

Unraveling Innovation Ability Among Minority Cultural and Creative Talents: A Structural Model Based Study

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Abstract. This research paper delves into the innovation activities of cultural and creative talents, focusing specifically on minority cultural and creative talents, to better understand their innovation ability and re-evaluate their innovative behaviors. Drawing upon the systematic model of creativity and a three-dimensional structural model of intelligence, we identify key innovation ability indicators for minority cultural and creative talents. Utilizing exploratory factor analysis and confirmatory factor analysis, we construct a comprehensive structural model of innovation ability, comprising four first-order factors: innovative literacy, innovative knowledge, creative ability, and innovative quality, with 32 second-order factors. The findings of this study have significant implications for the selection and training of minority cultural and creative talents in China. By providing a deeper insight into the innovation capabilities of this diverse group, this research aids in offering valuable recommendations and guidance for nurturing and harnessing their creative potential. The structural model established through this study serves as a valuable tool to support decision-making processes in talent selection and development strategies within the cultural and creative industries, ultimately fostering a thriving and inclusive creative ecosystem.

Keywords: minority nationality, cultural and creative talent, innovation ability, structural model

1. Introduction

In recent years, the cultural and creative industries have emerged as crucial drivers of economic growth, independent innovation, soft power, and urban development, with human creativity and intelligence taking center stage as essential production factors. For China, a country rich in ethnic diversity, ecological resources, and cultural heritage, the development of cultural and related industries holds unique potential and strategic significance. Emphasizing the vigorous development of ethnic minority cultural and creative industries has become a central strategy in China's pursuit of economic and cultural growth.

Despite the vast potential, the cultural and creative industries in China's minority nationality regions are still at an early stage of development. The untapped human resources in these regions have not been effectively harnessed, resulting in an insufficient number of talents and limited innovation capacity to support the growth of the cultural and creative sector. To address this challenge and foster a thriving cultural ecosystem, it is imperative to examine and enhance the innovative behavior and abilities of cultural and creative talents in ethnic minority communities.

This research paper focuses on the overall innovation activities of cultural and creative talents and aims to re-examine their innovative behaviors. The primary objective is to study the structural model of innovation ability among cultural innovation talents from ethnic minority groups. Through this examination, we seek to identify key influencing factors and propose effective countermeasures, ultimately bolstering the development of the cultural industry and facilitating the dissemination and exchange of ethnic minority cultures within the country and globally.

Furthermore, this study holds considerable practical significance as it seeks to improve the innovation ability level of cultural innovation talents within ethnic minority communities. By doing so, it can contribute to promoting economic development and social progress in the ethnic minority regions of China.

In the following sections, we will explore the research framework, delve into the innovation behaviors of cultural and creative talents, and elucidate the proposed structural model of innovation ability for ethnic minority cultural innovation talents. Through this comprehensive examination, we aim to provide valuable insights and practical recommendations to support the sustainable growth and prosperity of the cultural and creative industries in ethnic minority regions, fostering a culturally enriched and economically vibrant future.

2. Literature Review

The concept of creativity and its relation to human abilities and intelligence has a long history in psychological research. Francis Galton, considered a pioneer in creative psychology, introduced the distinction between ordinary abilities and special abilities in his book "Genetic Genius" in 1869. He laid the groundwork for subsequent studies by emphasizing that special abilities are more inclined towards innovation.

The term "creative class" was first coined by Richard (2002), a renowned urban economist, in his book "The Rise of the Creative Class" in 2002. He identified a new component emerging at the end of the 20th century in the United States, alongside the working class and service class - the creative class. Within the creative class, he categorized individuals as "super creative core" and "creative professionals."

Various theories and models have been proposed to understand the complexity of creativity. Sternberg (2003) presented an investment theory of creativity, highlighting six interacting personal resources - intelligence, knowledge, cognitive style, personality, motivation, and context. Hooker, Nakamura, and Csikszentmihalyi (2008) developed a system model of creativity, emphasizing the importance of interactions among creators, audiences, and the social environment.

The iceberg model, introduced by Spencer and Spencer (1993), posits that competency exists in five domains, with knowledge and skills being explicit and measurable, while other competencies are challenging to measure. Simonton (1988) focused on the thinking habits of creative individuals in the innovation process, while Csikszentmihalyi (1988) argued that creativity is both a psychological event and a cultural and social phenomenon.

