The Relationship between Inclusive Leadership and Employee Creativity mediated by employee job crafting and moderated by mental toughness

by

Myrto Boumpouri

A thesis submitted in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

In

ORGANIZATIONAL PSYCHOLOGY

The American College of Greece

2023

THESIS APPROVAL

"The relationship between inclusive leadership and employee creativity mediated by employee job crafting and moderated by mental toughness" a thesis prepared by Myrto Boumpouri in partial fulfillment of the requirements for the Master of Science degree in Organizational Psychology was presented July 18, 2023 and was approved and accepted by the thesis advisor, the second marker and the School ofGraduate & Professional Studies.

COMMITTEE APPROVALS:

Dr. Olivia Kyriakidou, Thesis Advisor

Dr. Sophia Protopapa, Second Marker

APPROVED BY:

Professor A. Krepapa

Dean, School of Graduate & Professional Education

TABLE OF CONTENTS

Table of Contents

<div align="center">**Thesis Approval**</div>

"The Relationship between Inclusive Leadership and Employee Creativity mediated by employee Job Crafting and moderated by Mental Toughness" a thesis prepared by Myrto Boumpouri in partial fulfilment of the requirements for the Master of Science degree in Organizational Psychology was presented, [/xx/] 2023, and was approved and accepted by the thesis advisor, the second marker and the School of Graduate & Professional Studies.

COMMITTEE APPROVALS: _____

          Dr. Olivia Kyriakidou, Thesis Advisor

          _____

          Second Marker

APPROVED BY: _____

          Dr. Areti Krepapa

          Dean, School of Graduate & Professional Education

An Abstract of the Thesis of

Myrto Boumpouri for the degree of Master of Science

in Organizational Psychology to be awarded in July 2023

Title: The Relationship between Inclusive Leadership and Employee Creativity mediated by employee Job Crafting and moderated by Mental Toughness

Approved: _____

Dr. Olivia Kyriakidou

Thesis Advisor

Abstract

The objective of the current study was to examine the relationship between employee creativity (EC) in the workplace and inclusive leadership (IL), with the mediating role of job crafting towards strengths and interests (JC), with a moderating effect of mental toughness (MT). An online questionnaire was distributed via social media and online applications, and a sample of ninety-six (N= 96) participants was collected. One linear regression was conducted to measure the association of IL and EC. One mediation analysis was conducted for JC and one moderated mediation analysis was conducted to examine the degree to which MT moderated IL and JC towards strengths and interests. Results of the study indicated that JC mediated the relationship of IL and EC, however IL was not significantly associated with EC and MT did not significantly moderate the mediated relationship by JC between IL and EC.

Keywords: Employee Creativity, Inclusive Leadership, Job Crafting towards strengths and interests, Mental Toughness, Organizational Psychology

Curriculum Vitae

MYRTO BOUMPOURI

PERSONAL INFORMATION

Date of Birth: Citizenship(s): Greek

FIELDS OF INTEREST

Industrial/Organizational Psychology, Human Resources, Culture Development, Talent Acquisition, Psychometrics, Learning, Training and Development

EDUCATION

09/2021 - Present   **Deree – The American College of Greece –** Athens, Greece

Master of Science (MS) in Organizational Psychology

09/2017 – 06/2020   **University of Sussex** – Falmer, Sussex, United Kingdom

Bachelor of Science in Psychology, (UK); Second Class
Thesis: The function of anxiety in the context of sexual fantasies
Supervisor: Dr Zoltan Dienes |School of Psychology, University of Sussex

09/2012– 06/2017   **Lycée Franco-Hellénique Eugene Delacroix** – Athens, Greece

High School Diploma, GPA (19/20) - Distinction

PROFESSIONAL EXPERIENCE

05/2022- present   **InSAP Hellas-** Athens, Greece
Talent Acquisition Specialist, Human Resources Department

10/2021- 03/2022   Hellenic Statistical Authority, Athens, Greece
Enumerator

CERTIFICATES/ LICENSES

07/ 2022   Negotiation and Conflict Resolution Skills, University of South Florida (USF), Corporate Training and Professional Education

SPECIAL PROJECTS

03/2022	Conducting a Diversity Audit in the Field of Politics: The DEI Handbook
07/2022	Efficiency of managers as role models: A Social Learning Theory perspective (Published on October 2022: https://www.davidpublisher.com/Public/uploads/Contribute/63c8ae232587f.pdf)

SKILLS

Language	Greek (Native), English (IELTS:7.5 overall score, French (DELF B2)
Technical	Microsoft Word, PowerPoint and Excel; SPSS; Salesforce
Social	Teamwork and collaboration, organizational skills, interpersonal skills

List of Tables

Introduction

As the field of Organizational Psychology is constantly developing and expanding, and as contemporary organizations aim to foster holistic human resource practices to grow and expand within today's dynamic business environment, cultivating employee creativity has become crucial to sustain competitive advantage, employee satisfaction and innovation (Huang, Sardeshmukh, Benson, & Zhu, 2022). As such, to comprehend the factors that influence and enhance employee creativity has garnered significant attention in research, literature and practice. Among these factors, leadership has been identified as a critical determinant of employee creativity (Zhou & George, 2003). In particular, the concept of inclusive leadership has gained prominence, due to its potential to foster an inclusive and supportive work environment that encourages and empowers employees to explore their creativity levels (Harvey & Rietzschel, 2022).

Employee creativity has been introduced by Amabile (1983), who first defined creativity and discussed its roots and antecedents. Individuals who are creative, tend to think in original and imaginative ways, and are often associated with the following characteristics of divergent thinking, flexibility and adaptability, problem solving skills, crafting and invention of skills and fresh approaches towards tasks and problems (Amabile, 1988). Employee creativity can be a significant asset within an organization, as it can lead to sustaining competitive advantage, employee satisfaction and innovation (Huang, Sardeshmukh, Benson, & Zhu, 2022). Creativity in the workplace has been a concept that has been relatively studied in the organizational field because it can be a great benefit both for the employees and the organization. Nevertheless, creativity can be associated with numerous factors and predictors within the workplace. In this study, the association between creativity and leadership was considered as contemporary and crucial, as leadership can be of great influence on work outcomes, such as job satisfaction, job commitment, employee relations

and behaviors, and creative behaviors (Haghighi and Maleki, 2016). To further elaborate on this association, job crafting towards strengths and interests was considered as an indicative mediator (Wrzesniewski & Dutton, 2001), and mental toughness as a relatively new concept, (Crust, 2008) was utilized as a moderator variable in this relationship. Hence, the aim of the current research was to identify the situational or contextual factors that could either endorse or constrain one's creativity (Amabile, Conti, Coon, Lazenby, & Herron, 1996).

Carmeli et al., (2010) first brought attention to the concept of inclusive leadership. More specifically, inclusive leadership can play a significant role in influencing employee creativity, because leaders own a catalytic role in the creation of environments that can encourage or inhibit creativity (Shin & Zhou, 2003; Zhou, 2003; Mumford, Scott, Gaddis, & Strange, 2002). However, there is little previous research that aimed to study the association between employee creativity and inclusive leadership through numerous mediator variables, in other words whether an inclusive leader can predict and therefore, enhance their subordinates' levels of creativity and levels of creativity expression within the workplace. The aim of the study was to decrease the gap of the literature in regards of the direct and indirect association between inclusive leadership and creativity. This study will contribute to comprehending in depth the effect of leadership, and thoroughly of inclusive leaders in relation to the upcoming concept of creativity in the workplace and the benefits that come along with creativity in the workplace (Taha, Sirkova, & Ferencova, 2016).

As the direct association of inclusive leadership and employee creativity have been assessed before, it was necessary to explore new and relevantly new mediators that would motivate and elaborate on this variable relationship. The concept of job crafting towards strengths and interests was considered as a mediator that would be an added value and appropriate to be examined in association with creativity in the workplace (Tims et al., 2012). Wrzesniewski and Dutton (2001), were those who first introduced the concept of job crafting,

as a method of alternating job demands and tasks in ways that matches one's strengths and interests, to enhance one's psychological wellbeing (Petrou, Demerouti, Peeters, Schaufeli, & Hetland, 2012; Tims et al., 2012). Job crafting towards strengths and interests as a significant expression of self-awareness and self-efficacy and as a means of enhancing job satisfaction, job engagement, job autonomy, it has the potential to inspire employee creativity (Shalley et al., 2004). Yang, Liu and Cui (2021) studied the relationship of employee creativity and job crafting and the results of their study significantly exhibited that strengths and interests-based job crafting was positively related to employee creativity. Additionally, research has showed that job crafting towards strengths and interests, is more likely to be expressed under specific factors; one of the most significant ones, is leadership. Ozer and Zhang (2021) argued that inclusive leaders can be significantly influential to their employees' engagement in job crafting towards interests and strengths, through stimulating intrinsic motivation, providing mental and practical resources, providing a sense of inclusion and belongingness and through mentoring and support. The above, can lead to the increase of creativity in the workplace, through exploring and thinking of creative ways and methods to alternate one's job tasks based on their interests and strengths (Ozer and Zhang, 2021). Hence, this study aimed to examine and further explore the mediation effect of job crafting in the association of inclusive leadership and employee creativity.

In order to explore this relationship in depth and aiming to reach a significant outcome, the inclusion of a mediator in this research study was considered as important. Selecting an appropriate moderator, it was necessary to explore the gaps in the literature and investigate the current and upcoming topics of research. Relatively, recent studies have indicated that mental toughness is considered to be a valuable asset in an organization (Gerber, 2013; Crust, 2008; Gucciardi & Gordon, 2011). Mentally tough individuals acquire several skills and capabilities that allow them to perceive and approach stress, challenges, and

potential obstacles with regulated emotion, confidence and control (Clough, 2012). Mental toughness also encompasses the individual's capacity to effectively cope with and overcome challenges, persist in the face of setbacks, and sustain focus and motivation (Gucciardi, 2017). Literature has showed that mental toughness is more likely to be expressed in organizations where leaders are characterized by specific traits, such as providing job autonomy, support, establish a climate with freedom for expression and promote a working environment with tolerance to errors and obstacles (Xintian et al., 2023). Therefore, investigating the moderation effect of mental toughness on employee creativity and its relationship with inclusive leadership facilitates the exploration of how individuals' mental toughness and emotion regulation could enhance their creativity and problem-solving capabilities.

The present thesis aimed to investigate the relationship between inclusive leadership and employee creativity, while considering the potential mediating role of employees' job crafting toward strengths and interests, as well as the moderating effect of mental toughness. The structure of the thesis will outline a literature review on the four variables presented in the current research, in terms of definition, theoretical background and framework, and literature gaps. Then the measures, participants and procedures will be presented followed by the main results of the statistical data analyses conducted. The core results will be discussed and related to the three hypotheses tested in this study along with their theoretical and practical implications, limitations and future research recommendations.

The findings of this research hold significant implications for organizations striving to enhance employee creativity and inclusive leadership mediated by job crafting and mental toughness, as there is no previous research study discovering the relationship between these four variables. Understanding the role of inclusive leadership, employee job crafting, and mental toughness can enhance leadership development practices, organizational policies, and

processes focusing at fostering employee creativity (Mumford & Hunter, 2005; Shalley & Gilson, 2004). Ultimately, this study contributes to the existing literature by providing a comprehensive framework that elucidates the intricate relationships between inclusive leadership and employee creativity, mediated by employee job crafting and moderated by mental toughness.

Overall, the current study shifted its focus on the importance of creativity in organizations and the possible methods to encourage employees to develop their creativity levels. This concept is hypothesized to be influenced by inclusive leadership be mediated by job crafting towards strengths and interests of employees and moderated by the concept of mental toughness. The novelty of the current study is highlighted by these three factors, which were put under the microscope in order to provoke and develop creativity within an organization, by assuming that under the direction of an inclusive leader (Mumford & Hunter, 2005; Shalley & Gilson, 2004), along with creative methods such as job crafting one's work tasks and job demands and especially for mentally tough individuals, creativity would be further developed and implemented within one's occupational approach. In consideration of inclusive leadership, job crafting, and mental toughness will appear to be influential towards creativity implementation by employees in the workplace.

Literature Review

Creativity in the Workplace

Creativity is a concept that has been studied for the past decades, with its focus shifted on its organisational impact (Reiter-Palmon, Kennel, & Kaufman, 2018). The continuous changes in the occupational field, such as globalization, pandemics, continuous development of technology and excessive organizational competition have contributed to the increased interest in creativity in the workplace (Mumford, Scott, Gaddis, & Strange, 2002; Shalley,

Zhou, & Oldham, 2004). Moreover, cultivating employee creativity has become crucial in sustaining a competitive advantage, employee satisfaction and innovation (Huang, Sardeshmukh, Benson, & Zhu, 2022). The aim of this literature review is to be able to establish a contemporary and relevant definition of creativity in the workplace and to classify the factors that contribute to one being its creative self.

Primarily, creativity was defined as the ability to produce ideas and solutions that are characterized by novelty and appropriateness (Amabile, 1996; Sternberg& Lubart, 1999). Ford (1996) added that to be creative, one's ideas shall be domain specific and useful, and Zhou and George (2001) specified that creativity at work shall include both novelty and usefulness; in other words, novel ideas need to have potential value in order to be useful for an organization. According to Runco and Jaeger (2012), creative ideas are considered to be a bipartite concept, as both novelty and effectiveness are required for an idea, action or behavior to be defined creative. Additionally, creativity can be found in a large variety of occupations, varying in their degrees - taking the form of a minor change in professional procedure, or alternatively, a major discovery in science and medicine. Similar to Amabile's (1983) definition, employee creativity is defined as the production of ideas, products, or processes that are novel, original and potentially useful to the organization. Overall, creativity is a process of idea generation, problem solving, and the actual idea, solution and implementation (Amabile, 1983; Sternberg, 1988; Weisberg, 1988). Nonetheless, creativity by nature, as it is defined by novelty, increases uncertainty and risk. Consequently, it would be safe to assume that one of the most consistent findings concerning creative individuals is that they are open, flexible, and willing to take risks (Dewett, 2006; Feist, 1998; Sternberg & Lubart, 1991).

To better comprehend the determinants and essence of creativity, it is important to identify the individual differences relating to creativity, where some individuals score high on

some traits that can lead to more creative potential than others (Feist, 1998). Amabile (1996) focused on identifying situational and contextual factors that affected levels of creativity, examining the substantial effect of leadership and supervisory behaviors as a significant factor (Mumford, Scott, Gaddis & Strange, 2002; Oldham & Cummings, 1996; Shin & Zhou, 2003; Zhou, 2003). Additionally, as organizations have been facing intense domestic and international competition in a continuously changing and turbulent working business environment, organizational psychology practices aim to utilize their employees' innate creativity in the most efficient way to achieve organizational innovation, transformation and competitiveness (Amabile, 1988; Woodman, Sawyer & Griffin, 1993).

The importance of creativity across occupations and organizations has been critical and significantly enhanced during the past decades. Firstly, work has become more knowledge-based, and it has become more difficult to be defined and specified. On the one hand, creativity can be classified by its environmental and interpersonal factors, the former classified by job complexity and supportive and noncontrolling supervision and the latter by, creativity-relevant personal characteristics (George & Zhou, 2001; Oldham & Cummings, 1996; Woodman et al., 1993; Zhou, 2003). Oldham and Cummings (1996) found that the combination showcased highest individual creativity. Additionally, levels of creativity were further influenced by employees' degree of openness to new experiences in tandem with the feedback their supervisor had provided and the nature of their tasks. More specifically, the higher the degree of openness to experiencing "hands-on" tasks, led to high levels of creativity and favorable feedback from supervisors (George and Zhou, 2001). Mumford, Lonergan, and Scott (2002), presented a system by which better enables individuals to understand where their creative abilities lie and further points to challenges that may be faced in the midst of the creative process including, the evaluation of the idea, the selection of the optimal idea, persuasion of superiors and the revision and implementation of creative ideas.

This process has four stages including (a) idea generation and (b) forecasting possible outcomes and implications; then (c) the assessment of the viability of the idea within the intended implementation context follows, which can lead to (d) the decision to either drop the idea altogether, or begin planning for implementation, or move into a revision process, after which the idea will be executed or might be rejected.

