

**IBN HALDUN UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF MANAGEMENT**

DOCTORAL THESIS

**THE RELATIONSHIP BETWEEN MINDFULNESS AND
CREATIVITY IN THE WORKPLACE: EXPLORING
THE ROLES OF INTRINSIC MOTIVATION,
COGNITIVE FLEXIBILITY AND SUPERVISOR
SUPPORT**

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ISTANBUL, 2024

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SUPPORT**

by

FATMA HALİDE KIVRAK

**A thesis submitted to the School of Graduate Studies in partial
fulfillment of the requirements for the degree of Doctor of
Philosophy in Management.**

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ÖZ

İŞYERİNDE BİLİNÇLİ FARKINDALIK VE YARATICILIK ARASINDAKİ
İLİŞKİ: İÇSEL MOTİVASYON, BİLİŞSEL ESNEKLİK VE YÖNETİCİ
DESTEĞİNİN ROLLERİNİN ARAŞTIRILMASI

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Günümüzün rekabetçi yaratıcı endüstriler ortamında, kurumsal inovasyonu ve büyümeyi desteklemek için çalışanların yaratıcılığını teşvik etmek kritik bir rol oynamaktadır. Şirketler, yaratıcılığın bireysel öncülleri hakkında daha fazla bilgi edindikçe, çalışanların yaratıcılığını geliştirmek için daha etkili planlamalar yapabilirler. Bu bağlamda, bilinçli farkındalık (mindfulness) yaratıcılığın geliştirilmesinde önemli bir faktör olarak karşımıza çıkmaktadır. Ancak, bilinçli farkındalığın yaratıcı endüstrilerdeki spesifik etkileri ve bu etkilerin arasındaki mekanizmalar yeterince araştırılmamıştır. İlgili tez, literatürdeki söz konusu boşlukları gidermek için, bilinçli farkındalık ve çalışan yaratıcılığı arasındaki ilişkiyi Yaratıcılığın Bileşenleri Teorisi merceğinden ele almıştır. Çalışma, içsel motivasyon ve bilişsel esnekliğin aracılık rollerine odaklanarak bilinçli farkındalık ve yaratıcılık arasındaki ilişkiyi incelemiştir. Ayrıca, algılanan yönetici desteğinin bu ilişki üzerindeki düzenleyici rolünü test etmiştir. Araştırma hipotezleri medya ve reklam şirketlerinde çalışan 561 kişiden toplanan verilerle yapısal eşitlik modellemesi ve düzenleyici değişken analizi uygulanarak test edilmiştir. Bulgular, bilinçli farkındalığın yaratıcılığı içsel motivasyon ve bilişsel esnekliğin aracılığı ile ayrı ayrı ve sırayla geliştirdiğini göstermiştir. Ayrıca, algılanan yönetici desteğinin farkındalık-yaratıcılık bağlantısı üzerindeki düzenleyici aracılık etkisi ortaya çıkarılmıştır. Bu araştırma, çalışanların yaratıcılığını teşvik etmede farkındalığın ve yönetici desteğinin

önemini vurgulamakta ve işyeri inovasyonunu geliştirmek için etkili eğitim programları tasarlamaya yönelik değerli bilgiler sağlamaktadır. Farkındalık, yaratıcılık ve yönetim desteği arasındaki etkileşimin anlaşılmasını derinleştiren bu çalışma, literatüre katkıda bulunmakta ve yaratıcı endüstrilerde faaliyet gösteren şirketler için pratik öneriler sunmaktadır.

Anahtar Kelimeler: Algılanan Yönetici Desteği, Bilinçli Farkındalık, Bilişsel Esneklik, Çalışan Yaratıcılığı, İçsel Motivasyon Yaratıcılığın Bileşenleri Teorisi.



ABSTRACT

THE RELATIONSHIP BETWEEN MINDFULNESS AND CREATIVITY IN THE WORKPLACE: EXPLORING THE ROLES OF INTRINSIC MOTIVATION, COGNITIVE FLEXIBILITY AND SUPERVISOR SUPPORT

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In today's competitive creative industries environment, fostering employee creativity plays a critical role in driving organizational innovation and growth. As companies gain a deeper understanding of the individual antecedents of creativity, they can plan more effectively to enhance employee creativity. In this context, mindfulness emerges as an important factor in the development of creativity. However, the specific effects of mindfulness in creative industries and the mechanisms between these effects have not been sufficiently investigated. To address these gaps in the literature, this study examines the relationship between mindfulness and employee creativity through the lens of the Componential Theory of Creativity. The study examined the relationship between mindfulness and creativity, focusing on the mediating roles of intrinsic motivation and cognitive flexibility. It also tested the moderating role of perceived supervisor support on this relationship. The research hypotheses were tested by applying structural equation modelling and moderator analysis with data collected from 561 individuals working in media and advertising companies. The findings showed that mindfulness enhanced creativity through the mediation of intrinsic motivation and cognitive flexibility, separately and sequentially. Moreover, the moderated mediation effect of perceived supervisor support on the mindfulness-creativity link was identified. This research underscores the importance of mindfulness and supervisor support in fostering employee creativity, providing valuable insights

for designing effective training programs to enhance workplace innovation. By deepening the understanding of the interplay between mindfulness, creativity, and managerial support, this study contributes to the literature and offers practical recommendations for companies operating in the creative industries.

Keywords: Cognitive Flexibility, Componential Theory of Creativity, Employee Creativity, Intrinsic Motivation, Mindfulness, Perceived Supervisor Support.



DEDICATION

This work is dedicated to my family: my husband and daughter, whose love, patience, and encouragement have been my constant source of strength; my mother and father, whose belief in me and unwavering support have guided me throughout my life; and my siblings, who have always stood by my side with love and understanding.

I also dedicate this work to my professors, whose wisdom, mentorship, and dedication have played a crucial role in shaping both my academic journey and personal growth.

To all of you, I offer my deepest gratitude for your belief in me and your continued support.



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LIST OF SYMBOLS AND ABBREVIATIONS

ACT	Acceptance and Commitment Therapy
AVE	Average Variance Extracted
CMV	Common Method Variance
CR	Composite Reliability
CTC	Componential Theory of Creativity
FFMQ-S	Five Facet Mindfulness Questionnaire-Short Form
MBSR	Mindfulness-Based Stress Reduction
PLS	Partial Least Squares
SEM	Structural Equation Model



CHAPTER I

INTRODUCTION

1.1. Background of the Study

Many businesses, from small-scale service companies to large-scale corporations, participate in global competition across national and international markets. Achieving sustainable competitive advantage is essential for success in this competition and for securing long-term financial performance. In pursuit of this goal, human resources play a vital role in helping organizations establish a lasting competitive edge, as skilled and motivated employees are key drivers of innovation, productivity, and adaptability in an ever-evolving market environment (Oldham, 2003). Specifically, as technology and innovation-based work of modern businesses become widespread, it is inevitable that creative behaviors from human resources will be expected. Creative employees can differentiate products and services, develop new ideas, products, and services, or generate alternative solutions to the problems encountered. By definition, employee creativity refers to the generation of valuable, useful, and original ideas that can turn into a product, service, or process (Woodman et al., 1993). Previous studies have repeatedly proven that employee creativity contributes to organizational innovation and effectiveness (Shalley et al., 2004). Thus, companies that focus on employee creativity have the chance to increase their competitive advantage, for example, because they can quickly respond to changing conditions in the market and seize market opportunities (Alikaj et al., 2021; Shalley & Gilson, 2004). Academic research on creativity is meaningful in that it offers practical suggestions through which the creativity skills of individuals can be enhanced (Zhou & Oldham, 2001). However, if one is knowledgeable of the antecedents of creativity, such as individual characteristics, situations, and abilities, planning for the development of employee creativity can be possible (Richter et al., 2012). As regards this, environmental and individual effects on creativity have been widely explored in the field of organizational behavior (Jafri et al., 2016; Zhou & Shalley, 2007).

Companies sometimes keep some of the highly aggressive and unrealistic goals in front of their employees to make them work in an over-stressing and over-demanding environment according to the demands and expectations of a highly competitive global market environment. This pressure to meet targets can result in low job performance, job dissatisfaction, absenteeism, and high turnover among employees working overtime (Gupta et al., 2014). Importantly, research has demonstrated that situations that cause high levels of stress can lead to a decrease in creative thinking (Byron et al., 2010). Recognizing the need for a contemporary solution, mindfulness emerges as a promising intervention, alleviating negative job attitudes and fostering positive workplace outcomes (Charoensukmongkol, 2013; Charoensukmongkol & Suthatorn, 2018; Dane & Brummel, 2014; Gunasekara & Zheng, 2019; Hülshager et al., 2013; Lomas et al., 2017; Narayanan & Moynihan, 2006; Petchsawang & McLean, 2017; Reb et al., 2015; Zivnuska et al., 2016). Crucially, mindfulness not only enhances positive attitudes but also cultivates creative behavior, providing companies with a distinctive global competitive advantage (Byrne & Thatchenkery, 2019; Cheung et al., 2020; X. Wang et al., 2021).

Despite growing evidence that mindfulness can enhance employee creativity (Henriksen et al., 2020; Jang et al., 2022; Kudesia, 2015), the relationship between these two concepts remains inconsistent across studies. While some research suggests a positive link (X. Li et al., 2023), other studies report contradictory findings (Remmers et al., 2015; Zedelius & Schooler, 2015), making it unclear how mindfulness fosters creativity. Additionally, this relationship is likely mediated by various psychological mechanisms such as creative process engagement, positive affect, and well-being (Khan & Abbas, 2022; H. Chen et al., 2022; Mendonça et al., 2018). Nevertheless, the complexity of the mindfulness-creativity connection suggests a need for deeper exploration into these mediating processes (H. Chen et al., 2022).

In addition to the internal mechanisms, contextual factors like perceived supervisor support may play a crucial role in shaping this relationship. The presence of supportive leadership could enhance the effects of mindfulness on creativity by fostering a psychologically safe and encouraging work environment, further promoting creative expression. However, research on this moderating role of supervisor support is still

limited, and its influence on the mindfulness-creativity dynamic remains underexplored (Shalley et al., 2004).

Therefore, this study aims to address these gaps by empirically investigating the relationship between mindfulness and creativity, examining both potential mediating mechanisms and the moderated mediation role of perceived supervisor support as a contextual factor. By doing so, the study seeks to contribute to a more nuanced understanding of how mindfulness enhances creativity within organizational settings.

Through this research, we seek to provide valuable insights that can guide the development of tailored mindfulness and creativity training programs for companies.

1.2. Purpose of the Study

The purpose of this study is to contribute to the understanding of the relationship between mindfulness and employee creativity, specifically within the context of media and advertising companies. While existing studies have generally established a positive and significant relationship between mindfulness and creativity (Cheung et al., 2020; X. Li et al., 2023; Mehmood et al., 2022), a critical knowledge gap persists regarding the underlying mechanisms and their relationship. This study tries to fill this gap by exploring the internal processes within the scope of the Componential Theory of Creativity and literature on mindfulness. Specifically, it examines the mediator roles of intrinsic motivation and cognitive flexibility. Moreover, it attempts to uncover the moderator effect of perceived supervisor support on the mindfulness and creativity of employees. Therefore, this study extends the literature on employees' mindfulness, creativity, and supportive work environments in the context of creative industries. In doing so, the study provides practical recommendations to companies.

1.3. Significance of the Study

This study holds significant conclusions for advancing our comprehension of the relationship between mindfulness and employee creativity. It focuses on exploring the novel mediating variables based on the Componential Creativity Theory and mindfulness studies. By integrating these perspectives, the study suggests that intrinsic

motivation and cognitive flexibility play pivotal roles in linking mindfulness to employee creativity within organizational settings. Additionally, this study explores the role of perceived supervisor support as a moderating factor in the indirect relationship between mindfulness and creativity, mediated by cognitive flexibility, addressing a gap in existing literature. The findings are expected to deepen our insights into the complex dynamics of mindfulness and its impact on creative outcomes in the workplace.

1.4. Research Questions

The research questions of this study are as follows:

- i. How does employees' mindfulness affect their creativity?
- ii. How do intrinsic motivation and cognitive flexibility explain the relationship between employees' mindfulness and creativity?
- iii. How does perceived supervisor support moderate the relationship between mindfulness and creativity?

1.5. Study Setting

This thesis is structured across seven chapters, beginning with an introduction that provides an overview of the study. In the second chapter, a literature review is conducted in which mindfulness, its origins, and theoretical foundations are examined in detail, and then the concept of employee creativity is examined. Then, the concepts of intrinsic motivation, cognitive flexibility, and perceived supervisor support are explained.

The third chapter covers the conceptual framework of the study, presenting the proposed research model. This section conceptually details how the study is grounded in the Componential Theory of Creativity and how relevant mindfulness literature supports it. The chapter also outlines the foundational relationships in the research hypotheses, drawing on significant studies in the current literature.

Moving on to the fourth chapter, the methodology and application of the research are expounded upon. This section provides detailed information about the research

sample, scales, and pilot study, accompanied by an explanation of data collection, data analysis method, and adequacy of sample size.

The fifth section encapsulates the research findings. It includes descriptive statistics, exploratory factor analysis, confirmatory factor analysis, structural equation model analysis, and moderated mediation analysis tests.

The concluding chapter presents the implications, limitations, and future extensions of the study.



CHAPTER II

LITERATURE REVIEW

This section analyses the literature review of the study. In particular, the definitions of the concepts used in the research model are explained. Existing studies on mindfulness in organizational settings are reviewed. Furthermore, theories related to mindfulness and creativity are introduced separately.

2.1. Mindfulness

Mindfulness is typically described as a state of being attentive and aware of current events (Brown & Ryan, 2003). However, there is no single correct definition that explains mindfulness, as noted by researchers who suggest that there are two main approaches to understanding mindfulness: the clinical psychology approach and the self-determination approach (Jankowski & Holas, 2014). In clinical psychology, mindfulness is defined as "the awareness that emerges through paying attention, on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment" (Kabat-Zinn, 2005, p. 145). Shapiro and her colleagues (2006) emphasized three axioms that stand out in this definition. According to them, intention, attention, and attitude are the main components of mindfulness that are encompassed in the definition, serving as its pillars or tenets. These axioms are intertwined elements of a single cyclic process that happen concurrently rather than in distinct stages. According to the self-determination approach, mindfulness is an open or responsive attention and awareness that can be revealed by more regular or prolonged consciousness or experiences (Brown & Ryan, 2003). While the clinical psychology approach assumes that mindfulness is naturally present in everyone and can be developed through practice, thus improving well-being, the self-determination approach argues that individuals' levels of mindfulness differ due to personal differences, such as curiosity and intrinsic motivation, independent of the meditation experience. The self-determination approach also contends that mindfulness enhances well-being by meeting the needs for relatedness, competence, and autonomy.

In another definition, mindfulness is a cognitive process that goes beyond mere awareness or passive observation and makes new distinctions in the mind (Langer & Moldoveanu, 2000). It involves actively engaging with and discerning new insights from our experiences, leading to a profound comprehension and classification of them. This viewpoint highlights the role of mindfulness in enabling people to deeply understand their surroundings and experiences. In contrast to actions guided by established rules and routines, referred to as mindless behaviors, mindful behaviors involve adopting a new perspective.

2.1.1. Origins of Mindfulness

Mindfulness originally dates back to the fifth century BC when Buddha presented his teachings. The Buddha's teachings, called the Dhamma, contain a set of principles and practices that make happiness and spiritual freedom possible for people. The basis of his teaching is to overcome suffering on the way to freedom and eternal happiness. Mindfulness is a crucial element in ending suffering and called heart of Buddhist meditation (Thera, 1962).

According to Buddha, there are four noble truths in life: the existence of suffering (dukkha), the cause of suffering, the end of suffering (Nirvana), and the way that leads to the end of suffering (the eightfold path). To relieve suffering, one should complete the eightfold path and reach Nirvana. The eightfold path consists of (1) right view, (2) right intention, (3) right speech, (4) right action, (5) right livelihood, (5) right effort, (6) right mindfulness, (7) right concentration. (Rahula, 1959, p. 45). Buddha's this eightfold path is divided into three groups under the headings of wisdom, ethics, and meditation (mental discipline). Accordingly, the right view and intention account for wisdom; the right speech, action, and livelihood represent ethics; the right effort, mindfulness, and concentration constitute meditation (Rahula, 1959). Right mindfulness is a specific type of mindfulness that develops "wisdom and awakening" while giving practitioners present moment awareness, serenity, and insight (Singh, 2015, p. 42). Mindfulness meditation has been presented by the Buddha mainly for mental development. How to practice mindfulness meditation is explained within the scope of "Satipatthana-sutta," which means "applications of mindfulness" or "setting-up of mindfulness" (Rahula, 1959, p. 69). Accordingly, there are four foundations of

meditations: (i) body, (ii) feelings, (iii) consciousness or heart–mind, and (vi) phenomena (Singh, 2015). Whatever basis a meditation practitioner adopts, they will get rid of ingrained patterns and habits that create dukkha (suffering). For example, when closely observing and following changes in the body and heart, one begins to understand oneself better and approaches the solution to one's problems. However, overall, the key to avoiding dukkha is grasping the four noble truths.

Although mindfulness is a concept derived from Buddhist philosophy that has been discussed in Eastern meditative disciplines for centuries (Swickert et al., 2019), it is known to have common principles with ancient Greek philosophy, Western European thought, and currents of thought in America (Brown et al., 2007). It also bears similarities with the philosophies of many religions, such as Christianity, Hinduism, and Islam (Dwidiyanti et al., 2019). The congruence between mindfulness and long-standing ideas and teachings can either facilitate the global acceptance of these practices or pose challenges for individuals who have specific beliefs in embracing Buddhist-based secular mindfulness.

In the late 1960s, Buddhist monks and spiritual leaders introduced their practices to America and other countries. Asian teachers of Buddhism and meditation have captured the attention of young people struggling with the exhaustion of materialism and modernity (Bodhi, 2011). However, these movements, such as modernization, Westernization, and globalization, have given mindfulness a contemporary form over time (Kirmayer, 2015). Thus, modernized Buddhism began to offer a secular path for people who wanted to lead a fulfilling life.

