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# **The Role of Inclusive Leadership in Employee Readiness for Organizational Change: The Mediating Role of the Leader's Sense of Humor**

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**Abstract.** The study examines the impact of inclusive leadership on employee preparedness for organizational change, focusing on the mediating role of the leader's sense of humor. This was accomplished by adopting the openness, availability, and accessibility characteristics of inclusive leadership in contrast to the workers' preparedness for organizational change in its cognitive, intention, and emotional dimensions. The leader's one-dimensional style of humor helps to strengthen this bond. A random sample of workers at Al-Abbas' Holy Shrine was chosen as a field of study using a questionnaire containing (156) persons in the research sample department. The (t) test was used to determine the correlation between two variables, while the (F) test was used to determine the significance of the regression model. The straightforward correlation coefficient (Spearman) was also employed. The relative quantity the independent variable contributes to explaining the dependent variable as a percentage was also determined using ( $R^2$ ). The researcher's most important finding is that inclusive leadership significantly influences workers' readiness for organisational change, as mediated by the leader's sense of humor. The study ended with several suggestions, including Al-Ameed University's emphasis on inclusive leadership, a key aspect of its work in general and employee preparedness for organisational change.

**Keywords.** Inclusive Leadership, Leader Humor, Employee Readiness For Organizational Change

## **Introduction**

Organizations are undergoing rapid economic, social, political, technological and organizational changes resulting from the challenges of globalisation, market openness and the information revolution, which have had profound effects on the labour market. Organizations seek to restore balance to their businesses, economy and market position. In this context, inclusive leadership is recognised as a beneficial component of business organizations, whether industrial or service-oriented. This readiness of employees to adapt to organizational change is the result. The research endeavours to investigate the impact of inclusive leadership on the preparedness of employees for organizational change by examining the leader's sense of humor, utilizing its conceptual and applied frameworks. Al-

Ameed University was chosen as a pioneering field for studying the research variables and hypotheses.

### **Literature review**

#### **First: Inclusive Leadership**

Inclusive leadership (IL) is characterized by leaders who consistently demonstrate their support for their subordinates, provide them with the necessary attention, and establish an environment that facilitates transparent decision-making and allows employees to participate in decision-making (Cenkci et al., 2020). Inclusive leadership, as defined by organizational behavioural scientists, involves three perspectives: the leader-subordinate relationship, where the leader fosters employee independence and participation in decision-making, and the leader's role in fostering this relationship. Additionally, the leader acknowledges the value of employees, comprehends their needs and offers them support and guidance. The second perspective is concerned with equity, which posits that the foundation of inclusive leadership is the equitable treatment of employees in various contexts. The third perspective is centred on the inclusion of diverse values and behaviors among employees and the tolerance of failings by leaders.

Consequently, inclusive leadership is supportive, interactive, equitable, and error-tolerant, and it is a critical organizational context variable that significantly influences the behaviors of subordinates (Zeng et al., 2020). Inclusive leadership enhance employee satisfaction, along with expanding knowledge frames and expertise. (Bannay et al., 2020). Inclusive leadership is a unique leadership style that directs resources to ensure effective performance, knowledge acquisition, and personal and social improvements among employees (Rayner, 2009). Inclusive leadership is a leadership style that values acceptance, belonging, uniqueness, and inclusivity. It encourages employees to contribute their unique abilities and perspectives, engage in organizational activities, and pay attention to their needs. This approach helps the organization open up to the external environment and achieve its goals. Numerous definitions have been proposed regarding inclusive leadership, varying based on their intellectual orientations, and the following is a summary of some of these definitions.

Ryan (2006) states that several distinguished practices include calling for integration, raising the level of culture of employees in the organization, and developing their critical awareness. Salib (2014) identifies open and communicative leadership as a way to foster a psychologically safe environment for employees to generate new ideas. Inclusive leadership and the implementation of inclusive techniques in decision-making are essential. Furthermore, Sugiyama et al. (2016) identified that this leadership style seeks to cultivate connections among workers at all organizational levels to complete objectives for mutual benefit. Randel et al. (2018) asserted that leaders in an organization involve individuals in discussions, express opinions, and guide their participation in inclusive decision-making.

Javed et al. (2018) stated that it is a form of leadership based on respecting subordinates, valuing their voices, and involving them in the objective decision-making. It is also a leadership model based on caring for human situations that appreciates individual differences among employees, carefully considers their points of view, creates an atmosphere characterized by equal opportunities, and ensures fair and reasonable participation in order to achieve the organization's goals (Yu, 2019).

It is a leadership style through which the leader acts in a way that reduces individual differences (Perry et al, 2020) among subordinates and enhances levels of organizational

loyalty, as well as appreciating their intellectual contributions in a manner consistent with organizational goals. It refers to leaders who demonstrate openness, availability, and accessibility in their interactions with their followers across different roles and demographic levels, leading to joint decision-making (Aslan et al., 2021).