Karwowski and Brzeski (2017) highlights that the development of creative mindset can be influenced by many factors such as, self-efficacy, leadership, and performance orientation. Self-efficacy refers to an individual's belief in their ability to accomplish tasks and achieve their desired outcome (Jaussi et al., 2007). Leadership within an organisation plays a significant role in shaping the culture and providing support to employees. Ismail et al. (2009) suggested that leadership that encourages autonomy, provides resources, and fosters a supportive environment can enhance employee creativity. When leaders promote a climate of psychological safety, open communication, and idea sharing, employees feel more comfortable expressing their creativity and exploring creative solutions. Leadership is necessary for fostering creativity within an organization, since a leader has the ability to implement change by creating and communicating a vision to others and it entails the qualities and skills required in order to provide guidance, inspiration, and motivation to employees and to groups of employees towards a common goal and a shared organizational vision (Bryman, 2013).

Performance orientation refers to individuals' concern with demonstrating good performance to gain rewards and recognition (Dweck and Leggett, 1988). When employees have a performance-oriented mindset, they strive to excel and be effective in their work. Bell and Kozlowski (2002) suggested that a performance-oriented climate can positively impact creativity by fostering competition, setting high expectations, and providing opportunities for learning and improvement. Relatively to performance orientation, inclusive leaders are

characterized by rewarding and recognizing their subordinates' efforts and performance (Hollander, 2012). By integrating these factors, organizations can create an environment that nurtures and develops employees' creativity level. Supporting employees' self-efficacy, implementing a leadership style that promotes autonomy and support, encouraging appropriate leadership practices, and fostering a performance climate can all contribute to unlocking and harnessing the creative potential of employees.

Furthermore, there is a positive relationship between creativity and "creative self-efficacy" (Colquitt & Simmering, 1998). This relationship is enhanced by a supportive leadership, for instance "inclusive leadership" of superiors towards their employees to further enable creative environments (Carmeli et al., 2010), improve confidence in employees' capabilities and overall, lead to positive performance outcomes in the workplace. When establishing the definition of creative self-efficacy, it has been highlighted as a type of psychological development referring to one's self-belief in their capabilities when effectively undertaking creative tasks (Bandura, 1997). Furthermore, there has been found to exist a positive relationship between high levels of self-efficacy and creativity, with individuals adopting more risk when undertaking their creative task and expanding their curiosity into innovative ideas and possibilities when approaching their duties (Tierney and Farmer, 2002; Tierney et al., 1999). Creative self-efficacy can be further developed through leadership practices, including inspiring and motivating employees, can encourage novelty and new ideas from employees; when employees feel that their creativity has been valued and supported by superiors, it further spurs their creative self-efficacy and hence, creativity (Lockwood, 2007). In other words, when employees are given autonomy, respect, and opportunities to grow, they are more likely to believe in their ability to generate and implement creative solutions.

In the next section, leadership will be outlined and defined, followed by elaborating on its association and relationship with creativity in the workplace.

Creativity and Inclusive Leadership

Research has showed that leadership and leaders themselves can determine numerous work-related aspects, which include employee productivity, employee satisfaction, employee creativity and job engagement (Zhou, 2003) by focusing on facilitating the participation of employees in decision-making processes and in setting goals (Haghighi and Maleki, 2016; Hassi, 2018; Le and Lei, 2017; Yao et al., 2014). Additionally, leaders that use behaviors can lead to assisting employees to feel a sense of belonging within their social work group and overall working environment (Randel et al., 2018). By combining individual and situational factors, such as promoting employees to developing and acquiring emotional intelligence, effective communication skills, integrity and resilience (Al-Atawi & Al-Hassani, 2021) and contextual factors, for instance implementing a culture of collaboration and support, empowerment and autonomy, and valuing well-being and establishing clear goals and expectations (Carmeli et al., 2010), leaders can enable employees to be more creative, enhance their job satisfaction and their creativity expression by implementing and evaluating their ideas (Al-Atawi & Al-Hassani, 2021). Overall, literature indicated that leadership is considered as a particularly important factor that affects creativity in organizations (Mumford & Hunter, 2005; Shalley & Gilson, 2004; Woodman, Sawyer, & Griffin, 1993).

Mumford and her colleagues (2002) contributed to the literature by adding several key environmental factors that stimulate creativity and that can contribute to a creativity encouraging environment including organizational encouragement, supervisor encouragement, work group support, sufficient resources, challenging work, and autonomy. Organizational encouragement refers to establishing a climate of psychological safety within

the organization, wherein employees are working within a supportive environment that encourages the uninhibited expression of ideas through fair and constructive judgment, reward and recognition (Hollander, 2012). Organizational encouragement diminishes apprehension of failure or adverse consequences, by promoting divergent thinking, unconventional solutions, empowerment and ownership of ideas, thereby allowing employees to explore creative concepts along with shared organizational goals and shared vision (Taha, Sirkova, & Ferencova, 2016).

Supervisor encouragement depicts to supervisor support, and it is defined as the extent to which leaders value their employees' contributions and care about their well-being. A leader with high supervisor support is one that makes employees feel heard, valued, and cared about, and parallelly employees seek for leader's support, guidance and mentoring during the completion of their tasks (Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007). Akker, Schaufeli, Later, and Taris (2008) added that employees seek supervisor feedback as support system, in order to feel more comfortable and confident during the accomplishment of tasks, allowing them room to express their creativity in the forms of job tasks and work projects. Additionally, the relationship between organizational climate and creativity suggested that positive supervisor relationships, including noncontrolling supervision and support of creativity are linked to enhancement of employee creativity (Hunter, Bedell, & Mumford, 2007). Lastly, according to Mumford et al. (2002), leaders who offer various forms of support for creativity (social, professional and personal support) are more effective at fostering creativity (Carmeli et al., 2010), and they are more able to shape and maintain work environments that are crucial for motivating individuals to engage in creative behaviors. Lee, Edmondson, Thomke, and Worline (2004) have also observed that leaders who provide supportive coaching encourage interpersonal risk-taking (Edmondson, 1999, 2002), which can enhance the process of expressing creativity and creative ideas. Hence, supervisor

support can be a tool to develop changes in employees' creative behavior and creativity expression in task performance and in job performance (Shuck, 2011).

Work groups refer to teams that are not interdependent, meaning that its members are directly responsible for their performance and indirectly for the group's performance (Shuck & Wollard, 2010). A supportive work group offers constructive feedback and criticism, helping individuals refine their ideas and explore alternative approaches when performing tasks (Shuck & Wollard, 2010). Nevertheless, work group support is distinctive as it acknowledges the concept of developing relationships and perceptions based on the supportive nature of an individual's workgroup, in contrast with the culture and the organization itself (Katzenbach & Smith, 1999). Additionally, sufficient resources refer to resources that are vital for creative endeavors, for instance time, financial funding, access to information, support and motivation, guidance and mentoring (Reiter-Palmon & Illies, 2004), while challenging job demands refer to work-related requirements and job stressors, which are perceived as obstacles that need to be overcome and require effort and skills (Cavanaugh, Boswell, Roehling, & Boudreau, 2000). To overcome challenging work tasks, research has showed that individuals could implement their creativity, in order to be productive, effective, while simultaneously feel satisfied in their work (Sacramento, Fay & West, 2013). Lastly, autonomy is referring to the sense of authority associated with a series of procedures, of determining and performing tasks and projects, based on the individual's independence, spontaneity and having comprehensive responsibility regarding the tasks progress and results (Lee, Choi, & Kang, 2021). Autonomy can enhance and foster creativity, by provoking freedom and flexibility to explore new ideas, take risks (Sacramento et al., 2013), and make independent decisions, and by reducing pressure and constraints to performing tasks (Sia & Appu, 2015). A leader providing positive feedback, mental and practical resources, intrinsic motivation (Shuck & Wollard, 2010) to its employees, can increase their job autonomy and,

consequently, lead to increased idea generation, enhanced motivation and job engagement, continuous growth, and enhanced creative ideas (Wang & Cheng, 2010).

Aspects of inhibiting environments include organizational impediments (e.g., internal politics) and workload pressures. Referring to organizational impediments and workload pressures in relation to creativity, includes excessive workload and time constraints, lack of resources in terms of funding, tools, technology, lack of job autonomy, and excessive bureaucracy, which can inhibit creativity thinking and decision making, and can discourage employees to implement their creativity, and lack of leader recognition and reward, decreasing motivation and encouragement to be creative (Mohaghegh, & Größler, 2022). These impediments can stifle employee creativity and prevent employees to achieving their full potential. Thus, the role of leadership is considered definitive in creating and maintaining the stimulating aspects and in eliminating the obstructing aspects of the work environment that can enhance creativity to its employees (Amabile et al., 1996).

Another catalyst of inhibiting or encouraging creative environments, is the role and impact of the leader. According to Bandura's Social Learning Theory (1977) individuals can learn and develop by observing behaviors of others and by identifying their positive and negative consequences, leading to the imitation of such behaviors. Additionally, according to Bandura (1986), imitation accounts for a significant percentage of our behavior and our actions and he supported the importance of observing, modelling and copying the behaviors, attitudes and emotional responses of others in our environment (McLeod, 2016). By considering this theory, the role of leaders in the workplace can be significantly more prominent for its employees, and as Amabile and Gryskiewicz (1987) indicated role modeling by supervisors is a fundamental contextual factor for creativity. Nonetheless, relatively to the current study, leaders can serve as role models for creative behaviors (Jaussi & Dionne, 2003)

and they can motivate and energize their employees in order to invigorate creativity (Atwater & Carmeli, 2009).

Given the importance of leadership in creativity management, our review walks through the factors that give rise to inclusive leadership. Indeed, there are several leadership styles, such as transformational leadership (Khan et al., 2020), transactional leadership (Sandstrom and Reynolds, 2020), and inclusive leadership (Carmeli et al., 2010), along with their consequences, which differ in terms of organizational performance (Al Khajeh, 2018), and different levels of employee creativity (Reiter-Palmon & Illies, 2004). An effective leadership style, as an organizational factor, can drive employees' behavior in the workplace and research has showed that inclusive leadership can drive employees towards increasing creativity (Bannay, Hadi, & Amanah, 2020). Literature suggests (Gallegos, 2013) that inclusive leadership is a leadership approach that embraces diversity and actively fosters an inclusive work environment, valuing and leveraging diverse perspectives, experiences, and backgrounds of employees within the organization (Robertson & Perry, 2022). As mentioned above, inclusive leaders can play a significant role in providing the necessary support and resources for the psychological development of employees. By prioritizing the needs of employees, respecting their contributions, and creating a supportive and inclusive environment, inclusive leaders help foster the growth of creativity among employees (Kahn, 1992). Inclusive leadership, as described by Carmeli et al. (2010), involves leaders that include and motivate followers to go beyond their self-interests and work towards a collective vision, along with a sense of belongingness and support. Inclusive leaders encourage emotional stimulation, provide constant and constructive support, and can act as role models for creativity (Choi et al., 2015). By emphasizing personal growth, developing employees' skills, and instilling confidence, inclusive leaders can enhance employees' creativity levels

and performance (Carmeli et al., 2010). Moreover, an inclusive leader can act as an effective role model and mentor to its employees (Simons & Yawson, 2022).

Inclusive leadership involves the promotion of equity and fairness, and it ensures that all individuals have equal opportunities for growth, development, and advancement within the organization. Inclusive leadership actively challenges biases and discrimination and fosters open communication and collaboration (Gallegos, 2013) By creating a safe environment, individuals are encouraged to express their ideas, opinions, and concerns without fear of judgment or exclusion. Furthermore, inclusive leadership involves fostering allyship and advocacy, by challenging systemic barriers and biased perceptions to establish an equitable and inclusive organizational environment (Robertson & Perry, 2022)

Inclusive leaders are considered to be determined individuals with unbiased judgements, who promote openness, accessibility and interaction with their subordinates (Carmeli, Reiter- Palmon, & Ziv, 2010). An inclusive leader stimulates belongingness, interdependence, trust, openness and inclusiveness in an organization, that can enhance and foster employee creativity (Randel, Galvin, Shore, Ehrhart, Chung, Dean, & Kedharnath, 2018). Inclusive leaders are characterized by being open to new experiences, novel ideas and by being receptive to diverse perspectives and flexibility (Robertson & Perry, 2022). Openness as a leader's characteristic, has been stated as a broad constellation of traits synthesizing cognitive, affective and behavioral indicators, for instance being imaginative and knowledgeable, having broad interests and actively trying new things and seeking sensations (McCrae & Costa, 1987, 1997). In organizations, creativity is more likely to be expressed and to be effective, if work groups, employees and the organization are perceived as open to new ideas and open to change to novel ideas, to diverse perspectives (Shin & Zhou, 2003). Furthermore, creativity is most likely to occur in organizations, where support and encouragement of new ideas is provided by supervisors, managers, leaders and

coworkers (Amabile et al., 1996). Additionally, inclusive leadership entails the recognition and appreciation of diversity among individuals and the acknowledgment of their unique strengths and contributions to the organization (Randel et al., 2018). In other words, inclusive leaders can influence employee creativity by being open to communication and open to criticism, and by encouraging employees to complete job tasks through creative methods (Carmeli, Reiter-Palmon, & Ziv, 2010). Thus, openness is a critical predictor of creativity in the workplace (Ma, 2009; Zare & Flinchbaugh, 2019).

Moreover, according to Edmonson (2006) inclusive leaders allowed opportunities for advancement by providing continuous and constructive feedback and mentoring to their subordinates, which can motivate and enhance their creativity and employee contribution to the organization (Zeng, Zhao, & Zhao, 2020). Relevantly, inclusive leaders are considered leaders that manifest in supporting, stimulating (Fang, Chen, Wang, & Chen, 2019), motivating and exchanging knowledge and criticism with their followers, which can lead to reproducing creative ideas and processes to be productive and effective in the workplace (Hantula, 2009; Lin, 2018). Inclusive leaders also promote trust, as it is a vital element in the relationship between an inclusive leader and their team members, especially when it comes to fostering creativity within an inclusive working environment (Bourke, Titus & Espedido, 2020). Trust is the foundation of psychological safety, which is essential for creativity (Carmeli et al., 2010). Moreover, psychological safety pertains to how individuals perceive the potential outcomes of taking interpersonal risks within their work environment (Edmondson, 2006; Kahn, 1990). According to research by Edmondson (1996) and Nembhard & Edmondson (2006), leader behaviors play a role in fostering psychological safety. Specifically, Edmondson (2004) proposed that leaders who demonstrate openness, availability, and accessibility are more likely to cultivate a sense of psychological safety among employees in the workplace. Given the novelty of creative ideas, it is not uncommon

for them to face a higher risk of failure. Consequently, it comes as no surprise that research consistently highlights the characteristics of creative individuals, such as openness, flexibility, and a willingness to take risks (Barron & Harrington, 1981; Dewett, 2006; Feist, 1998; Sternberg & Lubart, 1991). However, for individuals to actively engage in the creative process and unlock their creative potential, they require support in the form of psychological safety (Harrington, Block, & Block, 1987; Rogers, 1954). By communicating the value of new ideas and risk-taking and assuring followers that there will be no negative repercussions, leaders can encourage their followers to freely express themselves. Being open, available, and accessible enables leaders to effectively convey these expectations. Inclusive leaders who build trust, can create an environment where employees feel safe to express their ideas, take risks, and share their unique perspectives without the fear of judgment or negative consequences (Carmeli et al., 2010). This psychological safety encourages individuals to step out of their comfort zones and contribute to the organization with their creative insights.