Mindfulness meditation and several other Buddhist principles have gained popularity in clinical psychology and psychiatry due to their ability to adapt to the basic features of modern cultures (Kirmayer, 2015). The acceptance of mindfulness in the professional clinical and research communities has indeed been a gradual process (Singh, 2015). First, Professor of Psychology Ellen J. Langer (1989) put forward an understanding of social cognitive mindfulness that is independent of Asian religious or meditation traditions. According to this approach, mindfulness is tried to be explained through mindlessness and consists of several dimensions: the creation of new categories, openness to new information, and the awareness of multiple

perspectives. Subsequently, mindfulness began to be used as a therapy technique. Third-wave cognitive behavioral therapy, called acceptance and commitment therapy (ACT), offers individuals how to keep their brains under close observation and employ "monitoring tactics" or "awareness skills" as an aspect of their therapeutic process. Finally, mindfulness-based approaches, practices, and interventions have emerged based on the notion that mindfulness meditation is necessary to develop mindfulness.

Mindfulness officially entered into the therapeutic discipline and medical settings in 1979 after Jon Kabat-Zinn announced Mindfulness-Based Stress Reduction (MBSR) at the University of Massachusetts. Thus, secular practices of mindfulness began to spread on a global scale. Although Kabat-Zinn's MBSR program is close to the Buddhist tradition, and mindfulness meditation is often instructed and engaged within the framework of Buddhism, he mentions that its fundamental nature applies to everyone (Kabat-Zinn, 2005).

Transitioning to the etymology and broader meanings of mindfulness, we may trace its origins further back. Linguistically, mindfulness has been used to describe *sati* word in the ancient Pali language by Pali-texts specialist Rhys Davids in 1881. Simply, it has two canonical meanings: "memory" and "awareness of present moment," but the latter is mainly used (Bodhi, 2011, p. 25). Although *sati* has been translated into English as mindfulness, it is used in wider meanings and contexts in its original language (Brown et al., 2015). Furthermore, there are major discrepancies in how various societies view the construct outlined in the original writings because Pali is no longer a spoken language, and the teachings have been modified in each place where Buddhism has spread. Aside from the loss of meaning that may occur when translating into another language, no consensus has been reached on this concept, even in its own region. When Eastern mindfulness was adapted to Western clinical settings, the definitions and terms used to describe it were produced by feeding from traditional and contemporary structures (see Bishop et al., 2004; Brown & Ryan, 2003).

This process of development and the expansion of the term's significance lead us to its present-day application and examination. Some researchers have used the terms meditation and mindfulness interchangeably. This conceptual confusion has been criticized for causing significant misunderstandings (Hart et al., 2013). Therefore,

understanding what the concept of mindfulness means is important for operationalizing the concept. According to Roche et al. (2020), mindfulness can be thought of and measured in at least four different ways: (1) as a trait-like quality, representing a stable personality trait; (2) as a state-like condition, varying from moment to moment; (3) as a daily practice, involving a specific period of formal or informal practice throughout the day, such as engaging with the external world through the senses or meditation; and (4) as a formal practice, entailing a structured training program, for example, MBSR (Mindfulness-Based Stress Reduction) training. Apart from that, Baer et al. (2006) suggested that mindfulness is a skill or set of skills that can be developed with practice.

This study adopts the view that mindfulness is an innate personality trait found in individuals at different levels and claims that employees may exhibit creative behavior with the mindfulness skills they have, regardless of whether they meditate.

2.1.2. Theoretical Foundations of Mindfulness

Research on mindfulness is based mainly on two distinct schools of thought (Hart et al., 2013). The first is the socio-cognitive perspective that Langer and her colleagues put forward in the early 1970s. The second is derived from Eastern philosophical traditions and includes the ability to remain presently without judgment, created by Professor John Kabat-Zinn in the 1970s. Organizational scholars frequently reference a blend of Buddhist texts and Western concepts borrowed from these schools of thought (Purser & Milillo, 2015).

2.1.2.1. Ellen Langer

Ellen Langer is one of the pioneering researchers who brought a Western perspective to mindfulness. Initially, she questioned whether people engage in an alert process of thinking and understanding throughout the day, or whether they are simply acting mindlessly. She believed it was more insightful to focus on mindlessness in order to fully grasp mindfulness. In cases of mindlessness, people tend to adhere to routines and rules. In contrast, mindfulness is a naturally manifested state of cognitive alertness and lively awareness (Langer, 1989). That is, mindfulness is a cognitive state based on

personal disposition. According to her, it can also be seen as an active information process that produces alternatives and categories, offering multiple perspectives (Langer, 1989). Her perception of mindfulness, as cognitive flexibility and attention to innovation, shows that she differs greatly from the Buddhist understanding, which forms the root of this concept (Good et al., 2016).

Langer argues that an important feature of mindfulness is openness to ideas, leading to the types of cognitive processes necessary for creativity, such as critical thinking and insight (Hart et al., 2013). More specifically, Langer (1989) asserts that mindfulness initially has cognitive functions of “novelty seeking, novelty producing, and engagement.” She then consolidated mindfulness into the dimensions of novelty seeking, sensitivity to context, awareness of multiple perspectives, and novelty production (Valliere & Hassannezhad, 2019). In Langer's theory, mindfulness is nearly intertwined with creativity. This study, which examines the relationship between mindfulness and creativity, rejects Langer's notion of placing mindfulness so closely with creativity but acknowledges the tight link between mindfulness and cognitive flexibility in eliciting creative behaviors. Mindfulness is of remarkable importance in creative processes, but it is a broad concept that cannot be reduced to innovation production alone.

2.1.2.2. John Kabat-Zinn

The second school of thought on mindfulness emerged in the 1970s, and it was conducted by Professor John Kabat-Zinn. It emphasises the conscious and objective focus of attention on the present moment (Kabat-Zinn, 1995). Kabat-Zinn defined mindfulness as "the awareness that emerges through paying attention, on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment" (Kabat-Zinn, 2005, p. 145). This definition includes three core components: intention, attention, and attitude (Shapiro et al., 2006). Many scientific conceptualizations are based on this perspective (Siqueira & Pitassi, 2016). According to this view, mindfulness is an inherent human ability present at every moment and varying in degree among individuals. The practices created by Eastern traditions offer clear and efficient strategies for cultivating, improving, and using these skills in all

aspects of life (Kabat-Zinn, 2003). Thus, mindfulness can be developed through meditation practices.

The body of mindfulness literature mainly stems from the groundbreaking efforts of Jon Kabat-Zinn in the field of behavioral medicine (Purser & Milillo, 2015). These efforts began in the late 1970s with the development of interventions focused on reducing stress through mindfulness, known as mindfulness-based stress reduction (MBSR). MBSR is now widely practiced among both individuals and organizations, serving as a key intervention for reducing psychological diseases associated with chronic physical and mental disorders, ranging from hypertension to chronic pain and depression, as well as for treating emotional and behavioral disorders (Bishop et al., 2004). The work of Kabat-Zinn is regarded as a significant scientific accomplishment, which has subsequently contributed to the extensive integration of mindfulness practices across various societies.

Bishop et al. (2004) present an alternative interpretation of Kabat-Zinn's definition, emphasizing the role of attention on mainly internal stimuli, like thoughts and emotions (Bishop et al., 2004). They differ from Langer's approach, which focuses the active construction of new categories and meanings in external situations. According to Bishop et al. (2004), mindfulness is a process of controlling attention identified with two different features: self-regulation of attention and orientation to experience characterized by openness, curiosity, and acceptance (Bishop et al., 2004). These components are further elaborated in the subsequent section.

Similarly, Brown and Ryan (2004), who also follow Kabat-Zinn's approach to mindfulness, contended that mindfulness should not be confined to the practice of meditation alone, highlighting the critical importance of being aware of internal stimuli. They also recognize that people have the capacity for mindfulness whether they meditate or not, as Kabat-Zinn argues (Brown & Ryan, 2003).

2.1.3. Mindfulness Framework

Mindfulness requires holding certain attitudes as well as maintaining attention to the present moment. According to a well-known conceptualization, mindfulness is the act

of paying attention to one's experiences in the present moment in a way that is open, inquiring, and accepting without passing judgment or responding to them (Kabat-Zinn, 1995). Bishop et al. (2004) put forward that mindfulness consists of two key components: self-regulation of attention and orientation to experience.

Self-regulation of attention involves directing one's focus to the present moment, thereby enhancing awareness of one's current thoughts, emotions, and physical sensations. This involves the ability to pay prolonged attention as well as the ability to shift back and forth between the breath or another focal point and an idea, feeling, or experience. Meanwhile, the orientation to experience pertains to a specific attitude towards one's present experiences, characterized by curiosity, openness, and acceptance. It is the ability to sustain openness and curiosity about one's ideas, feelings, and experiences while still accepting the reality of one's experience at that particular time. As a consequence, while self-regulation of attention emphasizes the focusing of attention part of mindfulness, orientation to experience expresses how and with which attitudes attention will be controlled.

The two-component mindfulness paradigm was used to categorize the mindfulness skill set by empirically studying these two components in the form of a higher-order structure (Tran et al., 2013). Mindfulness skills or facets consist of observing, describing, acting with awareness, non-judging of inner experience and non-reacting to inner experience (Baer et al., 2006). The observing facet pertains to the ability to notice or attend to internal stimuli, such as emotions and physiological sensations, as well as external environmental factors, like noises and odors. The describing facet involves the capability to verbally articulate experiences, essentially allowing one to express internal experiences with words. Acting with awareness entails maintaining full attention and focus while being consciously aware; this means engaging in current activities with awareness rather than operating on autopilot or behaving automatically. Non-judging of inner experience refers to adopting a non-evaluative attitude toward thoughts and emotions and mastering the skill of refraining from judgment against obstructive thoughts and feelings. Lastly, non-reacting to inner experience describes the tendency to let thoughts and feelings arise and pass without getting entangled in them (Gu et al., 2016; Baer et al., 2008).

Tran et al. (2013) argued that acting with awareness and non-judging of inner experience falls within the scope of orientation to experience. In order to have the attitudes required by the orientation to experience, one should act with awareness and be without prejudice. Also, observing skill most likely intertwine with the capacity to pay attention to a variety of internal or external sensations and experiences, which is related to self-regulation of attention. As such, mindfulness involves bringing attention to the present experience by observing and responding to the changing field of thought, mood, and emotion from day to day. Describing is an element of both self-regulated attention and orientation to experience. Nonreactivity to inner experiences is also thought to take part in self-regulation of attention in addition to orientation to experience.

2.1.4. Mindfulness Studies in Organizational Settings

Mindfulness has become an attractive research area in the context of the workplace for the last two decades. The term workplace mindfulness is used to express "the degree to which individuals are mindful in their work environment" (Dane & Brummel, 2014, p.1).

Mindfulness in the workplace or workplace mindfulness benefits organizations in many ways, including individuals, teams, managers, the organization itself, and all internal and external stakeholders. Companies interested in incorporating mindfulness into their management practices can implement a mindful approach in all aspects of management, ranging from diversity management to strategic planning (Ie et al., 2014). In this vein, mindful managers are expected to assess the skills and competences of their employees irrespective of demographic characteristics. Supporting this notion, an empirical study showed that managers and employees who underwent mindfulness training exhibited less discriminatory behavior (Langer et al., 1985). Beyond addressing diversity challenges, mindfulness training is advantageous for recognizing and utilizing personal strengths and weaknesses. Additionally, mindful management, in contrast to typical management systems that prioritize outputs, is inherently focused on the process. Mindful managers place a high importance on comprehending the specific circumstances of corporate operations and strive to customize procedures accordingly (Ie et al., 2014).

Research on mindfulness in the workplace can be categorized into three levels. At the first level, studies focus on employee-oriented outcomes. For instance, mindfulness positively affects employees' physical, psychological, and behavioral well-being, leading to enhanced prosocial attitudes and behaviors (Good et al., 2015). Additionally, studies that have adopted both trait mindfulness and mindful interventions show that mindfulness contributes to an increase in positive organizational attitudes while reducing negative ones. For instance, mindful individuals have high levels of well-being, job satisfaction, affective commitment, and work engagement (Reb et al., 2015; Dane & Brummel, 2013; Zivnuska et al., 2016; Petchsawang & McLean, 2017; Gunasekara & Zheng, 2019), as well as low levels of emotional exhaustion; they also tend to adopt less emotion-focused coping mechanisms and suffer less from job burnout (Hülshager et al., 2013; Charoensukmongkol & Suthatorn, 2018; Charoensukmongkol, 2013). At the second level, mindfulness is theorized as a tool for building decent interpersonal relationships. For example, trait mindfulness enables employees to constructively manage conflict by forming a collaboration and mitigating conflict avoidance (Kay & Skarlicki, 2020). Similarly, mindful listening presents a way of effective communication in order for employees to achieve transparency of understanding (Ucok, 2006). Thus, they can perform more effective teamwork by means of active listening, collaboration, and cohesion. Spouse mindfulness at home has been found to be positively related to the employee's authentic emotional sharing at home, thus establishing a relationship with the employee's positive effect of being a mindful spouse. Besides, spouse mindfulness at home indirectly affects family satisfaction at home and work engagement the next morning by increasing employee authentic emotional sharing at home (Zheng et al., 2022). Mindfulness in leaders has gained more importance after recent research revealed the link between the mindfulness of leaders and the performance of followers (Reb et al., 2014). This is because mindful leaders have a considerable impact on their employees' attitudes and behaviors, such as work-life balance, job satisfaction, citizenship behavior, and reductions in emotional exhaustion (Auten & Fritz, 2019). According to studies on mindfulness at the third level, mindfulness brings about performance-oriented workplace outcomes. Many research proposes that mindfulness helps employees improve their job performance (Dane & Brummel, 2014; Reb et al., 2014; Reb et al., 2015; Hafenbrack & Vohs, 2018; Chang & Stone, 2019; Reb et al., 2019). Also, mindfulness training is accepted as a salutary measure of improving their

productivity (Kersemaekers et al., 2018). Mindfulness may require certain conditions to be adequate for specific performance outcomes. For example, the relationship between mindfulness and task performance is positive because one works in a dynamic task environment and has a high level of task expertise (Dane, 2011). Moreover, mindfulness increases safety performance if employees perform high-complexity tasks. (Zhang et al., 2013). In addition to all this, whether mindfulness improves creative performance is a contemporary issue that needs discussion at this level.

2.1.4.1. Employee-oriented Studies

Allen and Kiburz (2012) hypothesized that mindfulness might be related to work-family balance based on self-regulation and role balance theories. According to the role balance theory, all kinds of role balance are established as a result of approaching the role and the partner in the role with care and attention. Since mindfulness also involves paying attention to the present moment, it enables individuals to turn to the person in front of them with receptive attention. This mindfulness practice makes balancing between roles easier. Using the Hierarchical Linear Modeling technique, they reached the following results in their study of 131 alumni from a Southeastern University. A higher mindfulness level led to a better work-family balance through improved sleep quality and vitality.

Hülshager et al. (2013) were concerned with the effect of mindfulness on individuals' emotion regulation, emotional exhaustion, and job satisfaction, based on the affective events theory, which suggests that emotions and moods affect job performance and job satisfaction. Accordingly, they found that participants who experienced the mindfulness intervention, among 219 employees from the large service sector, experienced significantly less emotional exhaustion and higher job satisfaction than those who did not. Furthermore, mindfulness interventions reduce the level of surface acting of individuals, that is, reducing automatic responses, which in turn decreases emotional exhaustion. They applied multilevel structural equation modeling using Mplus.

Charoensukmongkol (2013) explored how mindfulness meditation practice affected job burnout, stress coping styles, and job satisfaction. He conducted an online survey,

asking questions related to meditation practitioners and non-meditators in Thailand. Accordingly, employees who practiced mindfulness meditation routinely experienced less burnout than non-meditators. When faced with work-related problems, they tend to adopt a problem-focused coping style rather than an emotion-focused one. This may be because practicing mindfulness improves emotion regulation skills. The study also predicts that regular meditation will indirectly increase job satisfaction among practitioners.

Dane and Brummel (2014) investigated the relationship between mindfulness and job performance in the workplace. They analyzed their hypotheses using hierarchical regression with the participation of 102 restaurant employees. Accordingly, they found a statistically significant and positive relationship between workplace mindfulness and job performance. This relationship remained significant even when considering the effects of the three dimensions of work engagement (vigor, dedication, and absorption) on performance.

Reb, Narayanan, and Ho (2015) uncovered various antecedents and outcomes of mindfulness in the workplace, focusing specifically on aspects like awareness and the reduction of absent-minded behaviors rather than on a general concept of mindfulness. They found that both heightened awareness and decreased absent-mindedness contribute positively to employee well-being and performance.

Zivnuska et al. (2016) examined the impact of mindfulness at work through the lens of the conservation of resources theory, which posits that individuals strive to generate, obtain, enhance, and protect their existing resources to avoid stress increases through self-protection. They suggested that employees aim to augment resources such as work-family balance and job engagement while fulfilling their work responsibilities. Zivnuska and colleagues discovered that mindfulness practices enable employees to cultivate resources that enhance their well-being, thereby positively affecting their attitudes towards the organization, including intentions to stay and affective commitment. These findings were derived from analyzing data collected from 503 full-time employees using Structural Equation Modeling.

Petchsawang and McLean (2017) studied the impact of workplace mindfulness and employee engagement in Thai organizations, particularly focusing on those that offer meditation courses. They found that organizations providing mindfulness sessions exhibited higher levels of workplace spirituality and engagement compared to those that do not. Additionally, their Pearson correlation analyses revealed a positive association between workplace spirituality, work engagement, and mindfulness meditation. Furthermore, they identified that workplace spirituality fully mediates the relationship between mindfulness and work engagement.

Charoensukmongkol and Suthatorn (2018) found that trait mindfulness was associated with emotional exhaustion among salespeople working for a multinational direct sales corporation in Thailand, according to results from a partial least squares analysis. They discovered that optimism, resilience, and self-efficacy mediated this relationship based on the evaluation theory. This theory suggests that individuals' reactions and emotions vary according to their evaluation of situations. The authors suggest that companies should consider the benefits of mindfulness training to reduce their employees' emotional exhaustion.

Gunasekara and Zheng (2019) also detected positive association between mindfulness and work engagement by utilizing conservation of resource theory, similarly to Zivnuska et al. (2016). To test their hypotheses, they chose the technique of multiple regression analysis, using answers from 130 employees.

Lin, et al. (2022) sought to understand the reasons why public personnel in Taiwan consider quitting. A total of 331 public officials were examined to assess the impact of organizational learning culture and workplace mindfulness on their job satisfaction and inclination to resign. It has been found that when organizations promote learning and individuals engage in mindfulness, it results in increased job satisfaction. Consequently, this diminishes the employees' inclination to quit their jobs. The study proposes that by fostering a culture of continuous learning and promoting mindfulness, public organizations in Taiwan may enhance job satisfaction among their employees and reduce turnover intentions.