**Regarding the importance of inclusive leadership**, contemporary organizations live in a world where competition has reached its peak, as variables have become more numerous and complex than ever before. Despite its different size, activity, goals, and nature of work, every organization seeks to survive and continue. These goals cannot be achieved in isolation from the presence of leadership capable of achieving the organization's aspirations, as successful organizations depend on a leader who has a future vision and the ability to read events and developments in a way that ensures the organization's continuity and growth (Al-Rawi, 2020). The leader and leadership have always been the focus of many studies and researchers in administrative behavior. Leadership requirements have been studied at the level of administrative systems, discussed and classified in various ways. Central to effective leadership is access to the right information at the right time and the ability to understand that information and make decisions based on it. Given that the organization's external environment is characterized by rapid change and dynamism, the ability of employees to learn new skills and adapt to those changes becomes a prominent factor that helps the organization achieve its goals (Comfort & Resodihardjo, 2013). Generally speaking, the issue of leadership is significant as it affects families as well as businesses. The conventional definition of leadership is someone who guides a collection of people in the best possible path to decide what to do and produce wise conclusions (Ashikali et al., 2020).

According to a study by Jefferies (2017), inclusive leadership is essential for the organisation as it supports and enhances individuals' belonging to the organization and considers individual differences among employees. The inclusive leader plays a role in balancing the needs of employees, as well as reducing the levels of negative relationships between the cognitive and cultural diversity of employees and the overall climate of the organization. The inclusive leader also searches for unconventional ideas and takes them into consideration, which would enable the group of operations of the organization and thus enhance the levels of positive relationships between the knowledge and culture of individuals. Rehman (2020) explained the significance of inclusive leadership is a prominent style that has a significant impact in the field of management that affects the creativity and psychological safety of employees, as well as influences work ethics in the context of Connected (Zeng et al., 2020) explains that the inclusive leader is the one who assumes responsibility before the organization in three matters that would raise the level of the organization's performance. The first is the nature of the relationship between him and his subordinates by encouraging them to work and involving them in the decision-making process. The second is dealing with them fairly, as fairness constitutes the key to inclusive leadership. The third is the leader's ability to make his subordinates develop their behavioural values through the leader's role in reducing the level of error and failure.

Qi (2017) confirms that inclusive leadership plays a role in reducing the levels of problems between the leader and his subordinates through the guiding practices of inclusive leadership, which are represented by the following:

- Respect team members and their uniqueness.
- Demonstrate awareness of their contributions and acknowledge them with fairness.

- Engage in group discussions regarding the organization's objectives and attend to the perspectives of colleagues.
- Identify the performance required to achieve the organisation's goals and express opinions on the progress made by subordinates.
- Encourage a forward-thinking approach rather than merely examining the past.
- Live up to the responsibilities of performing the role of the individual on whom others depend.
- Be as open as possible through honest communication between the leader and his subordinates, and build honest relationships that enhance the trust and loyalty of subordinates in the leader.

While (Moya et al., 2020) believe that inclusive leadership is important in achieving the organization's goals through the following:

- Openness to the community surrounding the organization by implementing internal initiatives.
- Generating and enhancing a common vision through cooperation in the dynamics of positive influence on cognitive diversity.
- Enhancing training and professional development for employees.
- Taking initiatives to improve and enhance coordination between individuals and teamwork.

Bhutto et al. (2021) emphasize the importance of inclusive leadership in fostering innovation and creativity by demonstrating accessibility and accessibility to employees through their activities, encouraging the proposal and implementation of new ideas. By providing them with organisational resources and assisting in promoting and adopting novel ideas, they inspire workers to innovate. Inclusive leadership fosters a quality-based relationship, ensuring fair compensation for employees, which in turn motivates them to fulfill their work obligations and fosters innovation.

Inclusive leadership is a contemporary issue that has recently been addressed in terms of its dimensions. Carmeli, et al. (2010) confirmed that it is approved for measuring inclusive leadership behaviors and consists of three basic dimensions: openness, availability, and accessibility. The researcher, having a thorough understanding of inclusive leadership literature and philosophical dimensions, suggests that inclusive leadership is developed and modified based on the organization's orientations and the surrounding environment. The researcher relied on the scale developed by (Ye et al., 2019) to address openness. Availability and accessibility are dimensions of the research compatible with the current study community. Consequently, the potential and nature of these dimensions will be elucidated as follows:

**A. Openness:** Successful leaders who adapt to organizational changes due to environmental changes outside the organization are characterised by their openness. The openness process may result from introducing new technologies, mergers and acquisitions, organizational restructuring, changes in leadership behaviors, downsizing, and many other influences. However, the main joint part of the openness process is how the leader interacts with and responds to organizational change (Ye et al., 2019). The power of openness and change may be represented in controlling basic resources, which enables leaders in the organization to manage internal and external influences to reach strategies appropriate to the organization's open external environment. Leader openness is a behavioral concept that refers to the extent to which leaders interact with ideas, suggestions, and contributions provided by individuals working in the organization in a developmental and motivational manner,