In China, Ge (2021) highlighted that innovation ability involves cognitive, imaginative, and problem-solving capabilities, as well as non-intellectual factors related to individuals' interests, emotions, and character. For talents in the cultural industry, Li (2007) proposed a competency model for advertising creative talents using the iceberg model, which included three types - threshold, discrimination, and transformation. Xiang (2009) developed a dual-competency model for managers in the cultural and creative industry, comprising basic and professional competencies.

Tiran, Bole, and Kozina (2022) explore the role of industrial culture as a driver of social innovation, focusing on the case of Velenje, Slovenia. The authors highlight the significance of cultural influences on innovativeness, which is also discussed by Guillén and Deckert (2021). They establish links between cultural differences depicted in 'The Culture Map' and the 'Global Innovation Index,' revealing how cultural factors can impact innovation outcomes.

Wei, Feng, and Zhang (2017) delve into innovation capability and talent development in China. They present evidence using a quantile regression approach, illustrating the relationship between innovation capability and the presence of innovation talents. A related aspect is addressed by Li, Dong, and Wang (2022), who propose an evaluation method for the creative genius cultivation pattern, emphasizing the importance of talent development strategies.

Flew (2017) delves into the realm of cultural and creative industries, stressing their significance in driving innovation and societal growth. This perspective resonates with the viewpoint of Banks (2020), who emphasizes the persistent creativity brought about by art, culture, and the creative industries. Both authors underline the crucial role these sectors play in fostering innovation within societies.

Amabile (1988) provides a comprehensive model of creativity and innovation within organizations. This theme is further discussed by Scott and Bruce (1994) in their exploration of determinants of innovative behavior. Anderson, Potočnik, and Zhou (2014) offer a state-of-the-science review on innovation and creativity in organizations, providing a guiding framework. Similarly, Mumford, Scott, Gaddis, and Strange (2002) highlight the role of leadership in orchestrating expertise and relationships to foster creative performance.

The role of leadership in fostering creativity is a recurring theme. Zhou and George (2003) emphasize the importance of leader emotional intelligence in awakening employee creativity. Shalley and Gilson (2004) provide insights into the social and contextual factors that leaders should consider to promote creativity in their teams. These perspectives are aligned with the findings of Tierney and Farmer (2002), who highlight the impact of creative self-efficacy on creative performance.

Team-level predictors of innovation are explored by Hülsheger, Anderson, and Salgado (2009) in a comprehensive meta-analysis spanning decades of research. They highlight factors that drive innovation at the team level. This is in line with the work of Gupta, Smith, and Shalley (2006), who explore the interplay between exploration and exploitation, shedding light on how teams balance these aspects to drive innovation.

While research on competency models exists in various industries in China and other countries, there is a dearth of studies focusing on employees in minority areas, especially regarding the innovation ability of cultural and creative talents from ethnic minorities. This study aims to fill this gap by conducting in-depth interviews to explore the innovation behavior of cultural and creative talents. It will develop a questionnaire for assessing innovation ability in minority cultural and creative talent and employ exploratory and confirmatory factor analyses to construct a structural

model.

By shedding light on the innovation ability of cultural and creative talents from ethnic minorities, this research contributes to the development of effective strategies for cultivating their creative potential. Understanding and fostering innovation among ethnic minority talents is crucial for promoting economic development and social progress in these regions. Through this study, valuable insights and recommendations can be provided to strengthen the cultural industry, facilitate the exchange of ethnic minority culture within China and beyond, and promote a culturally enriched and prosperous future.

3. Research Methodology

The research methodology employed in this study is based on factor analysis. To begin, a comprehensive literature review was conducted to identify and select 98 potential innovation ability indicators. Next, we applied a process of merging indicators with high correlation coefficients, resulting in the identification of 59 indicators. Through expert consultations and discussions, we identified four indicators that specifically address the characteristics of China's ethnic minorities. These four factors encompass human relations and ethics, knowledge of public relations, expansion ability, and risk-taking spirit.

Subsequently, the 63 selected indicators were grouped into four distinct factors: innovation literacy, innovation knowledge, creativity, and innovation quality. The final structural model, detailing the relationship between these factors, is illustrated in Table 1.