2.1.4.2. Relationship-oriented Studies

Ucok (2006) researched mindful listening in the context of its effect on communication between individuals. According to the spiritual traditions and social interaction literature, individuals' active contributions and non-verbal cues such as facial expressions, receptivity, and presence enhance the transparency of understanding. Correctly understanding the messages conveyed in employees' communication facilitates more effective teamwork through cooperation and harmony. At the end of the study, the researcher presented particular directions for mindful listening.

Reb et al. (2014) analysed the leader-employee interaction by considering the mindfulness levels of leaders. Their objective was to investigate the impact of mindful leaders on employee well-being and performance. The results of their hypotheses, tested through structural equation modeling, indicated that mindful managers enhance employee performance by satisfying psychological needs, a crucial dimension of well-being. Not surprisingly, a leader's mindfulness is linked to positive indicators of employees' well-being; as such, managers possess the requisite skills for active listening and engagement.

Similarly, Grapendorf et al. (2017) found that mindfulness facilitates negotiation within interpersonal relations. The initial aim of their study was to explore whether mindfulness affects the performance of employees engaged in computer-based tasks. Through conducting two experiments, Grapendorf and his colleagues demonstrated that while mindfulness is beneficial for social relations, it does not significantly impact the performance of tasks involving computer-mediated communication.

Eby, Robertson, and Facticeau (2020) have discussed the impact of mindfulness on interpersonal networks and workplace outcomes. They provided a framework that considered certain types of relational phenomena related to work. According to this framework, mindfulness is linked to three distinct relationally focused processes, which are likely to influence work-related relational outcomes. The authors then explore potential expansions of the suggested paradigm to a variety of unique workplace connections and highlight essential future directions in the relational science of mindfulness.

Kay and Skarlicki (2020) have revealed that mindfulness training improves the collaboration or spirit of unity in organizational environments and reduces conflict avoidance, enabling individuals to engage in constructive conflict management. Cognitive reappraisal has been identified as a mechanism explaining how mindfulness enhances the spirit of unity in groups, but it did not mediate the effect on conflict avoidance. This finding suggests that mindfulness training can enhance employees' ability to approach workplace conflict in a manner that encourages cooperation. However, it did not necessarily decrease their inclination to evade or shy away from conflict. The authors used the PROCESS macro to conduct a mediation analysis of data collected from 1,006 participants, providing a comprehensive examination of the effects of mindfulness on organizational conflict management practices.

Zheng et al. (2022) focused on the influences of spouse mindfulness at home on employee work and family outcomes. Utilizing the spillover-crossover model as a theoretical framework, the study found that practicing mindfulness within the home environment encourages authentic emotional communication between couples. This authentic emotional sharing is positively related to employees' emotional states at home. Moreover, it leads to greater employee well-being, as indicated by an increase in pleasant emotions, a decrease in adverse feelings, higher levels of satisfaction with their family life, and increased engagement in their work the next day. A total of 125 employees and their spouses participated in the study, and the researchers utilized a multilevel path analysis model to validate the hypotheses.

2.1.4.3. Performance-oriented Studies

Dane and Brummel (2014) investigated the role of workplace mindfulness on job performance and turnover intention. The results revealed that mindfulness in the workplace positively affects employees' job performance and negatively impacts their intention to leave. In the study, which involved 102 restaurant workers in the USA, hypotheses were tested using hierarchical regression techniques.

Reb et al. (2014) explored how a supervisor's mindfulness influences a subordinate's well-being and job performance. As a result of two consecutive studies, they confirmed their hypotheses. Supervisors' trait mindfulness was found to be positively related to

employees' work-life balance and overall job performance and negatively related to employees' emotional exhaustion and deviant behaviors. The second study posits that employee need satisfaction fully mediates the relationship between supervisors' trait mindfulness and job satisfaction, as well as in-role performance. It also partially mediates the relationship between the supervisor's mindfulness and overall job performance, including organizational citizenship behavior. Study 1 had a sample size of 95 employees and their supervisors, while Study 2 involved 73 employees and their supervisors, employing structural equation modeling techniques.

Reb et al. (2015) proposed several antecedents and outcomes of mindfulness, approaching it as a process that encompasses various aspects, including employee awareness and absent-mindedness. Their two studies revealed that both aspects of mindfulness have an empirically significant relationship with employee well-being (emotional exhaustion, job satisfaction, and psychological need satisfaction) and job performance (task performance, organizational citizenship behaviors, and deviance). Furthermore, organizational constraints and job autonomy were identified as antecedents of mindfulness in both samples. The first study's sample consisted of a total of 124 working adults, and the second study's sample included 107 working adults, using multiple regression analysis.

Kersemackers et al. (2018) questioned the effectiveness of mindfulness training in the workplace context, specifically regarding burnout, well-being, organizational and team climate, and performance. Self-reported questionnaires were collected before and after the training process. Linear mixed model analyses were conducted using the responses of 425 adults, finding that mindfulness training positively affects mindfulness levels, well-being, stress, team and organizational climate, and performance and productivity.

Reb et al. (2019) examined the impact of leader mindfulness on employee performance, focusing on organizational justice and leader-member relations as mediating factors. In the first path model, they highlighted high-quality leader-member exchange as a mediator between leader mindfulness and employee performance. Model 2 was developed to reveal the mediating roles of interpersonal justice and employee stress between leader mindfulness and employee performance. Finally,

Model 3 tested the serial mediation to estimate both paths simultaneously. Overall, the results support the notion that employees who work for more mindful leaders feel higher esteem and are less anxious. The quality of leader-member exchange mediates the relationship, enhancing employee performance when leaders practice mindfulness. They conducted a serial multiple mediation analysis using AMOS software.

Mehmood et al. (2022) investigated the link between employees' mindfulness and their supervisors' learning and performance goals, as well as its impact on employee creativity and organizational citizenship behavior, within the framework of socio-cognitive theory. Data involving 256 employees and 97 managers were collected from information technology and telecommunication companies in Pakistan. The findings revealed that mindfulness was positively associated with both employee creativity and organizational citizenship behavior. Additionally, mindfulness mediated the relationship between supervisors' goal orientations and the duo of employee creativity and organizational citizenship behavior.

Thi and Duong (2023) explored the impact of mindfulness on job satisfaction and performance among employees, utilizing a mediating model. Job satisfaction and in-role behavior served as mediators, while individual and organizational citizenship behaviors were the outcomes. Conducted with 381 Vietnamese employees, the research employed path analysis and bootstrapping for hypothesis evaluation. Results indicated that mindfulness positively predicts job satisfaction, in-role behavior, and individual and organizational citizenship behaviors. The mediators exerted a serial effect on the outcomes, indicating that mindfulness has an indirect impact on both outcomes. The study suggests the importance of considering mindfulness in recruitment processes.

Sunaryo et al. (2023) investigated the impact of mindfulness on employee attitudes and behaviors in relation to work-related outcomes, employing the job demands-resources (JD-R) model as its theoretical foundation. The results of the study involving 230 employees from the hospitality industry in Indonesia showed that mindfulness significantly positively impacts employee creativity, proactive service performance, and customer satisfaction. Additionally, the study found that employee creativity and work engagement play a mediating role in the relationship between mindfulness and

customer satisfaction. Furthermore, it revealed that although customer incivility adversely affects work engagement, it does not directly impact proactive service performance. However, work engagement mediates the effect of customer incivility on proactive service performance, indicating that mindfulness can serve as an important resource in reducing the negative effects of job demands like customer incivility, thus leading to better work outcomes and customer experiences in the hospitality industry.

As a result, organizations ultimately expect a high level of efficiency, productivity, and performance from their employees. Academic studies investigating mindfulness in the workplace have found that both trait mindfulness and mindfulness training benefit employees' efficiency, productivity, and performance. In addition, the impact of mindfulness on creative performance emerges as a current topic of discussion in this field (Lebuda et al., 2016).

In the subsequent section, the concept of employee creativity will be explored.

2.2. Employee Creativity

The development of creativity has been essential to the improvement of society in many ways (Mehta & Dahl, 2019). From the invention of the light bulb to the creation of the smartphone, these innovations have significantly transformed everyday life. Meanwhile, creativity is one of the basic skills that the modern business world expects from its employees due to its significant contribution to organizational effectiveness (Jafri et al., 2016). Due to its important contribution to companies, creativity is studied in a wide variety of ways, including, for example, the use of creativity in the current field of artificial intelligence (Amabile, 2019). Therefore, the nature of creativity is a topic that continues to be discussed and argued among academics. Some researchers argue that creativity is a process, some that it is a character trait, and some that it is a product or output (Amabile, 1983).

Pioneering researcher Wallas (1926) defined creativity as a process and divided creative thinking into four stages: preparation, incubation, illumination or insight, and verification. Preparation is the examination of the problem and goals for addressing it.

Incubation is the suspension of conscious work on the problem, but unconscious work on it. Illumination is the period when the solution emerges - aha moment. Finally, verification is the use of logic and knowledge when looking for a suitable solution after evaluating the idea (Zhou & Shalley, 2010).

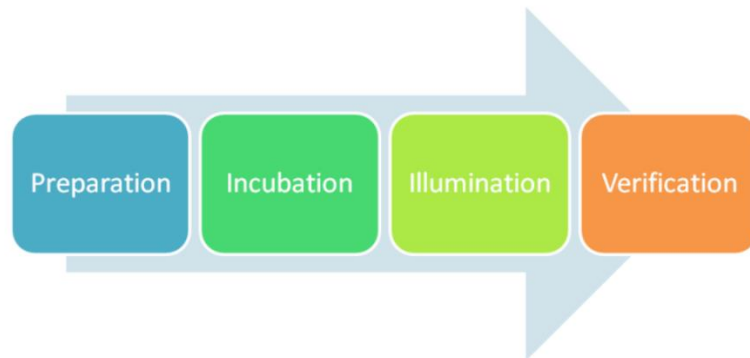


Figure 2.1. Wallas's (1926) Model of the Creative Thought Process

In both psychology and organizational behavior, creativity is defined as the generation of novel and potentially beneficial, that is appropriate outputs (idea, insight, or problem solution) (Amabile, 1983; Amabile, 1996; Amabile & Pillemer, 2015; Shalley, 1991). The two most important criteria required in this definition of creativity are that the output is new and useful. Employee creativity is a variable in this study because employees have a crucial role in a company's creativity. A growing body of research indicates that employee creativity can greatly change organizational innovation, productivity, and sustainability (Shalley et al., 2004; Zhang & Bartol, 2010) as well as conducting sustainable competitive advantage (Richter et al., 2012; Oldham, 2003). An employee can look at problems from a flexible and different perspective, which brings these benefits. It adds value to the company both in times of crisis and in normal times. Since creativity does not always result in success, innovation initiatives cannot be seen as a waste of time. If companies with creative individuals can only tolerate their differences by motivating their employees, employees will reveal their creativity by expressing their ideas and suggestions more easily.

2.2.1. Theories on the Elements of Creativity

Several researchers have attempted to characterize the creative process by employing interconnected component mechanisms. These componential frameworks, which

incorporate both cognitive and socioenvironmental factors, can be described as fully inclusive theories of creativity. Fostering individual creativity in the workplace is integral to achieving organizational creativity. Various creativity theories aim to elucidate the factors that enhance employee creativity within business settings. Four pivotal creativity theories in the business and management literature - interactionist theory, investment theory, systems approach, and componential theory - are the prominent. However, the two main theoretical frameworks that have shaped the field of organizational creativity are considered to be Woodman et al.'s (1993) interactionist theory and Amabile's (1988, 1996) componential theory of creativity (J. Zhou & Shalley, 2008). These models offer a basis for explaining why the environment in which employees operate matters for their creativity, even though they do not expressly describe any one contextual component (Shalley & Gilson, 2004). The subsequent sections provide an overview of these theories.

2.2.1.1. Interactionist Theory

The theory proposes an interactionist model of creative behavior that integrates aspects of the viewpoints on creativity from personality, cognitive style, and social psychology (Woodman & Schoenfeldt, 1990). In 1993, Woodman and colleagues specified four fundamental factors of individual creativity which are personality, cognitive style or ability, intrinsic motivation, and domain knowledge (Woodman et al., 1993). It has been known from the past that personality is an integral part of creativity. While some personality traits stand out for certain areas, some features that are required for any creative activity stand out as a standard. Broad interests, ability to solve complex problems, high energy, autonomy, independence in assessment, self-confidence, and intuition are some of them (Barron & Harrington, 1981). Researchers have revealed some cognitive abilities related to creativity. Distinctive in production, fluency in expression, fluency in speech, fluency in thinking flexibility, originality, tendency to apply their intellectual abilities to adapt to change and so on. Another key element of creativity is intrinsic motivation. Control of attention or self-regulation of attention is a decisive factor in the manifestation of motivation. Personal goals determine motivation and creativity performance because of their effects on self-regulation mechanisms. That is, a person who knows that he will receive a reward for his work focuses his attention on the reward, and his intrinsic motivation for creativity

decreases. Or an evaluation of the outcome of the work, even if it is positive, reduces future creative task performance. The last factor in the interactionist model is domain knowledge. To be creative, one should have enough knowledge about the field. It is difficult to envision any creative behavior without knowledge. But sometimes, past experiences and learnings have a negative impact on creativity though. A "functional fixation" brought on by prior experience or knowledge can restrict people from coming up with original solutions (Woodman et al., 1993). However, according to common belief, creativity cannot be realized without knowledge.

2.2.1.2. Investment Theory

Creativity begins with the decision to produce something new and progresses through the stages of generating, analyzing, and promoting innovative ideas (Sternberg, 2006). A creative person is one who has the resources needed and uses them to "buy low"-pursue novel or unconventional ideas that have the potential to become successful - and then "sell high"- presenting the work to the public at the appropriate time so that it can be appreciated. (Runco & Pritzker, 1999). When these concepts are first introduced, they are often met with opposition.

Sternberg's Investment Theory posits that creativity involves the integration of six interconnected resources: "intellectual abilities, knowledge, thinking styles, personality, motivation, and environment" (Sternberg, 2006, p.88). While individuals may have varying levels of effectiveness with each resource, what matters more for creativity is how actively and strategically they use these resources rather than the inherent differences between them. As individuals strategically plan the use of these resources for their creativity, organizations similarly orchestrate resource utilization to foster the creativity of their employees. Contrary to common corporate emphasis solely on creative thinking, Sternberg advocates for attention to all six resources, likening it to diversifying investments in the idea market for optimal creativity (Sternberg et al., 1997). Creativity in individuals is actualized through investments in the following domains.

(i) Intellectual abilities: Creativity frequently entails linking up and adopting fresh perspectives as well as redefining issues. This synthetic ability to perceive

connections and reinterpret problems is the first intellectual ability that applies to creativity. While this ability differs greatly widely among people, everyone has potential for improvement. Many creativity training programs focus on this resource. Analytical thinking is the second intellectual skill. One must be able to evaluate an opinion's worth. It takes analytical ability to understand which ideas are worth developing and which are not. Practicality is the third and final intellectual ability that builds a bridge between the output, which includes novelty, and others. Nothing creative emerges if you can't figure out how to communicate your thoughts so that your audience shares your value judgment. The investment theory demonstrates the relative independence of these three intellectual capacities - the synthetic, analytical, and practical capacities (Sternberg et al., 1997).

(ii) Knowledge: Creativity is a process in which those who have specific knowledge about a field, not those who have general knowledge, are involved. Having knowledge of a field allows to see the problems and gaps in that field. Knowledge about the current situation includes the potential to be realized in the future. Lack of knowledge, on the contrary, is an obstacle to the creative process (Sternberg, 2006).

(iii) Thinking styles: These abilities include a cognitive style that is advantageous for adopting new viewpoints on issues (Siqueira & Pitassi, 2016). It is relative to the choice to think and the decision to think in new ways.

(iv) Personality: Since the past, the most important element related to creativity has been seen as personality. Personal qualities such as risk-taking, rationality, and self-efficacy are important for creativity. Producing innovation also includes some personality traits that are not found in everyone, such as being able to stand up to the order (Sternberg, 2006).

(v) Motivation: Creativity also requires intrinsic, goal-oriented motivation. Amabile, (1983) has persistently demonstrated the necessity of motivation for creative work. Individuals rarely engage in truly creative work in a field unless they truly dedicate in it and put more emphasis on the work itself than on the prospective rewards (Sternberg, 2006).

(vi) Environment: An environment that supports creative ideas and enables creativity is one of the elements for this theory. Although the person has all the internal resources needed to think creatively, without some environmental support, the creativity within the person may never be revealed. This is the support of the company, manager, or colleagues in a workplace environment (Sternberg, 2006).

The investment theory proposed by Sternberg (2006) is depicted in Figure 2.2.

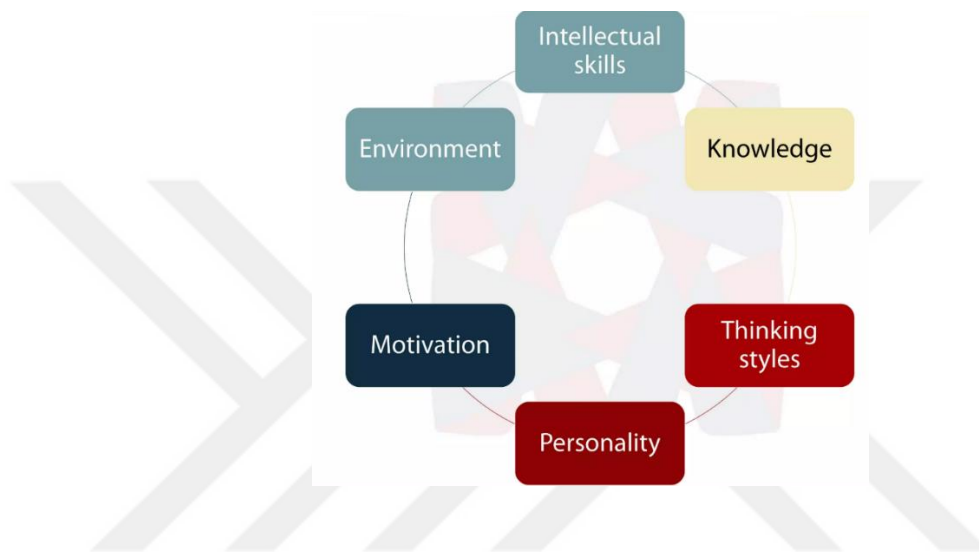


Figure 2.2. Investment Theory of Sternberg (2006)

2.2.1.3. Systems Approach

In this approach, all resources used in creativity work as a system (Csikszentmihalyi, 1996). Mihalyi Csikszentmihalyi, along with David Feldman and Howard Gardner, has adopted a systems approach, viewing creativity as a combination of various elements (Runco & Pritzker, 1999). In the first system, people use knowledge from a domain to extend or change it through motivation, personality traits, and cognitive processes. The field, as a second system, involves individuals who control or influence a domain, assessing and choosing novel ideas, such as curators in a museum setting. As a third system, the domain stands for an accumulation of knowledge that is culturally defined and includes transferable creative works. People can affect changes in the domain and field systems in addition to being influenced by them (Runco & Pritzker, 1999).