Lastly, inclusive leadership is characterized by tolerating obstacles and employees' errors and by encouraging employees to resolve issues and generate solutions by providing guidance and mentoring (Hollander, 2012). Qi, Liu, Wei and Hu (2019) elaborated on Hollander's theory, indicating that inclusive leaders listen to their employees' alternative ideas in performing tasks with creative manners. Nevertheless, past research has not examined the direct prediction of employee creativity on the basis of inclusive leadership. Thus, when putting inclusive leadership under the microscope, it can be observed that inclusive leadership, which promotes belongingness, interdependence, trust, openness and inclusiveness in an organization is a positively appropriate process to foster and enhance employee creativity (Randel, Galvin, Shore, Ehrhart, Chung, Dean, & Kedharnath, 2018). In this regard, we propose the following hypothesis:

Hypothesis 1: *Employees' perceptions of their leaders as inclusive are strongly related to their creativity levels.*

Inclusive Leadership and Employee Creativity: The Role of Job Crafting

Inclusivity, trustworthiness, belongingness, openness and safety (Kristof-Brown, Zimmerman, & Johnson, 2005) are necessary factors to fostering a sustainable and inclusive organization (Lazazzara et al., 2020), in which employees can generate and implement creative ideas (Ding et al., 2020). Scholars and academics have been paying attention to the potential of job crafting towards strengths and interests in the workplace, and its beneficial role both in employees and in the organization (Wrzesniewski and Dutton, 2001). Additionally, Job crafting has been shown to be a significant antecedent of employee creativity (Bruning and Campion, 2018). Job crafting is a concept of self-management (Sun et al., 2020) and it refers to the changes that employees make to their jobs and work arrangements and is defined as "the physical and cognitive changes individuals make in the task or relational boundaries of their work" (Wrzesniewski and Dutton, 2001). Tims and Bakker (2010) stated that job crafting is the change that employees make to counterbalance their abilities and needs with the job demands and job resources they experience at work. Lichtenthaler and Fischbach (2019) perceived job crafting as actions that employees take in order to fulfill their job demands in a way that matches their strengths and interests, which can lead to changing their overall work beliefs. Primarily, job crafting aimed to provoke individual fit, person-environment fit, job satisfaction, meaning, and work identity (Tims & Bakker, 2010; Wrzesniewski & Dutton, 2001).

Job crafting toward strengths is also referred to as the initiated-by-oneself changes that individuals make in their job tasks and demands of their work, in order to make better use of their strengths, abilities and skills (Kooij et al., 2017). From the time when the concept of job crafting was proposed by Wrzesniewski & Dutton (2001), academics and researchers

have conducted a large number of studies on this concept, with their focus shifted on challenging and hindering job demands and job resources (Wrzesniewski et al., 2013; Demerouti et al., 2015; Bruning and Campion, 2018). Nevertheless, for the current study, the selected definition of job crafting towards strengths and interests is suggested by Wrzesniewski and Dutton (2001) and is the following: "Job crafting is a proactive work behavior, which is employee-initiated changes in the task, relation and cognitive boundaries of work".

More thoroughly, job crafting can be explained through the Job Demands- Resources model (Tims, & Bakker, 2010), as job demands are utilized by employees during job crafting. Job demands refer to factors of a job that require continuous physical and mental effort, which is associated with certain physical and mental costs (Demerouti et al., 2010). According to Demerouti and her colleagues, these job aspects can aid employees to craft their jobs fitting their strengths and interests, by increasing challenge in job demands and decrease job demands that are obstructive. Job resources refer to the structural and social resources that employees can utilize in job crafting and can lead to enhance job performance (Tims & Bakker, 2010). For this study, the model of strengths and interests-based job crafting was used.

According to Bouskila-Yam and Kluger (2011), strengths refer to the ability to consistently stipulating high job performance. While employees can craft their jobs in various ways, adopting a strengths-based approach facilitates and enhances the generation of new and creative ideas (Yang, Lui, & Cui, 2021). This model empowers employees to adjust and reshape their work characteristics and job demands, leading to increased structural resources, social support, and challenging demands, while minimizing hindering demands (Wang and Lau, 2021). However, the indirect association between inclusive leadership and job crafting and its indirect association to creativity, are not fully supported, or explained. Thus, from the

social cognitive theory and creativity literature, a theoretical model is proposed to explore the role of inclusive leadership and the influence of strengths and interests-based job crafting on employee creativity.

The strengths and interests-based job crafting, as a significant expression of self-awareness, has the potential to stimulate employee creativity (Shalley et al., 2004). Firstly, adapting the job to increase personal strengths can enhance employees' job engagement, productivity, and job satisfaction (Chon and Sitkin, 2021), and when employees engage in strengths-based job crafting, they experience a sense of competence and self-development. This cognitive and psychological process creates an environment that encourages authentic self-expression (Ozer and Zhang, 2021), which in turn enhances employee creativity levels (Hoffmann, Ivcevic, & Brackett, 2016). Additionally, Yang, Liu and Cui (2021) studied the relationship of employee creativity and job crafting, mediated by self-efficacy, and the results of their study significantly proved that strengths and interests-based job crafting was positively related to employee creativity. To summarize, engaging in job crafting towards strengths and interests, refers to reshaping work tasks and job schedules to a more meaningful and fulfilling way, which can lead to enhanced employee creativity and increased generation of creative ideas by fostering an inclusive working climate and lead by an inclusive leader (Ozer and Zhang, 2021; Guo, Jin, & Yim, 2023).

Job crafting, as highlighted by Li et al. (2014), is influenced by a combination of individual and contextual factors. Among the individual factors, Lyons (2008) suggests that cognitive ability and self-image have an impact on job crafting. This implies that individuals with higher cognitive abilities may be more capable of analyzing and modifying their work tasks to better align them with their preferences and strengths. Additionally, individuals with a positive self-image may have the confidence and motivation to proactively shape their job to match their desired work identity (Lyons, 2008). However, Bakker et al. (2012) and

Vreugdenhil (2012) emphasize the importance of proactive personality as a significant predictor of job crafting (Bakker et al., 2012). Proactive individuals are characterized by their initiative, assertiveness, and willingness to take charge of their work situations. Such individuals are more likely to proactively seek opportunities to modify their tasks, relationships, and responsibilities to enhance their job satisfaction and effectiveness, and potentially have the freedom to express their creativity (Vreugdenhil, 2012). Kirkendall (2013) further adds that both proactive personality and work locus of control play a role in determining job crafting. Work locus of control refers to an individual's belief about the extent to which they can control and influence their work outcomes (Kirkendall, 2013). Individuals with a strong internal locus of control are more likely to engage in job crafting as they believe in their ability to shape their work environment to suit their needs and goals (Kanten, 2014). Moreover, Tims, Bakker and Derks (2014) highlighted self-efficacy as an important antecedent of job crafting. Self-efficacy refers to an individual's belief in their capability to successfully perform specific tasks or behaviors. Individuals with higher self-efficacy are more likely to engage in job crafting as they believe in their ability to effectively modify their job to enhance their well-being and achieve desired outcomes (Jaussi et al., 2007).

In summary, individual factors such as cognitive ability, self-image, proactive personality, work locus of control, and self-efficacy all contribute to the process of job crafting. These individual characteristics influence an individual's inclination and capability to proactively shape their job to better align with their preferences, strengths, and goals. Understanding these individual antecedents can help organizations and individuals facilitate job crafting and create more fulfilling, engaging and creative work experiences. (Tims et al., 2014)

Wrzesniewski and Dutton (2001) argued that employees are more likely to engage in job crafting behaviors with the vision to establish and sustain a more fulfilling, meaningful and engaging way of working. As inclusive leaders are characterized by establishing an inclusive, diverse and accessible working environment and their aim is to cultivate a sense of belongingness, inclusion, diversity and equity among employees (Hollander, 2012; Edmonson, 2006), it can be argued that inclusive leaders can be of great influence regarding their employees engagement in job crafting towards interests and strengths, which can lead to the increase of creativity in the workplace (Ozer and Zhang, 2021). Inclusive leaders tend to show emotional support and motivation to the employees (Fang et al., 2021), value employee uniqueness (Randel et al., 2018) and they are concerned about work group support and employees' expectations (Wang et al., 2019). Hence, it can be argued that inclusive leaders have the potential to inspire employees to engage in job crafting actions, for instance by increasing structural and social resources (Guo, Jin, & Yim, 2023).

Inclusive leaders by showing respect, inclusion, equity and acceptance to its employees, and by providing support, mentoring and rewarding behaviors can provide their subordinates with a feeling of autonomy (Slemp, Kern, Patrick, & Ryan 2018), of social and leader support, and intrinsic motivation (Deci, & Ryan, 2008). Inclusive leadership style can satisfy the main three psychological needs of employees, which are the sense of being competent and capable, social relations and sense of belongingness and sense of autonomy (Randel et al., 2018), which are based on the self-determination theory and after being studied by Forner (2020), these needs were related to inclusive leadership. Based on the above statements, Guo et al., (2023) indicated that employees, who are working with inclusive leaders that manage to foster an inclusive and equitable working environment and organizational belongingness, encourage generation and implementation of creative ideas, and provide constant feedback, guidance and support, are more likely to engage in job

crafting behaviors towards their interests and strengths, in the form of increasing challenging job demands and developing their strengths (Sun et al., 2020). Hence, we hypothesize that:

Hypothesis 2: *Job crafting will mediate the relationship between inclusive leadership and employee creativity.*

Inclusive Leadership and Employee Creativity: The Moderating Role of Mental Toughness

Mental toughness has been identified as a moderator in the association between inclusive leadership, employee creativity and to the mediated effect of job crafting towards this relationship. Mental toughness is a relatively recent area of study (Gerber, 2013; Crust, 2008; Gucciardi & Gordon, 2011). Clough (2012) proposed a model consisting of four components, referred to as the "four Cs model," which further explain and contribute to mental toughness. These components include: 1. Challenge, referring to individuals viewing challenges as opportunities for growth and development, 2. Confidence, characterized by moderate to high levels of self-esteem and self-efficacy, 3. Commitment, involving dedication to tasks and engaging in role responsibilities, and 4. Control, having the belief in having influence over one's own fate and the impact of their decisions and actions. Crust and Clough (2011) indicated that individuals with high levels of mental toughness exhibit traits such as calmness, relaxation, sociability, confidence, and the ability to handle competition, while maintaining low levels of stress or high stress tolerance. Jones et al. (2007) and Thelwell et al. (2005) described mental toughness as a natural or evolved ability to manage work-related demands, including competition, work-life balance, and job tasks, while displaying commitment, determination, and control under pressure. Gucciardi et al. (2012) defined mental toughness as a collection of beliefs, attitudes, values, behaviors, and emotions that drive individuals to overcome pressure and difficulties, while maintaining focus and

motivation consistently. Coulter et al. (2010) proposed that mental toughness functions as a mechanism that encompasses cognitive, emotional, behavioral, and value aspects that influence how individuals respond to pressure, challenge, and both positive and negative behaviors, in order to achieve their goals. It is important to note that other terms, such as resilience, mental roughness, and hardiness, are used correspondingly to describe this concept (Gerber et al., 2013), which can assist in better comprehending the true essence of mental toughness: the ability to control and determine the impact of external and internal influences (Crust and Clough, 2011).

With the increasing dynamism of jobs and the constant evolution of roles, tasks, and projects, managers are increasingly depending on employees to adapt to and initiate changes in their job characteristics (Grant & Parker, 2009). This is a response to the emerging demands and opportunities in the workplace (Demerouti, 2014). Mental toughness serves as a valuable personal asset that supports employees in sustaining their performance over time, especially in organizations that undergo constant transformation. Klette (2017) put forth the idea that mental toughness plays a significant role as a personal resource utilized by employees to shape their jobs. Research has indicated that individuals with higher levels of mental toughness are better equipped to cope with life's challenges and demands, resulting in lower stress levels and improved performance in a personal, social and most significantly occupational context. The adequacy of personal resources in handling person-environment interactions is influenced by mental toughness (Farnsworth et al., 2021). The recognition of mental toughness as a personal resource aligns with the JD-R (Job Demands-Resources) theory. Additionally, as a personal trait, mental toughness can function as a resource for preservation, implying that employees protect their personal resources (Klette, 2017). The presence of mental toughness in the relationship between job crafting and well-being can act as a catalyst in managing structural resources (e.g., increasing task variety) and social

resources (e.g., fostering relationships with peers and managers), as a mentally tough individual would be more regulated and able to maintain calmness and creative thinking within a working environment. These resources, in turn, enable employees to enhance their job-related resources, which can lead to having more job autonomy and confidence in one's occupational life and potentially increase creativity expression and implementation in the workplace (Halbesleben et al., 2014; Hobfoll, 2001).

Relevantly to creativity and inclusive leadership, Clough et al. (2002) have identified several personality traits that are significantly linked to mentally tough individuals, some of which are being creative, having developed creative self-efficacy, having emotional control and maintaining low anxiety. Additionally, mental toughness has been considered as a substantial resource for overcoming adversity (Lopez & Snyder, 2009), which is commonly shared with the vision and main characteristics of an inclusive leader (Boysen, 2013). Furthermore, mental toughness has been found to enhance the maintenance of high levels of job performance (Yankov et al., 2019), and maintain control over job-related stress (Jones, Hanton, & Connaughton, 2007). Higher levels of creativity are more likely to be displayed when individuals within their working environment, share the belief that mental toughness can be nurtured and developed through maintaining control, confidence and challenge (De Stobbeleir, Ashford & Buyens, 2009).

Klette's (2017) findings, indicated that there is a gap in the job crafting, leadership and mental toughness literature and it provides an opportunity to enhance the literature on mental toughness by incorporating job crafting based on the job-demands and resource model proposed by Demerouti and Bakker (2011). Klette (2017) also found that mental toughness functions as a stress regulator for mentally tough individuals, enabling their personal skills and resources to better cope with job demands and work requirements. Additionally, Ruparel (2020) encouraged further exploration on the link between mental

toughness and leadership, as well as leadership styles. Inclusive leaders will have a strong influence on job crafting (Guo et al., 2023), and further exploration of the literature indicated that job crafting will be affected by leaders especially for employees, who are mentally tough. This is supported through the research study by Marchant et al., (2009), who stated that managers and senior level employees are more likely to be mentally tough, and that one being mentally tough refers to one being mentally sensitive and emotionally intelligent. This means that they can well identify the situation and act according to it, for instance when one is appropriate to express creativity.

Mental toughness is more likely to be developed and enhanced in employees who belong in organizations with an inclusive culture with a leader who shares an inclusive vision (Xintian et al., 2023). In order to express creativity, one should be able to overcome stress and perceive taking risks as challenges, and not as obstacles, which can associate to the main characteristics of a mentally tough individual, who can be relaxed and sustain high levels of performance, maintain low levels of stress, be confident and manage work-related demands (Crust and Clough, 2011). Past literature lacks in research on the role of mental toughness in employee creativity and in relation to inclusive leadership; thus, this study aimed to expand this gap of the literature and explore the moderator effect of mental toughness in the association between inclusive leadership and the role of creativity in the workplace.

Hypothesis 3: *Mental toughness will moderate the relationship between inclusive leadership and employee creativity, mediated by job crafting.*

Research Design and Methodology

In this section an outline of the research methodology and procedure of this study will be presented. A detailed analysis of the participants of the study, the process of collecting data

and respondents, the materials and tools utilized for the conduction of the research and the description of the overall procedure will be explained in the following section.

Participants

Participants (N=125) were selected, through the publication of the online questionnaire in the researcher's social media and professional and personal network. Two responses were removed from the dataset due to not providing consent for the questionnaire, and 29 responses were excluded due to significant missing values. Hence, the total amount of responses used for the analyses was 96 participants. All participants must have been at least 18 years old, and they must have had any past or current working experience. Participation in the study was voluntary, all respondents could withdraw at any time, and all responses were anonymous.

Respondents included 65 females (67%), 25 males (25.8%), one non-binary (1%) and six that preferred not to disclose their gender (6%) (See Table 1). 34 participants aged between 18 and 24 years (35.1%), 51 respondents were between 25 and 34 years old (52.6%), five participants were between 35 and 44 years old (5.2%), four respondents aged between 45 and 54 years (4.1%) and three participants were between 56 and 64 years old (3.1%) (See Table 2). 77 participants did not have any disability or impairment (79.4%), six participants had a learning disability (6.2%), four participants had a sensory impairment (4%), one respondent had a long-term medical impairment (1%), 6 participants had a mental health disorder (6.2%), and three participants had a temporary impairment that was not listed (3%) (See Table 3). 46 participants held a master's degree or higher (47.4%), 36 participants held a bachelor's degree (37.1%), nine participants had a college diploma or any equivalent degree (6. 2%) and six respondents had a high school diploma (6.2%) (See Table 4).