especially since this is closely related to supporting the employee's voice, and thus contributing to building psychological safety, emotional commitment, and self-confidence. Chiu et al (2020) and Lee, (2021) argue that openness is often accompanied by open communication and expression of gratitude, which aligns with the main idea of harmonious communication, such as listening, openness, and mutual understanding. Also, by openly discussing new ideas, inclusive leaders provide employees opportunities to develop their skills, knowledge, and cognitive thinking. Many studies have confirmed that open leaders must constantly adapt to the requirements of the organisation's surrounding environment and be prepared for all positive or negative outcomes. (Makhlouf, 2021) While (Choi et al., 2017) confirm that the openness of the inclusive leader enhances employee satisfaction in interactions with the leader and expands their knowledge and experience, thus motivating them to engage in creative work. Openness also contributes to providing timely advice to employees, which increases the clarity of the employee's role in his work procedures, thus facilitating the implementation of new and useful ideas.

**B. Availability:** Availability shows the extent to which the overall leadership in the organisation is present and listens to new ideas from employees. In other words, the extent to which the leadership is available when employees face problems and challenges and their access to discuss emerging issues, so employees can easily share and discuss important issues with them. (Javed et al., 2018). Ye et al. (2019) find that the inclusive leader is responsible for his employees' behaviours based on the leader's availability, guidance, and welcoming of their new ideas. (Lee, 2021) believes that the characteristic of availability reflects the inclusiveness of the leader, which calls for appreciating the inputs of others and thus helps shape the beliefs of his team members that their views are truly valued; that is, leaders demonstrate inclusive behaviours by inviting followers to share their opinions and inputs by being open and available to them. As such, inclusive leadership is at the heart of relational leadership and focuses on whether followers feel that leaders are always available to them, as well as whether the leader listens to and cares about the needs of his followers.

**C. Accessibility:** It turns out that inclusive leadership is an interconnected relationship that benefits everyone and has a shared vision. Accordingly, inclusive leadership can be judged through the interaction between leaders and employees, and the inclusive leader can be reached through the easy communication process between him and his subordinates (Fang, et al 2019). The inclusive leader plays a major role in supporting employees to participate in important processes with ease and confidence and paves the way for them to enhance and implement their creative ideas through easy access to him and listening to his guidance and suggestions (Wang et al., 2021). The inclusive leader is characterised by his tendency to listen to the needs of employees and real concerns about the interests and expectations of followers and provide space to talk about the voices of employees and appreciate their suggestions and ideas through the easy access process by his subordinates (Lee, 2021). Han & Choi (2019) explain that the possibility of accessing the leader and discussing with him the needs of individuals and the problems they face instils in subordinates the impression that they participate in the decision-making process collectively, which means that employees view the leader as a fair and just person. Javed et al. (2017) show that leadership is naturally the main factor for organisational change and is a strong element in the organisational work environment, especially when leaders show behaviour supporting new ideas. This requires following the concept of accessibility and communication with qat at any time and place that the individual needs it within the work environment, as this characteristic depends on and focuses on qat's ability to interact with individuals and involve them in the

decision-making process related to their professional lives, i.e. allowing them to participate in discussions and have a clear voice without fear or hesitation, which helps support the organisational work environment.

### **Second: The Leader's Sense Of Humor**

Humor in leadership refers to a leader's positive use of humor to create a positive work environment, build relationships with followers, and enhance their leadership effectiveness. Humor is characterised by the interactions among three primary participants: the expresser, the target(s), and the audience, while a jest is a hilarious attempt. Jokes may focus on particular or broad subjects, including people, nonhumans, and inanimate things. In certain cases, the target and audience are the same (e.g., taunting), or the expresser and target are the same (e.g., self-deprecating humor). The expresser intends to entertain and evoke pleasure from the audience in an attempt at humour. It is crucial to note that humor endeavours may or may not be fruitful (Bitterly et al, 2017). Holmes & Marra (2006) defined it as someone who uses humor to lighten the mood, calm people down, and make them more receptive to what he or she is saying. Alternatively, it is the spirit of a leader who can use humor to make others laugh, promote a positive atmosphere, facilitate communication and relationships, or a person who uses humor effectively to create a positive work environment, build rapport with subordinates, and enhance group cohesion (Kong et al., 2019). In general, these definitions indicate that humor means that a leader represents a person who uses humor to create a positive work environment, build relationships with followers, and enhance leadership effectiveness.

The definitions above pertain to the utilisation of humor by executives in the workplace. Leaders can employ humor to foster a positive work environment, enhance communication, establish employee relationships, and alleviate tension. However, using humor by leaders can also have negative consequences if perceived as inappropriate or offensive. There has been increasing interest in studying leader humor in recent years, and a growing body of research has explored the potential benefits and drawbacks of using humor as a leadership tool.