Gruber (1989) is the one who created the evolving systems method. His evolving systems approach posits that creative work involves the interaction of an individual's knowledge, purpose, and affect over time. According to this approach, changes that arise during a task can be enhanced by the interaction of these components, which will ultimately result in creative solutions. Gruber's evolving systems approach underscores the dynamic and evolving nature of an individual's cognitive processes, goals, and emotional states in the creative work context. The interaction of these elements contributes to the generation of creative productions.

2.2.1.4. The Componential Theory

Zhou and Shalley (2010), while examining theoretical and empirical studies on creativity in the workplace, grouped them under three basic psychological processes: cognitive, affective, and motivational. Among these approaches, they argue that the most striking approach within the discipline of organizational behavior is the motivational approach. Amabile's componential theory of creativity represent this motivational approach.

Amabile (1988) defines creativity as "the production of novel and useful ideas by an individual" (p. 126) and considers it as a process that yields a product (Amabile & Müller, 2007). The essence of creativity, as defined, demands a combination of novelty and usefulness in ideas or products (Diedrich et al., 2015). To uncover what determines creativity in organizational settings, she developed one of the best-known theories of creativity - the Componential Theory of Creativity (Amabile, 1988; Amabile et al., 1996). It is an extensive framework that specifies both internal and external influences on creativity in addition to describing the creative process (Amabile & Müller, 2007). According to the Componential Theory of Creativity, a person's creativity is made up of three individual components and one external component. Individuals are experts in the domain, creative thinking skills or relevant creative processes, and intrinsic task motivation, while the organizational work environment is an external component (Amabile & Pillemer, 2015).

Expertise in the domain or *domain-relevant skills* refers to both a person's natural ability to study and understand a specific topic and the knowledge of a specific domain

or set of domains, which are considered technical skills (Amabile & Pillemer, 2015, p.1). In order to produce creative ideas in the workplace, individuals must first have sufficient knowledge, competence, and task-related skills. Expertise is the foundation for creative works (Amabile, 1997). The domain-relevant skills do not include relevant skills for a specific task in a domain but refer to above-average skills about a general domain (Amabile, 1983). For example, a graphic designer's expertise is on digital design, imagination and technology etc.

Creative thinking skills or *creativity-relevant processes* mainly comprise personality traits and cognitive styles that provide autonomy, risk-taking, and different points of view on challenges, as well as skills in producing ideas. Cognitive features enable one to come up with creative solutions and any type of idea generation occurs within cognitive processes. Specifically, cognitive flexibility is sort of the core of creative outcomes, as it involves the ability to construct knowledge using broad and diverse categories (Amabile & Pillemer, 2015). Zhou (2003) indicated a positive link between creative personality and creative behavior in her empirical study. Overall, creativity-related skills, either personality or cognitive style, are the general-level skills that will process content in any domain (Amabile, 1983). Individuals having these types of skills can easily adapt themselves to different jobs requiring novelty. For this reason, personal development is prominent in today's world, and it is necessary to acquire creative skills at a satisfactory level.

Intrinsic motivation refers to the desire to work on something that is intriguing, engrossing, thrilling, fulfilling, or personally demanding, and determines how much of employees' creative thinking capacities will be used (Amabile, 1997). Employees who are intrinsically motivated achieve more creative and meaningful outcomes than those who are not. Because intrinsic motivators arise from the internal parts of the individuals and are related to the emotions about the activity, such as a sense of interest or autonomy in the work (Amabile, 1993). Motivation is also can be extrinsic (prompted by a desire to achieve a goal other than the task itself, such as receiving a rise in salary or reaching a deadline). When the studies compare the extrinsic and intrinsic motivation, they arrived that intrinsic motivation is more contributing to improved creativity than extrinsic motivation (Amabile, 1997). Therefore, it has long been claimed that intrinsic motivation is essential for creativity (Prabhu et al., 2008).

The organizational work environment is the final and external component of creativity in this theory. Work environment refers to the social environment rather than the physical environment (Amabile & Pillemer, 2015). The organizational work environment affects employees' ability to exhibit their potential creativity. It determines, to a certain extent, the ability of employees to express their potential creativity. When talking about a social setting, it is important to mention the importance of effective communication. Both communication and collaboration between individuals at work are one of the factors of the work environment. Also, supervisor and work group support, organizational encouragement, autonomy at work, or challenging work are expressed as the organizational work environment. Team interactions and the conduct of senior management can also be incorporated into the organizational work environment aspect (Amabile & Müller, 2007).

When an intrinsically motivated individual with strong domain knowledge and creative thinking competence performs in an atmosphere with a lot of creative support, creativity is expected to be highest. All four of these components serve to promote the creative process, as Figure 2.3 illustrates (Amabile & Müller, 2007). This theory of creativity, in line with the present study, has been employed in previous research that explains how intrinsically motivated individuals demonstrate greater creativity and how cognitively flexible people produce more creative outcomes (De Dreu et al., 2011; Prabhu et al., 2008; Tierney et al., 1999; Zhang & Bartol, 2010). Figure 2.3 shows the Componential Theory of Creativity in a simplified form. The model only shows significant influences.

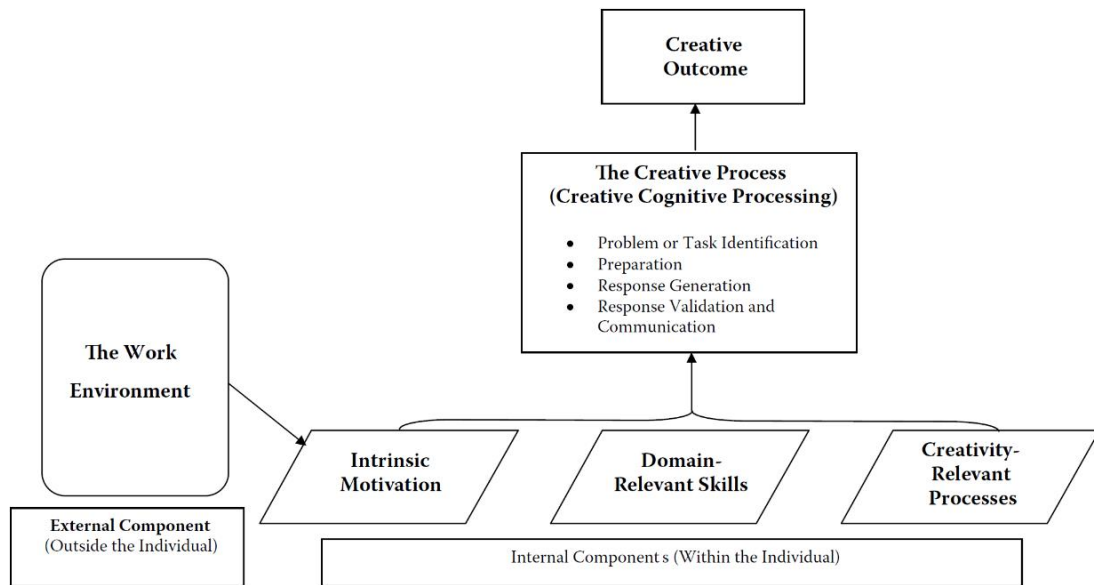


Figure 2.3. Simplified Depiction of the Componential Theory of Creativity

Reference: Amabile & Müller, 2007

2.3. Intrinsic Motivation

Intrinsic motivation is a well-established psychological construct that plays a crucial role in understanding human behaviors, particularly how individuals engage with tasks and derive pleasure and satisfaction without relying on external incentives. Self-determination theory (SDT), developed by psychologists Ryan and Deci, provides a foundational framework for understanding the quality and quantity of motivation (Ryan & Deci, 2017). SDT posits that motivation quality matters as much as its intensity, emphasizing the importance of distinguishing between types of motivation: amotivation, extrinsic motivation, and intrinsic motivation. In particular, intrinsic motivation is emphasized in professional settings due to its potential to ensure sustained creativity and productivity by increasing both individual creativity and work engagement (Aldabbas et al., 2023a). Accordingly, SDT categorizes motivation into three primary types - amotivation, extrinsic motivation, and intrinsic motivation - which are explained as follows:

Amotivation: Amotivation refers to a lack of motivation to act, characterized by feelings of disinterest, lack of purpose, and reluctance to engage in activities. It represents a state in which individuals feel detached from any compelling reason to participate in a particular task, often due to perceived incompetence, lack of autonomy,

or absence of relatedness to the activity. Such feelings may be linked to organizational or personal factors that cause a disconnection from one's sense of self or meaningful goals, ultimately hindering performance and engagement (Ryan & Deci, 2017).

Extrinsic Motivation: Extrinsic motivation is driven by external forces, where individuals are motivated to act to achieve a specific outcome, avoid negative consequences, or earn rewards. This form of motivation encompasses activities done for external incentives - financial, social, or otherwise - such as monetary bonuses, grades, awards, or external recognition. In organizational settings, extrinsic motivators are frequently employed to drive performance and adherence to organizational standards. However, while extrinsic motivation can boost engagement in the short term, it may not always lead to sustained engagement or satisfaction since the primary goal is to achieve something outside of the activity itself rather than to derive pleasure from the task itself (Ryan & Deci, 2017).

Intrinsic Motivation: Intrinsic motivation involves engaging in activities out of genuine interest, enjoyment, or satisfaction. Unlike extrinsic motivation, where the primary goal is to obtain an external reward, intrinsic motivation drives individuals to do an activity for the inherent pleasure and fulfillment it provides (Amabile, 1997). For example, someone might engage in creative pursuits, athletic activities, or problem-solving exercises simply because they find these activities rewarding in and of themselves. In the workplace, intrinsic motivation can lead to enhanced performance, creativity, and resilience, as individuals driven by intrinsic motivators are more likely to maintain long-term commitment and derive satisfaction from their work (Nili & Tasavori, 2022).

In human beings, intrinsic motivation is considered an example of autonomous motivation, as it is voluntarily undertaken without external constraint. Activities such as adventure, discovery, hobby, and gaming are often associated with intrinsic motivation. Nevertheless, it is apparent that external circumstances can occasionally influence individuals' engagement in these activities. The presence of a tangible incentive for the completion or achievement of a task leads to the emergence of extrinsic motivation (Ryan & Deci, 2017). Namely, when a tangible incentive is introduced, such as a prize for completing a challenging game level or a financial

reward for a creative project, the nature of the motivation can change. Instead of engaging purely for personal satisfaction, individuals may begin to focus on achieving the external reward, which introduces extrinsic motivation. This shift is explained by Cognitive Evaluation Theory, a sub-theory of Self-Determination Theory, which suggests that when external rewards are added to intrinsically enjoyable activities, they can alter the motivation dynamics. If the individual begins to focus primarily on the reward rather than the enjoyment of the activity itself, intrinsic motivation may decrease or be overshadowed by extrinsic motivation.

In the first scenario, intrinsic motivation can be heightened by circumstances that provide an optimal level of challenge, assessments that promote competence, and encouragement for autonomous or independent behavior (Deci & Ryan, 1985; Eisenberger et al., 1999). For example, providing books aligned with personal interests can foster a greater intrinsic motivation to read. Thus, rewards are beneficial when they serve to reinforce the inherent value of the activity itself rather than to control behavior. Conversely, extrinsic rewards can undermine intrinsic motivation by reducing autonomy through the external reinforcement of rewards. When individuals are rewarded for an activity, they may come to view it as less valuable for its own sake, potentially diminishing their internal motivation to engage in the activity.

In this way, external circumstances do not necessarily eliminate intrinsic motivation but can shift the focus, introducing extrinsic motivations that may coexist with or even reduce the original intrinsic motivation.

2.3.1. The Foundations of Intrinsic Motivation

Self-determination theory posits that intrinsic motivation arises when individuals meet three essential psychological needs: competence, autonomy, and relatedness (Ryan & Deci, 2000; Deci & Ryan, 2008). These needs can be outlined sequentially:

Competence refers to an individual's belief in their capacity to succeed in a particular domain. Individuals tend to engage more readily in activities where they feel skilled, with this sense of competence being shaped significantly by social contexts and support from others. Competence is closely linked to feelings of mastery, self-efficacy,

and perceived ability in a given area. For instance, Mathisen (2011) identifies organizational factors—such as job tasks, leadership, and professional relationships—that contribute to creative self-efficacy.

Autonomy pertains to the freedom to choose when and how to undertake an activity. It embodies a subjective sense of volition and the ability to engage in actions that align with one's values and interests. Autonomy-supportive environments foster this need by allowing self-expression, facilitating meaningful decision-making, and reducing external pressures (Ryan & Deci, 2017). In business, this concept is seen as job autonomy, a factor shown to enhance employee performance (Diamantidis & Chatzoglou, 2019). Importantly, job autonomy does not imply complete self-reliance or the dismissal of work standards but emphasizes the value of employees experiencing personal agency in their actions.

Relatedness reflects the need to form meaningful connections with others and find affirmation in social groups (Zheng et al., 2022). A sense of belonging and support from one's social environment enhances positive emotions, encourages voluntary participation, and contributes to overall well-being. According to Basic Needs Theory, a sub-theory of Self-Determination Theory, the fulfillment of these three psychological needs leads to intrinsic motivation, which not only improves performance but also fosters personal motivation and mental health (Nili & Tasavori, 2022; Ryan & Deci, 2000).

From an organizational perspective, although companies often benefit when employees exhibit positive behaviors such as high performance, creativity, and engagement due to intrinsic motivation, this type of motivation also has potential downsides for employees (Fishbach & Woolley, 2022). One drawback arises when employees are highly driven by intrinsic interest but are required to complete tasks that do not align with their passions. Business environments often demand that employees undertake a variety of tasks, some of which may not inherently align with their personal interests. In such cases, intrinsically motivated employees may struggle to engage with these less interesting tasks, leading to imbalances in task completion and productivity. For example, an employee-driven by intrinsic motivation and a passion for creative work may prioritize such projects over routine administrative tasks,

leading to inefficiency and problems with colleagues in performing less interesting core tasks.

Another disadvantage is the potential for exploitation. Managers may recognize the commitment of intrinsically motivated employees and come to expect them to work longer hours or take on additional responsibilities without compensation, assuming their passion for the work will sustain them. This tendency can lead to increased workload and eventual burnout, particularly if there is an implicit expectation that highly motivated employees should consistently go above and beyond their formal responsibilities. A study by J. Y. Kim et al. (2020) reveals that individuals generally perceive it as more acceptable to exploit intrinsically motivated employees, viewing their passion as a form of justification for additional expectations, in contrast to extrinsically motivated employees who might regard their work primarily as a means to an end.

Additionally, intrinsic motivation may lead to decreased flexibility in adapting to necessary organizational changes. Intrinsically motivated employees may become so deeply invested in specific tasks or projects that they develop a resistance to shifting priorities or altering their methods in response to organizational needs. For instance, an intrinsically motivated researcher might resist a managerial directive to focus on applied projects over theoretical research, as their motivation lies more in intellectual exploration than in immediate, practical applications. This rigidity can pose a challenge in dynamic environments where adaptability is critical for organizational success.

Lastly, intrinsic motivation can also foster a form of over-identification with one's work that may be detrimental to personal well-being (Avanzi et al., 2022). When individuals derive a significant portion of their identity and self-worth from their jobs, they may struggle to maintain a healthy work-life balance. This can lead to stress, reduced satisfaction outside of work, and even impact mental health. Over time, intrinsically motivated individuals may experience a diminished sense of fulfillment if they fail to meet their own high expectations or if organizational limitations prevent them from fully engaging in the aspects of work they find most meaningful.

Thus, while intrinsic motivation provides numerous benefits in the workplace, organizations must be cautious not to inadvertently exploit or overburden intrinsically motivated employees. Instead, they should consider strategies to balance intrinsic motivation with organizational demands, fostering both employee well-being and sustainable productivity.

2.3.2. Intrinsic Motivation's Role in Personal and Organizational Success

Intrinsic motivation arises from the interaction between people and their actions. Individuals may be intrinsically motivated for certain activities, even if others are not interested. It is therefore important for companies to know how their employees experience an occasion and participate in activities. In a professional setting, the diligent monitoring of employees by managers, along with a comprehensive understanding of each employee's individual sources of intrinsic motivation, can effectively foster employee engagement and commitment to their tasks (see Zeng et al., 2022), because each person's level of interest in a given work varies, and this variation is determined by situational, contextual, and cultural influences (Ryan & Deci, 2017).

Managers can properly design jobs to appeal to their employees and suggest ways of doing things they might enjoy so that employees are more productive and more satisfied. In this context, intrinsic motivation has long piqued the curiosity of academics, organizational psychologists, cognitive psychologists, economists, and among others. In the literature, studies discovered that intrinsic motivation has numerous consequences for individuals and organizations such as increased employee creativity (Amabile, 1997; Horng et al., 2016; Tan et al., 2019), work engagement (Zeng et al., 2022), performance (Eisenberger et al., 1999), organizational citizenship behaviors (S. H. Kim et al., 2020), knowledge sharing (W. Zhang et al., 2021), problem-solving (McGraw & McCullers, 1979), persistence on interesting tasks (Gagne & Deci, 2005), employees' self-development (Q. Zhou et al., 2019).

Intrinsic motivation is a powerful driver for personal growth and professional success. When employees' intrinsic needs for competence, autonomy, and relatedness are met, they not only perform better but also experience enhanced psychological well-being.

This interplay between personal fulfillment and organizational benefits highlights the dual importance of intrinsic motivation in fostering a harmonious and productive work environment. At the same time, organizations must carefully balance the use of intrinsic and extrinsic motivators to maintain both employee satisfaction and performance.

In summary, intrinsic motivation plays a crucial role in human behavior, driving engagement, creativity, and persistence in both personal and professional contexts. While extrinsic motivators can serve as valuable tools for enhancing motivation, the delicate interplay between intrinsic and extrinsic motivation necessitates thoughtful application to avoid undermining individuals' inherent interest in their work. By creating environments that support intrinsic motivation, organizations can unlock the full potential of their workforce, fostering a culture of engagement and innovation that benefits both individuals and the organization as a whole.

