

Study of the Impact of Ambidextrous leadership on Voice and Silence Behaviors

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Abstract

Employee voice and silence represent positive and negative organizational behavior respectively, and are highly correlated extra-role behaviors. Based on the theory of two-process decision-making and 626 employees of enterprises as samples, this study uses SPSS and AMOS software to conduct structural equation model analysis to explore the influence of ambidextrous leadership behavior from cognitive perspective on employee voice and employee silence, and to verify the mediating mechanism of role conceptualization and role overload in this process. The results show that role conceptualization plays a completely mediating role in the process of the influence of open leadership on voice behavior, and is more significant than role overload in the process of complete mediation; at the same time, role conceptualization has a completely mediating role in the process of the influence of open leadership on silence behavior, while role overload has a completely mediating role. In addition, role conceptualization plays a completely mediating role in the process of the influence of close leadership on voice behavior, which is more significant than role overload. Finally, role conceptualization mediates the influence of closed leadership on silent behavior. The intermediary role of role overload in this process is established. This study has a certain contribution to the development of relevant theories and management practice.

Keywords

Employees' voice behavior, employees' silence behavior, Ambidextrous leadership.

1. Introduction

With the acceleration of technological renewal and the intensification of global market competition, the wisdom of one leader may not be enough to cope with different situations. Suggestions from employees may be the key to reverse the situation of enterprises. As representatives of positive and negative organizational behavior (Duan Jinyun, 2012), employee voice and silence behaviors have received wide attention in recent years.

What kind of leadership style can promote employee voice or lead to employee silence? Most of the existing literature focuses on single leadership behavior, such as inclusive leadership (Wang Yanfei, 2018), humble leadership (Zhang Yajun, 2017), and few papers focus on ambidextrous leadership style composed of two complementary leadership behaviors (Luo Jinlian, 2018). Based on this, this paper intends to study the impact of ambidextrous leadership style (cognitive perspective: open and closed leadership behavior) on employee voice and silence behavior, and explore its mediating mechanism.

The theoretical value of this study is embodied in: (1) enriching and developing the domestic research of ambidextrous leadership through exploring the influence mechanism of organizational citizenship behavior represented by employee voice and silence behavior; (2) introducing cognitive decision-making process as an intermediary variable to study and systematically expounding the recognition mechanism of voice and silence behavior.

The practical application value of this study is reflected in: helping managers choose appropriate leadership behavior by using paradoxical thinking; helping leaders effectively guide employees to offer suggestions.

2. Research Review

2.1. Ambidextrous Leadership

Duncan (1976) first put forward the concept of dual organization. He believed that an organization should have two kinds of conflict abilities: exploitative innovation and exploratory innovation. Dual theory, learning theory, situational theory, contradictory perception theory, dynamic capability theory and social network theory are learning, integrating and enriching from each other. Their connotations are gradually integrated into the fields of organizational learning, strategic management and technological innovation (Simsek et al., 2009). Rosing et al. (2011) extended the dualistic theory to leadership behavior, and put forward for the first time the ambidextrous leadership, which is composed of two complementary leadership behaviors: opening and closing. It can switch between exploratory and exploitative innovation to meet the changing demand for innovation. Zacher et al. (2015) proved that compared with any single leadership style, the team innovation performance reached the highest when adopting high-level opening leadership and closing leadership.

The study of ambidextrous leadership has aroused wide interest and active participation in academic circles, but the current research is still in the stage of model building and theoretical hypothesis. Han Yang et al. (2016), combing the existing research on Ambidextrous leadership, found that scholars from different perspectives have explored the special paradoxical behavior style combination of Ambidextrous leadership, which can be summarized into the following three categories:

(1) Cognitive Perspective: Integrating Opening Leadership and Closing Leadership (Rosing et al., 2011; Zacher et al., 2015). Opening leadership refers to leadership that supports current challenges and encourages diversified actions, "breaking rules and encouraging change"; Closing leadership refers to leadership that standardizes the path to achieve goals by setting standards of conduct, "establishing rules and reducing variation". Opening behavior can lead to conflict and confusion in activities, and is not easy to apply knowledge. Closing Leadership can solidify group thinking and hinder the generation of innovative ideas. The ambidextrous leadership which integrates opening and closing behavior will coordinate the contradictory behaviors, rationally allocate cognitive resources, identify management conflicts and challenges, avoid confusion or solidification caused by single behavior, and choose adaptive behavior strategies differently according to different situations to meet the competitive needs of contradictory problems.