Eight participants had less than a year of working experience (8.2%), 54 participants had between one and five years of working experience (55.7%), 17 participants had between six and ten years of working experience (17.5%), 11 participants had between 11 and 15 years of working experience (11.3%), three participants had between 16 and 20 years of working experience (0.031%), two respondents had between 21 and 25 years of working experience (2.1%) and two respondents had more than 25 years of working experience (2.1%) (See Table 5). 74 participants were full-time permanent employees (76.3%), 13 respondents were part-time permanent employees (13.4%), six participants were contractors or freelancers (6.2%) and four participants gave the other responses (4.1%), which are the following 'retired', 'seasonal employee', 'full-time student' and 'internship' (See Table 6). 90 respondents originated from Greece (92.8%) and five participants originated from other countries, which are USA, Germany, France, Cyprus and Ireland) (5.2%) (See Table 7). Lastly, 75 participants lived in Greece (92.8%) and 19 respondents lived in other countries, which are Germany, United Kingdom, USA, Netherlands, Italy, Switzerland, Spain, Belgium, Cyprus and France (See Table 8).

Procedure

An online questionnaire was administered to collect data for the study. The questionnaire was distributed using the Qualtrics online survey platform. Participants were recruited through various channels, including social media platforms such as Facebook, Messenger, Instagram, LinkedIn, as well as through personal networking. Upon accessing the online questionnaire, participants were provided with an informed consent form outlining the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. They were informed that by proceeding with the questionnaire, they were indicating their willingness to participate.

The questionnaire consisted of 51 items in total, including demographic questions and four different scales. Demographic questions included gender (e.g., male, female, non-binary, prefer not to say), age, disability or impairment status, country of origin, country of residence, years of working experience, employment status (e.g., full-time employment, part-time employment, self-employed, or other), educational background (e.g., high school, bachelor's degree, master's degree or higher). The four scales were designed to measure participants' perceptions of inclusive leadership at work, their perceptions of being creative at work, their usage of job crafting towards strengths and interests in their work, and their level of mental toughness in the workplace. Each scale included multiple items that were scored on a 5 Likert-type scale. Participants were instructed to respond to each item by selecting the most appropriate response option based on their personal experiences and perceptions. They were encouraged to provide honest and accurate responses to ensure the reliability and validity of the data.

To ensure data quality and reduce response bias, participants were given the opportunity to review and revise their answers before final submission. Additionally, they were assured that their responses would remain confidential and only be used for research purposes. Participants were also informed that they had the option to withdraw at any given moment throughout the study. The online questionnaire remained accessible for a specified period, allowing participants to complete it at their convenience. Lastly, participants were also provided with contact information of the researcher, in case they had any questions or concerns.

Measures

Participants were provided with the questionnaire, which began with the informed consent form (Appendix A). Then four different scales were entailed in the questionnaire,

which aimed to assess the following constructs: inclusive leadership, employee creativity, job crafting towards strengths and interests, and mental toughness. All four scales were responded on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Participants' perceptions of inclusive leadership at work were measured using the Inclusive Leadership Scale (ILS) developed by Carmeli, Reiter-Palmon and Ziv (2010). The ILS consists of 13 items that assess leaders' behaviors and attitudes related to inclusivity in the workplace. Items were scored on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree) (Appendix B). The ILS demonstrated good internal consistency reliability, with Cronbach's alpha $\alpha = 0.91$. This indicates that the items in the scale were highly consistent and reliable in measuring perceptions of inclusive leadership. Consequently, participants' creativity at work was assessed using the Employee Creativity Scale (ECS) developed by Tierney and Farmer (2002). The ECS includes 12 items that measure individuals' self-perceived creativity in the workplace (Appendix C). The ECS demonstrated moderately good internal consistency reliability, with Cronbach's alpha $\alpha = 0.78$.

Participants' engagement in job crafting behaviors directed towards their strengths and interests was measured using the Job Crafting Towards Strengths and Interests Scale (JCSIS) developed by Kooij, Woerkom. Wilkenloh, Dorenbosch, and Denissen (2017). The JCSIS includes 13 items that assess the extent to which individuals proactively modify their job tasks, relationships, and perceptions to align with their strengths and interests (Appendix D). The JCSIS Scale demonstrated moderately good internal consistency reliability, with Cronbach's alpha $\alpha = 0.76$. Lastly, respondents' levels of mental toughness were assessed using the Mental Toughness Scale (MTS) developed by Marchant, Polman, Clough, Jackson, Levy, and Nicholls (2012). The MTS consists of 12 items that measure individuals' resilience, persistence, and confidence in overcoming challenges and adversity at work (Appendix E).

The MTS demonstrated good internal consistency reliability, with Cronbach's alpha $\alpha = 0.83$ (Marchant et al., 2012).

Results

This section presents the findings of the study, which aimed to investigate the relationship between creativity in the workplace and inclusive leadership, mediated by job crafting towards strengths and interests and moderated by mental toughness. The data collected from online social media platforms and were analyzed using All analyses were conducted using IBM SPSS Statistics (Version 27) and the SPSS application PROCESS (Hayes , 2013). These analyses yielded valuable insights into the impact of inclusive leadership on creativity mediated by job crafting and mental toughness as a mediator.

Factor analysis

The first step of the analysis was to conduct an exploratory factor analysis (EFA) to find factor loadings. The exploratory factor analysis was performed using the 96 participants and was conducted for all four scales. The EFA extraction method used the principle components analysis and for ILS a fixed number of one variable was used which accounted for the 50.34% of the variance, which was in accordance with the scale's author (Carmeli et al., 2010). For ECS a fixed number of three factors was used in alignment with the creator of the scale (Tierney and Farmer, 2002). The first factor accounted for 36.97% of the variance and the second factor for the 47.86%. After deleting one item in the JCSIS that loaded on a third factor, accordingly with the author of the scale (Kooji et al., 2017) an exploratory factor analysis indicated that the remaining items loaded on two factors, with eigenvalues greater than one. The first factor accounted for the 27.34% and the second factor explained 41.21% of the variance. For the MTS a fixed number of two factors was used (Clough et al., 2002). The first factor accounted for 35.1% of the variance and the second factor for the 46.37% of

the total variance. The factor analysis rotation method used the Varimax with Kaiser normalization. According to the Rotated Component Matrix, all factors met the criteria of .40 or greater (see Table 9,10,11 and 12).

Descriptive Statistics and Correlations

An analysis of descriptive statistics was used to show the means and standard deviations between variables (see Table 13). The average score for ILS was (M = 45.7) with a standard deviation of (SD = 10.64). The average score for ECS was (M =30.71) with a standard deviation of (SD = 4.39). The average score for JCSIS was (M =25.83) with a standard deviation of (SD = 3.47). Finally, for the scale of MTS, the average score was (M =35.13) with a standard deviation of (SD =5.86). A Pearson's Correlation Matrix was also used to find the correlations between each variable (see Table 14).

A *Pearson bivariate correlation* was conducted, in order to examine the correlation among the variables. A few variables were positively correlated with one another at the 0.01 level. The relationship between Employee Creativity and Job Crafting was the highest, $r=.379$, $p <.001$, while the relationship between Inclusive Leadership and Job Crafting was the lowest, ($r=.294$, $p = .004$). Furthermore, Mental Toughness ($r=.383$, $p < .001$) was positively correlated with Employee Creativity ($r= .368$, $p < .001$) and lastly Job Crafting was moderately correlated with Mental Toughness ($r= .308$, $p = .003$). These correlations preliminarily verified some of our hypotheses and provided necessary data support for the succeeding model tests.

Scales Reliability

To test the reliability of each scale, reliability analyses were performed and all four questionnaires were analyzed. The 13 item Inclusive Leadership scale has a Cronbach's alpha score of $\alpha = .92$ (See Table 15). The 12 item Employee Creativity scale has a Cronbach's

alpha scale of α = .85 (See Table 16). The 13 item scale on Job Crafting has a Cronbach's

alpha score of α = .74 (See Table 17). The 12 item Mental Toughness scale has a Cronbach's

alpha score of α = .84 (See Table 18). From the results of the analyses, it can be assumed that

for the scale of Inclusive Leadership, the reliability score was "excellent" (Carmeli et al.,

2010) and for EC (Tierney and Farmer, 2022), JCSIS (Kooji et al., 2017) and MT (Clough et

al., 2012) scales, the scores were "acceptable" in terms of internal consistency, as Cronbach's

alpha had a value of 0.70 or above (Nunnally, 1978).

One- way ANOVA

A one-way ANOVA was run to examine any significant differences in mean scores

between the four scales and all demographics scores (age, gender, education level,

employment status, years of working experience, disability or impairment, country of origin

and country of residence. The one-way ANOVA found only one significant difference (F (4,

88) = [4.93], p = .003) (See Table 19), in mean scores was observed, which was between

employment status (full-time, part-time, unemployed, contractor/freelancer and other) and

inclusive leadership mean scores, for which a post-hoc test was run. The results of the Tukey

HSD for multiple comparisons post hoc test conducted, revealed that there was no significant

differences between groups Full-Time Employees (FTE) and Part-Time Employees (PTE) (p

= .31 95% CI = [-14.31, 2.83]), and FTE and Other (retired, internship, unemployed) (p =

.633 95% CI = [-7.68, 20.54]), and also not significantly different between FTE and Fixed

Term/Contractor (FTC) (p =.017, 95% CI = [1.75, 25.11]). Additionally, there was no

significant difference between PTE and Other (p = .192, 95% CI = [-3.69, 28.02]) and non-

significant difference between FTC and Other (p = .730, 95% CI [-24.72, 10.72]). The only

significant difference was found between FTC and PTE (p = .002, 95% CI [-32.89, -5.43]).

(See Table 20).

Regression Analysis

We conducted a regression analysis to assess the relationship between inclusive leadership and employee creativity (Hypothesis 1). The results of the linear regression showed a non-significant relationship between inclusive leadership and employee creativity $R^2 = .038$, $F(3,85) = 6.39$, $p < .001$ (See Table 21). Based on these results, the postulated hypothesis is not supported, and inclusive leadership did not predict the level of creativity in the workplace.

Mediation Analysis

To test Hypothesis 2 which postulates that Job Crafting towards Strengths and Interests will mediate the relationship between Inclusive Leadership and Employee Creativity, a Mediation analysis was run using PROCESS Macro v4.1 developed by Andrew Hayes Model 4 (Hayes & Little, 2018). A bootstrapping resampling procedure (5,000 samples) has been used to test the proposed hypothesis. The results (*IE*= .19, *SE*=.10, 95% *CI* = [.01, .42]) indicated a significant mediation of JC to the relationship between IL and EC, since the *CI* does not include zero (See Table 22). Based on these results we can assume that Hypothesis 2 is supported.

Moderated Mediation Analysis

To investigate the indirect effect of the intervention on inclusive leadership mediated by job crafting, with mental toughness level as a moderator (Hypothesis 3), PROCESS (Model 7) was conducted (Hayes & Little, 2018). Point estimates and 95 percentile confidence intervals (CI) of indirect effects were estimated based on 5,000 bootstrapped samples. Based on the Index of Moderated Mediation for Mental Toughness moderating the relationship between IL and EC *IE* = .001, *SE*=.00, 95% *CI*= [- 01, .02] (See Table 23). These results include a zero within the 95% confidence interval, which leads to the assumption that

MT does not moderate the mediated effect of JC to IL and EC, and that hypothesis 3 is not supported.

Discussion

The purpose of this study was to examine the relationship between inclusive leadership and employee creativity, mediated by job crafting and moderated by mental toughness. The main findings of these statistical tests will be outlined and discussed in the following section. Followed by the theoretical and practical contributions of the current study to the broader field of research along with limitations of the study and recommendations for future research.

Regarding the first hypothesis, the statistical results showed that inclusive leadership could not significantly predict employee creativity, hence Hypothesis 1 was rejected. In other words, this finding indicated that the presence of an inclusive leader or working within an organizational environment that is structured and led through inclusive leadership practices, does not affect either positively or negatively the level of employee creativity. This is an interesting result, since it does not align with previous studies, for instance Carmeli et al.'s (2010) research study and Zhu et al., (2020) that predicted positive outcomes in the relationship between the two variables, indicated that inclusive leaders, who inspire personal growth, support employees in developing practical and social skills and that emphasize on expressing self-confidence and creative self-efficacy, are more likely to improve their creative performance. Similarly, Ismail et al.'s (2009) study indicated that inclusive leadership that encourages autonomy, provides resources, and fosters a supportive environment can enhance employee creativity, which was not supported by the results of the current study. This result may stem from the difficulty in measuring such terms as inclusive leadership (Qi et al., 2019) and creativity (Barbot, 2019). Overall, regarding the first

hypothesis, even though that the direct link between inclusive leadership and creativity was not supported, it is encouraged to be further explored, as well as any relevant indirect links between the two variables that can be examined, would be beneficial to the findings of the research area.

Proceeding to the second hypothesis, even though the direct association between creativity and inclusive leadership, the results of the study indicated that the indirect association between the two variables through job crafting was supported. In other words, inclusive leaders that could accomplish to increase employees' job crafting, they managed to enhance employee creativity, and inclusive leaders that could not develop and increase employees' job crafting, they had no significant effect related to creativity in the workplace. Thus, Hypothesis 2 was accepted and supported by these results. This also supports previous research indicating that job crafting towards strengths and interests is more likely to occur within an organization led by an inclusive leader (Hollander, 2012; Nembhard & Edmonson, 2006) and that it can contribute to the enhancement of employee creativity (Guo et al., (2023).

Finally, for the third hypothesis, the moderated mediation effect was not significant, indicating that Mental Toughness does not moderate the mediated effects of Job Crafting towards strengths and interests on the relationship between Inclusive Leadership and Employee Creativity. Hence, Hypothesis 3 was rejected, as the moderation effect of mental toughness did not significantly affect the strength or direction of the IL and EC relationship. Contrarily with Xintian et al.'s study (2023), who indicated the association of mental toughness and inclusive leadership and concluded that inclusive leadership stimulates employees with high mental toughness level. In other words, employees with high level of mental toughness are more likely to express the creativity under the guidance and leadership of an inclusive supervisor. The results of the current study were also not aligned with the

study conducted by Halbesleben et al. (2014), who indicated that increased resources, constipate mental toughness, can lead to enhanced creativity. Thus, this study could not support the moderating role of mental toughness in the role of inclusive leadership in creativity of employees.

Theoretical Implications

The results discussed above managed to support solely the second hypothesis of the study, relating to the mediating effect of job crafting towards strengths and interests to the relationship between creativity and inclusive leadership. Despite the results of the study, its theoretical implications can contribute to the current literature and encourage researchers to further explore and expand these findings. Regarding the first hypothesis, which indicated an association between inclusive leadership and creativity, the expected result was not supported by the data analysis, nevertheless the researcher's direction would be to maintain studying these concepts. Supported by previous studies, Zhu et al., (2020) found that inclusive leadership promoted employees' creativity when encouraging psychological safety, nonetheless the strength of this relationship has been studied and there is potential regarding its significance and its positive predicting relationship. Hence, for the firth hypothesis, the contribution to the current literature is the necessity for a larger sample in order to test and produce significant results when measuring and examining inclusive leadership and creativity in the workplace. Another important contribution of the current finding is that the relationship between the two variables is not direct and simple association. Hence, this gap in the literature is further highlighted through this study, encouraging future researchers to further explore the link between the two variables and investigate potential mediators that can affect the indirect and complicated relationship between inclusive leadership and creativity in the workplace.