Positive personality traits such as optimism, faith, and courage characterize humorous leadership. It improves personal charisma and interpersonal relationships, assists individuals in managing tension, and contributes to daily enjoyment. It specifically affects the organisation or workplace (Ho et al., 2011). Employees with positive affect are less worried about the possible risks of implementing ideas because they focus on opportunities rather than risks. Workplace humor is a particular category of emotional events that evoke positive emotions like joy, fun, or cheerfulness. Brain regions linked to laughing and rewards are activated by humorous stimuli (Robert & Wilbanks, 2012). By laughing and feeling happy, one can develop positive emotions that compensate for the negative effects caused by stress at work. It is a stress-relieving variable, and humor helps relax muscles. The sender of humor shares an event with others for entertainment and pleasure; the receiver can feel this is intentional (Cooper, 2005).

In terms of the leader's sense of humour, it is vital to recognise that it has the capacity to influence status. However, it is equally risky to try to use humor. The effective application of humor can elevate status in new and existing relationships, while unsuccessful attempts at humour (e.g., inappropriate quips) can harm it. The status of the joketeller is elevated due to the successful use of humor, which communicates confidence and competence. It is intriguing that telling both appropriate and offensive quips, regardless of the outcome, conveys a sense

of confidence. Even though confidence signifies increased status and power, telling inappropriate quips indicates a lack of competence. The combination of high confidence and low competence can have a detrimental effect on one's status. Humor is perceived as a fundamental factor in forming interpersonal perceptions and hierarchies within groups rather than as trivial or secondary behavior. Humor can help leaders build trust and rapport with employees: When used appropriately, humor can create a more relaxed and open work environment, which can help build trust and strengthen relationships between leaders and their employees. Humor can improve communication: Humor can help break down barriers and facilitate communication between leaders and employees, leading to more effective collaboration and problem-solving (Bitterly et al., 2017). Humor can reduce stress: Humor can be an effective coping mechanism for stress in the workplace, and leaders who use humor may be able to help their employees manage stress more effectively (Yang, & Ding, 2021). However, there are also potential drawbacks to using humor as a leadership tool. Humor can be perceived as inappropriate or offensive: If humor is used inappropriately, it can be seen as offensive or insensitive, and can lead to negative outcomes such as decreased trust and respect for the leader. Humor can be distracting: In some situations, humor can be seen as inappropriate or distracting, and may detract from a leader's ability to effectively communicate important information or make difficult decisions (Li, Dai, Chin & Rafiq, 2019). Overall, research on humor suggests that humor can be a valuable tool for leaders, but it must be used wisely and with consideration for context and audience.

**Dimensions of the leader's sense of humour:** It is a one-dimensional scale that includes seven items based on the scale (Kai, et al., 2015:22).

### **Third: Employees' Readiness For Organisational Change**

Hanapachern (1997) defines preparedness for organizational change as the mental, psychological, and physical readiness of employees to participate in the organization's activities and development. This readiness is based on a clear need for change, a perception of their ability to achieve change, and the opportunity to participate in the change process (Cunningham et al., 2002). According to Jones et al. (2005), employee preparation for organisational change is a term that encompasses the ideas, attitudes, and intentions that individuals of the organization deliberately undertake in order to prepare for change. It assesses the degree to which employees are optimistic about the necessity of organizational change and the degree to which they anticipate that these changes will benefit both themselves and the organization as a whole. The degree to which an individual perceives the organization as prepared to implement significant changes can be interpreted as employee preparedness for organizational change (Eby et al., 2005).

It is the degree to which the organization and participants at the individual and collective levels are prepared, motivated, able and ready to implement change. Conseto assists its employees in preparing for organizational change, and numerous organizations are compelled to confront current obstacles (Holt & Vardaman, 2013). Employee readiness for organizational change also expresses employees' mental and physical readiness to take immediate actions to improve, change, or modify things related to the organization's work (Andrew & Mohankumar, 2015).

Costello and Arghode (2019) have demonstrated that the language used to discuss change is one of the fundamental mechanisms for fostering readiness for change among members. Respect for employees' opinions by management enhances their commitment to work and prepares them for job change. The readiness of employees for job change is

influenced by the psychological and behavioral readiness of the organization's members to implement organizational change. Therefore, the concept of employee readiness for organizational change depends on the quality of communication and information received by employees that can later help clarify the necessity of change, reduce undesirable results resulting from uncertainty in change, and facilitate the creation of employee readiness for change, or it is a set of basic principles and characteristics in order to ensure change management processes (which integrate technical and organisational changes). It is the process of cognitive precedence of behaviors that resist or support the change effort (Deng et al., 2021).

**The importance of employees' readiness for organisational change lies in the following:**

- Readiness for organizational change provides a cognitive introduction to resisting or supporting change.
- It is among the primary elements influencing the success of the change. It highlights how the organization maintains its advantages through its readiness for change.
- It contributes to enhancing the quality of its work, thereby ensuring its long-term success and capacity to confront challenges.
- It is one of the organizations that can expand its operations for growth and development. Their success depends on accepting changes from their internal and external environment, as implementing change fails if employees do not participate in the process because they are constantly looking for new opportunities for personal development and are not largely connected to the company they work for. (Stevens, 2013: 1).

Concerning the dimensions of employees' readiness for organizational change, as identified by Piderit (2000) and Bouckenooghe et al. (2009), the researcher adopted and which are widely accepted by scholars, include cognitive readiness for change, deliberate readiness for change (intention), and emotional readiness for change. The reason for choosing these dimensions is that each is a necessary component, as employees' readiness for organizational change is viewed as a multifaceted concept.