(2) Power perspective: Integrating Authorized Leadership and Mandatory Leadership (Marting et al., 2013; Luo Jinlian et al., 2018). Traditional leadership theory holds that authority is the key to the exertion of leadership influence, but both centralization and decentralization have two sides to the exertion of leadership (Somech, 2006; Martin et al., 2013). Mandatory leadership shows a relatively centralized character, providing clear action objectives for members and closely supervising the implementation, but excessive command will make team members lose flexibility; authorized leadership pays attention to power sharing and supports broad participation of members, but excessive power sharing can easily reduce the effectiveness of member collaboration. From the point of view of right matching, ambidextrous leadership balances the differences between authorized and mandatory leadership, and encourages complementary and synergistic power advantages, which not only weakens the confusion caused by excessive authorization, but also enhances the employee autonomy

weakened by excessive centralization, and exerts the synergistic and complementary effect of the two leadership behaviors.

(3) Customary perspective: integrating transformational leadership and transactional leadership (Bass et al., 2003; Han Yang et al., 2016). Faced with the fast changing external environment, organizations should not only formulate norms to maintain organizational stability, but also break the framework to actively meet opportunities. Although transactional leadership ensures the orderliness of organizational activities by setting clear rules and norms, it is easy to make the organization inertia and rigidity; while transformational leadership stimulates creativity through idealized influence and helps to identify opportunities in the external environment, but lacks the role of stability and coordination, which makes it difficult to ensure organizational activities. Ambidextrous leadership combines transformational and transactional leadership, breaks through the constraints of conventions and alleviates the confusion of cognitive diversity, and copes with environmental turbulence through complementary behavior.

Although scholars have not yet reached a consensus on the basic connotation of ambidextrous leadership, they can conclude two basic characteristics of ambidextrous leadership: the coexistence and integration of contradictory forces and even contradictory leadership styles from the perspective of paradox theory; and the adaptability and flexibility of paradoxical behavior adjustment from the perspective of contingency theory (Luo Jinlian et al., 2016).)

This study intends to explore the influence of ambidextrous leadership on voice and silence from a cognitive perspective. The reason is that ambidextrous leadership from the perspective of rights and conventions pays more attention to the external incentives of employees' behavior, and explores the influence of centralization and decentralization, and the stability of rules and norms on leadership. From the cognitive perspective, leaders should balance the exploitation and the exploration of new thinking and knowledge. As a highly correlated extra-role behavior, the study of ambidextrous leadership from a cognitive perspective can better explore the cognitive mechanism behind the behavior. Therefore, it is more reasonable to explore the influence of ambidextrous leadership on voice and silence from a cognitive perspective.

2.2. Voice and Silence Behaviors

2.2.1. Voice Behavior

The research on voice behavior originated from Hirschman's (1970) research on the response of consumers to dissatisfaction. Subsequently, scholars in the field of organizational management gradually began to pay attention to the voice behavior of employees in the organization. Farrell (1983) first introduced voice behavior into employee research, and proposed an EVLN (exit, voice, loyalty, neglect) model of employee response. He believed that voice behavior is more conducive to organizational development than withdrawal, loyalty and neglect behavior in the face of dissatisfaction. Van Dyne et al. (1995) redefined employees' voice behavior, believing that employee voice behavior refers to "employees actively challenge the status quo of the organization and provide constructive suggestions for the organization, belongs to employees' spontaneous and challenging extra-role behavior, and plays an important role in promoting the effectiveness of organizational functions".

Liang et al. (2012) supplemented the connotation of voice, proposed a two-dimensional model of voice, and considered that employee suggestion includes two aspects: promotive voice and prohibitive suggestion. Promotive voice is easier to be accepted by others because of their friendly intentions. Prohibitive suggestion is also very important to the organization, but for the purpose of expressing different opinions, pointing out errors, preventing harmful behavior and correcting negative effects, it is sometimes regarded as a challenge to his authority by the leader, and is not easily accepted by the leader, which also leads to the employee's being more cautious in making suggestions.