The factor analysis method allows us to extract underlying dimensions or factors that help explain the variance among the selected indicators. By organizing the indicators into these factors, we gain valuable insights into the innovation ability of cultural and creative talents from ethnic minority groups. This approach aids in identifying the key components that contribute to their innovation capacity, providing a comprehensive understanding of the innovation process in this context.

Table 1: The Structural Model of Innovation Ability for Minority Cultural and Creative Talent in China

Factors	Indicators
Innovation Literacy	Organization and management, communication and collaboration, solidarity and cooperation, decision-making and execution, responsibility and reliability, expression and communication, tolerance and inclusion, identification and flexibility, self-control and adaptability, human relations and ethics, cross-border and integration, time management
Innovation Knowledge	General knowledge, humanities knowledge, professional knowledge, modern science and technology communication knowledge, interdisciplinary knowledge, public relations knowledge, innovation and innovative technique knowledge
Creative Ability	Learning ability, sensitivity, insight ability, innovation imagination ability, analytical ability, memory ability, adaptability, integration ability, difference seeking ability, vision, appreciation ability, epiphany ability, perception ability, logical thinking ability, imitation ability, problem-solving ability, judgment ability, critical thinking ability, reflection ability, internalization ability, inspirational thinking ability, expansion ability, reasoning ability, problem-finding ability, intuitive thinking ability, concentration ability
Innovative Quality	Professionalism, willpower, self-confidence, innovation awareness, exploration spirit, original spirit, curiosity, adventurous spirit, hobbies, patience, integrity, independence, pragmatism and truth-seeking, dedication, enterprising spirit, commitment, desire for achievement, curiosity

The factor analysis process reveals how the selected indicators contribute to each factor, highlighting the significance of each factor in assessing the innovation ability of minority cultural and creative talents. This model forms the foundation for our examination of innovation behaviors and

abilities within ethnic minority communities, offering valuable insights to inform talent cultivation strategies and promote the development of the cultural and creative industries in these regions.

3.1. The Questionnaire Design

On the basis of the 63 indicators in the structural model, we used the five-point Likert scale to develop *questionnaire*. According to *Classification of Culture and Related Industries 2012* compiled by the National Bureau of Statistics of China, five groups of talents were selected: (1) Cultural and creative industry practitioners; (2) Government officials in relevant industries; (3) Double-professionally-titled teachers in colleges and universities in ethnic areas; (4) Junior and senior college students of relevant majors in ethnic areas, with 3 months experience of internship or above; (5) Expert and scholars studying cultural and creative industries. A total of 500 questionnaires were distributed, and 406 were returned, with the response rate of 81.2%. After excluding 35 invalid questionnaires, a total of 371 valid questionnaires were obtained. Among them, 171 were practitioners in cultural and creative industries, 38 are government officials in related industries, 52 are double-professionally-titled teachers in colleges and universities in ethnic areas, 96 are juniors and seniors in colleges and universities, 96 are students who studied cultural and creative industries, and 14 are experts and scholars. The effective rate of the questionnaire was 74%. The valid questionnaires were then randomly divided into two parts. One part of the data (N=186) was selected to explore the structural model, and the remaining part of the data (N=185) was used to verify the rationality of the model.

3.2. Descriptive Statistics

3.2.1. Innovation

Factor analysis on innovation reveals that the means of innovation literacy and innovation knowledge is higher, indicating that respondents believe innovation literacy and innovation knowledge are more important in innovation ability of cultural and creative talent in ethnic areas. The mean of creative ability is low, but the standard deviation is high, indicating the respondents have different views on the importance of creative ability. The result is shown in Figure 1.