The theoretical contributions deriving from the results of the second hypothesis, which supported the mediating effect of job crafting in the prediction of creativity by inclusive leadership, provide crucial literature to this relationship. Chang et al., (2016), through their research study and through their results, they encouraged to further investigate the mediating role of job crafting the relationship between inclusive leadership and creativity. The mediating role of job crafting in regards of inclusive leadership, which involves employees vigorously shaping their job tasks and work demands, can play a mediating role in fostering inclusive leadership. By allowing employees to customize their work to their unique strengths and preferences, job crafting can promote a sense of autonomy and ownership, enabling leaders to be more inclusive (Kooji et al., 2017). When employees have the freedom to craft their jobs, they can align their tasks with their values and strengths, which can lead to greater engagement, satisfaction, and creativity. These can contribute to the broader spectrum of organizational psychology literature, by supporting the importance of creativity in the workplace and the influential role of leadership and the effect of job crafting towards strengths and interests to employees and to the organization as a whole.

Regarding the third hypothesis of the study, which was not supported by the results analyses, its contribution to the current theoretical framework is to induce the examination and investigation of new concepts and unexplored variables such as mental toughness. Mental toughness is a relatively new topic of research, which significantly occurred during and after Covid-19 and it is considered as a coping mechanism that could aid employees in sustaining and coping within a working environment (Clough et al., 2012). Thus, the examination of the same association, but also expanding the research topic with additional concepts is encouraged, as the results could shed light in ways to enhance employee well-being and ameliorate one's professional life.

Practical Implications

There are numerous practical implications that can be derived from the current study and implemented from organizations, leaders, and employees themselves in order to enhance creativity in the workplace. Nonetheless, as the first and the third hypotheses were rejected and not supported by the data analyses, the focus of practical implications shifted on job crafting towards strengths and interests, creativity and its association to inclusive leadership. Firstly, inclusive leaders and managers can utilize the concept of job crafting towards strengths and interests as a mean to enhance creativity in the workplace by exploring and focusing on their subordinates' hobbies, best strengths, abilities and curiosities and relate them with the work tasks and job demands. This way, employees will find their tasks and projects more meaningful, relevant and beneficial for themselves and the organization, and it can lead to higher job engagement, job satisfaction and overall job performance (Tims et al., 2015). Additionally, creativity job crafting workshops can be organized and conducted as an organizational activity, in order to craft the employees job tasks and work through creative methods, by completing personality tests and relate their personality traits with their best methods for working in an efficient and enjoyable way. Also, inclusive supervisors and leaders can be trained in job crafting techniques, such as learn how to break down tasks, how to organize tasks based on interests, strengths and ameliorate work tasks, to match employee's abilities along with their job demands, to inspire employees to self-reflect and self-evaluate their performance and progress, to conduct job redesign and role exploration. Overall, utilizing job crafting techniques and methods, can beneficially contribute to the organization and the individual, with the form of job performance, job satisfaction, job engagement, well-being at work, and relevantly with the current study it can benefit employee's creativity in the forms of creative expression, creative self-efficacy and in generating and implementing creative ideas.

The results of the study did not indicate a significant result on mental toughness, however, as past research has provided positive results on mental toughness' beneficial effects, it would be crucial to explore methods to enhance and develop mental toughness. Strycharczyk and Clough (2012) have indicated some holistic techniques that allow the enhancement and development of mental toughness, which are positive thinking, anxiety control, visualization of situations, goal setting and attentional control. A considerable practical implication would be to train both leaders and employees on how to increase their level of mental toughness, through exercising these techniques with repetition, consistency and engagement to the process and training. Through applying the above, one can develop mental toughness and increase their ability on stress management, ameliorate their wellbeing (Strycharczyk and Clough, 2012). In order for one to be mentally tough, they need to be mindful, self-aware and committed throughout the process, as it involves continuous control and regulation of thoughts, actions, emotions and behaviors (Coulter et al., 2010). If implemented with consideration, these could drive individuals to successfully develop and assimilate mental toughness to their personality and behaviour (Agovino, 2021; Gerber et al., 2013,) and it can result in one's eagerness to express creativity both in one's personal and professional life. In conclusion, one should be considerate and informed regarding mental toughness and carefully study and comprehend its effects, before aiming to enhance their level of mental toughness (Marchant et al., 2009).

Lastly, based on the results of the study and after exploring literature and current practices, creativity can be practically developed and expressed through creativity trainings and workshops within the organization but also in one's personal time. Organizations and leaders can organize creativity seminars and creativity events within employees' working schedules and as a team-bonding and after work activity event. After discussing the results of the study and exploring the current literature, creativity trainings can provide numerous

benefits, including intrinsic rewards (e.g., personal enjoyment, well-being) and extrinsic rewards (e.g., increased job performance, financial benefits, and opportunities for job advancement), and as Andriopoulos (2001) has stated, creative activities can be beneficial for the individual and for social and organizational groups, as they can enhance communication, connection and well-being. During these workshops, individuals can be trained in creative brainstorming activities, implementing their creative ideas in practice using resources that can be provided from the organization, work in divergent groups combining creative ideas from individuals coming from different backgrounds and observe the results. Additionally, organizations and leaders can offer to their employees, trainings on self-awareness, self-reflection and mindfulness techniques. Overall, creativity can be a great asset in organizations, when used and applied with carefulness, consideration and inclusivity, and it can be beneficial for individuals both in their occupational and personal lives.

Limitations

The main limitation of the study referred to the sample size of the population used in this study, which was quite small in regards of a significant result of the current research area. For future research, a larger sample size would be a necessary amendment to obtain a more representative result to measure the relationship between creativity and inclusive leadership in the workplace. It would also provide a more holistic, valid, and reliable interpretation of the results, that would enable researchers and practitioners to further comprehend and apply the findings into practice. Additionally, both creativity and mental toughness, are concepts that are intangible and difficult to measure with accuracy (Cropley, Kaufman & Cropley, 2011; Barbot, 2019), as well as inclusive leadership (Qi et al., 2019), hence researchers and practitioners should be considerate of creativity and mental toughness measurement and results. Then, most of the respondents of the questionnaire originated from Greece and the majority of them also were residents of Greece. This result narrows down and eliminates the

representativeness of the sample of the data, and this could be considered as a potential limitation of the study. Hence, the limited sample population related to the limited variety in work lifestyles and professional mindset, providing only a specific amount of representativeness. Additionally, most respondents belonged in the age group of 24 to 35 years old, which also might minimize the reliability, validity and consequently influence of the study. Lastly, another limitation that restricted the effect of the current study, was the cross-sectional design of the study, that only allowed us to observe and collect data from a group of people at a specific point of time (Lubart, 1990). Also, its correlational nature did not allow the researcher to examine the cause and effects of the tested relationships.

Future Recommendations

For future research relevant to the same topic, a significant recommendation would be to collect more participants for the study, in order to have an enlarged sample of data that would provide a more considerable contribution to the existing literature. Additionally, the relationship between inclusive leadership and creativity is encouraged to be further developed by future researchers. The current study did not provide sufficient data to support the association between the two concepts, nevertheless it is highly recommended to assess this relationship, in consideration to additional variables as mediators and moderators, for instance resilience, self-awareness, and job satisfaction levels. Additionally, it would be interesting to further explore this relationship in association with team member support, collaboration, based on team member exchange theories (Seers,1989). Additionally, the use of experimental designs can be considered for future research on the current area of study, that would allow the researcher to test the idea within a controlled environment and to have firm control over the variables of the theory (Bruton, 2011). In conclusion, the current topic of research can be further investigated and explored, and it is crucial to comprehend and

study its antecedents and its predictors, for it can be a significant added value within an organization.

Conclusion

The present study aimed to determine the role of inclusive leadership in creativity through job crafting towards strengths and interests moderated by mental toughness. Inclusive Leadership was retrieved from the scale developed by Carmeli, Reiter-Palmon and Ziv (2010). Employee Creativity was defined by the scale developed by Tierney and Farmer (2002), while Job Crafting Towards Strengths and Interests concept was based on the scale developed by Kooij et al. (2017). Mental Toughness definition was derived from the Mental Toughness Scale (MTS) developed by Marchant et al. (2012). The findings of the study successfully supported the second hypothesis, which assumed that inclusive leaders, who could increase employees' job crafting, they managed to enhance employee creativity and based on the data analyses it was efficiently predicted. Nonetheless, the first and the third hypotheses were not significantly supported, predicting that inclusive leadership directly influenced creativity and that inclusive leadership stimulated creativity to employees with high mental toughness, respectively. From the analysis of the data, we concluded that the direct relationship of inclusive leadership and creativity is not strengthened by the sample of the data collect, and it needs to be further explored by future researchers. Overall, this study contributed to the literature by providing findings that inclusive leaders that encourage job crafting towards employees' strengths and interests can increase creativity in the workplace, while the direct association between inclusive leadership and creativity is invigorated to be further explored. Additional recommendations of future research include the exploration of the indirect relationship of inclusive leadership and creativity, and along with this, the further consideration of the role, the causes and the effects of mental toughness in employees.

References

Agovino, T. (2021). The Pandemic Put an End to the Five-Day, 9-to-5, In-Office Workweek. So

    Where Do Businesses Go from Here? HR Magazine, 66, 33-39.

Ali Taha, V., Sirkova, M., & Ferencova, M. (2016). The impact of organizational culture on creativity

    and innovation. Polish journal of management studies, 14.

    http://dx.doi.org/10.17512/pjms.2016.14.1.01

Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. (2005). Affect and creativity at work.

    Administrative science quarterly, 50(3), 367-403. https://doi.org/10.2189/asqu.2005.50.3.367

Andriopoulos, C. (2001). Determinants of organisational creativity: a literature review. *Management

    decision*, *39*(10), 834-841.

Artige, L., & Lubart, T. (2019). Economic perspectives on creativity. *Economic Perspectives on

    Creativity (November 19, 2019)*. https://doi.org/10.1016/B978-0-12-375038-9.00084-4

Bannay, D. F., Hadi, M. J., & Amanah, A. A. (2020). The impact of inclusive leadership behaviors on

    innovative workplace behavior with an emphasis on the mediating role of work engagement.

    Problems and Perspectives in Management, 18(3), 479.

    http://dx.doi.org/10.21511/ppm.18(3).2020.39

Barbot, B. (2019). Measuring creativity change and development. Psychology of Aesthetics,

    Creativity, and the Arts, 13(2), 203. https://doi.org/10.1037/aca0000232

Barron, F., & Harrington, D. M. (1981). Creativity, intelligence, and personality. Annual review of

    psychology, 32(1), 439-476.

Bell, B. S., & Kozlowski, S. W. (2002). A typology of virtual teams: Implications for effective

    leadership. Group & organization management, 27(1), 14-49.

    https://doi.org/10.1177/1059601102027001003

Bourke, J., Titus, A., & Espedido, A. (2020). The key to inclusive leadership. Harvard Business

    Review, 6.

Bouskila-Yam, O., & Kluger, A. N. (2011). Strength-based performance appraisal and goal setting. Human Resource Management Review, 21(2), 137-147. https://doi.org/10.1016/j.hrmr.2010.09.001

Boysen, P. G. (2013). Just culture: a foundation for balanced accountability and patient safety. Ochsner Journal, 13(3), 400-406.

Bruning, P. F., & Campion, M. A. (2018). A role–resource approach–avoidance model of job crafting: A multimethod integration and extension of job crafting theory. Academy of Management Journal, 61(2), 499-522. https://doi.org/10.5465/amj.2015.0604

Bruton, D. (2011). Learning creativity and design for innovation. *International Journal of Technology and Design Education*, *21*, 321-333. https://doi.org/10.1007/s10798-010-9122-8

Bryman, A. (Ed.). (2013). Leadership and organizations (RLE: Organizations). Routledge.

Caniëls, M. C., De Stobbeleir, K., & De Clippeleer, I. (2014). The antecedents of creativity revisited: A process perspective. Creativity and Innovation Management, 23(2), 96-110. http://dx.doi.org/10.1111/caim.12051

Carmeli, A., Reiter-Palmon, R., & Ziv, E. (2010). Inclusive leadership and employee involvement in creative tasks in the workplace: The mediating role of psychological safety. Creativity Research Journal, 22(3), 250-260. Chicago. http://dx.doi.org/10.1080/10400419.2010.504654

Chang, V., Ramachandran, M., Yao, Y., Kuo, Y. H., & Li, C. S. (2016). A resiliency framework for an enterprise cloud. International Journal of Information Management, 36(1), 155-166. https://doi.org/10.1016/j.ijinfomgt.2015.09.008

Chon, D., & Sitkin, S. B. (2021). Disentangling the process and content of self-awareness: a review, critical assessment, and synthesis. Academy of Management Annals, 15(2), 607-651.

Coulter, T. J., Mallett, C. J., & Gucciardi, D. F. (2010). Understanding mental toughness in Australian soccer: Perceptions of players, parents, and coaches. Journal of sports sciences, 28(7), 699-716. https://doi.org/10.1080/02640411003734085

Cropley, D. H., Kaufman, J. C., & Cropley, A. J. (2011). Measuring creativity for innovation

management. Journal of technology management & innovation, 6(3), 13-30.

http://dx.doi.org/10.4067/S0718-27242011000300002

Crust, L., & Clough, P. J. (2011). Developing mental toughness: From research to practice. Journal of

Sport Psychology in Action, 2(1), 21-32.

https://psycnet.apa.org/doi/10.1080/21520704.2011.563436

De Clippeleer, I., De Stobbeleir, K., Dewettinck, K., & Ashford, S. (2009). From creativity to

success: Barriers and critical success factors in the successful implementation of creative

ideas. Flanders DC.

De Stobbeleir, K., Ashford, S., & Buyens, D. (2009). Linking empowering leadership to followers'

feedback-seeking patterns.

Demerouti, E. (2014). Design your own job through job crafting. European psychologist.

https://doi.org/10.1027/1016-9040/a000188

Demerouti, E., Bakker, A. B., & Gevers, J. M. (2015). Job crafting and extra-role behavior: The role

of work engagement and flourishing. Journal of Vocational Behavior, 91, 87-96

https://doi.org/10.1016/j.jvb.2015.09.001

Demerouti, E., Mostert, K., & Bakker, A. B. (2010). Burnout and work engagement: a thorough

investigation of the independency of both constructs. Journal of occupational health

psychology, 15(3), 209. https://doi.org/10.1037/a0019408

Dewett, T. (2006). Exploring the role of risk in employee creativity. The Journal of Creative

Behavior, 40(1), 27-45. https://doi.org/10.1002/j.2162-6057.2006.tb01265.x

Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality.

Psychological review, 95(2), 256. https://doi.org/10.1037/0033-295X.95.2.256

El-Murad, J., & West, D. C. (2004). The definition and measurement of creativity: what do we

know?. Journal of Advertising research, 44(2), 188-201. doi:10.1017/S0021849904040097

Fang, Y. C., Chen, J. Y., Wang, M. J., & Chen, C. Y. (2019). The impact of inclusive leadership on employees' innovative behaviors: the mediation of psychological capital. Frontiers in psychology, 10, 1803. https://doi.org/10.3389/fpsyg.2019.01803

Farnsworth, J. L., Marshal, A., & Myers, N. L. (2022). Mental toughness measures: A systematic review of measurement properties for practitioners. Journal of Applied Sport Psychology, 34(3), 479-494. https://doi.org/10.1080/10413200.2020.1866710

Feist, G. J. (1998). A meta-analysis of personality in scientific and artistic creativity. Personality and social psychology review, 2(4), 290-309. https://doi.org/10.1207/s15327957pspr0204_5

Forner, V. W., Jones, M., Berry, Y., & Eidenfalk, J. (2020). Motivating workers: how leaders apply self-determination theory in organizations. Organization Management Journal, 18(2), 76-94.

Fu, Q., Cherian, J., Ahmad, N., Scholz, M., Samad, S., & Comite, U. (2022). An inclusive leadership framework to foster employee creativity in the healthcare sector: the role of psychological safety and polychronicity. International journal of environmental research and public health, 19(8), 4519. https://doi.org/10.3390%2Fijerph19084519

Gallegos, P. V. (2013). The work of inclusive leadership. Diversity at work: The practice of inclusion, 177-202.