There are abundant discussions on the antecedent variables of employee voice behavior in the existing literature, which can be divided into three main lines: (1) Based on the individual factors of employees, this kind of research pays attention to the relationship between employee personality differences and demographic characteristics, and explains which kind of employees are more likely to express their own ideas and put forward their own ideas. For example, LePine and Van Dyne (2001)' research shows that responsible and extroverted employees are more likely to make suggestions, while neurotic and submissive employees are less likely to make suggestions. At the same time, it completely mediates the influence of political skills on voice behavior. Zhou Jiantao et al. (2013) explored the predictive effect of employee education level on voice behavior. (2) Based on the research of leadership, this kind of research considers that leadership is an important predictor of employees' voice behavior (Morrison et al., 2011). It mainly explores the path mechanism and boundary conditions of the influence of leadership on employee voice behavior, for example, Duan Jinyun et al. (2017) tested the predictive effect of transformational leadership on team voice climate through empirical research, the mediating role of voice climate between transformational leadership and team performance, and the moderating effect of innovative climate on transformational leadership and team voice climate. There are a lot of research on voice behavior from the perspective of leadership. At present, besides transformational leadership, research based on domestic situation has included participatory leadership (Xiangchangchun et al., 2013), authoritarian leadership (Qiu Gongying et al., 2014; Ma Guimei et al., 2014), paternalistic leadership (Tian Xilan et al., 2014), authentic leadership (Liu Sheng et al., 2015), humble leadership (Zhang Yajun, 2017; Feng Jingming, 2018), inclusive leadership (Wang Yanfei, 2018), positive leadership (Luo Xingpeng, 2018), abusive management (Song Meng, 2015; Wu Weiku, etc., 2012; Yan Dan, 2012), leadership forgiveness (Zhang Yajun, Zhang Lei, 2017; Zhang Yajun, 2018); Zhang Junwei, 2017), Leadership Information Sharing (Chen Qianqian, 2017), Leadership Development Feedback (Liu Tong, 2018). (3) Based on organizational and environmental factors, focus on the organizational context variables and team variables that affect employees' positive voice intention, and try to explain why in some specific situations, employees with strong initiative or high satisfaction will also watch or see to make less active voice behavior, such as team participation atmosphere (Zhang Lanxia, etc.). (2018), workplace friendship (Yin Kui et al., 2018), time pressure (Yi Ming et al., 2018), collectivism (Chen Qianqian et al., 2017), high commitment work system (Liu Bangcheng et al., 2017), high performance work system (Miao Rentao et al., 2015), employee-organizational value matching (Ma Guimei et al., 2015) and internal identity Perception (Li Yanping, 2017).

2.2.2. Silence Behaviors

Silence behavior, as another dimension of extra-role behavior highly related to voice behavior, was formally proposed by Morrison and Milken (2000). Morrison and Mulliken consider silence as a collective phenomenon, and define silence as the behavior of most employees who selectively retain their opinions and ideas in the face of problems that may arise in the organization. Pinder and Harlos (2001) defined silence at the individual level, believing that silence is when employees have the ability to improve current organizational performance, but retain the behavior, cognitive or emotional evaluation of organizational environment. He Quan et al. (2006) pointed out that although there are differences between the two definition at the research level, they both emphasize that reservation is the basic component of silence, separating silence from silence without speaking or communicating.

Pinder and Harlos (2001) classify silence into tacit silence and inaction silence, tacit silence refers to employees' expectation that they are unable to change the status quo and consequently retain their views passively, which means passive submission; inaction silence refers to the more positive retention of views, with the purpose of protecting themselves or fear that expressing opinions will lead to interpersonal estrangement. Van Dyne and Ang (2003)

further divided silence into three dimensions: acquiescent silence, defensive silence and prosocial silence. The connotations of the former two correspond to tacit silence and inaction silence respectively, while prosocial silence is based on altruistic or cooperative motives, and retains relevant information and opinions for the benefit of others and organizations. Zheng Xiaotao and other scholars (2008) put forward the dimension division of Chinese situation: disregard of silence, acquiescent silence and defensive silence. The two dimensions of acquiescent silence and defensive silence are the same as those of Van Dyne and Ang, while disregard silence is not mentioned in Western studies. It refers to employees' low-level commitment to existing jobs or organizations and their involvement in negative perspectives, which means disregarding the interests of organizations.