2.4. Cognitive Flexibility

Cognitive flexibility is a crucial ability to adapt to changing situations in the digital age, where human and computer interactions are constantly evolving (Romero, 2019). Considering that cognitive flexibility contributes noticeably to the decision-making performance and adaptability of managers, the importance of cognitive flexibility in responding to the demands of increasingly open, flexible, and rapidly changing organizations becomes evident (Laureiro-Martínez & Brusoni, 2018). This study, which includes cognitive flexibility in the workplace context, will explain cognitive flexibility conceptually below.

There are several approaches to understanding cognitive flexibility. While some consider it to be a particular cognitive skill or ability, others see it as a characteristic of the cognitive system or of different cognitive processes (Ionescu, 2012). In this study, we recognize it as a cognitive skill, following a similar approach to Colzato et al. (2009). This is primarily because, in examining the ways in which mindfulness can boost individual creativity, we focus on the creative thinking skills suggested by the Componential Creativity Theory. In this context, cognitive flexibility is described as a complex cognitive ability that is closely tied to the adaptability of human beings. It

involves the capability to be aware of and skillfully navigate through various choices and alternatives within a specific situation (Moore & Malinowski, 2009). The cognitive flexibility of an individual plays a crucial role in the reconstruction, adaptation, and enhancement of psychological processes when responding to external stimuli (Ma & Li, 2023). For instance, when an employee is engaged in working on a report during their work hours and their supervisor unexpectedly requests a prompt reply to an urgent email, their cognitive flexibility allows them to swiftly redirect their attention from the report to the email, effectively addressing the pressing issue. After resolving the email matter, they can easily resume working on their report. This ability to transition between tasks without losing efficiency or focus exemplifies cognitive flexibility, smoothly shifting from creating a project plan to managing an unforeseen team issue or effortlessly incorporating newly acquired knowledge to modify project schedules and communication techniques. This expertise not only guarantees the project stays on schedule but also promotes a cooperative and flexible team atmosphere.

According to Martin & Rubin (1995), cognitive flexibility encompasses the capacity to recognize and consider multiple potential options, as well as the willingness to engage in exploratory behavior by evaluating different strategies. Within the complex system of cognitive processes, this particular cognitive faculty manifests as the ability to adapt and modify cognitive strategies in response to unfamiliar and unexpected environmental circumstances (Canas et al., 2006). This refers to the capacity to adjust cognitive processes in response to dynamic and evolving experiential environments. Preiss (2022) emphasizes its fundamental quality as the ability to transition one's cognitive processes effortlessly. This entails demonstrating a receptive and adaptable mindset in order to effectively navigate and excel in a novel or changing circumstances. Adaptability is not limited to simple changes in behavior but rather involves a deliberate examination of diverse perspectives. This reflects an individual's conscious decision to adjust their behavior, which aligns with the ideas expressed by Martin and Rubin (1995).

In a broader psychological context, cognitive flexibility, as explored by De Dreu et al. (2008), pertains to the degree to which individuals effectively and adaptively engage with and incorporate a range of perspectives. The process involves a cognitive

interplay among diverse perspectives, which demonstrates an individual's aptitude and readiness to adeptly navigate the complex network of human cognition. Furthermore, Scott (1962), identifies cognitive flexibility as the intelligent adaptation of concept systems in response to external inputs, highlighting its role in the development and refinement of knowledge structures.

Beyond individual contexts, cognitive flexibility has implications for organizational effectiveness. In the current dynamic business environment, organizations that cultivate cognitive flexibility in their staff are more likely to innovate, adjust to market fluctuations, and sustain a competitive edge. Leaders who exhibit cognitive flexibility are more likely to inspire their teams, navigate uncertainty effectively, and drive transformational change.

Furthermore, cognitive flexibility is widely seen as an essential quality in the digital age when technological breakthroughs constantly transform both professional and personal spheres. The capacity to effortlessly incorporate new digital tools and platforms into everyday activities exemplifies cognitive flexibility. This skill guarantees that individuals maintain resilience and resourcefulness, especially in the face of the challenges of digital transition.

In essence, this phenomenon represents the intrinsic capacity of individuals to adeptly navigate the complex terrain of cognitive processes, effectively adapting to the ever-evolving environment of personal interactions and perceptions. It is a crucial factor in achieving personal and professional success and serves as a foundation for promoting creativity, adaptation, and resilience in a constantly changing environment.

2.4.1. The Benefits of Cognitive Flexibility

Cognitive flexibility offers numerous benefits, as it enables individuals to adapt their thoughts and behaviors to meet changing circumstances effectively. This adaptability enhances problem-solving skills, allowing for innovative and efficient solutions across various contexts. Furthermore, cognitive flexibility contributes to academic success by supporting the application of diverse strategies and fostering creative thinking (Clément, 2022). It is also relevant to improved decision-making, as individuals with

this skill can evaluate multiple perspectives and adjust their approaches accordingly. Overall, cognitive flexibility is a crucial cognitive ability that promotes resilience, adaptability, and success in both personal and professional domains.

As mentioned above, cognitive flexibility supports success across various domains of life by enabling individuals to adapt to changing circumstances and demands. For example, Santana et al. (2022) emphasize its importance in mathematical proficiency, where it facilitates problem-solving by allowing the application of diverse techniques and the integration of new information. Individuals with greater cognitive flexibility are better equipped to navigate complex problems and adjust their strategies, resulting in improved mathematical performance. Moreover, Arán Filippetti and Krumm (2020) reveal two components of cognitive flexibility - reactive flexibility (adjusting to outside influences) and spontaneous flexibility (generating novel ideas) - and examine their distinct contributions. It highlights that while reactive flexibility is linked to executive functions like working memory and inhibition, spontaneous flexibility plays a critical role in creativity and predicts academic skills, particularly in writing and reading comprehension. The research provides an insight into cognitive flexibility, emphasizing its dual nature and the importance of developing spontaneous flexibility to enhance creativity and academic performance in children. This distinction enhances theoretical frameworks of flexibility and carries practical ramifications for educational and developmental approaches.

Kiss et al. (2020) examine the relationship between CEO cognitive flexibility, information search behaviors, and organizational ambidexterity. Cognitive flexibility, the ability of CEOs to adapt their thinking and decision-making processes to dynamic situations, is hypothesized to influence how leaders search for and process information. Effective information search - characterized by depth, breadth, and diversity - enables CEOs to integrate diverse knowledge and balance competing organizational demands. This, thus, augments organizational ambidexterity, the capacity to concurrently utilize established strengths and investigate fresh opportunities. The research emphasizes the relationship between cognitive characteristics and strategic actions in leadership, which can enhance organizational adaptability and ensure long-term success.

Cañas et al. (2003) explore the role of cognitive flexibility in enhancing adaptability during dynamic and complex problem-solving tasks, particularly in environments characterized by rapid and unpredictable changes like the media industry. Cognitive flexibility, defined as the ability to shift perspectives, strategies, and cognitive frameworks, is posited as a critical skill for effectively responding to evolving challenges. By examining how individuals adjust their approaches to align with shifting task demands, the study highlights the mechanisms through which flexible thinking supports resilience and success in complex scenarios. The findings underscore the importance of cultivating cognitive flexibility to navigate uncertainty and complexity in both individual and organizational contexts. In this respect, it is evident that examining the cognitive flexibility variable is a fitting choice for this thesis, which is conducted in a dynamic environment.

2.4.2. Developing Cognitive Flexibility

Given the significant advantages of cognitive flexibility for individuals and, indirectly, for organizations in both daily and professional contexts, the question of how to effectively cultivate this skill becomes a central focus of inquiry. The existing literature includes various studies exploring strategies and methods for developing cognitive flexibility. For instance, Masley et al. (2009) demonstrated that regular aerobic exercise significantly enhances cognitive flexibility, highlighting the role of physical activity in improving executive functions. Their findings suggest that aerobic exercise not only promotes physical health but also supports mental agility by increasing blood flow to the brain and enhancing the connectivity between neural networks associated with decision-making and adaptability. This underscores the importance of incorporating physical activity into daily routines as a practical approach to fostering cognitive flexibility and overall cognitive health. Similarly, Ionescu (2012) underlined the importance of educational interventions, suggesting that cognitive flexibility develops through two types of interactions: First, the interactions of multiple cognitive mechanisms - such as attention shifting, conflict monitoring, and perception - enable individuals to adapt to new environmental demands. Second, the interaction of sensorimotor experiences, such as learning to ride a bicycle, cognitive processes, and contextual factors over time. Activities that require multitasking, problem-solving, or adapting to novel rules can help train the brain to respond to

changing circumstances. Furthermore, encouraging diverse experiences, promoting creative thinking, and engaging in environments that challenge habitual responses can further enhance flexibility. This unified perspective highlights that cognitive flexibility emerges from the interplay of various systems working together to achieve innovative and adaptable behaviors, emphasizing its role in improving problem-solving and fostering creativity. According to Ionescu (2012), cognitive flexibility should be understood as a dynamic property of the cognitive system rather than a static skill. Although there are different approaches to this issue, it is accepted that cognitive flexibility has a developable structure.

Additionally, Ritter et al. (2012) found that diversifying experiences - actively engaging in unusual and unexpected events - promote cognitive flexibility by disrupting established cognitive patterns and encouraging creative thinking. In other words, engaging in activities that enrich and diversify individuals' experiences contributes to the development of greater cognitive flexibility. For instance, participating in activities such as traveling to unfamiliar places, learning a new skill or language, or experimenting with creative pursuits like painting or improvisational theater can expose individuals to novel situations. These experiences challenge habitual ways of thinking, fostering adaptability and enhancing cognitive flexibility, as suggested by Ritter et al. (2012).

Together, these findings underscore the potential of both physical and cognitive approaches to cultivating this vital skill.

2.5. Perceived Supervisor Support

There are various support mechanisms that make employees feel the importance of their contributions to the organization or their individual existence within the organization. These types of encouragements, expressed as organizational, coworker, and managerial or supervisor support, are the social resources that businesses need to ensure experience transfer and skill development in the workplace (Chiaburu, 2010).

Organizational support may encompass efforts such as thorough training programs, access to advanced technology, or wellness programs that reflect the organization's

dedication to employees' well-being. A corporation that establishes a mentorship program wherein seasoned employees advise novices, promote skill enhancement, and cultivate a sense of value and integration within the workplace culture. Organizational support theory posits that employees form a general perception of the degree to which the organization appreciates their contributions and prioritizes their well-being (Kurtessis et al., 2017).

Support among coworkers is seen in team collaborations where colleagues assist one another in troubleshooting issues, sharing insights, or providing aid on difficult jobs. A team member assisting a colleague in meeting a difficult deadline enhances productivity while fostering companionship and mutual respect in the workplace. Social bonding activities, including team-building events and informal knowledge-sharing sessions, enhance the notion that employees' contributions are esteemed and acknowledged by their colleagues. Several studies have explored the consequences of coworker support. For instance, one study suggests that support from coworkers can enhance individuals' job crafting, which in turn positively influences job performance through increased work engagement (Shin et al., 2020). However, this support does not always lead to positive outcomes. Excessive or misdirected support can negatively affect employees' workload and role-restructuring processes, which can lead to a decline in work engagement and performance. Consequently, coworker support is a multifaceted element in the workplace, capable of either improving or obstructing employee outcomes based on its implementation.

Managerial or supervisory support can be exemplified through individualized feedback sessions in which managers recognize employees' contributions and accomplishments, establish explicit expectations, and offer direction for enhancement. A supervisor who attentively listens to an employee's concerns and offers prompt solutions or resources cultivates trust and appreciation. Likewise, acknowledging individual or team achievements during meetings underscores the significance of employees' contributions. This study will emphasize supervisor support as a critical component affecting employees' perceptions of their worth and their ability to improve skills in the workplace (Eisenberger et al., 2002). Supervisor support includes the behaviors and activities of supervisors that offer direction, encouragement, and

resources to employees, ensuring they feel appreciated and empowered in their positions.

Supervisor support plays a pivotal role in ensuring the effectiveness of corporate training programs, particularly in facilitating the transfer of learned skills and knowledge to the workplace (Nijman & Gelissen, 2011). Training activities frequently diminish in effectiveness when employees lack a conducive environment that fosters the utilization of newly gained skills. A workplace culture cultivated by supervisor support guarantees the effective application of training and the ongoing reinforcement of skills, resulting in a lasting influence on employee performance and organizational results.

As a definition, supervisor support reflects the extent to which employees perceive their supervisors as valuing their contributions and prioritizing their well-being (Eisenberger et al., 2002). Immediate supervisors serve as the critical interface between the organization and its workforce, acting as the primary agents through whom organizational policies, culture, and values are communicated and reinforced. Employees often perceive the level of support they receive from their supervisors as indicative of the organization's overall regard for their welfare. This perception strengthens employees' positive attitudes toward the organization, fostering greater commitment, motivation, and a willingness to contribute to organizational success (Kyei-Frimpong et al., 2023).

Moreover, supervisor support is closely aligned with the broader concept of perceived organizational support (POS), which emphasizes employees' beliefs about how much their organization values their efforts and cares about their well-being. In this regard, perceived supervisor support is a critical component of POS, as it directly influences employees' sense of belonging, trust in the organization, and emotional attachment. Supervisors who consistently demonstrate supportive behaviors, such as providing constructive feedback, addressing employees' concerns, and creating opportunities for growth, contribute to building a strong perception of organizational support. For instance, an editor, guided by their supervisor's direction, learned to analyze content trends using the BuzzSumo tool, enhancing their ability to create relevant and impactful content strategies. Thus, guiding an employee to learn new tools

demonstrates that the organization values their growth and contributions, directly enhancing their perceived organizational support.

Additionally, the role of supervisors extends beyond technical or task-related support. By fostering an environment of psychological safety and open communication, supervisors encourage employees to voice opinions, seek assistance when needed, and embrace challenges without fear of failure. This environment is particularly critical in translating training efforts into tangible outcomes, as employees feel confident to experiment with new skills and integrate them into their daily responsibilities. Supervisors who actively support these efforts reinforce the value of continuous learning and development within the organization.

In summary, supervisor support is not just a facilitator of training effectiveness but also a cornerstone of a supportive organizational culture. It bridges the gap between organizational intent and employee experience, ensuring that training investments yield measurable improvements in performance and engagement. By embodying the organization's commitment to its workforce, supervisors play an instrumental role in fostering a motivated, skilled, and resilient team, ultimately contributing to the long-term success of the organization.

Employee perceptions of supervisor support significantly influence a wide array of individual-level outcomes that contribute to both personal and organizational success. A growing body of research underscores that when employees feel supported by their supervisors, they experience notable improvements in well-being (Hsu, 2011), self-efficacy, and work engagement (Hidayah Ibrahim et al., 2019). Moreover, such support fosters psychological empowerment (Anna-Maija Nisula, 2018), and creativity (Kassa, 2021), while mitigating adverse outcomes such as burnout and turnover intentions (Chami-Malaeb, 2022). These findings highlight the critical role of supervisor support in cultivating not only a productive workforce but also an innovative and adaptive organizational culture.

2.5.1. The Role of Supervisor Support in Enhancing Creativity

Supervisors play a vital role in fostering their employees' creative potential. Research suggests that specific managerial practices can significantly enhance creativity. For instance, assigning tasks that help employees see how their efforts contribute to meaningful outcomes has been shown to increase creative engagement (Amabile & Pillemer, 2015). Employees who perceive their work as meaningful are more likely to engage in creative behaviors (McKersie et al., 2019). Supervisors can also create an organized work environment, which minimizes distractions and inefficiencies, enabling employees to focus on innovative tasks (Amabile & Pillemer, 2015). Moreover, when employees feel supported by their organization, they are more engaged in their work, which fosters higher levels of creativity (Aldabbas et al., 2023b). Work engagement acts as a crucial link, enhancing the positive effects of POS on employees' ability to generate innovative ideas and solutions.

Family-supportive supervisor behaviors have emerged as another key driver of employee creativity. By fostering positive emotions, these behaviors contribute to enhanced creativity and innovation within the workplace (McKersie et al., 2019; X. Zhou et al., 2022). McKersie et al. (2019) demonstrate that family-supportive supervisors increase employees' sense of job meaningfulness, which in turn boosts intrinsic motivation and creative output. According to Zhou et al. (2022), supervisors who address employees' family-related needs enhance psychological capital and foster positive emotions, both of which are critical for creative performance.

2.5.2. Supportive Supervision and Positive Work Environments

In addition to creativity, supervisor support significantly influences employee engagement—a crucial factor for organizational success. According to Baqir et al., 2020, supportive and encouraging supervisor behaviors build trust, a sense of belonging, and psychological safety, which are essential components of engagement. When employees feel supported, they are more likely to invest their energy and resources into their work, leading to enhanced performance and organizational commitment.

Supervisor support also helps mitigate the detrimental effects of emotional exhaustion, a common challenge in high-pressure work environments. Grobelna (2021) found that supervisors who offer guidance, motivation, and necessary resources enable employees to manage work demands more effectively, thereby reducing emotional exhaustion and its negative consequences. By alleviating stressors and providing psychological safety, supportive supervisors create an environment where employees can thrive.

The relationship between supervisor support and organizational commitment is further strengthened by empowerment practices. Supervisors who empower their employees by granting autonomy and encouraging decision-making foster greater organizational loyalty. As Kyei-Frimpong et al. (2023) observe, supportive supervisors amplify the positive effects of empowerment by building trust and motivation, ultimately enhancing employees' commitment to their organization. This synergy between support and empowerment not only improves individual outcomes but also contributes to the overall health and resilience of the organization.

Organizations aiming to harness the benefits of supervisor support must prioritize training and development programs for leaders, emphasizing the importance of supportive behaviors. Encouraging supervisors to engage in active listening, provide constructive feedback, and demonstrate empathy can significantly impact employee outcomes. Additionally, promoting a culture of psychological safety, where employees feel valued and understood, can further enhance the effectiveness of supervisor support.

Implementing policies that encourage family-supportive behaviors, such as flexible work arrangements or understanding family-related challenges, can also yield substantial benefits. As research shows, such practices not only improve employees' well-being but also enhance their creative and innovative capacities. Furthermore, creating an organizational framework that supports supervisor-employee collaboration can foster an environment conducive to trust, engagement, and long-term commitment.

In conclusion, supervisor support is a multifaceted construct with profound implications for individual and organizational outcomes. By fostering creativity,

engagement, and resilience while reducing burnout and turnover intentions, supportive supervisors act as catalysts for both employee development and organizational success. Organizations that invest in cultivating a supportive leadership culture are better positioned to thrive in today's competitive and dynamic work environment.

In the next section, the conceptual framework, hypotheses, and research model will be explained.