**A. Cognitive readiness for change (perception):** Change is not only about how people act but also about how they think. Attitudes toward change have been identified in the literature as a cognitive precursor to certain behaviours, such as resistance or support for change efforts. The beliefs and ideas that people hold about change refer to the cognitive dimension of change. Thus, perception is related to ideas and understanding and is seen as the level of employee unity. It also relates to how employees evaluate, perceive, or understand change. Employees can become aware of change initiatives through a variety of channels. The cognitive dimension is a set of beliefs and attitudes toward the targeted change concerning the need and ability to implement organizational change. It is somewhat related to readiness, which is related to the mindset among employees during organizational change implementation. While (Smollan, 2006) stated that the thinking process in which a person is more aware and conscious of the stimuli or stimuli has a clear and direct connection to the individual's knowledge of the changes that occur, especially concerning how employees evaluate, perceive or understand the change. The cognitive dimension refers to the cognitive assessment of individuals to deal with organizational change and the extent of their awareness or understanding of the change, their ability to succeed and make changes and their belief in the change that will achieve positive results for them and in the work they practice, which depends primarily on their awareness of the subject at the appropriate time for the change. Positive readiness for change results from a cognitive premise that can influence whether an

individual has negative or resistant attitudes towards change. While Wang et al. (2021) believe that organizations need changes. Organizational success in making changes is influenced by individuals' awareness and readiness, which is determined by their cognitive and emotional willingness to accept, embrace, and adopt a specific plan to intentionally change the status quo, as readiness for change is the most common positive attitude towards change. Individuals' thinking about the advantages or disadvantages of change is done cognitively by them, showing us the extent to which the organization needs change and the ability to deal with change through a set of actions that individuals may take resulting from their response to change. These actions will contribute to helping increase individuals' readiness for change in terms of the degree to which the individual acknowledges that change has occurred and benefits the organization and its members. This degree is measured using items such as "change usually benefits the organization." From the point of view of Magdaline (2021), the cognitive dimension involves a demonstrable need for change, a sense of the individual's ability to achieve change successfully, and an opportunity to participate in the change process. The cognitive component plays a major role in the readiness of employees for organizational change, as it is the beliefs that people can form about change, which is the degree to which the organization and participants at the individual and collective levels enjoy and their motivation and ability to implement change. The cognitive dimension represents the ideas and beliefs manifested in the case of change, and they differ and resist when they respond negatively to all situations they face. Moreover, Tappin (2014) agrees with him, as he sees that cognitive readiness for change is related to people's beliefs and ideas about change.

**B. Deliberate readiness to change (intention):** Intention refers to an individual's response to change, which is crucial for successful implementation in an organization. It is influenced by the need for changes and the organization's ability to successfully implement them. Intention in readiness for organizational change focuses on the intended efforts to improve the organization's effectiveness and is primarily related to the psychological and behavioral readiness of its members (Bauer et al., 2007). The intention to be ready for change is directed towards trusting and supportive relationships. Here, emotions play a major role in employees' intentions to change because they are a basic element that arouses interest, documents attention to the need for change, and thus stimulates the motivation to work and prepare for it. They also affect how we deal with anxiety about change and the expected threats to change processes, set new goals, and learn new behaviour. Others are also sought for the help or support necessary to make deliberate changes. Attention must be paid to acknowledging employees' participation in readiness for change as it is the main requirement for adopting change. It expresses the positions, beliefs, and intentions for the change being implemented in the organization. Howard (2006) emphasized that employee intention to change is crucial for successful organizational change implementation. The initial stage of implementation involves identifying and measuring employee readiness, which is determined by the organization's ability to make changes and the extent to which individuals perceive these changes as necessary. The intention to change comes from trust in the capabilities of management, belief in its intentions, and receiving all the necessary information it needs, all of which affect the way employees examine the pros and cons of change, leading to achieving the highest levels of readiness for organisational change, as regardless of individual characteristics, the pre-change conditions, i.e. the availability of the element of trust in the management climate, were also linked to individual readiness for change. Thus, perceiving management as trustworthy may enhance support and trust in coworkers, reducing fears about changes and preparing them to succeed (Vakola, 2014). At

the same time, Piderit (2000) confirmed that the intention to change is a plan or decision to take some actions rather than a plan to try to achieve a goal.

**C. Emotional readiness for change:** The emotional dimension refers to how employees perceive changes, encompassing various emotions such as love, hate, joy, sadness, annoyance, calm, excitement, boredom, anger, acceptance, disgust, joy, and sadness, representing positive and good feelings towards the change. Through the use of these emotions, readiness for change has a significant impact on them. Friedrich & Wüstenhagen (2017) describe the emotional dimension as the feelings that are affected by the change process and that have a clear connection to the emotional dimension of change through the moods that the individual possesses, emotions, and sympathetic nervous system activity that people experience about the subject of the situation that directs them and then relate to it later.