2.2.3. Problems

Facing with the problems in the organization, employees often put forward their own opinions or keep silent. Employees' voice and silence behavior, as representatives of positive and negative organizational behavior, are often carried out independently in existing studies, and their antecedent mechanism and consequence variables are explored respectively. There have been two active areas in the study of organizational voluntary work behavior (Fay and Sonnengerag, 2010): (1) positive behavior represented by OCB, peripheral performance, voice behavior, etc. (2) non-productive work behavior (CWB), deviant behavior, employee silence, etc. Early studies focused more on positive organizational behavior, but more on negative organizational behavior recently. Dalal (2005) made a meta-analysis of organizational citizenship behavior and unproductive work behavior, and found that there was a moderate negative correlation between them. Duan Jinyun (2012), a domestic scholar, preliminarily tested the relationship between positive behavior and negative behavior by empirical research showing that voice and silence are two independent concepts, and explored the influence of cognitive factors (self-efficacy and psychological security), emotional factors (positive and negative emotions), and leadership factors (leadership member relationship). The number of studies that combine these seemingly opposing but vague employee behaviors is very limited. In order to expand this kind of research, this paper combines voice and silent behavior, intends to explore the relationship between employee voice and silence by comparing and studying the influence mechanism of the same antecedent variable (ambidextrous leadership style), so as to have a clearer understanding of the relationship between positive behavior and negative behavior.

2.3. Recognition

There are many studies on voice behavior, but there are only four theoretical perspectives: social exchange theory, impression management, psychological security, and other theoretical perspectives such as psychological contract, organizational identity theory. These theoretical perspectives are only from the surface of voice behavior to study, to solve the value of employees is not worth saying, whether it is safe to say when the problem is solved is that employees in the face of voice behavior should not say concerns. Cognition is one of the two basic factors that drive people's behavior. There are many cognitive factors that affect employees' voice and silence behavior. Some scholars have chosen self-efficacy and psychological security to explore their comparative impact on voice and silence (Duan Jinyun, 2012) and solve the mechanism of employees' voice behavior from the cognitive perspective.

Domestic research on the cognitive mechanism of voice and silence behavior is still in the preliminary and exploratory stage. Wang Yanfei et al. (2018) used the cognitive-affective personality system theory (CAPS) to test the mediating role of employee's internal identity cognition in inclusive leadership and voice behavior; Tian Xilan et al. (2014) based on self-cognitive theory to verify the mediating role of employee's internal identity cognition in inclusive leadership and voice behavior and choosed self-efficacy as the mediating variable of

paternalistic leadership and voice behavior; Wu Mengying et al. (2017) used role theory to analyze the three dimensions of role dilemma (role conflict, role ambiguity, role overload) in the process of silence caused by destructive leadership.

Based on the two-process decision theory, Chiaburu et al. (2008) proposed an exploratory model of the mechanism of employee voice behavior from a cognitive point of view. The model distinguished the cognitive factors that promoted and hindered voice behavior (promoting factors: role conceptualization, personal relevance, psychological security; hindering factors: role overload, time pressure). This study intends to use Chiaburu's model for reference to verify that role conceptualization and role overload promote or hinder voice and silence respectively, and try to explore their path mechanism in the process of ambidextrous leadership's influence on voice and silence.

