understand the leadership and employee behavior in ICH enterprises, and the information obtained is for academic research only. Your answer does not involve moral issues, there is no right or wrong, nor does it involve corporate finance, process technology or trade secrets, please feel free to fill in according to your true feelings and judgment. Thank you very much for taking time out of your busy schedule to fill out the questionnaire! If you have any questions, please contact us at bixwy4@nottingham.edu.cn.

Part 1: Please read each of the following sentences carefully, and according to your true feelings, from “1 = strongly disagree” to “5 = strongly agree”, tick the appropriate number. The larger the number, the more you agree.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
(1) I feel a personal obligation to do whatever I can to help my organization achieve its goals.	1	2	3	4	5
(2) I owe it to the organization to give 100% of my energy to organization's goals while I am at work.	1	2	3	4	5
(3) I have an obligation to the organization to ensure that I produce high-quality work.	1	2	3	4	5
(4) I owe it to the organization to do what I can to ensure that organizational customers are well-served and satisfied.	1	2	3	4	5
(5) I would feel an obligation to take time from my personal schedule to help the organization if it needed my help.	1	2	3	4	5
(6) I would feel guilty if I did not meet the organization's performance standards.	1	2	3	4	5
(7) I feel that the only obligation I have to the organization is to fulfill the minimum requirements of my job (R).	1	2	3	4	5

(8) Regardless of how much power he/she has built into his/her position, my supervisor would be personally inclined to use his/her power to help me solve problems in my work.	1	2	3	4	5
(9) I can count on my supervisor to “bail me out,” even at his or her own expense, when I really need it.	1	2	3	4	5
(10) My supervisor understands my problems and needs.	1	2	3	4	5
(11) My supervisor recognizes my potential.	1	2	3	4	5
(12) My supervisor has enough confidence in me that he/she would defend and justify my decisions if I were not present to do so.	1	2	3	4	5
(13) I usually know where I stand with my supervisor.	1	2	3	4	5
(14) I have a good working relationship with my supervisor.	1	2	3	4	5

Part 2: Your basic information

1. Your gender: ☐ Male ☐ Female

2. Are you an ICH inheritor? ☐ Yes ☐ No

3. Your education level:

☐ High school degree or below ☐ College degree ☐ Bachelor degree ☐ Master degree or above

4. Your age: _____ years old

5. Your tenure in this enterprise: _____ years

6. The type of employee you belong to:

☐ Technical staff ☐ Sales staff ☐ Service staff
☐ Production personnel ☐ Administrative staff ☐ Other

7. Your monthly income level:

☐ Less than 2000 yuan ☐ 2000 to 5000 yuan ☐ 5,001 to 10,000 yuan ☐ More than 10,000 yuan

8. Last four digits of your phone number (for questionnaire matching only): _____

Appendix 7: Empirical Study Questionnaire

ICH Enterprise Staff Questionnaire (1)

Dear Sir/Madam,

Thank you very much for taking the time to participate in this survey! The purpose of this questionnaire is to investigate the situation of leadership in ICH enterprises. We promise you that the information obtained from this survey is for academic research only, and your answer does not involve moral issues, there is no right or wrong, nor does it involve corporate financial data, process technology and trade secrets. Please feel free to fill it out according to your true feelings and judgment. Thank you very much for taking time out of your busy schedule to fill out the questionnaire! If you have any questions, please contact us at bixwy4@nottingham.edu.cn.

Part 1: Here are some descriptions of your direct supervisor/mentor. Please consider the extent to which you agree with each statement. For each item, there are five levels of agreement: 1 for strongly disagree, 2 for disagree, 3 for uncertain, 4 for agree, and 5 for strongly agree.

My direct supervisor/mentor...					
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
(1) persists in studying ICH techniques.	1	2	3	4	5
(2) pursues perfection of products.	1	2	3	4	5
(3) takes ICH inheritance as a lifelong career and value pursuit.	1	2	3	4	5
(4) puts the quality of products and services first.	1	2	3	4	5
(5) is able to overcome difficulties at work.	1	2	3	4	5
(6) pays attention to the social reputation of the enterprise.	1	2	3	4	5