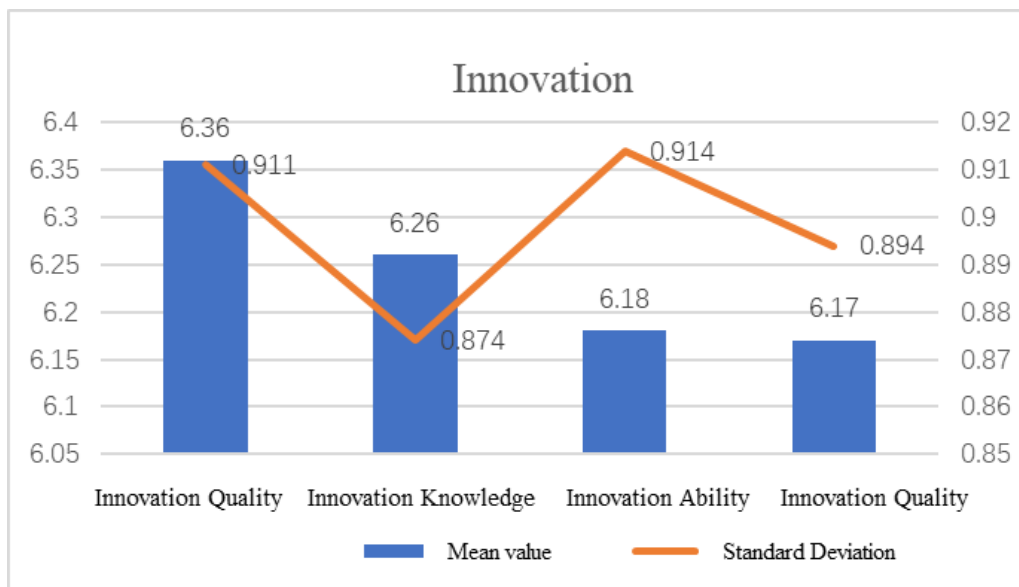


Fig. 1: Mean and Standard Deviation of Innovation.

3.2.2. Innovation Ability Comprehensive Analysis

Among the 63 innovation ability indicators, the three indicators with the highest means are “responsibility and reliability (6.59)” and “human ethics and morality” in “innovation literacy (6.56)”,

as well as “learning ability (6.56)” in “creative ability”. The three indicators with the lowest means are “imitation ability” in “creative ability (5.59)”, “independence” in “innovation quality (5.61)”, and “difference seeking ability” in “creative ability (5.82)”. Among the three indicators with the highest means, responsibility and reliability, human ethics and morality belong to innovation literacy. The other 10 indicators in innovation literacy also have higher means. Therefore, the respondents believe that innovation literacy plays a more important role among the indicators of innovation ability for cultural and creative talents in ethnic areas. The three indicators with the highest standard deviation are “imitation ability” in “creative ability (1.210)”, “desire for achievement” in “innovation quality (1.095)”, and “aspiration ability” in “creative ability (1.065)”. The three indicators with the lowest standard deviation are “analytical ability” in “creative ability (0.661)”, “humanistic knowledge” in “innovation knowledge (0.674)” and “willpower” in “innovation quality (0.717)”. It reveals that the respondents' views on the importance of the three indicators are quite different.

Among the 63 indicators of innovation ability, the mode of 8 indicators is “6”, which are “public relations knowledge” in “innovation knowledge”, “difference seeking ability” in “creative ability”, “memory skills” and “critical thinking skills”, “independence” “hobbies”, “dedication” and “enterprise” in “Quality of Innovation”.

3.2.3. Specific Analysis on Certain indicators of Innovation Ability

Communication and Coordination. Communication and coordination refer to the ability of people to properly deal with various relationships in their daily work to reduce friction and motivate employees. In the survey on the indicators of innovation ability for cultural and creative talent in China's minority nationality regions, 98.76% of the respondents believe that communication and coordination are the innovation qualities that talents must have. At the same time, most people believe that communication and coordination are extremely important innovation literacy, accounting for 65.41%. Followed by is communication and coordination, accounting for 26.49%. Only 0.54% of people believe that communication and coordination are not important in the innovation literacy that talents must have. In summary, communication and coordination are the innovation qualities that talents must possess. As a cultural and creative talent in China's minority nationality regions, he/she should pay attention to the cultivation of communication and coordination.

Responsibility and Reliability. Responsibility refers to the work duties of an individual. It originates from commitments to others, occupational requirements, etc. Reliability refers to the undertaking of certain tasks. In this survey, 97.51% of the respondents believe that responsibility and reliability is important indicator. Among them, 70.43% think it is extremely important. 20.97% think it is very important. 6.99% think it is relatively important. Only 1.61% think responsibility and reliability is not important. It explains that responsibility and reliability are the most valued indicator in the innovation literacy that minority cultural and creative talents must possess.