CHAPTER III

CONCEPTUAL FRAMEWORK AND RESEARCH MODEL

Chapter III examines the relationship between mindfulness and creativity, structured around the Componential Theory of Creativity and mindfulness literature as a foundation. It explores how mindfulness affects creative behaviors and highlights the pivotal functions that intrinsic motivation and cognitive flexibility have in this relationship. Additionally, it considers the moderating role of perceived supervisor support, suggesting that the benefits of mindfulness on creativity through cognitive flexibility can be significantly influenced by the work environment.

3.1. Componential Theory of Creativity in the Research Model

According to Amabile et al.'s (1988, 2015) Componential Theory of Creativity, the two fundamental components of intra-individual creativity are intrinsic motivation and creativity-relevant processes. Creativity-related processes, often referred to as creative thinking skills, involve personality and cognitive qualities that, in this study, may correspond to the trait mindfulness and cognitive flexibility (Amabile & Pillemer, 2015). Numerous creativity-relevant personality traits such as (i) self-discipline, (ii) capacity to defer immediate rewards, (iii) persistence in the face of challenges, (iv) independence of judgment, (v) a willingness to tolerate uncertainty, (vi) a strong sense of autonomy, (vii) the absence of gender-based stereotypes, (viii) an internal locus of control, (ix) a propensity for taking risks; and (x) a strong inclination towards self-motivated, goal-oriented pursuit of perfection, as stated by Amabile & Pillemer (2015), have been found to be related to mindfulness (Baer et al., 2006; Brown et al., 2007; Charoensukmongkol, 2017; Dong et al., 2022; Hart et al., 2013; Luberto et al., 2014; Oguntuase & Sun, 2022; Reb et al., 2015; Ryan et al., 2021; Soler et al., 2016; Weger et al., 2012). Moreover, trait mindfulness explicitly involves the facet of independence of judgment that, according to this theory, fosters creativity (Baer et al., 2006).

Therefore, mindfulness can be considered within the creativity-relevant process as well as cognitive flexibility.

This study proposes that within the theoretical framework, the connection between mindfulness and creativity primarily emerges through cognitive flexibility. Cognitive flexibility, often linked with cognitive styles, is considered the cornerstone of creativity (Hennessey & Amabile, 2010; Mehta & Dahl, 2019). Specifically, individuals with a cognitive style characterized by cognitive flexibility are expected to exhibit enhanced creativity (Amabile & Pillemer, 2015). In essence, without the ability to adapt cognitive techniques to new contexts and reinvest attentional processes, creative behavior may not be demonstrated (Sünbül, 2020). In other words, learning and cultivating cognitive flexibility enhance creative skills (Amabile, 1997).

On the other hand, as in many theories of creativity, intrinsic motivation is considered a critical component in nurturing creativity, which in turn propels innovation (Amabile, 1988). Individuals may have some features and abilities that are conducive to creativity, but whether or not they will really produce creative output is dependent on their intrinsic desire, according to Amabile (1983). Although people with domain-relevant skills and creativity-related skills have an ability to develop creative outputs, they may not be able to think and do things creatively if they are not internally motivated and put in the effort.

Furthermore, intrinsic motivation is linked with cognitive flexibility. Individuals with little intrinsic motivation are less cognitively flexible and more likely to stick to routines and conventions (Amabile et al., 2005; Liu et al., 2016). Consequently, the Componential Theory of Creativity emphasizes the significance of intrinsic motivation as well as cognitive flexibility (Amabile, 1997; Amabile et al., 1996; Amabile & Pillemer, 2015). This study asserts that trait mindfulness increases intrinsic motivation and cognitive flexibility, thus enhancing employee creativity.

3.2. The Effects of Mindfulness on Creativity

Mindfulness can be conceptualized as a personality trait characterized by the propensity to engage in deliberate and attentive thinking and activity, or alternatively,

as a temporary state of consciousness that manifests in one's behavioral responses within a specific context and moment (Brown & Ryan, 2003). We argue that the presence of trait mindfulness has the capacity to augment employee creativity, and this claim is supported by several justifications.

Firstly, mindfulness facilitates the reduction of habitual and automatic responses by cultivating novel cognitive frameworks and alternative viewpoints regarding ongoing events (Byrne & Thatchenkery, 2019). According to Kudesia's (2015) research, mindfulness practice has been shown to improve an individual's ability to respond to different situations in a non-automatic manner. Cognitive flexibility has a crucial role in fostering individuals' creativity by facilitating the non-automatic reaction. The author additionally suggests that the decentering aspect of mindfulness might enhance cognitive flexibility, resulting in increased creativity. This is because decentering enables individuals to transcend the limitations imposed by discursive thinking (Kudesia, 2015).

Secondly, mindfulness has been found to improve attentional abilities, which in turn contributes to an increased level of cognitive flexibility. This implies that persons who practice mindfulness possess enhanced abilities to navigate their environment with a malleable attitude rather than being constrained by inflexible patterns of response that frequently stem from excessive attachment to their emotions and thoughts (Greenberg et al., 2012; Moore & Malinowski, 2009).

Thirdly, mindfulness enhances the ability to work autonomously by including certain skills, such as non-judging of inner experience, non-reacting to inner experience, and observing. When individuals adopt an open and unbiased mentality towards their subjective experiences, their following behaviors tend to exhibit greater deliberation, discernment, and authenticity. As a result, individuals engage in these behaviors motivated by internal factors (Ryan et al., 2021). The concept of mindfulness has been found to be closely linked to intrinsic motivation, which is considered a fundamental component of creativity under the Componential Theory of Creativity. This association arises from the fact that mindfulness practices facilitate the development of individuals' innate tendencies towards cultivating expertise, nurturing curiosity, and fostering enthusiasm in various occupational domains (Ryan et al., 2021). For instance,

the study conducted by Brown & Ryan (2003) revealed that the presence of both trait and state mindfulness contributes to the enhancement of autonomy.

Because of the reasons stated above - reduced reliance on automatic mental processes, the broad attentional span associated with being in the present moment and autonomous functioning - employees tend to be intrinsically motivated and evaluate situations from multiple perspectives by thinking flexibly, which improves their creativity.

In addition to these essential basic factors, there may be additional secondary or subordinate factors contributing to the relationship between mindfulness and creativity. Mindfulness has a substantial role in the development and enhancement of self-regulation abilities, which are crucial for the preservation and advancement of psychological and behavioral well-being (Brown & Ryan, 2003). Mindfulness, as proposed by Ryan and Deci (2000), enables individuals to independently manage their behavior by cultivating awareness and attentiveness. This phenomenon is not limited solely to the regulation of behaviors but also encompasses the regulation of emotions. Previous studies have provided evidence indicating that individuals who engage in mindfulness practices exhibit reduced susceptibility to stress responses (S. Carson, 2014), thereby enhancing their creative abilities (Antwi et al., 2019). Mindfulness enables individuals to properly regulate their intrapersonal thoughts and emotions, thereby preventing these internal elements from impeding rational information processing. It is regarded as a highly beneficial instrument that empowers people to adeptly manage stress and maintain their creative productivity, rendering it a crucial asset in the endeavor to foster creativity (Cheung et al., 2020).

There are many studies in the literature showing that mindfulness provides enhanced creative performance. A group of researchers implementing mindfulness interventions for individuals has shown that short-term or long-term mindfulness practices improve situational mindfulness, thereby increasing creative performance (Colzato et al., 2012; Ding et al., 2014; Müller et al., 2016; Brendel et al., 2016; Berkovich-Ohana et al., 2017; Byrne & Thatchenkery, 2019). Another group of researchers discovered that mindfulness and mindfulness skills directly improve creativity or creative outcomes (Ostafin & Kassman, 2012; Baas et al., 2014; Agnoli et al., 2018; Al-Zu'bi, 2018;

Montani et al., 2018; Byrne and Thatchenkery, 2019; Cheung et al., 2020; Ngo et al., 2020; Baas et al., 2020; Wang et al., 2021; Kalyar et al., 2021). For example, Ostafin and Kassman (2012) found that mindfulness improves problem-solving ability by increasing the tendency to find creative answers that facilitate problem-solving. According to them, mindfulness enhances problem-solving ability through decentering from mental concepts that reduce the tendency to cling to previous experiences or by facilitating awareness of options through nonverbal processes involved in reconstructing problems (Ostafin & Kassman, 2012). Based on the above discussion, the following hypothesis was formulated in our study.

H1: Mindfulness has a positive relationship with employee creativity.

In the next section, intrinsic motivation, which is the predicted mediator variable between mindfulness and employee creativity, will first be examined, and then hypothesis will be put forward.

3.3. Intrinsic Motivation, Mindfulness and Creativity Relationship

Intrinsic motivation, a prominent facet among motivational types, has long been a focal point in psychology and related disciplines. It is described as the driving force that makes people engage in activities for their interest and pleasure rather than external factors (Ryan & Deci, 2000). Studies indicate that an individual's motivational orientation, including intrinsic motivation, can be influenced by environmental factors and personality traits (T. M. Amabile et al., 1995; L. T. T. Tran et al., 2021), among which mindfulness stands out. Mindfulness is a concept deeply rooted in human psychology, similar to intrinsic motivation. It enhances cognitive capacity and creative cognition, suggesting a potential connection with intrinsic motivation. The reasons contributing to this link may be outlined as follows:

First, mindfulness can enhance autonomy by reducing ego involvement, defensive reactions, and stressful assessments. Essentially, maintaining an awareness of the present moment without quick judgments allows for a clearer understanding of relevant information (Ryan et al., 2021). This clarity supports independent decision-making and promotes autonomous action. Deci and Ryan (2008) identified a direct

link between mindfulness and autonomy, suggesting that these concepts are inseparable. Supporting this, Brown and Ryan (2003) noted that mindfulness fosters a stable, present-centered mindset, which improves an individual's ability to focus on and engage with key aspects of their life. This observation underscores the connection between mindfulness and intrinsic motivation within the context of autonomous motivation, since both types of motivation emphasize inner drives and personal autonomy (Fischer et al., 2019).

Moreover, we can elucidate the correlation between mindfulness and intrinsic motivation through logical explication. Intrinsic motivations surface when people become more aware of their own passions and aptitudes. As mindful people consciously observe internal and external events, their awareness of themselves and the outside world increases, they become aware of their personal values and needs (Ryan et al., 2021). In other words, mindfulness encompasses the qualities of being alert and curious in one's present experiences (Donald et al., 2020). According to Schultz and Ryan (2015), individuals activate their natural curiosity more easily by being aware of the moment they are in. Consequently, persons who possess a mindful disposition are anticipated to exhibit heightened receptiveness towards engaging in activities that elicit interest and pleasure, as well as demonstrate increased involvement in activities driven by intrinsic motivation. For example, mindfulness has been associated with experiences that require intrinsic motivation, such as flow experiences, task engagement, and task enjoyment (Donald et al., 2020). A meta-analysis study combining correlational and intervention studies to investigate the relationship between mindfulness and motivation showed that there is a positive association between mindfulness and both intrinsic motivation and overall motivation. However, no statistically significant relationship was seen between mindfulness and extrinsic motivation or amotivation (L. Y. Li et al., 2023). In another study, mindfulness was found to be positively associated with intrinsic exercise motivation, but not with extrinsic exercise motivation. According to the authors, intrinsic motivation pertains to conduct that is driven by internal factors and holds personal significance, and it is linked to sustained engagement in exercise over an extended period. Mindfulness has the potential to counteract feelings of discouragement and impatience that stem from external motivational influences. Instead, it can foster a sense of pleasure and personal fulfillment in the immediate experience of engaging in physical activity (Neace et al.,

2020). Similarly, a study has revealed a positive correlation between mindfulness and intrinsic motivation among competitive athletes, indicating that higher levels of mindfulness are related to higher levels of intrinsic motivation (Amemiya & Sakairi, 2019). Ali et al., (2021) also determined that mindfulness has a positive relationship with intrinsic motivation. The relationship between them was found to be mediated by psychological capital. One recent study discussed the issue from the perspective of green mindfulness and showed its positive effect on green intrinsic motivation (Zhao et al., 2023).

Researchers posit that intrinsic motivation may serve as a conduit linking mindfulness to creativity (Carson, 2014). Intrinsic motivation has received the most scholarly attention in the field of individual creativity (T. M. Amabile, 1988; Shalley et al., 2004). It is essential to figure out the discrepancy between a person's potential and their actual behavior. Employees who are driven by their innate curiosity, interest, or need for a challenge when faced with a problem are more likely to come up with new ideas and possibilities or put in a lot of effort than people who are only motivated by outside rewards. The identification of problems and the creation of innovative solutions depend on these elements (J. Zhou et al., 2008).

Similarly, employees exhibit creative behavior in the workplace in part because of their self-assurance and enthusiasm, which come from their intrinsic interest in the work at hand (Shafi et al., 2020). Also, many past studies have repeatedly proven that intrinsic motivation stimulates employee creativity (Zhang & Bartol, 2010; Nili & Tasavori, 2022). In line with this information, the second hypothesis is stated as follows:

H2: Intrinsic motivation mediates the relationship between mindfulness and employee creativity.

In the next section, cognitive flexibility, which is predicted as the second mediating variable between mindfulness and employee creativity, will first be explained, and then the hypothesis will be stated.

3.4. Cognitive Flexibility, Mindfulness and Creativity Relationship

The concept of cognitive flexibility relates to the capacity of cognitive strategies to adapt to new situations and is intimately linked with the shifting of attentional processes (Canas et al., 2006). Meanwhile, mindfulness is characterized as a comprehensive and unbiased observation of both internal and external experiences in the present moment, without adopting a specific cognitive perspective toward these experiences (Brown & Ryan, 2003). In other words, mindfulness, which focuses on non-judgmental observation and openness to experience, can increase cognitive flexibility by promoting a more adaptive cognitive perspective. This suggests a fundamental connection between mindfulness and cognitive flexibility.

Numerous studies have made significant contributions to our understanding of the close relationship between mindfulness and cognitive flexibility (Tingaz, 2020). A pioneering investigation by Alexander et al. (1989) explored this link by examining the impact of altering consciousness states through mental techniques on the human lifespan. Contrasting mindfulness and transcendental meditation with relaxation and no treatment, they found a significant correlation between both techniques and increased cognitive flexibility, evidenced by reduced Stroop interference scores. Likewise, Moore and Malinowski (2009) affirmed a positive connection between mindfulness, attention improvements, and cognitive flexibility. In a subsequent study, Moore (2013) identified cognitive flexibility and mindfulness as robust predictors of flow disposition. In examining student athletes' irrational performance beliefs and cognitive flexibility, Tingaz (2020) directed attention toward mindfulness as a mediating factor. Their findings revealed partial mediation, particularly driven by non-judgment, a facet of mindfulness. This study shifts the focus to investigate how cognitive flexibility affects mindfulness, rather than examining the influence of mindfulness on cognitive flexibility. Within the discipline of psychology, Sünbül (2020) proposed a conceptual framework of mindfulness as it pertains to trait resilience, with positive affection and cognitive flexibility serving as mediating factors. Similarly, Sinnott et al. (2020) discovered positive linear connections between flow, mindfulness, cognitive flexibility, and postformal thought. Finally, Martinez and Dong (2020) delved into the examination of the correlation between mindfulness, cognitive flexibility, cognitive complexity, and multicultural counseling competency,

collecting data from graduate-level students. Their findings revealed significant positive linkages between these variables and multicultural counseling competency. A review conducted by Preiss (2022) presented a model outlining the involvement of mind wandering and metacognition in generating and exploring innovative ideas and products during the creative process. Accordingly, the primary function of cognitive flexibility in creativity involves overseeing the interplay between metacognition and mind wandering. In a recent study, Stenhaug and Solem (2023) unearthed that the connection between mindfulness and self-esteem is mediated by self-concept clarity and cognitive flexibility. Namely, cognitive flexibility was predicted by mindfulness. Additionally, mindfulness practices contribute to an improvement in cognitive flexibility by reducing cognitive rigidity (Greenberg et al., 2012). Essentially, the ongoing cultivation of mindfulness appears to foster a mental environment characterized by adaptability and a decreased inclination towards cognitive inflexibility.

In addition to its close relationship with mindfulness, cognitive flexibility is an essential component of creativity. Employees that have high level of cognitive flexibility in their thought processes tend to be more creative (Baas et al., 2008; Y. Wang et al., 2022). People with greater cognitive flexibility are able to use their skills in a wider range of situations, which enhances cognitive functioning (Ou et al., 2018). They can thus develop new perspectives. It is almost unlikely that innovative behaviour will appear if cognitive flexibility is lacking (Mehta & Dahl, 2019).

To sup up, this study specifically investigates the mediating function of cognitive flexibility for three primary reasons. Firstly, cognitive flexibility has been identified as a pivotal process both in theoretical and empirical examinations of mindfulness (Glomb et al., 2011; Siqueira & Pitassi, 2016; Stenhaug & Solem, 2023; Sünbül, 2020). Secondly, cognitive flexibility is deemed to play a potentially crucial role in nurturing creativity (X. Chen et al., 2022; H. Li et al., 2018). Third, cognitive flexibility is one of the creative thinking skills that is a constituent of the Componential Theory of Creativity (Amabile et al., 1988, 2015). Consequently, the third hypothesis is as follows:

H3: Cognitive flexibility mediates the relationship between mindfulness and employee creativity.

In the next section, the relationship between two mechanisms, intrinsic motivation, and cognitive flexibility, which are assumed to be ways of mindfulness to improve creativity, and how they mediate between mindfulness and creativity will be explained. Afterwards, the established hypothesis will be included.

3.5. Linking Mindfulness to Creativity Through Intrinsic Motivation and Cognitive Flexibility

In accordance with the Componential Theory of Creativity, the research on mindfulness indicates that it enhances the generation of creative behavior by encouraging intrinsic motivation (Amemiya & Sakairi, 2019) and cognitive flexibility (Byrne & Thatchenkery, 2019; Montani et al., 2018) —both essential components of creativity. Therefore, we can further explain the relationship between mindfulness and creativity in the context of mindfulness literature.

On the one hand, mindfulness can be succinctly defined as open awareness and attentive interest in one's internal and external environment (Brown & Ryan, 2003). Based on this definition, it naturally connects with intrinsic motivation (Deci & Ryan, 2008b). Mindful individuals notice alternatives, phenomena, and changes more easily, and they are more aware of themselves and the situation they are in (Brown et al., 2007). As individuals become more aware of their genuine interests and abilities, their intrinsic motivations emerge. Scholars also have considered that there is a positive relationship between mindfulness and intrinsic motivation, and that intrinsic motivation is another way that connects mindfulness to creativity (Carson, 2014). This relationship can be explained by the fact that mindfulness enhances one's focus on intrinsic aspirations and values (Schultz & Ryan, 2015). When individuals practice mindfulness, they become more aware of their internal experiences and sensations, which allows them to better align their actions and goals with their personal values (Ryan et al., 2021). This alignment with personal values is a key aspect of intrinsic motivation, as individuals engage in activities for the inherent enjoyment and interest they provide (Ruffault et al., 2016). Additionally, mindfulness promotes autonomy and

self-regulation, which are important factors in improving intrinsic motivation (Neace et al., 2020). By being more aware of their thoughts, emotions, and bodily sensations, individuals can make more informed and integrative decisions that are in line with their needs and values, leading to greater intrinsic motivation. Therefore, mindfulness can enhance intrinsic motivation by facilitating a deeper connection with one's values and promoting autonomous behavior.