3. Hypothesis

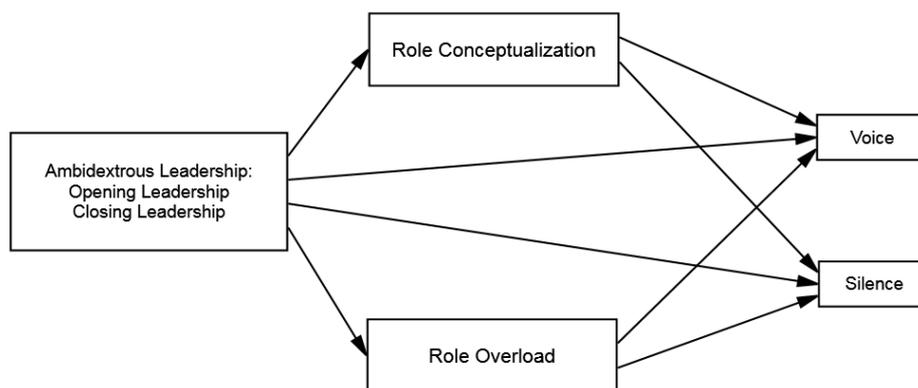


Figure 1. Conceptual Model

Role conceptualization refers to the extent to which employees regard specific behaviors as part of their roles. Generally speaking, when employees view their roles in a broad sense and conceptualize organizational citizenship behavior as part of their job expectations, the cognitive refinement related to suggestions will be strengthened. Increasingly, it is recognized that although organizational citizenship may go beyond the formally prescribed scope of work, employees perceive these behaviors to vary degrees within or without their roles (Chiaburu et al., 2008). In addition, a growing number of empirical studies have shown that role conceptualization affects work attitudes and behaviors (Chiaburu, 2007; Kamdar et al., 2006). How does role definition affect the decision-making process of challenging facilitation behavior? If employees feel that providing suggestions for improvement is part of their role, they may increase the systematic handling of such voice behavior. Considering that systematic processing is more laborious than heuristic processing, and usually requires strong motivation and personal involvement, it can be expected that only when employees think that voice participation is part of their role, can they conduct more careful and laborious cognitive processing.

Given existing time, competence and other organizational constraints, employees may feel that they are expecting too much activity; in other words, they are suffering from role overload, which may reduce cognitive refinement. For example, role overload can produce a series of negative consequences, such as reducing the perceived safety atmosphere and safety awareness of work requiring attention to safety, increasing attention to task performance and reducing spontaneous help behavior, reducing the positive impact of organizational resources

on self-efficacy, making self-efficacy and performance goal level. The relationship was not significant (Chiaburu, 2007).

Therefore, the following assumptions are proposed and the conceptual model shown in Figure 1 is drawn.

H1: Role conceptualization mediates the influence of ambidextrous leadership on employee voice behavior

H1a: Role conceptualization mediates the influence of open leadership on employee voice behavior

H1b: Role conceptualization mediates the influence of closed leadership on employee voice behavior

H2: Role overload mediates the influence of ambidextrous leadership on employee voice behavior

H2a: Role overload mediates the influence of open leadership on employee voice behavior

H2b: Role overload mediates the influence of closed leadership on employee voice behavior

H3: Role conceptualization mediates the influence of ambidextrous leadership on employee silence

H3a: Role conceptualization mediates the influence of open leadership on employee silence

H3b: Role conceptualization mediates the influence of closed leadership on employee silence

H4: Role overload mediates the influence of ambidextrous leadership on employee silence

H4a: Role overload mediates the influence of open leadership on employee silence

H4b: Role overload mediates the influence of closed leadership on employee silence

4. Research Methods

4.1. Samples

This study collected data from May to July, 2019. The specific method is to find acquaintances at work and ask them to help find their friends to fill out questionnaires. A total of 700 questionnaires were sent out and 670 questionnaires were recovered. 626 questionnaires with obvious regularity were excluded, and the effective rate was 93.433%. Among them, 52.2% were males, 44.1% were aged from 20 to 30, 27% were senior high school students and 26% were undergraduates, and 34.3% and 26.7% were working for one to three years and three to five years respectively.

4.2. Measures

This study explores the impact of ambidextrous leadership from a cognitive perspective, which emphasizes the complementarity and synergy between opening and closing leadership. The opening and closing leadership scales are developed by Zacher and Rosing (2005), containing seven items respectively. The Chinese version questionnaire developed by Liang et al. (2012) was used to measure voice behavior which was divided into two dimensions: promotive voice and prohibitive suggestion, with 10 items in total. The scale used by Zheng Xiaotao and Ke Jianglin (2008) is used to measure disregard of silence, acquiescent silence and defensive silence, with a total of 12 items. Chiaburu (2007) used a method to measure role conceptualization, that is, to ask the subjects whether the behavior belongs to part of their job, a total of 10 items. The scale used by Rizzo and House et al. (1970) was used to measure role overload with five items. All scales used Level 7 Likert scale, from "1 = total disagreement" to "7 = total agreement". Variable measurement items and reliability involved in this study are listed in Table 1.