Learning Ability. Learning ability is a combination of various abilities to successfully complete learning activities, including perception and observation, memory, reading, and problem-solving. In the survey on the indicators of innovation ability of minority cultural and creative talent in China, all respondents believe that learning ability is the innovation ability that the talent must possess. 65.95% of people think that communication and coordination is extremely important innovation ability. 25.94% think it is very important Only 7.03% think it is relatively important. The proportions of people who consider it is general and not important only account for 0.54% and 0.54%, respectively. Learning ability is a basic ability that everyone should have. Through analysis, it seems that it is also an innovation ability that Chinese minority cultural and creative talent must have.

Difference Seeking Ability. Difference seeking ability refers to the ability to use different methods to solve problems, including different views on the problem, different methods of designing experiments, etc. In this survey, 98.13% believe that the innovation ability of minority cultural and creative talent in China must have the ability to seek differences. At the same time, 32.79% of the

respondents believe that the difference seeking ability is a very important innovation ability. 30.6% and 26.23% think that they are extremely important and relatively important, respectively. 8.74% think it is generally important. The people who think it is relatively unimportant, very unimportant and extremely unimportant account for 1.64%, 0.00%, 0.00% respectively. Overall, it demonstrates that difference seeking ability has received different degrees of attention in the innovation ability that China's minority nationality cultural and creative talent must possess. Cultural and creative talent should rise above limitations and constraints, and ask questions, analyze problem and solve problems from different perspectives.

Independence. Independence refers to the psychological quality of being assertive, motivated, able to handle things independently without relying on others, and actively completing various practical tasks. In the survey on the indicators of innovation ability of minority nationality cultural and creative talent in China, 96.89% of the respondents believe that independence is an innovation quality they must possess. Nearly 90% of the respondents believe that independence is important. Among them, 36.60% think it is very important. 32.47% think it is relatively important. 19.59% think it is extremely important. 11.34% think independence is general and unimportant, of which 9.28% think that independence is generally important. It seems that independence has also received different degrees of attention in the innovation quality that Chinese minority nationality cultural and creative talent must possess. Because people with too much independence are prone to stubbornness and insistence, those with too little independence are easily go with the tide. Therefore, Chinese minority nationality cultural and creative talent should have a certain degree of independence.

4. Empirical Results and Discussion

After macroscopic analysis, we carried out bivariate correlation analysis on 63 indicators, and obtained 32 indicators by removing indicators with small variance and high correlation. We used Python3.8.6 and SPSS22.0 to conduct CR test, reliability and validity analysis on the data. We used the quantitative results of factor analysis, and then integrated and revised the indicators. Finally, a four-dimensional model of the innovation ability structure of Chinese minority cultural and creative talents was established.

4.1. CR Test and Reliability and Validity Analysis

The indicators were divided into two groups according to the 25% quantile. Independent sample T test was conducted to determine whether the F-Measure is significant, that is, whether the variances of the two groups are equal. The results show that all the indicators are significant, and there is no need to delete any indicator. The reliability analysis shows the Cronbach's Alpha of the questionnaire reached 0.94. The Cronbach's Alpha values for the four factors are 0.893, 0.861, 0.894, and 0.899, respectively. The Cronbach's Alpha values for the questionnaire and the four dimensions are all within very ideal range (see table 1). Therefore, the reliability analysis shows that the model is ideal. In this paper, construct validity is used to test the validity of the structural model. We used principal component analysis to extract 13 factors with eigenvalues greater than 1. The results show that the explanation rate of the cumulative variation of the 13 factors is 85.274%, indicating that the questionnaire has good structural validity (see table 2).