George, J. M., & Zhou, J. (2001). When openness to experience and conscientiousness are related to creative behavior: an interactional approach. Journal of applied psychology, 86(3), 513. https://doi.org/10.1037/0021-9010.86.3.513

Gerber, M., Feldmeth, A. K., Lang, C., Brand, S., Elliot, C., Holsboer-Trachsler, E., & Pühse, U. (2015). The relationship between mental toughness, stress, and burnout among adolescents: a longitudinal study with Swiss vocational students. Psychological reports, 117(3), 703-723. https://doi.org/10.2466/14.02.pr0.117c29z6

Gerber, P. J., Steinfeld, H., Henderson, B., Mottet, A., Opio, C., Dijkman, J., ... & Tempio, G. (2013). Tackling climate change through livestock: a global assessment of emissions and mitigation

opportunities. Food and Agriculture Organization of the United Nations (FAO).

https://doi.org/10.1080/02640411003734085

Grant, A. M., Parker, S., & Collins, C. (2009). Getting credit for proactive behavior: Supervisor

reactions depend on what you value and how you feel. Personnel Psychology, 62(1), 31-55.

https://doi.org/10.1111/j.1744-6570.2008.01128.x

Gucciardi, D. F., Hanton, S., & Mallett, C. J. (2012). Progressing measurement in mental toughness:

a case example of the mental toughness questionnaire 48. Sport, Exercise, and Performance

Psychology, 1(3), 194. https://doi.org/10.1037/a0027190

Gucciardi, D., & Gordon, S. (Eds.). (2011). Mental toughness in sport: Developments in theory and

research (Vol. 1). Routledge.

Guo, J., Gonzales, R., & Dilley, A. E. (2016). Creativity and leadership in organizations: A literature

review. Creativity. Theories–Research-Applications, 3(1), 127-151.

https://doi.org/10.1515/ctra-2016-0010

Guo, Y., Jin, J., & Yim, S. H. (2022). Impact of Inclusive Leadership on Innovative Work Behavior:

The Mediating Role of Job Crafting. Administrative Sciences, 13(1), 4.

https://doi.org/10.3390/admsci13010004

Guo, Y., Zhu, Y., & Zhang, L. (2020). Inclusive leadership, leader identification and employee voice

behavior: The moderating role of power distance. Current Psychology, 1-10.

https://link.springer.com/article/10.1007/s12144-020-00647-x

Haase, J., Hoff, E. V., Hanel, P. H., & Innes-Ker, Å. (2018). A meta-analysis of the relation between

creative self-efficacy and different creativity measurements. Creativity Research Journal,

30(1), 1-16. Doi: 10.1080/10400419.2018.1411436

Hackman, J. R., & Oldham, G. R. (1975). Development of the job diagnostic survey. Journal of

Applied psychology, 60(2), 159. https://doi.org/10.1037/h0076546

Haghighi, F. B., & Maleki, Z. V. (2016). The relationship between transformational leadership style

    and behavior of organizational citizen (case study: Ghavamin bank). International Journal of

    Learning and Development, 6(3), 80-91.

Halbesleben, J. R., Neveu, J. P., Paustian-Underdahl, S. C., & Westman, M. (2014). Getting to the

    "COR" understanding the role of resources in conservation of resources theory. Journal of

    management, 40(5), 1334-1364. https://doi.org/10.1177/0149206314527130

Hantula, D. A. (2009). The essential leader-follower relationship. The Psychological Record, 59(4),

    701-704.

Harrington, D. M., Block, J. H., & Block, J. (1987). Testing aspects of Carl Rogers's theory of

    creative environments: Child-rearing antecedents of creative potential in young adolescents.

    Journal of personality and social psychology, 52(4), 851.

    https://psycnet.apa.org/doi/10.1037/0022-3514.52.4.851

Harvey, S., & Rietzschel, E. F. (2022). Unpacking "ideas" in creative work: a multidisciplinary

    review. Academy of Management Annals, 16(2), 621-656.

    https://doi.org/10.5465/annals.2020.0210

Hayes, A. F. (2013). Mediation, moderation, and conditional process analysis. Introduction to

    mediation, moderation, and conditional process analysis: A regression-based approach, 1, 20.

Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process:

    Advancing conservation of resources theory. Applied psychology, 50(3), 337-421.

    https://doi.org/10.1111/1464-0597.00062

Hoffmann, J., Ivcevic, Z., & Brackett, M. (2016). Creativity in the age of technology: Measuring the

    digital creativity of millennials. Creativity Research Journal, 28(2), 149-153.

    https://doi.org/10.1080/10400419.2016.1162515

Hollander, E. (2012). Inclusive leadership: The essential leader-follower relationship. Routledge.

    https://doi.org/10.3389/fpsyg.2021.748747

Huang, B., Sardeshmukh, S., Benson, J., & Zhu, Y. (2023). High performance work systems, employee creativity and organizational performance in the education sector. The International Journal of Human Resource Management, 34(9), 1876-1905. https://doi.org/10.1080/09585192.2022.2054283

Ismail, A., Halim, F. A., Abdullah, D. N. M. A., Ahmad, S. S., Muda, A. L. A., Samsudin, S., & Girardi, A. (2009). The mediating effect of empowerment in the relationship between transformational leadership and service quality. International Journal of Business and Management, 4(4). https://researchportal.murdoch.edu.au/esploro/outputs/journalArticle/The-mediating-effect-of-empowerment-in/991005545020607891#file-0

Jaussi, K. S., Randel, A. E., & Dionne, S. D. (2007). I am, I think I can, and I do: The role of personal identity, self-efficacy, and cross-application of experiences in creativity at work. *Creativity Research Journal*, *19*(2-3), 247-258. https://psycnet.apa.org/doi/10.1080/10400410701397339

Jones, G., Hanton, S., & Connaughton, D. (2007). A framework of mental toughness in the world's best performers. The sport psychologist, 21(2), 243-264. https://doi.org/10.1123/tsp.21.2.243

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. Academy of management journal, 33(4), 692-724. https://doi.org/10.5465/256287

Kampylis, P. G., & Valtanen, J. (2010). Redefining creativity—analyzing definitions, collocations, and consequences. The Journal of Creative Behavior, 44(3), 191-214. https://doi.org/10.1002/j.2162-6057.2010.tb01333.x

Kanten, P. (2014). The antecedents of job crafting: Perceived organizational support, job characteristics and self-efficacy. European Journal of Business and Social Sciences, 3(5), 113-128.

Karwowski, M., & Brzeski, A. (2017). Creative mindsets: Prospects and challenges. The creative self, 367-383. https://doi.org/10.1016/B978-0-12-809790-8.00021-2

Kim, M., & Beehr, T. A. (2020). Thriving on demand: Challenging work results in employee

flourishing through appraisals and resources. International Journal of Stress Management,

27(2), 111. https://doi.org/10.1037/str0000135

Kirkendall, C. D. (2013). Job crafting: The pursuit of happiness at work (Doctoral dissertation,

Wright state university).

Klette, A. (2017). Mental toughness, job demands and job resources: testing the effects on

engagement and stress of South African emergency personnel (Doctoral dissertation,

Stellenbosch: Stellenbosch University).

Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences OF

INDIVIDUALS'FIT at work: A meta-analysis OF person–job, person–organization, person–

group, and person–supervisor fit. Personnel psychology, 58(2), 281-342.

https://doi.org/10.1111/j.1744-6570.2005.00672.x

Lazazzara, A., Tims, M., & De Gennaro, D. (2020). The process of reinventing a job: A meta–

synthesis of qualitative job crafting research. Journal of Vocational Behavior, 116, 103267.

https://doi.org/10.1016/j.jvb.2019.01.001

Lee, L. Y., & Tan, E. (2012). The influences of antecedents on employee creativity and employee

performance: A meta-analytic review. Interdisciplinary Journal of Contemporary Research in

Business, 4(2), 984-996.

Lee, W. R., Choi, S. B., & Kang, S. W. (2021). How leaders' positive feedback influences

employees' innovative behavior: The mediating role of voice behavior and job autonomy.

Sustainability, 13(4), 1901. https://doi.org/10.3390/su13041901

Levett-Jones, T. L. (2007). Facilitating reflective practice and self-assessment of competence through

the use of narratives. Nurse education in practice, 7(2), 112-119.

https://doi.org/10.1016/j.nepr.2006.10.002

Lichtenthaler, P. W., & Fischbach, A. (2019). A meta-analysis on promotion-and prevention-focused job crafting. European Journal of Work and Organizational Psychology, 28(1), 30-50. https://doi.org/10.1080/1359432X.2018.1527767

Lin, W., Ma, J., Zhang, Q., Li, J. C., & Jiang, F. (2018). How is benevolent leadership linked to employee creativity? The mediating role of leader–member exchange and the moderating role of power distance orientation. Journal of Business Ethics, 152, 1099-111 https://doi.org/10.1007/s10551-016-3314-4

Lopez, S. J., & Snyder, C. R. (Eds.). (2009). The Oxford handbook of positive psychology. Oxford University Press.

Lubart, T. I. (1990). Creativity and cross-cultural variation. *International journal of psychology*, *25*(1), 39-59.

Lyons, P. (2008). The crafting of jobs and individual differences. Journal of Business and Psychology, 23, 25-36. https://doi.org/10.1007/s10869-008-9080-2

Ma, H. H. (2009). The effect size of variables associated with creativity: A meta-analysis. Creativity Research Journal, 21(1), 30-42. https://doi.org/10.1080/10400410802633400

Mansoor, A., Farrukh, M., Wu, Y., & Abdul Wahab, S. (2021). Does inclusive leadership incite innovative work behavior?. Human Systems Management, 40(1), 93-102. DOI: 10.3233/HSM-200972

Marchant, D. C., Polman, R. C., Clough, P. J., Jackson, J. G., Levy, A. R., & Nicholls, A. R. (2009). Mental toughness: Managerial and age differences. *Journal of Managerial Psychology*, *24*(5), 428-437.

Mohaghegh, M., & Größler, A. (2022). Exploring organizational problem-solving modes: a dynamic capabilities approach. Management Decision, 60(1), 254-277.

Moingeon, B., & Edmondson, A. (Eds.). (1996). Organizational learning and competitive advantage. Sage.

Nembhard, I. M., & Edmondson, A. C. (2006). Making it safe: The effects of leader inclusiveness

and professional status on psychological safety and improvement efforts in health care teams.

Journal of Organizational Behavior: The International Journal of Industrial, Occupational and

Organizational Psychology and Behavior, 27(7), 941-966. https://doi.org/10.1002/job.413

Nunnally, J. C. (1978). An overview of psychological measurement. Clinical diagnosis of mental

disorders: A handbook, 97-146. https://doi.org/10.1007/978-1-4684-2490-4_4

Parris, M. A., Vickers, M. H., & Wilkes, L. (2008). Caught in the middle: Organizational

impediments to middle managers' work-life balance. Employee responsibilities and rights

journal, 20, 101-117. https://doi.org/10.1007/s10672-008-9069-z

Petrou, P., Demerouti, E., Peeters, M. C., Schaufeli, W. B., & Hetland, J. (2012). Crafting a job on a

daily basis: Contextual correlates and the link to work engagement. Journal of Organizational

Behavior, 33(8), 1120-1141. https://doi.org/10.1002/job.1783

Qi, L., Liu, B., Wei, X., & Hu, Y. (2019). Impact of inclusive leadership on employee innovative

behavior: Perceived organizational support as a mediator. PloS one, 14(2).

https://doi.org/10.1371/journal.pone.0212091

Randel, A. E., Galvin, B. M., Shore, L. M., Ehrhart, K. H., Chung, B. G., Dean, M. A., &

Kedharnath, U. (2018). Inclusive leadership: Realizing positive outcomes through

belongingness and being valued for uniqueness. Human resource management review, 28(2),

190-203. https://doi.org/10.1016/j.hrmr.2017.07.002

Reiter-Palmon, R., & Illies, J. J. (2004). Leadership and creativity: Understanding leadership from a

creative problem-solving perspective. The leadership quarterly, 15(1), 55-77. .

https://doi.org/10.1016/j.leaqua.2003.12.005

Reiter-Palmon, R., Kennel, V. L., & Kaufman, J. C. (Eds.). (2018). Individual creativity in the

workplace. Academic Press.

Rietzschel, E. F., Zacher, H., & Stroebe, W. (2016). A lifespan perspective on creativity and innovation at work. Work, Aging and Retirement, 2(2), 105-129. https://doi.org/10.1093/workar/waw005

Ritter, S. M., & Mostert, N. (2017). Enhancement of creative thinking skills using a cognitive-based creativity training. Journal of Cognitive enhancement, 1, 243-253. https://doi.org/10.1007/s41465-016-0002-3

Roberson, Q., & Perry, J. L. (2022). Inclusive leadership in thought and action: A thematic analysis. Group & Organization Management, 47(4), 755-778. DOI: 10.1177/10596011211013161

Rogers, C. R. (1954). Toward a theory of creativity. ETC: A review of general semantics, 249-260.

Runco, M. A., & Jaeger, G. J. (2012). The standard definition of creativity. Creativity research journal, 24(1), 92-96. DOI: 10.1080/10400419.2012.650092

Ruparel, N., Choubisa, R., & Seth, H. (2022). Imagining positive workplaces: extrapolating relationships between job crafting, mental toughness and authentic happiness in millennial employees. Management Research Review. DOI: 10.1108/MRR-01-2021-0083

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary educational psychology, 25(1), 54-67. https://doi.org/10.1006/ceps.1999.1020

Sacramento, C. A., Fay, D., & West, M. A. (2013). Workplace duties or opportunities? Challenge stressors, regulatory focus, and creativity. Organizational behavior and human decision processes, 121(2), 141-157. https://doi.org/10.1016/j.obhdp.2013.01.008

Scott, G., Leritz, L. E., & Mumford, M. D. (2004). The effectiveness of creativity training: A quantitative review. *Creativity research journal*, *16*(4), 361-388. https://doi.org/10.1080/10400410409534549

Seers, A. (1989). Team-member exchange quality: A new construct for role-making research. Organizational behavior and human decision processes, 43(1), 118-135. https://doi.org/10.1016/0749-5978(89)90060-5

Shuck, B., & Wollard, K. (2010). Employee engagement and HRD: A seminal review of the foundations. Human resource development review, 9(1), 89-110. https://doi.org/10.1177/1534484309353560

Sia, S. K., & Appu, A. V. (2015). Work autonomy and workplace creativity: Moderating role of task complexity. Global Business Review, 16(5), 772-784. https://doi.org/10.1177/0972150915591435

Simmons, S. V., & Yawson, R. M. (2022). Developing leaders for disruptive change: An inclusive leadership approach. Advances in Developing Human Resources, 24(4), 242-262. DOI:10.1177/15234223221114359

Slemp, G. R., Kern, M. L., Patrick, K. J., & Ryan, R. M. (2018). Leader autonomy support in the workplace: A meta-analytic review. Motivation and emotion, 42(5), 706-724. https://doi.org/10.1007/s11031-018-9698-y

Sternberg, R. J., & Lubart, T. I. (1991). An investment theory of creativity and its development. Human development, 34(1), 1-31. https://doi.org/10.1159/000277029

Strycharczyk, D., Clough, P., Wall, T., & Perry, J. (2020). Mental toughness. Good Health and Well-Being, 471-483. DOI: 10.1007/978-3-319-95681-7_19

Sun, S., Wang, N., Zhu, J., & Song, Z. (2020). Crafting job demands and employee creativity: A diary study. Human Resource Management, 59(6), 569-583. https://doi.org/10.1002/hrm.22013

Thelwell, R., Weston, N., & Greenlees, I. (2005). Defining and understanding mental toughness within soccer. Journal of applied sport psychology, 17(4), 326-332. DOI: 10.1080/10413200500313636

Tierney, P., & Farmer, S. M. (2002). Creative self-efficacy: Its potential antecedents and relationship

    to creative performance. Academy of Management journal, 45(6), 1137-1148.

    https://doi.org/10.2307/3069429

Tims, M., B. Bakker, A., & Derks, D. (2014). Daily job crafting and the self-efficacy–performance

    relationship. Journal of managerial psychology, 29(5), 490-507. https://doi.org/10.1108/JMP-

    05-2012-0148

Tims, M., Bakker, A. B., & Derks, D. (2015). Job crafting and job performance: A longitudinal study.