### **Methodology**

#### **First: Research Problem**

The research problem is represented by the weak perception and deficiency of the research sample regarding its variables. As a result, the research problem can be embodied by identifying inclusive leadership from the perspective of the research sample, its prevalence at Al-Ameed University, and the extent to which it contributes to employee readiness for organizational change via the leader's sense of humor. The following questions may help clarify the field issue of the research:

1. Does Al-Ameed University adopt inclusive leadership to obtain the readiness of employees for the desired organizational change through the leader's sense of humor? Moreover, does inclusive leadership affect the readiness of employees for organizational change through the leader's sense of humor at Al-Ameed University?
2. Is there a relationship between inclusive leadership and the readiness of employees for organizational change at Al-Ameed University?
3. Is inclusive leadership able to impact the readiness of employees for organizational change at Al-Ameed University?

#### **Second: Research Importance**

1. The novelty of the research variables requires writing about them theoretically and the possibility of applying them practically.
2. We chose three modern variables and applied them in a place we believed was appropriate.
3. Al-Ameed University's investment in inclusive leadership, considering that it deals with large segments of workers, requires it to focus on inclusive leadership to achieve excellence and achieve the readiness of workers for the desired organizational change through the leader's sense of humor.
4. Pointing out the strengths and weaknesses arising from inclusive leadership and their reflection on the readiness of workers for organizational change at Al-Ameed University.
5. Integrating inclusive leadership with humor helps workers at the Holy Shrine of Imam Hussein prepare for organizational transformation.

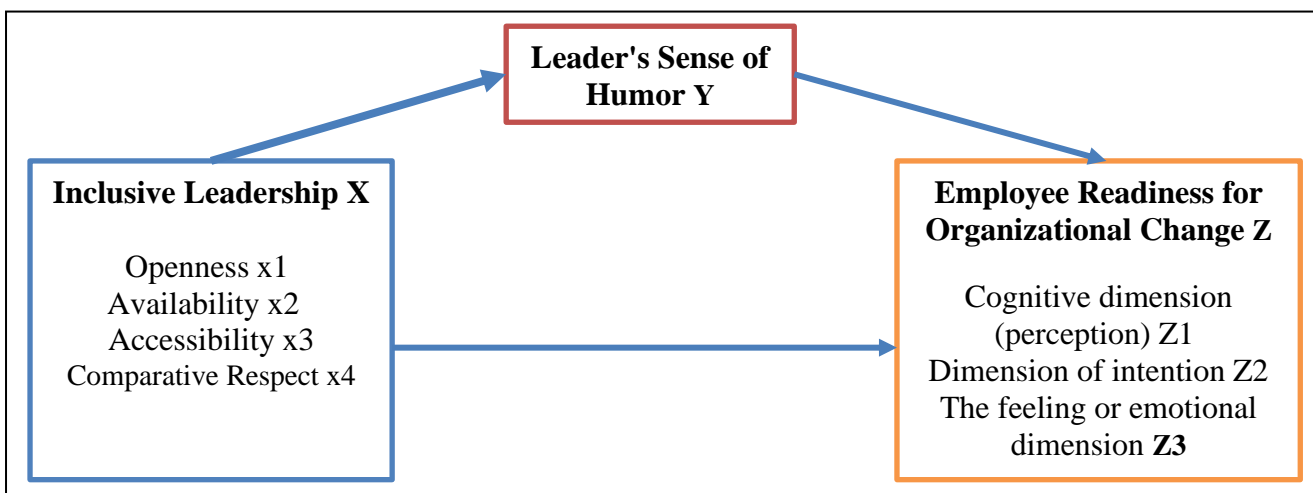
**Third: Research Objectives**

1. Identifying the reality of inclusive leadership prevailing at Al-Ameed University and trying to measure it to reveal the extent of its consistency with the reality of the current research.
2. Assessing the actuality of Al-Ameed University in relation to its investment in the leader's sense of humor in preparing employees for organizational change and the degree to which it is consistent with its strong position.
3. Examining the leader's sense of humor, assessing the influence of inclusive leadership on the preparedness of employees for organizational change at Al-Ameed University.

**Fourth: Research model**

A fictitious diagram has been created to illustrate the mediating role of organizational reputation in the relationship between moral leadership and organizational success. The administrative literature about the research specialisation (organisational theory, organizational behavior, and human resources management) served as its foundation. This diagram includes the following:

1. Independent Variable (X): It is represented by the dimensions of inclusive leadership (openness, availability, accessibility) (Ye et al., 2019).
2. Mediating Variable (Y): This is the leader's one-dimensional sense of humor. (Kai, et al., 2015)
3. Dependent Variable (Z): It is represented by dimensions corresponding to the readiness of employees for organizational change in its dimensions (cognitive dimension (perception), intention dimension, emotional dimension). (Bouckenoghe et al., 2009) **As shown in Figure (1):**



**Figure (1) Research Model**

**Fifth: Research Hypotheses**

- H1: There is a statistically significant effect of inclusive leadership in its dimensions on the leader's sense of humour.
- H2: There is a statistically significant effect of the leader's sense of humour on the readiness of employees for organisational change.
- H3: There is an effect of inclusive leadership on the readiness of employees for organisational change through the sense of humour.