In this study, gender, marital status, education level, age, length of service, position and so on are selected as control variables. First, these variables have a certain degree of correlation with

organizational behavior [57]. Second, previous studies have proved that these variables have a certain impact on organizational behavior [55].

Table 1. Items for Measures and Reliability

Variables	Items	C.R.
Opening Leadership	1. My leader allows different ways to accomplish tasks.	0.904
	2. My leader encourage experimentation with different ideas	
	3. My leader is willing to take risks	
	4. My leadership gives us the opportunity to think and act independently.	
	5. My leader allow to express our own opinions.	
	6. My leader allow to make mistakes.	
	7. My leader allow to learn from mistakes.	
Closing Leadership	8. My leader often monitor and control the achievement of goals.	0.898
	9. My leader follow established standard procedures or practices.	
	10. My leader often correct our ideas or practices.	
	11. My leader supervise our compliance	
	12. My leader pays attention to uniform task accomplishment,	
Voice Behavior	13. My leader sanctions errors	0.91
	14. My leader sticks to plans.	
	1. Proactively develop and make suggestions for issues that may influence the unit.	
	2. Proactively suggest new projects which are beneficial to the work unit.	
	3. Raise suggestions to improve the unit's working procedure.	
	4. Proactively voice out constructive suggestions that help the unit reach its goals.	
	5. Make constructive suggestions to improve the unit's operation.	
	6. Advise other colleagues against undesirable behaviors that would hamper job performance.	
	7. Speak up honestly with problems that might cause serious loss to the work unit, even when/though dissenting opinions exist.	
	8. Dare to voice out opinions on things that might affect efficiency in the work unit, even if that would embarrass others.	
9. Dare to point out problems when they appear in the unit, even if that would hamper relationships with other colleagues.		
10. Proactively report coordination problems in the workplace to the management.		
Silence Behavior	1. Leadership has basically been decided, and my opinion will not play too much role.	0.925
	2. My suggestion will not affect the current situation.	
	3. There is little likelihood that the leader will adopt my suggestion.	
	4. Leaders won't change some decisions. It doesn't make much sense to say so.	

	<p>5. It may affect the interpersonal relationship between colleagues, and choose silence for lack and negligence in other people's work.</p> <p>6. Converge a little, don't put forward my opinion, lest it become the target of public criticism.</p> <p>7. There is no need to offend leaders and colleagues.</p> <p>8. I have a good relationship with colleagues, so don't make any comments.</p> <p>9. I don't care about other people's affairs. There's no need to talk about them.</p> <p>10. I don't care about business. It doesn't matter.</p> <p>11. If we adopt the doctrine of the mean, we will not have too much responsibility if we don't say more.</p> <p>12. I don't have a deep relationship with the company. There's no need to say that.</p>	
Role Conceptualization	<p>1. "Proactively develop and make suggestions for issues that may influence the unit" is part of my job</p> <p>2. "Proactively suggest new projects which are beneficial to the work unit" is part of my job</p> <p>3. "Raise suggestions to improve the unit's working procedure" is part of my job</p> <p>4. "Proactively voice out constructive suggestions that help the unit reach its goals" is part of my job</p> <p>5. "Make constructive suggestions to improve the unit's operation" is part of my job</p> <p>6. "Advise other colleagues against undesirable behaviors that would hamper job performance" is part of my job</p> <p>7. "Speak up honestly with problems that might cause serious loss to the work unit, even when/though dissenting opinions exist" is part of my job</p> <p>8. "Dare to voice out opinions on things that might affect efficiency in the work unit, even if that would embarrass others" is part of my job</p> <p>9. "Dare to point out problems when they appear in the unit, even if that would hamper relationships with other colleagues" is part of my job</p> <p>10. "Proactively report coordination problems in the workplace to the management" is part of my job</p>	0.904
Role Overload	<p>1. I have enough time to complete my job.</p> <p>2. The tasks I receive are difficult to accomplish within human resources.</p> <p>3. Tasks are within the scope of my training and personal abilities.</p> <p>4. My workload is just right.</p> <p>5. The tasks I received did not have enough financial and material resources to carry out.</p>	0.837

5. Research Results

AMOS 24 was used for statistical analysis. Firstly, the variables involved in this study are analyzed by confirmatory factor analysis, then structural equation model is used to examine the relationship between variables to verify the hypothesis.