    European Journal of Work and Organizational Psychology, 24(6), 914-928.

    https://doi.org/10.1080/1359432X.2014.969245

Vreugdenhil, A., Cannell, J., Davies, A., & Razay, G. (2012). A community-based exercise

    programme to improve functional ability in people with Alzheimer's disease: a randomized

    controlled trial. Scandinavian journal of caring sciences, 26(1), 12–19.

    https://doi.org/10.1111/j.1471-6712.2011.00895.x

Wang, A. C., & Cheng, B. S. (2010). When does benevolent leadership lead to creativity? The

    moderating role of creative role identity and job autonomy. Journal of organizational

    behavior, 31(1), 106-121. https://doi.org/10.1002/job.634

Wang, H., Demerouti, E., & Bakker, A. B. (2016). A review of job-crafting research: The role of

    leader behaviors in cultivating successful job crafters. Proactivity at work, 95-122.

Wang, Y., Kim, Y., & Lau, D. C. (2021). Creative identity asymmetry: When and how it impacts

    psychological strain and creative performance. Asia Pacific Journal of Management, 1-38.

    https://doi.org/10.1007/s10490-021-09793-7

Woodman, R. W., Sawyer, J. E., & Griffin, R. W. (1993). Toward a theory of organizational

    creativity. Academy of management review, 18(2), 293-321.

Wrzesniewski, A., & Dutton, J. E. (2001). Crafting a job: Revisioning employees as active crafters of

their work. Academy of management review, 26(2), 179-201.

https://doi.org/10.5465/amr.2001.4378011

Wrzesniewski, A., LoBuglio, N., Dutton, J. E., & Berg, J. M. (2013). Job crafting and cultivating

positive meaning and identity in work. In Advances in positive organizational psychology

(Vol. 1, pp. 281-302). Emerald Group Publishing Limited.

Wu, C. L., Huang, S. Y., Chen, P. Z., & Chen, H. C. (2020). A systematic review of creativity-related

studies applying the remote associates test from 2000 to 2019. Frontiers in psychology, 11,

573432. https://doi.org/10.3389/fpsyg.2020.573432

Xintian, L., & Peng, P. (2023). Does inclusive leadership foster employee psychological resilience?

The role of perceived insider status and supportive organizational climate. Frontiers in

Psychology, 14, 1127780. https://doi.org/10.3389/fpsyg.2023.1127780

Yang, C., Yang, F., & Ding, C. (2021). Linking leader humor to employee creativity: The roles of

relational energy and traditionality. Journal of Managerial Psychology, 36(7), 548-561.

Yang, Z., Liu, P., & Cui, Z. (2021). Strengths-based job crafting and employee creativity: the role of

job self-efficacy and workplace status. Frontiers in psychology, 12, 748747.

https://doi.org/10.3389/fpsyg.2021.748747

Yankov, G. P., Davenport, N., & Sherman, R. A. (2019). Locating mental toughness in factor models

of personality. Personality and Individual Differences, 151, 109532.

https://doi.org/10.1016/j.paid.2019.109532

Zare, M., & Flinchbaugh, C. (2019). Voice, creativity, and big five personality traits: A meta-

analysis. Human Performance, 32(1), 30-51. https://doi.org/10.1080/08959285.2018.1550782

Zeng, H., Zhao, L., & Zhao, Y. (2020). Inclusive leadership and taking-charge behavior: roles of

psychological safety and thriving at work. Frontiers in psychology, 11,

62. https://doi.org/10.3389/fpsyg.2020.00062

Zhou, J., & George, J. M. (2003). Awakening employee creativity: The role of leader emotional

intelligence. The leadership quarterly, 14(4-5), 545-568. https://doi.org/10.1016/S1048-

9843(03)00051-1

Zhu, J., Xu, S., & Zhang, B. (2020). The paradoxical effect of inclusive leadership on subordinates'

creativity. Frontiers in psychology, 10, 2960. https://doi.org/10.3389/fpsyg.2019.02960

Tables

Table 1: Frequency Table for Gender

How do you describe yourself?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cis Female	65	67.0	67.0	67.0
	Cis Male	25	25.8	25.8	92.8
	Non-binary	1	1.0	1.0	93.8
	Prefer not to say	6	6.2	6.2	100.0
	Total	97	100.0	100.0	

Table 2: Frequency Table for Age

How old are you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18–24 years old	34	35.1	35.1	35.1
	25–34 years old	51	52.6	52.6	87.6
	35–44 years old	5	5.2	5.2	92.8
	45–54 years old	4	4.1	4.1	96.9
	55–64 years old	3	3.1	3.1	100.0
	Total	97	100.0	100.0	

Table 3: Frequency Table for Disability or Impairment status

How would you describe your disability/ability status?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A sensory impairment (vision or hearing)	4	4.1	4.1	4.1
	A learning disability (e. g. ADHD, dyslexia)	6	6.2	6.2	10.3
	A long-term medical illness (e.g. epilepsy, cystic fibrosis)	1	1.0	1.0	11.3
	A mental health disorder	6	6.2	6.2	17.5
	A temporary impairment not listed above	3	3.1	3.1	20.6
	I do not identify with a disability or impairment	77	79.4	79.4	100.0
	Total	97	100.0	100.0	

Table 4: Frequency Table for Educational Level

What is the highest level of education you have attained? Please choose only one of the following: – Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High school diploma	6	6.2	6.2	6.2
	College or associate/trade degree	9	9.3	9.3	15.5
	Bachelor's degree	36	37.1	37.1	52.6
	Master's degree or higher	46	47.4	47.4	100.0
	Total	97	100.0	100.0	

Table 5: Frequency Table for years of Working Experience

How many years of working experience do you possess? Please choose only one of the following

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than a year	8	8.2	8.2	8.2
	1-5 years	54	55.7	55.7	63.9
	6-10 years	17	17.5	17.5	81.4
	11-15 years	11	11.3	11.3	92.8
	16-20 years	3	3.1	3.1	95.9
	21-25 years	2	2.1	2.1	97.9
	more than 25 years	2	2.1	2.1	100.0
	Total	97	100.0	100.0	

Table 6: Frequency Table for Employment status

What best describes your employment status? – Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I am a full-time permanent employee	74	76.3	76.3	76.3
	I am a part-time permanent employee	13	13.4	13.4	89.7
	I am a fixed-term contractor/ Freelancer	6	6.2	6.2	95.9
	Other (please state)	4	4.1	4.1	100.0
	Total	97	100.0	100.0	

Table 7: Frequency Table for Country of Origin

What is your country of origin? – Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Greece	90	92.8	94.7	94.7
	Other (Please specify)	5	5.2	5.3	100.0
	Total	95	97.9	100.0	
Missing	System	2	2.1		
Total		97	100.0		

Table 8: Frequency Table for Country of Residence

What is your country of residence? – Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Greece	75	78.1	79.8	79.8
	Other (Please describe)	19	19.8	20.2	100.0
	Total	94	97.9	100.0	
Missing	System	2	2.1		
Total		96	100.0		

Table 9: Rotated Component Matrix to Show Satisfactory Factor Loadings for ILS

Component Matrix[a]

	Component	
	1	2
1. In my workplace, my leader promotes an environment where all employees feel welcome and valued, regardless of their background or identity.	.797	
2.My leader actively seeks out diverse perspectives and ideas when making decisions..	.732	
3. My leader encourages open communication and dialogue, even when opinions differ.	.721	
4. My leader recognizes and celebrates the unique contributions of each employee on our team.	.720	
5.My leader creates opportunities for all employees to participate and contribute to team projects and initiatives.	.726	
6. My leader actively addresses issues of bias and discrimination in the workplace.	.560	
7. My leader values and supports the professional development and growth of all employees, regardless of their background or identity.	.797	
8. My leader ensures that policies and procedures are inclusive and do not discriminate against any employees	.773	
- 9. My leader takes action to address and prevent harassment or discrimination based on any aspect of identity	.688	
10. My leader encourages teamwork and collaboration among employees with diverse backgrounds and perspectives	.800	
11. My leader is open to hearing new ideas.	.650	-.524
12. My leader encourages me to access him/her on emerging issues.	.647	
13. I find that my values and the company's values are very similar.	.554	

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Table 10: Rotated Component Matrix to Show Satisfactory Factor Loadings for ECS

Component Matrix[a]

	Component		
	1	2	3
1. I often come up with new and innovative ideas for projects or tasks.	.703		
2. I am willing to take risks and try new approaches to problem-solving.	.802		
3. I am comfortable challenging conventional thinking or doing things in new ways.	.768		
4. I avoid following procedures strictly by the rules		.511	
5. I am able to connect seemingly unrelated ideas to come up with innovative solutions.	.661		
6. I am able to adapt my ideas and approaches to fit changing circumstances.	.516		
7. I enjoy learning new things and am able to apply that knowledge to generate new ideas.			.532
8. I am able to come up with unique and original solutions to complex problems.	.656		
9. I am able to think outside the box and come up with solutions that are not immediately obvious	.735		
10. I am able to combine different ideas or elements to create something new and valuable	.665		
11. Time pressure inhibits my individual creativity at work.			.656
12. I am able to see things from multiple perspectives and come up with creative solutions.		.564	

Extraction Method: Principal Component Analysis.
a. 3 components extracted.

Table 11:Rotated Component Matrix to Show Satisfactory Factor Loadings for JCSIS

Component Matrix[a]

	Component				
	1	2	3	4	5
1. I organize my work in such a way that it matches my strengths.					
2. In my work tasks I try to take advantage of my strengths as much a		.572			
3. I look for possibilities to do my tasks in such a way that it matches my strengths.	.564	.539			
4. I discuss the task division with my colleagues to make sure I can do tasks I am good at.					.654
5. I actively look for tasks that match my own interests.	.545				
6. I organize my work in such a way that I can do what I find interesting.	.691				
7. I make sure that I take on tasks that I enjoy.	.671				
8. I start projects with colleagues that share my interests.	.525				
9. I engage in new relationships at work to make my work more interesting.		-.673			
10. I make an effort to get to know people well at work.	.570				
11. I make friends with people at work who have similar skills or interests.			.761		
This part of the survey explores how you experience your job. Read each statement carefully. Indicate how you feel about each statement from "Strongly Disagree" to "Strongly Agree". - 12. I tend to think about the ways in which your work positively impacts your life.					
13. I tend to change the way I work in order to make it more enjoyable.				-.571	

Extraction Method: Principal Component Analysis.
a. 5 components extracted.

Table 12: Rotated Component Matrix to Show Satisfactory Factor Loadings for MTS

Component Matrix^a

	Component		
	1	2	3
1. I am able to stay focused and composed under pressure.	.549		
This part of the survey explores your level of mental toughness. Read each statement carefully. Indicate how you feel about each statement from "Strongly Disagree" to "Strongly Agree". - 2. I am able to bounce back quickly from setbacks and failures.	.700		
This part of the survey explores your level of mental toughness. Read each statement carefully. Indicate how you feel about each statement from "Strongly Disagree" to "Strongly Agree". - 3. I am able to maintain my motivation and drive, even when faced with challenges or obstacles.	.734		
This part of the survey explores your level of mental toughness. Read each statement carefully. Indicate how you feel about each statement from "Strongly Disagree" to "Strongly Agree". - 4. I am able to maintain a positive attitude and outlook, even in difficult situations.	.698		-.519
This part of the survey explores your level of mental toughness. Read each statement carefully. Indicate how you feel about each statement from "Strongly Disagree" to "Strongly Agree". - 5. I am able to stay calm and collected in high-stress situations.	.705		
This part of the survey explores your level of mental toughness. Read each statement carefully. Indicate how you feel about each statement from "Strongly Disagree" to "Strongly Agree". - 6. I am able to stay committed to my goals and aspirations, even when faced with setbacks or obstacles.	.637		
This part of the survey explores your level of mental toughness. Read each statement carefully. Indicate how you feel about each statement from "Strongly Disagree" to "Strongly Agree". - 7. I am able to maintain my confidence and self-belief, even in the face of criticism or rejection.	.585		
This part of the survey explores your level of mental toughness. Read each statement carefully. Indicate how you feel about each statement from "Strongly Disagree" to "Strongly Agree". - 8. I am able to stay disciplined and focused on my priorities, even when distractions arise.	.611		.518
This part of the survey explores your level of mental toughness. Read each statement carefully. Indicate how you feel about each statement from "Strongly Disagree" to "Strongly Agree". - 11. I see problems, complaints, and bottlenecks as opportunities rather than as issues.	.548	.658	
12. I interpret potential threats as positive opportunities.	.597	.620	

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

Table 13: Descriptive Statistics Table

Descriptive Statistics

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Mean Std. Error	Std. Deviation Statistic	Skewness Statistic	Skewness Std. Error
How old are you?	96	2	6	2.89	.094	.916	1.573	.246
How would you describe your disability/ability status?	96	1	7	6.24	.176	1.721	-2.202	.246
How do you describe yourself?	96	1	9	1.78	.197	1.931	3.325	.246
What is the highest level of education you have attained? Please choose only one of the following: – Selected Choice	96	2	5	4.26	.089	.874	-1.118	.246
How many years of working experience do you possess? Please choose only one of the following	96	2	8	3.60	.125	1.227	1.606	.246
What best describes your employment status? – Selected Choice	96	1	7	1.77	.161	1.573	2.114	.246
What is your country of origin? – Selected Choice	94	1	2	1.05	.023	.226	4.047	.249
What is your country of residence? – Selected Choice	94	1	2	1.20	.042	.404	1.508	.249
InclusiveLeadership	96	1.00	5.00	3.5187	.08764	.85867	-.470	.246
Creativity	96	2.56	4.89	3.7865	.04488	.43977	.061	.246
JobCrafting	96	2.67	5.00	3.6686	.04633	.45392	.268	.246
MentalToughness	96	2.19	5.00	3.5870	.05890	.57709	.299	.246
Valid N (listwise)	94							

Table 14: Pearson's Correlation Matrix

Correlations

		InclusiveLeadership	EmployeeCreativity	JobCrafitng	MentalToughness
InclusiveLeadership	Pearson Correlation	1	.195	.294**	.079
	Sig. (2-tailed)		.063	.004	.455
	N	93	92	92	91
EmployeeCreativity	Pearson Correlation	.195	1	.379**	.368**
	Sig. (2-tailed)	.063		.000	.000
	N	92	94	93	92
JobCrafitng	Pearson Correlation	.294**	.379**	1	.308**
	Sig. (2-tailed)	.004	.000		.003
	N	92	93	95	93
MentalToughness	Pearson Correlation	.079	.368**	.308**	1
	Sig. (2-tailed)	.455	.000	.003	
	N	91	92	93	94

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

Table 15: Reliability Analysis Table for IL

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.915	.916	13

Table 16: Reliability Analysis Table for EC

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.851	.850	8

Table 17: Reliability Analysis Table for JCSI

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.742	.735	8

Table 18: Reliability Analysis Table for MT

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.835	.837	10

Table 19: One-Way ANOVA

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
InclusiveLeadership	Between Groups	1627.368	3	542.456	4.931	.003
	Within Groups	9791.815	89	110.020		
	Total	11419.183	92			
EmployeeCreativity	Between Groups	66.159	3	22.053	1.078	.362
	Within Groups	1840.319	90	20.448		
	Total	1906.479	93			
JobCrafitng	Between Groups	70.217	3	23.406	1.747	.163
	Within Groups	1219.404	91	13.400		
	Total	1289.621	94			
MentalToughness	Between Groups	209.951	3	69.984	1.928	.131
	Within Groups	3267.379	90	36.304		
	Total	3477.330	93			

ANOVA

IL

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1627.368	3	542.456	4.931	.003
Within Groups	9791.815	89	110.020		
Total	11419.183	92			

Table 20: Tukey HSD Multiple Comparisons Table

Multiple Comparisons

Dependent Variable: IL

	(I) What best describes your employment status? - Selected Choice	(J) What best describes your employment status? - Selected Choice	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	I am a full-time permanent employee	I am a part-time permanent employee	-5.73709	3.27383	.303	-14.3088	2.8346
		I am a fixed-term contractor/ Freelancer	13.42958*	4.45941	.017	1.7538	25.1054
		Other (please state)	6.42958	5.39024	.633	-7.6834	20.5425
	I am a part-time permanent employee	I am a full-time permanent employee	5.73709	3.27383	.303	-2.8346	14.3088
		I am a fixed-term contractor/ Freelancer	19.16667*	5.24453	.002	5.4352	32.8981
		Other (please state)	12.16667	6.05586	.192	-3.6890	28.0224
	I am a fixed-term contractor/ Freelancer	I am a full-time permanent employee	-13.42958*	4.45941	.017	-25.1054	-1.7538
		I am a part-time permanent employee	-19.16667*	5.24453	.002	-32.8981	-5.4352
		Other (please state)	-7.00000	6.77066	.730	-24.7272	10.7272
	Other (please state)	I am a full-time permanent employee	-6.42958	5.39024	.633	-20.5425	7.6834
		I am a part-time permanent employee	-12.16667	6.05586	.192	-28.0224	3.6890
		I am a fixed-term contractor/ Freelancer	7.00000	6.77066	.730	-10.7272	24.7272
LSD	I am a full-time permanent employee	I am a part-time permanent employee	-5.73709	3.27383	.083	-12.2421	.7679
		I am a fixed-term contractor/ Freelancer	13.42958*	4.45941	.003	4.5688	22.2903
		Other (please state)	6.42958	5.39024	.236	-4.2807	17.1399
	I am a part-time permanent employee	I am a full-time permanent employee	5.73709	3.27383	.083	-.7679	12.2421
		I am a fixed-term contractor/ Freelancer	19.16667*	5.24453	.000	8.7459	29.5874
		Other (please state)	12.16667*	6.05586	.048	.1338	24.1995
	I am a fixed-term contractor/ Freelancer	I am a full-time permanent employee	-13.42958*	4.45941	.003	-22.2903	-4.5688
		I am a part-time permanent employee	-19.16667*	5.24453	.000	-29.5874	-8.7459
		Other (please state)	-7.00000	6.77066	.304	-20.4532	6.4532
	Other (please state)	I am a full-time permanent employee	-6.42958	5.39024	.236	-17.1399	4.2807
		I am a part-time permanent employee	-12.16667*	6.05586	.048	-24.1995	-.1338
		I am a fixed-term contractor/ Freelancer	7.00000	6.77066	.304	-6.4532	20.4532

*. The mean difference is significant at the 0.05 level.