**Sixth: Research Limits:**

1. Spatial boundaries: Al-Ameed University was chosen as a research community because it is the closest and most appropriate to test the research hypotheses and achieve its main objectives, which gives importance to the research and the possibility of generalising its results.

2. Time boundaries: This is represented by the period that the researchers took to write the theoretical aspect, distribute the questionnaire and retrieve it (data collection), and conduct appropriate statistical treatments (data analysis stage) to obtain the results (conclusions and recommendations stage) that serve those institutions based on the sample responses for the period (10/15/2018 - 4/4/2019).

3. Human boundaries: This is represented by the instructors in some colleges of Al-Ameed University. Who were chosen according to the random sample method to avoid the bias error that appears to affect the statistical results at the sample and community levels alike. The sample amounted to (156) individuals.

**Seventh: Research Methodology**

The descriptive inductive approach was followed in the theoretical aspect, and the applied analytical approach was followed in the practical aspect.

**Result**

**1. Descriptive Statistics And Correlation**

The findings of correlation analysis and descriptive statistics are shown in Table (1). For inclusive leadership, a leader's sense of humour, and employee readiness for organizational change, the corresponding mean and standard deviation are M = 3.66, SD =.818, M = 3.70, SD =.859. According to the Pearson correlation coefficient, there is a significant and positive relationship between inclusive leadership and both employee readiness for organizational change (r =.824, p < 0.1) and the leader's sense of humour (r =.866, p < 0.1). The study found a favourable correlation between a leader's sense of humor and employee readiness for organizational change (r =.715, p < 0.1). These relationships were predicted in the research hypotheses.

**Table (1) Mean, Standard Deviations, And Correlations Between Main Variables**

Variables	M	SD	1	2	3
Inclusive leadership	3.66	.818	1	.866**	.824**
Leader's Sense of Humor	3.70	.859	.866**	1	.715**
Employee Readiness for Organisational Change	3.87	.762	.824**	.715**	1

Note N=156, \*\*p<0.01

**2. Reliability And Validity Measurement**

Table (2) illustrates the results of the Confirmatory Factor Analysis (CFA) analysis. Parameter estimations that exceed 40% are considered practicable and acceptable. The statistical significance of the parameter estimates is determined by the significance of the critical ratio (CR), which represents the statistical scale. The statistical parameters can be more dependable when the standard errors are smaller, and the reverse is also true. According to Holtzman and Sailesh (2011), parameter estimations are significant if they surpass the critical ratio (1.96) at the significance level (%5) and the threshold of 2.56 at the significance

level (%1). Except for items 3 from Intentional Readiness of Change, values over 0.40 (loading) imply statistical acceptance. Additionally, the conformance structural equation modeling's indicators and base quality have beyond the statistically permissible limitations. Cronbach's alpha reliability analysis is also included in this table. The research instrument used in this work has a high level of internal consistency, as shown by the values above 0.7 (Sharma, 2016). Consequently, it might be argued that this study's measuring paradigm satisfies validity and reliability requirements.

**Table (2) Confirmatory Factor Analysis , and Cronbach's Alpha**

Variables (dimensions)	Cranach's Alpha	Loading	Quality Indicators
<b>Inclusive leadership</b>	<b>0.92</b>		<b>CIMN/DF=1.529</b> <b>GFI=.931</b> <b>CFI=.977</b> <b>IFI=.978</b> <b>RMSEA=.067</b>
<b>Openness</b>	<b>0.85</b>	<b>.850</b>	
		<b>.678</b>	
		<b>.803</b>	
		<b>.753</b>	
<b>Availability</b>	<b>0.81</b>	<b>.776</b>	
		<b>.815</b>	
		<b>.697</b>	
		<b>.823</b>	
<b>Accessibility</b>	<b>0.71</b>	<b>.671</b>	
		<b>.547</b>	
<b>Leader's Sense of Humor</b>	<b>0.92</b>		
		<b>.836</b>	
		<b>.781</b>	
		<b>.696</b>	
		<b>.618</b>	
		<b>.723</b>	
		<b>.808</b>	
		<b>.813</b>	
<b>Employee Readiness for Organisational Change</b>	<b>0.88</b>		<b>CIMN/DF=1.610</b> <b>GFI=.958</b> <b>CFI=.987</b> <b>IFI=.987</b> <b>RMSEA=.072</b>
<b>Cognitive Readiness for Change</b>	<b>0.78</b>	<b>.849</b>	
		<b>.722</b>	
		<b>.748</b>	
<b>Intentional Readiness of Change</b>	<b>0.80</b>	<b>.673</b>	
		<b>.980</b>	
		<b>Deleted</b>	
<b>Emotional Readiness for Change</b>	<b>0.81</b>	<b>.843</b>	
		<b>.739</b>	
		<b>.721</b>	