On the other hand, a broad review of the literature shows that the influence of mindfulness on creativity is generally cognitive. For instance, several studies have reached that creative process engagement mediates the relationship between mindfulness and creativity (Cheung et al., 2020; Kalyar et al., 2021; Ngo et al., 2020). Similarly, divergent vs convergent thinking style is another cognition factor that mediates mindfulness to develop creativity (Colzato et al., 2012). Colzato et al. (2012), have found the positive impact of open monitoring (an aspect of mindfulness meditation) on cognitive flexibility, and showed that mindfulness meditations have improved creativity relevant thinking styles. However, Müller et al. (2016) assessed participants' creativity and cognitive flexibility before and after practices and then unexpectedly found that only concentrated meditation increases cognitive flexibility, which is a creativity-relevant outcome. Although the author states why mindfulness meditation does not support cognitive flexibility due to the nature of the meditation technique used, there is still a need to prove the importance of cognitive flexibility in the relationship between mindfulness and creativity.

Researchers have employed various approaches to elucidate the relationship between mindfulness and creativity. At most, they examined the mediating effect of creative process engagement (Cheung et al., 2020; Kalyar et al., 2021; Khan & Abbas, 2022; X. Li et al., 2023; Montani et al., 2018; Ngo et al., 2020). They also investigated the mediation role of well-being and creative self-efficacy (Mendonça et al., 2018); envy and gratitude (Gip et al., 2022); or flow and positive affect (Chen et al., 2022). Nonetheless, within the framework of the Componential Theory of Creativity, there is currently a gap in our grasp of the internal mechanisms that facilitate the augmentation of creativity through mindfulness.

The Componential Theory of Creativity, which delineates the constituent elements of creativity, incorporates intrinsic motivation as a driving force behind creative behavior and cognitive flexibility as a pivotal component in the creative process (Amabile, 1983). A body of research findings suggests that intrinsic motivation exerts a positive influence on cognitive flexibility (Amabile, 1993; Li et al., 2018; Swiatczak, 2021; Wang & Chang, 2022). The Motivational-Cognitive Model of Creativity, grounded in motivated information processing theory, posits that intrinsic motivation influences creativity through the cognitive flexibility of employees (Li et al., 2018). According to Li et al., (2018), further argue that intrinsic motivation enhances an individual's proclivity for engaging in learning by focusing their attention on personal interests or areas of knowledge they are eager to acquire. Also, people tend to intentionally perceive, encode, and remember information that is aligned with their desires. In short, individual preferences shape cognitive processes. Simon (1967) explained how motivational and emotional influences on cognition affect the information processing system. Motivation, he claims, affects learning because it regulates attention. For instance, a designer who has a personal interest in aviation would be motivated to learn more about it and could use the knowledge he gains to inform the design of an airplane. Swiatczak (2021), in his study on intrinsic motivation, pointed out the link between intrinsic motivation and cognitive flexibility. When employees experience low levels of intrinsic motivation, they are prone to exhibiting a deficiency in cognitive flexibility and a tendency to adhere to established patterns and conventions (Amabile et al., 2005; Liu et al., 2016). In other words, highly intrinsically motivated people have more cognitive flexibility as they are less likely to stick to routines and be open to novelty.

As a result, the mediating roles of intrinsic motivation and cognitive flexibility, as explicated by the Componential Theory of Creativity, in the influence of mindfulness on creativity, are accentuated for two primary reasons. First, as discussed above, both theoretical and empirical investigations into mindfulness have unveiled its intimate association with intrinsic motivation and cognitive flexibility (Ali et al., 2021; Good et al., 2016; Müller et al., 2016; Ryan et al., 2021; Siqueira & Pitassi, 2016). Second, numerous prior studies have identified the impact of intrinsic motivation and cognitive flexibility on creative performance (Amabile, 1993; X. Chen et al., 2019; H. Li et al., 2018; Nili & Tasavori, 2022). Furthermore, Componential Theory of Creativity argues that creativity partially depends on the individual's intrinsic motivation, because

cognitive flexibility is high while the individual has strong intrinsic motivation (Amabile, 1993). Consequently, it is apparent that intrinsic motivation and cognitive flexibility play pivotal roles in mindfulness and creativity sequentially. The fourth hypothesis is stated as:

H4: Mindfulness influences employee creativity through intrinsic motivation and cognitive flexibility serially.

In the next section, the moderating role of perceived supervisor support in this mediated relationship will be discussed. The established hypotheses will then be presented.

3.6. Moderated Mediation Role of Perceived Supervisor Support

In addition to practicing mindfulness techniques, employees' mindfulness levels can also be increased through support from their supervisors (Reb et al., 2015). In supportive work environments, employees feel safe to fully engage in their tasks without fear of punishment for undesired results (May et al., 2004). A more secure employee is perhaps more mindful, as that employee may not be as distracted by worries about being judged or failing.

Supervisory support not only increases employees' capacity for mindfulness, but also enhances their creativity. According to the Componential Theory of Creativity, one of the environmental components of creativity at work is that supervisors encourage employees to develop original ideas (Amabile, 2013). Past studies have proven that supervisor support leads to employee creativity (Wong & Pang, 2003; Kassa, 2021). For instance, H. Li et al. (2022) found that perceived supervisor support increases employee creativity through work engagement. Receiving support and motivation from a manager, especially during challenging or monotonous tasks, can help maintain an individual's level of involvement and commitment to the work (Amabile & Pratt, 2016).

Supervisors contribute to the development of the conditions necessary for cognitive flexibility, much like they do for employee creativity (Reb et al., 2019; D. Wang et al.,

2022). For instance, supervisors can act as role models for their subordinates by interacting with the current circumstances in an open-minded and flexible manner when they apply cognitive flexibility in their own conduct. This modelling can involve demonstrating flexibility in problem-solving, a readiness to examine different viewpoints, and the ability to modify plans in light of new facts. When employees realize their leaders exhibiting and valuing these behaviors, they are more likely to follow suit. Furthermore, social interactions help employees develop flexible thinking skills by giving them the opportunity to see things from numerous angles and gradually increase their cognitive reserve (Zhaoyang et al., 2021). The interaction with their supervisors due to the relationship they have with them while being supported by them also may promote their cognitive flexibility. Lastly, supervisors providing a dynamic and supportive work environment can also improve employees' cognitive behavior (Zeb et al., 2023). Therefore, when supervisors support their employees, they enhance the relationship between employee mindfulness and creativity by fostering improved cognitive flexibility.

H5: Perceived supervisor support moderates the relationship between mindfulness and creativity that is mediated by cognitive flexibility, such that the relationship is stronger with high perceived supervisor support.

The research model depicted in Figure 3.1 is derived from the aforementioned theories and arguments concerning the relationships between variables. Subsequently, the first hypothesis is assessed by gauging the influence of mindfulness on employee creativity. To explore the second hypothesis, the study evaluates the impact of mindfulness on employee creativity through intrinsic motivation. The third hypothesis scrutinizes how mindfulness boosts employee creativity by fostering cognitive flexibility. To test the fourth hypothesis, the research measures the impact of mindfulness on employee creativity serially through intrinsic motivation and cognitive flexibility. Finally, the last hypothesis states that perceived supervisor support moderate the indirect effect from mindfulness to creativity through cognitive flexibility.

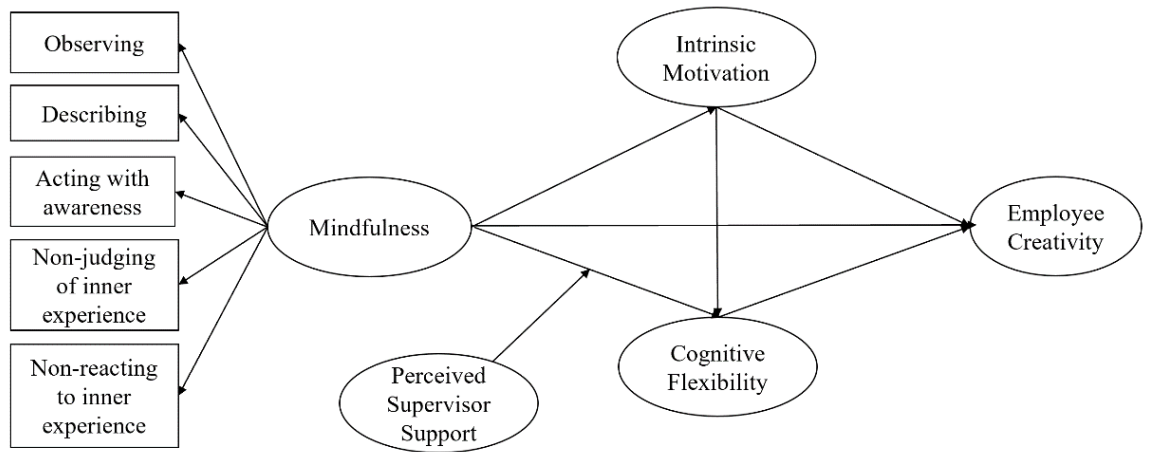


Figure 3.1. Research Model

In the next section, the table titled 'The Studies Most Closely Related to Our Research Model in Terms of Subject Matter' will be presented, highlighting the existing literature that aligns with our research focus.

Table 3.1. The Studies Most Closely Related to Our Research Model in Terms of Subject Matter

Author(s)	Objective	Theory	Sector	Sample	Method	Findings
Ostafin & Kassman, 2012	To investigate whether mindfulness improves insight problem-solving by reducing habitual verbal-conceptual processes.	Cognitive restructuring, a therapeutic technique within Cognitive Behavioral Therapy	School	157 participants across two studies	t-test, ANOVA, correlation, regression analysis	Mindfulness training improves insight problem-solving, but not non-insight problem-solving
Colzato et al., 2012	To examine the differential effects of focused-attention and open-monitoring meditation on convergent and divergent thinking	The adopted theory is not explicitly named but used convergent and divergent thinking approach	School	19 participants	Experimental design, creativity tasks	Open-monitoring meditation promotes divergent thinking, whereas focused-attention meditation does not sustain convergent thinking
Baas et al., 2014	To examine how specific mindfulness skills differentially predict creative performance.	The adopted theory is not explicitly named, but used Multidimensional Mindfulness Approach	School	213 participants across four studies	Experimental designs, mindfulness skills training	Only the ability to observe and attend to stimuli consistently predicted creativity, while other mindfulness skills had less consistent effects
Ding et al., 2014	To investigate whether short-term integrative body-mind training can enhance creativity and emotional regulation.	Positive and Negative Affect Theory	School	40 students	Cross-lagged analysis, creativity tests (Torrance Tests of Creative Thinking)	Short-term meditation improved creativity performance, with both positive and negative affect influencing creativity

Table 3.1. (cont.)

Carson, 2014	To examine the influence of mindfulness on creativity, investigating both theoretical and empirical support for mindfulness as a facilitator of creative thinking.	Western and Eastern mindfulness frameworks	No specific industry focus	Theoretical review	Theoretical analysis	The study concludes that mindfulness positively affects creativity by fostering openness, divergent thinking, and cognitive flexibility. It proposes that both Western and Eastern mindfulness traditions can contribute to enhancing creative ideation.
Y. S. Chen et al., 2015	To examine whether a shared environmental vision in organizations can enhance green creativity and to determine if this effect is mediated by employees' green mindfulness and green self-efficacy.	The adopted theory is not explicitly named	Electronics	212 participants	Structural equation modeling	A green shared vision positively impacts green creativity. Green mindfulness and green self-efficacy serve as partial mediators.
Zedelius & Schooler, 2015	To explore the differing effects of mind wandering and mindfulness on creative problem-solving, particularly in achieving insights ("Ahas") versus reasoning-based solutions.	The adopted theory is not explicitly named	No specific industry focus	70 participants	Regression analysis	The study found that mind wandering is more effective for creative insights, while mindfulness enhances analytic reasoning. Mindful individuals tend to perform better on tasks requiring focused, systematic approaches, while those prone to mind wandering excel in tasks where spontaneous, associative insights are advantageous.
Kudesia, 2015	To explore the role of mindfulness in enhancing workplace creativity, identifying specific cognitive mechanisms by which mindfulness can positively influence creative thinking.	Buddhist psychology and cognitive theories	Workplace context	Not specified as this is a theoretical analysis	Theoretical analysis	Mindfulness improves creativity through direct mechanisms like reduced discursive thought, heightened meta-awareness, and regulated attention, and indirect mechanisms such as increased positive affect and persistence.

Table 3.1. (cont.)

Brendel et al., 2016	To explore the impact of regular mindfulness practice on creativity, resilience, tolerance for ambiguity, anxiety, and stress in leadership.	The adopted theory is not explicitly named but used Mindfulness practice on leadership qualities	General organizational settings	Unspecified (leaders undergoing mindfulness training).	Quantitative-Quasi-experimental design: paired t-tests & independent t-tests	Regular mindfulness practice enhances creativity, resilience, and tolerance for ambiguity, while reducing anxiety and stress
Lebuda et al., 2016	To determine the relationship between mindfulness and creativity by synthesizing findings from multiple studies.	Mindful creativity: Drawing to draw distinctions	Personality and Individual Differences	20 samples in studies published between 1977 and 2015	Three-level meta-analytic techniques within the R	A statistically significant weak positive correlation was found between mindfulness and creativity, with open-monitoring mindfulness showing a stronger link to creativity than awareness. Flexibility and non-judgmental awareness enhance creativity, while attentional focus may have a weaker or inhibitory effect.
Berkovich-Ohana et al., 2017	To investigate how long-term mindfulness training affects creativity, particularly divergent thinking, and its relationship with default-mode network activity.	The adopted theory is not explicitly named but used a well-established concept: Default mode network	General academic research	48 participants	Divergent thinking tasks, EEG measurement	Long-term mindfulness practitioners exhibited higher divergent thinking scores, negatively correlated with Default mode network activity
Agnoli et al., 2018	To explore the relationship between mind wandering, mindfulness, and creativity using a multidimensional approach.	The adopted theory is not explicitly named	School	77 students	Hierarchical multiple regression	Mindfulness and mind wandering dimensions interact to influence creativity, with deliberate mind wandering positively predicting creative performance.
Al-Zu'bi, 2018	To investigate the impact of mindfulness on strategic creativity within organizations.	The adopted theory is not explicitly named	Telecommunications	211 employees	Multiple linear regressions for	Mindfulness dimensions, such as openness to novelty and attention to context, positively impact strategic creativity

Table 3.1. (cont.)

Mendonça et al., 2018	To explore the influence of mindfulness on creativity, focusing on the mediating roles of well-being and creative self-efficacy.	Social Cognitive Theory and Conservation of Resources Theory	General organizational settings	172 employees	Confirmatory factor analysis and PROCESS Macro	The relationship between mindfulness and creativity is mediated by well-being and creative self-efficacy.
Byrne & Thatchenkery, 2019	To examine how mindfulness training impacts creativity within workgroups and propose methodologies for future research.	The adopted theory is not explicitly named but used divergent thinking approach	Real estate	10 realtors and support staff	Pre-test and post-test assessments; comparisons between treatment and control groups	Mindfulness training positively impacted creativity, attention, and awareness, influencing creative outcomes in workgroups.
Cheung et al., 2020	To examine the role of creative process engagement in the relationship between mindfulness and employee creativity, and the moderating role of perceived leader humility.	The adopted theory is not explicitly named but Humanistic View of Leadership	Study 1: automobile Study 2: manufacturing	Study 1: 280 employees; Study 2: 288 employees	Time-lagged design, structural equation modeling	Mindfulness positively impacts creativity through creative process engagement, with leader humility strengthening this relationship.
Ngo et al., 2020	To investigate how mindfulness influences job performance through the mediating roles of creative process engagement and employee creativity.	Componential Theory of Creativity and Psychological literature	Service	180 employees	Structural equation modeling	Mindfulness enhances job performance by fostering creative process engagement and employee creativity.
Hensley, 2020	To explore how mindfulness can be incorporated into higher education for sustainable development (HESD) to enhance creativity and tackle sustainability challenges.	Curriculum studies and contemplative education theories	School	Theoretical paper	Theoretical analysis	Mindfulness promotes creativity, reflection, and integrated thought, which are essential for sustainability education.

Table 3.1. (cont.)

Baas et al., 2020	To explore how specific mindfulness skills, particularly “Act with awareness,” affect creative idea generation at the group level.	The adopted theory is not explicitly named	General organizational and academic settings	Study 1: 88 groups Study 2: 68 groups	Experimental designs, ANOVA-MANOVA	The "Act with awareness" mindfulness skill positively predicts group-level creativity, especially in brainstorming sessions.
T. Wang et al., 2021	To explore how feedback-seeking from team members influences employee creativity through the mediating role of thriving at work, with mindfulness moderating this relationship.	Self-determination Theory	General organizational settings	351 employees and their supervisors	Three-wave-lagged data, structural equation modeling	Feedback-seeking from team members enhances creativity through thriving at work, and this relationship is stronger for employees with higher levels of mindfulness.
X. Wang et al., 2021	To investigate the moderating effect of organizational error tolerance on the relationship between employee mindfulness and creativity, and the mediating role of creativity on customer satisfaction.	Componential Theory of Creativity	Hospitality	303 restaurant employees and their managers	Multilevel path analysis	Employee mindfulness positively impacts creativity, which in turn improves customer satisfaction. Organizational error tolerance moderates the relationship between mindfulness and creativity.
Kalyar et al., 2021	To examine the effect of frontline managers’ green mindfulness on their green creativity, both directly and through green creative process engagement (GCPE), and the moderating role of perceived corporate social responsibility (CSR).	The adopted theory is not explicitly named	Hospitality	592 frontline managers	Hayes’ PROCESS macro	Green mindfulness positively relates to green creativity, and this relationship is mediated by green creative process engagement (GCPE). Perceived CSR also moderates the relationship between green mindfulness and GCPE.
Op den Kamp et al., 2022	To examine how proactive vitality management (PVM) and mindfulness influence creativity on a daily basis.	Proactive Motivation Theory	Study 1 various sectors; Study 2 creative industry	Study 1: 133; Study 2: 62 employees from creative agencies	Daily diary study, multilevel analysis, Monte Carlo method	Daily PVM positively relates to mindfulness, which enhances daily creative performance. The relationship between PVM and creativity is partially mediated by mindfulness.