(7) pays attention to the standardization of our behavior at work.	1	2	3	4	5
(8) cultivates ICH inheritors.	1	2	3	4	5
(9) pays attention to materials collation and compilation of ICH technique.	1	2	3	4	5
(10) participates in public welfare publicity of ICH projects.	1	2	3	4	5
(11) cares about our skills growth and educational improvement.	1	2	3	4	5
(12) demonstrates awareness of the relevant stakeholder claims.	1	2	3	4	5
(13) considers the consequences of decisions for the affected stakeholders.	1	2	3	4	5
(14) involves the affected stakeholders in the decision-making process	1	2	3	4	5
(15) weighs different stakeholder claims before making a decision.	1	2	3	4	5
(16) tries to achieve a consensus among the affected stakeholders	1	2	3	4	5

Part 2: Please read each of the following sentences carefully, and according to your true feelings, from “1 = strongly disagree” to “5 = strongly agree”, tick the appropriate number, the larger the number, the more you agree.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
(17) My family really tries to help me.	1	2	3	4	5
(18) I get the emotional help and support I need from my family.	1	2	3	4	5
(19) I can talk about my problems with my family.	1	2	3	4	5
(20) My family is willing to help me make decisions.	1	2	3	4	5

Part 3: Your basic information

1. Your gender: ☐ Male ☐ Female

2. Are you an ICH inheritor? ☐ Yes ☐ No

3. Your education level:

☐ High school degree or below ☐ College degree ☐ Bachelor degree ☐ Master degree or above

4. Your age: _____ years old
5. Your tenure in this enterprise: _____ years
6. The type of employee you belong to:
- ☐ Technical staff ☐ Sales staff ☐ Service staff
- ☐ Production personnel ☐ Administrative staff ☐ Other
7. Your monthly income level:
- ☐ Less than 2000 yuan ☐ 2000 to 5000 yuan ☐ 5,001 to 10,000 yuan ☐ More than 10,000 yuan
8. Last four digits of your phone number (for questionnaire matching only): _____

ICH Enterprise Staff Questionnaire (2)

Dear Sir/Madam,

Thank you very much for taking the time to participate in the survey again! We promise that the purpose of this questionnaire is to understand the leadership and employee behavior in ICH enterprises, and the information obtained is for academic research only. Your answer does not involve moral issues, there is no right or wrong, nor does it involve corporate finance, process technology or trade secrets, please feel free to fill in according to your true feelings and judgment. Thank you very much for taking time out of your busy schedule to fill out the questionnaire! If you have any questions, please contact us at bixwy4@nottingham.edu.cn.

Part 1: Please read each of the following sentences carefully, and according to your true feelings, from “1 = strongly disagree” to “5 = strongly agree”, tick the appropriate number. The larger the number, the more you agree.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
(1) Reading journals or books associated with my profession.	1	2	3	4	5
(2) Having time to really think about my career.	1	2	3	4	5
(3) Doing things that will help me in my career.	1	2	3	4	5

(4) Being involved in programs that allow me to talk to others in my field.	1	2	3	4	5
(5) I would prefer to do a different type of work (Here, “a different type of work” refers to work not related to ICH).	1	2	3	4	5
(6) I might search for a different type of job (Here, “a different type of job” refers to the job not related to ICH).	1	2	3	4	5
(7) I would like to become trained to do a different type of job (Here, “to do a different type of job” refers to leave ICH-related work to engage in employment outside of this field).	1	2	3	4	5

Part 2: Your basic information

1. Your gender: ☐Male ☐Female
2. Are you an ICH inheritor? ☐Yes ☐No
3. Your education level:
☐High school degree or below ☐College degree ☐Bachelor degree ☐Master degree or above
4. Your age: _____ years old
5. Your tenure in this enterprise: _____ years
6. The type of employee you belong to:
☐Technical staff ☐Sales staff ☐Service staff
☐Production personnel ☐Administrative staff ☐Other
7. Your monthly income level:
☐Less than 2000 yuan ☐2000 to 5000 yuan ☐5,001 to 10,000 yuan ☐More than 10,000 yuan
8. Last four digits of your phone number (for questionnaire matching only): _____

Acknowledgements

My deepest gratitude goes first and foremost to Professor Fu and Professor Mao who are my supervisors. Without their guidance, support, and encouragement, the paper cannot be successfully completed. Also, I would like to express my sincere gratitude to my family for their everlasting understanding and support to my study and helping me a lot in searching for interviewees. Lastly, I would like to thank those leaders and employees who spare time to participate in my interview and questionnaire survey.