### 3. Tests Of Hypotheses

This study investigated the influence of inclusive leadership on the readiness of employees for organizational change by examining the leader's sense of humor. Table (3) and the structural model illustrate the direct effect, C.R, and P-value. The Structural Modelling Equation was

utilized to demonstrate the direct influence, as shown in Table 3. The study found a significant correlation ( $\beta = 0.968$ ,  $p < .001$ ) between inclusive leadership and a leader's sense of humor, confirming H 1. Inclusive leadership negatively correlates with employee readiness for organizational change ( $\beta = -0.034$ ,  $p > .005$ ), rejecting hypothesis 2. H3 demonstrates a favourable correlation between a leader's sense of humor and employee readiness for organisational change ( $\beta = 0.834$ ,  $p < .001$ ). To evaluate H4, bootstrapping analysis was performed on 5,000 sub-samples to determine the correlation of bootstrapping samples using a 95% confidence interval (CI), as proposed by Preacher and Hayes (2018). Amos software validates the link between Inclusive Leadership and Employee Readiness for Organizational Change, supporting H4 and demonstrating the role of a leader's sense of humor.

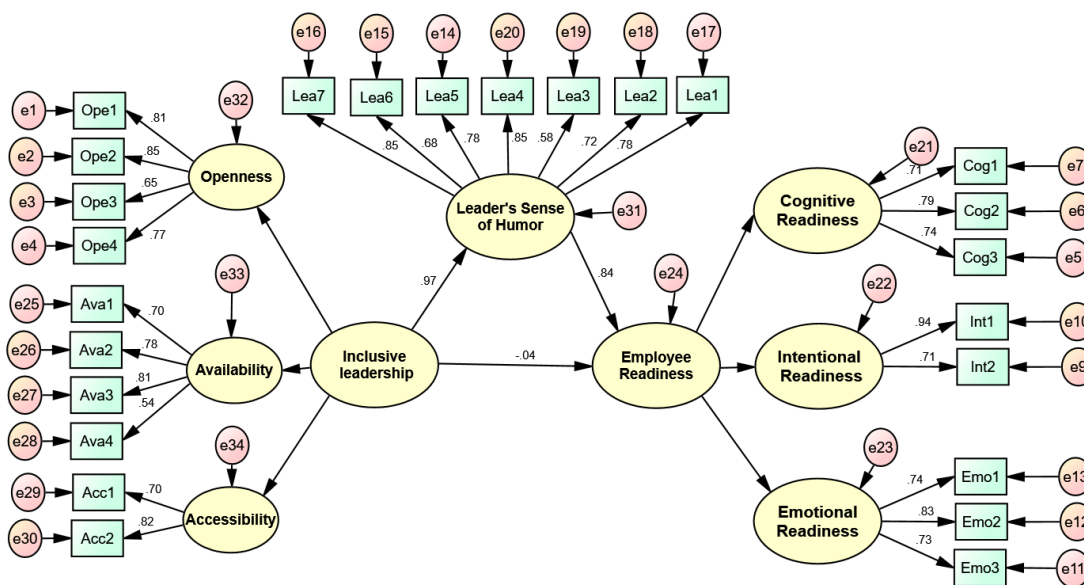


Figure (2). Structural Model

Table (3). Path Coefficients, S.E, C.R, and P-Values

Effect	Hypotheses	B	S.E	C.R.	P
Direct Effect	Inclusive Leadership → Leader's Sense Of Humor	.968	.553	7.868	***
	Inclusive Leadership → Employee Readiness For Organizational Change	-.038	.717	-.073	.942
	Leader's Sense Of Humor → Employee Readiness For Organizational Change	.834	.162	2.602	***
Indirect Effect	Inclusive Leadership → Leader's Sense Of Humor → Employee Readiness For Organizational Change	.812	Lower Bound .177	Upper Bound .165	.003

### Conclusions

1. Inclusive leadership is the main pillar for achieving employee readiness for organizational change for any organization that aspires to pioneer in its field .

2. The leader's sense of humor is the main link to enhancing employee readiness for organizational change in all fields.

3. The significance of the leader's role in fostering high levels of employee readiness for organizational change is widely acknowledged despite the divergent perspectives on the concepts of Inclusive leadership and the leader's sense of humor.

4. The sample confirmed its interest in inclusive leadership, which gives it an applied dimension embodied in the possibility of employing it in the university. Investing in the leader's sense of humour is also a good tool for enhancing employee readiness for organizational change.

5. The statistical results indicated a correlation between the leader's sense of humor and the employees' preparedness for organizational change of the highest value. The leader's sense of humor and employee preparedness for organizational change were rated third, while the relationship between inclusive leadership and employee readiness for organizational change was ranked second.

6. The statistical results of the effect indicated that the leader's sense of humor had the greatest impact on the effect of Inclusive leadership. The leader's sense of humor subsequently influenced the readiness of employees for organizational change, while Inclusive leadership had an inverse effect on the readiness of employees for organizational change.

7. The moral significance of inclusive leadership is that it indirectly affects employees' preparedness for organizational change through the leader's sense of humor.

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