Table 2. Reliability and Validity Analysis Table

Constructs	Items	Parameter Significance Estimates				Loadings	Item Reliability	Composite Reliability	Convergent Validity
		Unstd.	S.E.	t-value	P				
OL	OL1	1.000				.739	.546	.904	.612
	OL3	1.182	.059	20.150	***	.814	.663		
	OL4	1.138	.055	20.629	***	.832	.692		
	OL5	1.102	.058	19.151	***	.775	.601		
	OL6	1.004	.055	18.151	***	.737	.543		
	OL7	1.074	.055	19.573	***	.791	.626		
CL	CL1	1.000				.846	.716	.898	.638
	CL2	.873	.040	21.672	***	.762	.581		
	CL3	.955	.040	24.075	***	.821	.674		
	CL5	.897	.041	22.018	***	.771	.594		
	CL7	.883	.039	22.760	***	.789	.623		
RC	RC1	1.000				.709	.503	.904	.610
	RC4	1.014	.056	18.208	***	.775	.601		
	RC6	1.033	.056	18.594	***	.792	.627		
	RC7	.966	.053	18.339	***	.781	.610		
	RC9	1.060	.055	19.271	***	.823	.677		
	RC10	1.027	.055	18.778	***	.801	.642		
RO	RO1	1.000				.769	.591	.837	.563
	RO3	1.032	.058	17.794	***	.770	.593		
	RO4	1.010	.058	17.448	***	.752	.566		
	RO5	.952	.058	16.530	***	.708	.501		
V	V1	1.000				.720	.518	.910	.591
	V4	1.048	.054	19.255	***	.801	.642		
	V5	1.024	.055	18.591	***	.773	.598		
	V6	1.050	.058	18.069	***	.752	.566		
	V8	1.038	.056	18.477	***	.769	.591		
	V9	1.020	.055	18.512	***	.770	.593		
	V10	1.032	.054	19.055	***	.793	.629		
S	S1	1.000				.669	.448	.925	.608
	S4	1.224	.070	17.431	***	.779	.607		
	S5	1.288	.070	18.320	***	.826	.682		
	S6	1.358	.073	18.590	***	.841	.707		
	S7	1.242	.071	17.471	***	.781	.610		
	S8	1.275	.072	17.826	***	.800	.640		
	S11	1.295	.074	17.524	***	.784	.615		
	S12	1.270	.076	16.735	***	.743	.552		

(1) Confirmatory Factor Analysis

In order to test the conceptual distinction of variables involved in this study, confirmatory factor analysis was conducted on ambidextrous leadership, employees' voice, employees' silence, role conceptualization and role overload. The above variables include 51 items, and a reliability and validity analysis table is made, as shown in Table 2. Firstly, items with standardized factor load less than 0.6 should be deleted; secondly, if the standardized factor load meets the standard, check whether the residual meets the requirement, and consider deleting items that do not meet the requirement. After checking, it is considered that open leadership should delete the second item, closed leadership should delete the fourth and sixth item, role conceptualization should delete the second, third, fifth and eighth item, role overload should delete the second item, employee advice should delete the second, third and seventh item, and employee silence should delete the second, third, ninth and tenth item. After deleting items, according to Dennis et al. (2009), papers submitted in the past often reported the following indicators: $\chi^2/df = 3.421$, CFI = 0.915, RMSEA = 0.062, TLI = 0.900, GFI = 0.866, NFI = 0.885, RMR = 0.652, AGFI = 0.847, SRMS = 0.1941, all indicators are acceptable or in a good range.

(2) Hypothesis Testing

In order to test the influence of ambidextrous leadership on voice and silence, as well as the mediating role of role conceptualization and role overload, this study used Lance and Michael (2003)'s method to test the mediating effect. The first step is to test the relationship between independent variables and dependent variables; the second step is to test the relationship between independent variables and intermediate variables; and the third step is to control intermediate variables to test whether the relationship between independent variables and dependent variables has significant changes.