Table 2: Reliability Coefficient of Structural Model

	Total	Factor 1	Factor 2	Factor 3	Factor 4
Cronbach's Alpha	0.947	0.893	0.861	0.894	0.899
Number of indicators	32	13	8	5	6

Table 3: Total Variance Explained

Indicator	Initial Eigenvalues			Extract sum of squares and load		
	Sum	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	27.099	43.014	43.014	27.099	43.014	43.014
2	4.579	7.269	50.282	4.579	7.269	50.282
3	4.411	7.002	57.285	4.411	7.002	57.285
4	2.833	4.496	61.781	2.833	4.496	61.781
5	2.685	4.262	66.043	2.685	4.262	66.043
6	2.514	3.991	70.034	2.514	3.991	70.034
7	1.978	3.139	73.173	1.978	3.139	73.173
8	1.516	2.407	75.580	1.516	2.407	75.580
9	1.476	2.343	77.923	1.476	2.343	77.923
10	1.266	2.010	79.932	1.266	2.010	79.932
11	1.209	1.919	81.851	1.209	1.919	81.851
12	1.113	1.766	83.617	1.113	1.766	83.617
13	1.044	1.657	85.274	1.044	1.657	85.274
14	.905	1.436	86.710			
15	.859	1.364	88.075			
16	.775	1.231	89.305			
17	.672	1.067	90.372			
18	.642	1.018	91.391			
19	.562	.892	92.283			
20	.502	.797	93.080			
21	.486	.771	93.850			
22	.412	.654	94.504			
23	.383	.608	95.112			
24	.367	.582	95.694			
25	.311	.494	96.187			
26	.305	.484	96.671			
27	.279	.442	97.113			
28	.233	.371	97.484			
29	.227	.360	97.844			
30	.214	.339	98.183			
31	.182	.290	98.473			
32	.171	.271	98.743			

Extraction Method: Principal Components Analysis (PCA).

4.2. Factor Analysis

The results of factor analysis shows that the KMO value is 0.836. In Bartlett's test of sphericity, Sig.= 0.003 (less than 1). It reaches a significant correlation as shown in Table 4.

Table 4: KMO and Bartlett Sphericity Test (N=185)

KMO	0.836
Bartlett's Sphericity Test Approximates Chi-square	5932.347
Df	184
Sig.	0.003

Table 5 shows the loading of the first four factors among the 13 factors of the 32 indicators after dimensionality reduction.

Table 5: Factor Loading Matrix

	1	2	3	4
Dedication	4.618			
Integration Ability	3.937			
Comprehension Ability	3.424			
Communication and Collaboration	3.319			
Organization and Management	3.2			
Hobby	3.028			
Interdisciplinary Knowledge	2.869			
Difference Seeking Ability	2.32			
Innovation Imagin Ability	1.851			
Independence	1.596			
Epiphany Ability	1.23			
Tolerance and Inclusion	1.161			
Decision and Execution	1.145			
Focus Ability		1.149		
Imitation Ability		0.524		
Internalization Ability		0.434		
Time Management		0.414		
Enterprising		0.335		
Adventurous		0.309		
Memory Ability		0.296		
Self-control and Adaptability		0.019		
Innovation Consciousness			0.31	
Critical Thinking Ability			0.216	
Modern Technology Spreads Knowledge			0.212	
Integrity			0.188	
Reasonability			0.153	
Knowledge of Public Relations				0.135
Cross-border and Integration				0.095
learning Ability				0.088
Sensitivity				0.085
Responsibility and Reliability				0.063
Expression and Communication				0.063

Therefore, the factors of minority nationality cultural and creative talent innovation ability in

China are classified according to the maximum factor load (see Table 6). Finally, the four-dimensional model of Chinese minority nationality cultural and creative talent innovation ability structure is established as follows:

Table 6: Four-dimensional structural model of innovation ability for minority nationality cultural and creative talent in China

Indicators	Content
Innovation Literacy	Organization and management, communication and collaboration, decision-making and execution, responsibility and reliable, expression and communication, tolerance and inclusion, self-control and adaptability, cross-border and integration, time management
Innovation Knowledge	Modern science and technology disseminate knowledge, interdisciplinary knowledge, public relations knowledge
Creative Ability	Learning ability, sensitivity, innovation imagination ability, memory ability, integration ability, difference seeking ability, epiphany ability, perception ability, imitation ability, critical thinking ability, internalization ability, reasoning ability, concentration ability
Innovation Quality	Innovation consciousness, adventurous spirit, hobby, integrity, dedication, enterprising, independence

4.3. Structural Equation Modeling Analysis

The research found that the causal relationship between the innovation factor variables is obvious, and the path coefficient is significant, indicating that the model can be applied. Among them, innovation literacy is the foundation of innovation knowledge, the path coefficient is 0.7961, and it is also the cause variable of innovation ability and innovation quality, the path coefficients are 0.5385 and 0.3184 respectively, innovation knowledge also has a direct positive impact on innovation ability, path coefficient is 0.2817, and innovation ability is the core of transforming into innovation quality, and the path coefficient is 0.6128.