Table 21: Regression analysis

Model Summary[b]

				Std. Error of the Estimate	Change Statistics				
Model	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.195[a]	.038	.027	4.42821	.038	3.552	1	90	.063

a. Predictors: (Constant), IL

b. Dependent Variable: EC

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.651	1	69.651	3.552	.063[b]
	Residual	1764.817	90	19.609		
	Total	1834.467	91			

a. Dependent Variable: EC

b. Predictors: (Constant), IL

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.337	1.958		13.960	.000
	IL	.079	.042	.195	1.885	.063

a. Dependent Variable: EC

Table 22: Mediation Analysis

Total effect of IL on EC

Effect	se	t	p	LLCI	ULCI
.5572	.2458	2.2674	.0258	.0689	1.0456

Direct effect of IL on EC

Effect	se	t	p	LLCI	ULCI
.3667	.2561	1.4317	.1558	-.1423	.8757

Indirect effect(s) of IL on EC:

	Effect	BootSE	BootLLCI	BootULCI
JC	.1906	.1045	.0066	.4124

Table 23: Moderated Mediation Analysis

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI

.3286   .2640 .2446   .2166   -.1962   .8533

INDIRECT EFFECT:

EC   ->   JC   ->   IL

MT	Effect	BootSE	BootLLCI	BootULCI
-6.1348	.1086	.0863	-.0849	.2649
.8652	.1175	.0825	-.0284	.2905
4.8652	.1226	.1000	-.0328	.3503

Index of moderated mediation:

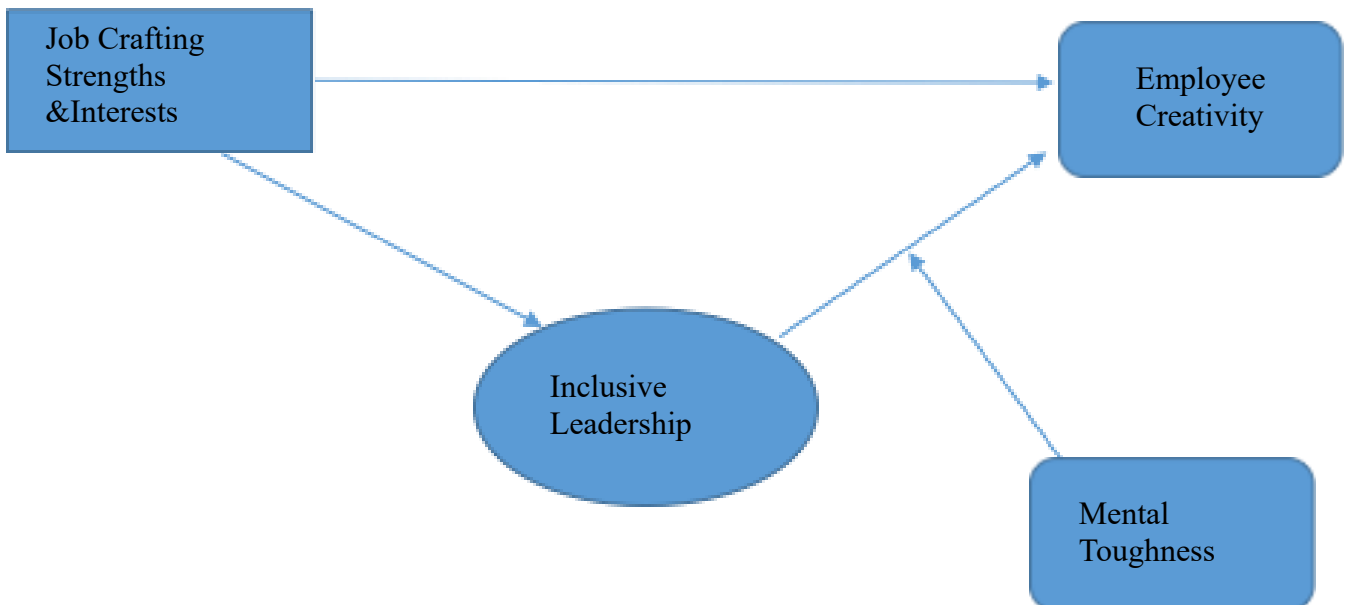|	Index	BootSE	BootLLCI	BootULCI
MT	.0013	.0090	-.0122	.0247

Figures

Figure 1. Moderated Mediation model for IL to Creativity moderated by MT and mediated by JCSI.

Appendices

Appendix A

Participant Information Sheet and Informed Consent Form

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what your participation will involve. Please read the following information carefully and feel free to ask the researcher if there is anything that is not clear or if you need more information.

Purpose:

The purpose of this study is to examine the relationship between inclusive leadership and employee creativity, and to investigate the way that employees' job crafting towards strengths and interests affects this relationship. It also aims to investigate whether mental toughness influences the relationship between inclusive leadership and employee job crafting.

Procedure:

If you agree to be in this study, you will be asked to do the following:

1. Complete a demographic questionnaire
2. Answer four questionnaires: inclusive leadership, employee creativity, employee job crafting and mental toughness.

Benefits/Risks to Participant:

Your participation would be a valuable contribution to the study and therefore to the potential advancement of knowledge on the subject. In addition, you will benefit by gaining important experience from participating in psychological research.

The researcher does not foresee any risks associated with participation in this study.

In case you experience any unforeseen negative outcomes or you have concerns as a result of participating in the study you can contact the following sites where supporting services are offered free of charge.

a) <u>For ACG students</u>: American College of Greece, Counseling Center (210-600 9800, ext.1080,1081)
   http://www.acg.edu/current-students/student-services/acg-counseling-center

b) Psy-Diktyo (Ψ-Δίκτυο)

   http://psy-diktyo.gr/

Voluntary Nature of the Study:

Your participation in this study is entirely voluntary. Refusal to participate (or discontinue participation) will involve no penalty or loss of benefits to which you are otherwise entitled. You may also stop at any time and ask the researcher any questions you may have.

Data Collected:

Data collected is confidential and will only be viewed and used by the researcher. There will be no identifiable information obtained in connection with this study. Your name, address or other identifiable information will not be collected. Any identifiable information obtained in connection with this study will remain confidential. Once the data has been fully analyzed it will be destroyed..
Results will be reported only in the aggregate.

Contacts and Questions:

After the completion of the study, you may address any questions to the researcher. If you have questions after your participation has finished, you may contact the researcher Myrto Boumpouri at her personal e-mail (m.boumpouri@acg.edu) and/or the supervisor of the study Dr Olivia Kyriakidou (okyriakidou@acg.edu).

Consent Form

Hereby freely agree to take part in the study described right above (If you agree, please check initial box):

1. I confirm that I have read the above text and understood the above information. I have had the opportunity to consider the information, ask questions about the purpose and procedures of this study as well as my willingness to participate and these have been answered satisfactorily.	
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason. I understand that if I decide to withdraw, any personal data I have provided up to that point will be deleted unless I agree otherwise	
3. I hereby confirm that I understand the inclusion criteria (I confirm that I am 18 years of age or older and that I am currently employed or possess recent working experience)	

4. I understand that I will not benefit directly from participating in this research. I comprehend that I will not gain any direct personal or financial benefits.	
5. I understand that the data will not be made available to any commercial organizations but is solely the responsibility of the researcher(s) undertaking the study	
6. I am happy for the data I provide to be used in anonymised form for research publications such as journal papers, future reports as well as in mainstream publications or presentations	
7. I understand that I am free to contact any of the people involved in the research to seek further clarification and information.	
8. I voluntarily agree to take part in this study.	

Press the button to continue with the survey if you agree with all the above.

Appendix B

Demographics Questionnaire

Q1 How old are you?

○ Under 18 (1)

○ 18-24 years old (2)

○ 25-34 years old (3)

○ 35-44 years old (4)

○ 45-54 years old (5)

○ 55-64 years old (6)

○ 65+ years old (7)

Q15 How would you describe your disability/ability status?

○ A sensory impairment (vision or hearing) (1)

○ A learning disability (e.g. ADHD, dyslexia) (2)

○ A long-term medical illness (e.g. epilepsy, cystic fibrosis) (3)

○ A mobility impairment (4)

○ A mental health disorder (5)

○ A temporary impairment not listed above (6)

○ I do not identify with a disability or impairment (7)

Q2 How do you describe yourself?

○ Cis Female (1)

○ Cis Male (2)

○ Non-binary (3)

○ Trans Female (6)

○ Trans Male (7)

○ Prefer not to say (9)

Q5 What is the highest level of education you have attained? Please choose only one of the following:

○ Less than a high school diploma (1)

○ High school diploma (2)

○ College or associate/trade degree (3)

○ Bachelor's degree (4)

○ Master's degree or higher (5)

○ Other (please specify) (6)

_____

Q16 How many years of working experience do you possess? Please choose only one of the following

○ Less than a year (2)

○ 1-5 years (3)

○ 6-10 years (4)

○ 11-15 years (5)

○ 16-20 years (6)

○ 21-25 years (7)

○ more than 25 years (8)

Q17 What best describes your employment status?

○ I am a full-time permanent employee (1)

○ I am a part-time permanent employee (3)

○ I am a fixed-term contractor/ Freelancer (5)

○ I am self-employed / I have my own business (4)

○ I am unemployed (6)

○ Other (please state) (7)

_____

Q6 What is your country of origin?

○ Greece (1)

○ Other (Please specify) (2)

_____

Q7 What is your country of residence?

○ Greece (1)

Other (Please describe) (2)

Appendix C

Inclusive Leadership Scale by Carmeli et al. (2010)

This part of the survey explores your experiences as an employee and your relationship with your leader. Using the following scale, please indicate how much you agree or disagree with each of the following statements.

Please read each statement and choose the statement that corresponds with your level of agreement from "Strongly Disagree" to "Strongly Agree".

Scoring: 1 = Strongly disagree 2= Disagree 3= Neutral 4=Agree 5=Strongly agree

1.   In my workplace, my leader promotes an environment where all employees feel welcome and valued, regardless of their background or identity.

2.   My leader actively seeks out diverse perspectives and ideas when making decisions.

3.   My leader encourages open communication and dialogue, even when opinions differ.

4.   My leader recognizes and celebrates the unique contributions of each employee on our team.

5.   My leader creates opportunities for all employees to participate and contribute to team projects and initiatives.

6.   My leader actively addresses issues of bias and discrimination in the workplace.

7.   My leader values and supports the professional development and growth of all employees, regardless of their background or identity.

8.   My leader ensures that policies and procedures are inclusive and do not discriminate against any employees.

9.   My leader takes action to address and prevent harassment or discrimination based on any aspect of identity (e.g., race, gender, sexual orientation, etc.).

10.   My leader encourages teamwork and collaboration among employees with diverse backgrounds and perspectives.

11.   The manager is open to hearing new ideas.

12.   The manager encourages me to access him/her on emerging issues.

13. I find that my values and the company's values are very similar.

Appendix D

Employee Creativity Scale by, Tierney and Farmer (2002)

This part of the survey explores your experience with creativity in your working experience. Using the following scale, please indicate how much you agree or disagree with each of the following statements.

1. I often come up with new and innovative ideas for projects or tasks.

2. I am willing to take risks and try new approaches to problem-solving.

3. I am comfortable challenging conventional thinking or doing things in new ways.

4. I am able to see things from multiple perspectives and come up with creative solutions.

5. I am able to connect seemingly unrelated ideas to come up with innovative solutions.

6. I am able to adapt my ideas and approaches to fit changing circumstances.

7. I enjoy learning new things and am able to apply that knowledge to generate new ideas.

8. I am able to come up with unique and original solutions to complex problems.

9. I am able to think outside the box and come up with solutions that are not immediately obvious.

10. I am able to combine different ideas or elements to create something new and valuable

11. Time pressure inhibits my individual creativity at work.

12. I am able to see things from multiple perspectives and come up with creative solutions.

Appendix E

Job Crafting Scale by, Kooji et al. (2017)

This part of the survey explores how you experience your job. Read each statement carefully.

Indicate how you feel about each statement from "Strongly Disagree" to "Strongly Agree".

1. I organize my work in such a way that it matches my strengths.

2. In my work tasks I try to take advantage of my strengths as much as possible.

3. I look for possibilities to do my tasks in such a way that it matches my strengths.

4. I discuss the task division with my colleagues to make sure I can do tasks I am good at.

5. I actively look for tasks that match my own interests.

6. I organize my work in such a way that I can do what I find interesting.

7. I make sure that I take on tasks that I enjoy.

8. I start projects with colleagues that share my interests

9. I engage in new relationships at work to make my work more interesting.

10. I make an effort to get to know people well at work.

11. I make friends with people at work who have similar skills or interests.

12. I tend to think about the ways in which your work positively impacts your life.

13. I tend to change the way I work in order to make it more enjoyable.

Appendix F

Mental toughness Scale by, Clough et al., (2002)

This part of the survey explores your level of mental toughness. Read each statement carefully. Indicate how you feel about each statement from "Strongly Disagree" to "Strongly Agree".

1. I am able to stay focused and composed under pressure.
2. I am able to bounce back quickly from setbacks and failures.

3. I am able to maintain my motivation and drive, even when faced with challenges or obstacles.

4. I am able to maintain a positive attitude and outlook, even in difficult situations.

5. I am able to stay calm and collected in high-stress situations.

6. I am able to stay committed to my goals and aspirations, even when faced with setbacks or obstacles.

7. I am able to maintain my confidence and self-belief, even in the face of criticism or rejection.

8. I am able to stay disciplined and focused on my priorities, even when distractions arise.

9. I am able to embrace change and adapt to new circumstances or situations.

10. I am able to push through physical or mental fatigue to achieve my goals.

11. I see problems, complaints, and bottlenecks as opportunities rather than as issues.

12. I interpret potential threats as positive opportunities.