Table 3. Mediating Effects

	point est	product of coefficients		bias-corrected		percentile	
		SE	Z	Lower	Upper	Lower	Upper
OLtoRCtoV	0.796	0.177	4.497	0.529	1.217	0.543	1.227
OLtoROtoV	0.23	0.096	2.396	0.068	0.446	0.072	0.461
IE difference	-0.565	0.183	-3.087	-0.989	-0.277	-0.985	-0.267
OLtoRCtoS	0.003	0.138	0.022	-0.253	0.305	-0.256	0.294
OLtoROtoS	0.884	0.149	5.933	0.64	1.219	0.651	1.246
IE difference	0.882	0.184	4.793	0.567	1.296	0.569	1.298
CLtoRCtoV	0.797	0.133	5.992	0.605	1.109	0.606	1.109
CLtoROtoV	0.274	0.076	3.605	0.137	0.433	0.138	0.438
IE difference	-0.523	0.151	-3.464	-0.894	-0.289	-0.869	-0.274
CLtoRCtoS	-0.016	0.115	-0.139	-0.23	0.18	-0.23	0.18
CLtoROtoS	0.78	0.124	6.290	0.588	1.116	0.573	1.057
IE difference	0.796	0.17	4.682	0.517	1.164	0.516	1.164

Table 3 shows the results of using this method to test the mediation effect. Table 3 shows that role conceptualization and role overload play a completely mediating role between open leadership and voice, the two mediating paths have significant differences and the mediating role of role conceptualization is stronger, both H1a and H2a are established; role conceptualization plays a completely mediating role between open leadership and silence, while role overload is not established, H4a is established, H3a is not established; role conceptualization and role overload play a complete intermediary role between closed

leadership and advice, and there are significant differences between the two intermediary paths and the intermediary role of role conceptualization is stronger, both H1b and H3b are established; role conceptualization is in closed leadership and the mediating role between guidance and silence is not established, while role overload has a complete mediating role between them, H3b is not established, and H4b is established.

6. Conclusions

Based on the two-process decision-making theory, this study explores the influence of ambidextrous leadership from a cognitive perspective on employees' voice and employees' silence, and verifies the mediating mechanism of role conceptualization and role overload in this process. The results show that role conceptualization plays a completely mediating role in the process of the influence of open leadership on voice behavior, and is significantly more significant than role overload in the process of complete mediation; at the same time, role conceptualization has a completely mediating role in the process of the influence of open leadership on silence behavior, while role overload has a completely mediating role. In addition, role conceptualization plays a completely mediating role in the process of the influence of closed leadership on voice-building behavior, which is more significant than role overload. Finally, role conceptualization mediates the influence of closed leadership on silent behavior. The intermediary role of role overload in this process is established. This study has a certain contribution to the development of relevant theories and management practice.

(1) Theoretical Contribution

There are many studies on employees' voice and silence, but few systematically reveal the cognitive mechanism behind this behavior. This paper uses the theory of two-process decision-making to explore the mechanism of role conceptualization and role overload between leadership style and employees' behavior. Therefore, this study may expand the theoretical framework of voice behavior and silence behavior, and enrich the relevant research content.

(2) Practical Significance

By studying the path mechanism of the influence of ambidextrous leadership on employee voice behavior, this paper may broaden the application value of ambidextrous leadership. The concept of ambidextrous leadership emphasizes the role of paradox theory. It holds that leadership can have both paradoxical leadership styles. It pays attention to the synergistic advantages of the two leadership, and emphasizes the different leadership styles under different environmental variables, so as to meet the needs of different situations. This paper is devoted to the study of the influence of ambidextrous leadership on voice and silence behavior. It is believed that different leadership styles should play a contingent role and be flexibly applied to practice scenarios to promote employee voice behavior and reduce silence behavior.

(3) Research Limitations and Prospects,

This study inevitably has some limitations, which should be further explored in future research.

(1) Structural model method was used to analyze the results of this study. Because of the limitations of the method or the limited sample quality, the statistical significance of some indicators was not obvious. Future research should focus on improving sample quality or adopting different research methods to improve research results. (2) The cognitive process of voice and silence behavior is influenced by many factors, but this study only focuses on the role conceptualization and role overload, so it is not enough to fully reveal the cognitive mechanism of voice and silence; and (3) cross-sectional data are used in this study, which has certain limitations on the exploration of causality. There may be time lag in the process of exploring the outcome variables of voice and silence.

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