For innovation literacy, the influence coefficients of organization and management, time management, responsibility and responsibility, self-control and strain, tolerance and tolerance are relatively obvious, among which the load coefficient of organization and management is the largest, which is 0.9278, which shows that having good organization and management ability can contribute to innovation. Provide assistance and guarantee for the formation and development of literacy. For innovative knowledge, the load coefficients of public relations knowledge and modern science and technology dissemination knowledge are relatively large, respectively 0.9164 and 0.8449, indicating that in today's era of rapid development of information technology, information dissemination methods emerge in endlessly and the dissemination speed is accelerated, which is very important for the effective dissemination of information through new media. Therefore, knowledge of public relations and knowledge of modern scientific and technological communication have also become the main innovative knowledge that cultural and creative talents of ethnic minorities need to master and apply proficiently. As for the innovation ability, the ability to seek difference and insight ability are the most significant, followed by innovative imagination ability, internalization ability and integration ability. The importance of different abilities, innovation, internal evidence practice, screening and sorting, etc., and then strengthen the screening and assessment of the above-mentioned abilities of candidates in the recruitment process of enterprises. For innovative quality, aggressiveness and honesty have higher load coefficients, and dedication, innovative awareness, and independence are in the second gradient, which shows that aggressiveness and honesty have a greater impact on innovative quality.

5. Conclusion

In this study, we have explored and interpreted the structural indicators of innovation ability for cultural and creative talents from ethnic minority backgrounds in China, drawing insights from the system model of creativity and the three-dimensional structural model of intelligence. The research culminates in the construction of a comprehensive four-dimensional structural model of innovation ability, comprising innovation literacy, creative knowledge, innovation ability, and innovation quality.

The contribution of this paper lies in multiple aspects. Firstly, it fills a significant research gap in related fields, as the structural model of innovation ability among ethnic minority cultural creative talents remains understudied both domestically and internationally. By providing an important theoretical basis, this study paves the way for further in-depth research in this domain. Secondly, the findings offer valuable theoretical support for the cultivation of cultural innovation talents within ethnic minority communities. The multidimensional structure of innovation ability identified in this research, including innovative literacy, innovative knowledge, creative ability, and innovative quality, informs practical and feasible suggestions for nurturing ethnic minority cultural innovation talents.

Furthermore, the study serves as a reference for evaluating ethnic minority cultural innovation talents, guiding relevant institutions and enterprises in the selection and training of such talents, and aiding in the formulation of supportive policies to promote their cultivation and development.

To enhance the innovation ability of cultural innovation talents among ethnic minorities, several key areas can be addressed. Firstly, strengthening education and training to improve subject knowledge and innovation skills, and fostering an innovation-oriented mindset among cultural innovation talents. Secondly, fostering a conducive cultural innovation environment through policy and resource support to encourage innovative behavior and teamwork. Thirdly, emphasizing innovation-driven and quality-oriented approaches to enhance the competitiveness of cultural products from ethnic minorities. Fourthly, establishing a diversified talent evaluation system to assess the innovative abilities and performances of ethnic minority cultural innovation talents. Lastly, promoting international cooperation and exchanges to foster the development of ethnic minority cultural innovation talents on the global stage.

Through the identification of specific indicators that demonstrate concentration tendencies, talent recruitment processes can be made more effective and targeted. By aligning recruitment conditions with benchmarks, resources for cultural and creative talents can be accurately allocated, optimizing talent management practices and maximizing their contributions to the cultural and creative industries.

In conclusion, this research significantly contributes to the understanding and cultivation of innovation abilities among cultural and creative talents from ethnic minority backgrounds in China. The proposed structural model and actionable recommendations serve as valuable tools for the development of this diverse and vibrant talent pool, facilitating the growth and enrichment of the cultural and creative industries in ethnic minority regions.

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