Table 3.1. (cont.)

Mehmood et al., 2022	To investigate whether supervisors' achievement goal orientations are related to employees' mindfulness and, in turn, how this affects employees' creativity and organizational citizenship behavior (OCB).	Socio-cognitive Theory	IT and telecommunications	256 employees and 97 immediate supervisors	Confirmatory factor analyses (CFAs) and multilevel CFA; multilevel techniques	Supervisors' learning goal orientation positively relates to employees' mindfulness, which in turn promotes creativity and OCB. On the contrary, supervisors' performance goal orientation negatively affects employee mindfulness, leading to reduced creativity and OCB.
Gip et al., 2022	To explore how national culture moderates the link between mindfulness, emotions, and creativity.	Broaden and Build Theory	Service	701 employees from three countries	Partial least squares-Structural equation modelling	Mindfulness positively influences creativity, but the mediating emotions (gratitude or envy) vary across cultures.
H. Chen et al., 2022	To assess the effectiveness of animation-guided mindfulness meditation on creativity and psychological flow.	Cognitive Load Theory	Creative industrial parks	95 employees	ANOVA & Partial least squares	Animation-guided meditation significantly improved creativity and psychological flow compared to audio-guided meditation.
Khan & Abbas, 2022	To explore the role of mindfulness and happiness in promoting creative performance through creative process engagement.	Broaden and Build Theory	Manufacturing and service firms	207 employees	Structural equation modeling	Mindfulness positively affects creativity by enhancing creative process engagement, with happiness playing a supportive role.
Hughes et al., 2023	To synthesize research on the impact of mindfulness on creativity.	The adopted theory is not explicitly named	General creativity and psychology studies	Meta-analysis of 20 control group and 17 pretest-posttest studies.	Qualitative - Thematic review of the available literature	Mindfulness interventions have a positive impact on creativity, especially in convergent thinking tasks.
He, 2023	To explore how dispositional mindfulness and serenity predict creative functioning.	The adopted theory is not explicitly named	School	598 students	Multiple regression analyses	Dispositional serenity and mindfulness both positively contribute to creative performance.

Table 3.1. (cont.)

Preiss & Carmona, 2023	To explore the effects of mindfulness and mind wandering on creativity	The adopted theory is not explicitly named	No specific industry focus	Theoretical review	Theoretical analysis	Both mindfulness and mind wandering are shown to positively affect creativity, but they operate through different cognitive mechanisms.
X. Li et al., 2023	To investigate the relationship between mindfulness, psychological capital, creative process engagement and employee creativity.	Conservation of Resources Theory & Componential Theory of Creativity	Software development, new energy, and new materials	516 employees	A three-time lag study using structural equation modeling	Mindfulness influences creativity directly and through the mediating roles of psychological capital and creative process engagement.
W. J. He, 2024	This study investigates the mediating role of psychological capital (PsyCap) in the relationship between dispositional mindfulness and creativity.	Conservation of Resources Theory	School	916 students	Multiple regression analyses and Pearson correlation	The study confirms that dispositional mindfulness positively affects PsyCap, which in turn enhances creativity. Specifically, the four dimensions of PsyCap-self-efficacy, hope, optimism, and resilience-are positively linked to creative performance.

CHAPTER IV

RESEARCH METHODOLOGY

This section covers the method of the study. In this regard, the sample of the study, scales, methodology, and data analysis will all be described.

4.1. Sample

The data were collected from the media and advertising sector, specifically from six major media organizations in Istanbul, Turkey - Albayrak Media, Ciner Media Group, Demirören Media Group, Turkish Radio and Television Corporation, Turkuvaz Media, and Türk Media - as well as from independent advertising agencies. Following ethics commission approval, 561 employees who work in roles involving sound, text, or image production, such as editors, web developers, graphic designers, and directors, participated in the study.

4.2. Scales

All variables in the research were measured by means of the established scales. They are compatible with the research topic and have high validity and reliability. The Turkish version of the scales was obtained in accordance with the back-translation procedure recommended by Brislin (1970). The back-translation method was employed in our study despite the existence of Turkish versions of the scales to ensure the utmost accuracy and compatibility with the original constructs, as in H. Li et al. (2018)' study. Accordingly, one of the two linguists translated the questionnaire from its original language English to Turkish, and then the other from Turkish to English. As a result of the comparisons, the Turkish versions of the scales were made ready for use.

The study employed a 7-point Likert scale to measure the research constructs: (1) strongly disagree, (2) disagree, (3) somewhat disagree, (4) either agree or disagree, (5) somewhat agree, (6) agree, (7) strongly agree. The characteristics of the scales used in the survey are as follows:

Mindfulness. 20-item version of the Five Facets Mindfulness Questionnaire (FFMQ-S) prepared by Tran, Glück, & Nader (2013) was used to measure Mindfulness. Sample items: ‘I can usually describe how I feel at the moment in considerable detail’; ‘I tell myself that I shouldn’t be thinking the way I’m thinking’; and ‘In difficult situations, I can pause without immediately reacting’.

Intrinsic Motivation. A 5-item intrinsic motivation scale by Tierney et al. (1999), was used in the study. Sample items: ‘I enjoy finding solutions to complex problems.’; ‘I enjoy improving existing processes or products’; and ‘I enjoy coming up with new ideas for products’.

Cognitive Flexibility. It was measured with a 12-item scale of Martin & Rubin (1995). Sample items: ‘I can communicate an idea in many different ways’; ‘I feel like I never get to make decisions (R)’; and ‘I can find workable solutions to seemingly unsolvable problems’.

Employee Creativity. It was measured by the 13-item Creativity Scale of Zhou & George (2001). Sample items: ‘I am a good source of creative ideas’; ‘I promote and champions my ideas to others’; and ‘I suggest new ways to increase quality’.

Perceived Supervisor Support. A short 8-item version of Perceived Organizational Support (POS) questionnaire was used (Eisenberger et al., 1997). As many other studies have done, only the phrase "organization" in POS is replaced by "supervisor" (DeConinck, 2010; Eisenberger et al., 2002; Rhoades et al., 2001). Sample items: ‘My supervisor cares about my opinions’; ‘My supervisor strongly considers my goals and values’; and ‘My supervisor is willing to help me if need a special favor’.

Control variables. In the course of our study, we implemented control variables to account for the potential effect of gender, marital status, age, organizational tenure,

and sector tenure. Previous research has indicated a potential association between employee characteristics and employee creativity (Zhang & Bartol, 2010).

4.3. Pilot Study

The pilot study was conducted among 63 white-collar employees in 16 education, 4 health, 10 telecommunications, 6 finance, 1 law, 9 aviation, 1 tourism and 16 other sectors. The validity and reliability of the scales were checked, and normality test results were evaluated. It was checked whether there was a multicollinearity problem.

All the results of the constructs in Table 4.1. show a Cronbach's alpha value over 0.7, indicating sufficient reliability, as specified by Hair et al. (Hair et al., 2010). Moreover, The KMO > 0.50 condition required for conducting factor analysis is met for all variables (mindfulness 0.698, intrinsic motivation 0.710, cognitive flexibility 0.715, creativity 0.899, perceived supervisor support 0.898). The Barlett value of the scales is significant (< 0.05) and the ratio of factors explaining the total variance is greater than 50%. According to these results, the measurement tools are valid.

In the normality analysis, although Kolmogorov-Smirnov and Shapiro-Wilk values were found to be <0.005 for all variables, it was determined that the skewness and kurtosis values of the scores of the participants were between -2 and +2, and the data showed a normal distribution (D. George & Mallery, 2010). Finally, based on Hair et al.'s (2010) reference that VIF values should be 4 and below, it can be stated that there is no multicollinearity problem.

Table 4.1. Scale Reliability Results

Scale	Number of Items	Cronbach's Alpha
Mindfulness	20	0.819
Intrinsic Motivation	5	0.755
Cognitive Flexibility	12	0.778
Employee Creativity	13	0.947
Perceived Supervisor Support	8	0.925

4.4. Procedure

In this study, a convenience sampling method was employed to gather data through structured surveys. The data collection process involved three distinct approaches. Firstly, the distribution of the paper versions of the questionnaires was carried out by the researcher with the help of the human resources managers or line managers. Secondly, an online questionnaire was developed and distributed to employees by mail with e-mail addresses obtained from the managers. Third, the online survey was sent to eligible profiles who works in those companies through a professional network. Participants were provided with a thorough explanation of the study's purpose, and the target audience was clearly outlined. Employees who are voluntary participated the survey. Out of more than 1000 surveys, 561 were valid responses for data analysis.

4.5. Data Analysis

Firstly, descriptive statistics of the sample were calculated using SPSS 25 version of the SPSS package program. Then, principal component analysis with varimax rotation was conducted as part of Exploratory Factor Analysis in SPSS to determine the dimensions of each scale. Subsequently, the Structural Equation Modeling (SEM) method was applied using the SmartPLS 4 statistical software to conduct measurement model evaluation (including reliability and validity analyses), as well as structural model testing for hypotheses.

The use of PLS-SEM has become widespread across various disciplines, including marketing, organizational behavior, human resources management and particularly in numerous research focusing on mindfulness (Shiratina et al., 2023; Hu et al., 2023; Sim, Kaliannan, & Avvari, 2021; Lusiantoro, Purwanto, & Rostiani, 2022; Aeknarajindawat & Jermsittiparsert, 2019). PLS-SEM, considered as the second-generation statistical method, is a data analysis method frequently used in both exploratory and confirmatory research (Hanafiah, 2020). It concurrently tests on both the measurement model and the relationships among structures. The method relies on estimating the correlation coefficients that maximize the R^2 value of the dependent variable. In contrast to covariance-based SEM software packages like AMOS and LISREL, PLS-SEM is characterized by a reduced number of assumptions. One notable

advantage of PLS-SEM is its ability to operate successfully with limited sample sizes, without necessitating the assumption of normal distribution (Henseler et al., 2009; Chang et al., 2021).

PLS is considered most appropriate for this study for the following reasons. First, in this study, the normality of the data was assessed using the Kolmogorov-Smirnov and Shapiro-Wilk tests. Additionally, the kurtosis and skewness values of the normal distribution reveal that some items exceed the ± 2 threshold (D. George & Mallery, 2010). Based on the conducted analyses, it was observed that our dataset did not conform to a normal distribution, performing covariance-based SEM inapplicable. Second, PLS takes into consideration the presence of measurement errors, so yielding more precise estimations of interaction effects, including mediation (Chin, 1998). In addition, this method, which focuses on prediction and is very advantageous for conducting exploratory research, can also be used effectively in confirmatory research (Chin et al., 2020).

4.6. Adequacy of Sample Size

To determine whether the study has an adequate sample size, three methods were utilized. The first was based on the minimum sample size accepted in the literature, which is particularly relevant for data collected from industries where the population size is uncertain. Due to the impossibility of ascertaining the exact number of personnel in the media and advertising industry across the province, a minimum sample size of 384 was considered sufficient to estimate the population with a 95% confidence level, assuming a maximum population size of 10,000,000 (Saunders et al., 2009).

Second, an online sample size calculator utilizing the Yamane formula was used to determine the minimum sample size. The results indicated that a minimum of 385 responses or surveys is necessary to achieve a 95% confidence level that the actual value falls within a $\pm 5\%$ margin of error (Maple Tech. International LLC, 2024).

Third, for PLS-SEM models, one of the most commonly applied methods for assessing sampling adequacy is the 10 times rule (Goodhue et al., 2012; Hair et al., 2011). This

rule posits that the sample size should be at least ten times the largest number of paths pointing at any one latent variable in the structural model (Goodhue et al., 2012). As such, with six paths directed at a single latent variable, a minimum of 60 samples would be required. Given that this thesis study utilizes data from 561 samples, it can be concluded that the sample size is more than adequate by this standard.



CHAPTER V

DATA ANALYSIS RESULTS

5.1. Descriptive Statistics

The demographic characteristics of the sample (N= 561) are described in Table 5.1. Participants were 51.5% male and 48.5% female, and most of their age ranged between 26 and 30 years (39.6%), followed by those aged 18 and 25 years (21.1%). Majority of the participants are unmarried (62.4%). In terms of education 86.2% of the 561 participants are educated individuals with undergraduate or higher education degrees. Both organizational tenure and sectoral tenure are mostly between 1-3 years (38.9%, 29.1%).

Table 5.1. Descriptive Statistics of the Respondents (N=561)

Characteristic	Level	Frequency	%
Gender	Male	271	48.5
	Female	288	51.5
Marital status	Married	209	37.6
	Unmarried	347	62.4
Age	18-25	118	21.1
	26-30	222	39.6
	31-35	98	17.5
	36-40	61	10.9
	41-45	32	5.7
	46+	29	5.2
Education	High-school graduate	77	13.8
	Undergraduate degree	304	54.4
	Master's degree	158	28.3
	PhD degree	20	3.6

Table 5.1. (cont.)

Organizational tenure	Less than 1 year	156	27.8
	1-3 years	218	38.9
	4-7 years	109	19.4
	8-10 years	24	4.3
	More than 10 years	54	9.6
Sectoral tenure	Less than 1 year	60	10.7
	1-3 years	163	29.1
	4-7 years	151	26.9
	8-10 years	60	10.7
	More than 10 years	127	22.6

5.2. Exploratory Factor Analysis

Although all the scales used in the research model - mindfulness, intrinsic motivation, cognitive flexibility, and creativity - were well- established, in this study Exploratory Factor Analysis was conducted to determine the theoretical loadings of the questions on specific factor structures. Then Confirmatory Factor Analysis was made to test convergent and discriminant validity.

Exploratory Factor Analysis shows how many sub-dimensions and at what level the respondents perceive the survey. Principal Component Analysis and varimax rotation method were used in exploratory factor analysis.

To test the suitability of the data set for factor analysis, Kaiser-Meyer-Olkin (KMO) sample adequacy test and Bartlett sphericity test were applied. The KMO value varies between 0 and 1. While the acceptable lower limit for the KMO value is 0.50, it is preferred that this value be as close to 1 as possible. A value close to 1 indicates that correlation patterns are relatively compact and therefore factor analysis should yield distinct and reliable factors. While a KMO value of 0.90 and above is considered excellent, a value of 0.80 is considered valuable, a value of 0.70 is considered average, a value of 0.60 is considered mediocre, a value of 0.50 is bad, and a value below 0.50 is considered unacceptable (Field, 2018).

In order to determine whether our correlation matrix differs significantly from the identity matrix, the Bartlett test of sphericity is utilized to assess the model's validity. A significant result ($p < 0.05$) on the Bartlett sphericity test indicates that there is sufficient correlation and that the correlations between the variables differ significantly from zero (Field, 2018; Hair et al., 2010).

In our analysis, KMO value was 0.90, and the Bartlett sphericity test result was found to be significant ($p < 0.001$). Thus, the variables were significant.

In exploratory factor analysis, while the items with a factor loading of 0.45 or higher are kept for additional analysis, the items with low loadings of less than 0.45 are eliminated based statistical recommendation by Fabrigar and Wegene (2012).

Based on our findings, one item from mindfulness scale (Describe_1), one item from creativity scale (Crea_9) and two items from perceived supervisor support scale (Pss_6, Pss_7) were removed due to the low factor loading. In addition, Describe_3, which was originally in the describing factor, was loaded acting with awareness factor. Factor loadings of all items were between 0.46 and 0.87 (see Table 5.2).

As a result of the exploratory factor analysis, the variables considered were separated into eleven factors. Exploratory factor analysis results are given in Table 5.2.

Table 5.2. Exploratory Factor Analysis Result

Factor	Factor Item	1	2	3	4	5	6	7	8	9	10	11
Observing	Observe_1	.817										
	Observe_2	.874										
	Observe_3	.822										
	Observe_4	.465										
Describing	Describe_2		.733									
	Describe_4		.724									
Acting with awareness	Awa_1			.743								
	Awa_2			.768								
	Awa_3			.712								
	Awa_4			.761								
	Describe_3			.605								
Non-reacting to inner experience	Nonreact_1				.713							
	Nonreact_2				.796							
	Nonreact_3				.811							
	Nonreact_4				.725							
Non-judging of inner experience	Nonjudge_1					.685						
	Nonjudge_2					.806						
	Nonjudge_3					.822						
	Nonjudge_4					.791						
Cognitive Flexibility	Cog_Flex_1						.628					
	Cog_Flex_4						.696					
	Cog_Flex_6						.793					
	Cog_Flex_7						.795					
	Cog_Flex_8						.620					
	Cog_Flex_11						.738					

Table 5.2. (cont.)

	Cog_Flex_12						.742					
	Cog_Flex_2							.750				
	Cog_Flex_3							.704				
	Cog_Flex_5							.627				
	Cog_Flex_9							.502				
	Cog_Flex_10							.744				
Intrinsic Motivation	I_Motiv_1								.729			
	I_Motiv_2								.697			
	I_Motiv_3								.768			
	I_Motiv_4								.692			
	I_Motiv_5								.621			
Employee Creativity	Crea_1									.681		
	Crea_2									.724		
	Crea_3									.632		
	Crea_4									.683		
	Crea_5										.647	
	Crea_6										.628	
	Crea_7										.451	
	Crea_8										.499	
	Crea_10										.472	
	Crea_11										.623	
	Crea_12										.610	
	Crea_13										.578	
	Perceived Supervisor Support	Pss_1										
Pss_2												.826
Pss_3												.848
Pss_4												.841
Pss_5												.657
Pss_8												.686

The assessment of the internal consistency of the factors involved an initial examination of Cronbach's Alpha. Cronbach's Alpha value shows the total reliability level of the questions under each factor in the scale and a value higher than 0.70 is considered sufficient (Hair et al., 2010). In our analysis conducted in SPSS, the Cronbach's Alpha value of each factor was greater than 0.70 (Table 5.3).

Notably, although cognitive flexibility and creativity loaded onto two distinct factors in the exploratory factor analysis (EFA) of this study, rather than the originally intended single factor, both scales were still presented as a single factor in Reliability Table 5.3. Each factor achieved a Cronbach's Alpha exceeding 0.7, affirming the scale's reliability even when analyzed as two separate dimensions.

Table 5.3. Reliability of Factors

Factors	Cronbach's Alfa
Observing	0.785
Describing	0.775
Acting with awareness	0.877
Non-judging of inner experience	0.912
Non-reacting to inner experience	0.848
Cognitive flexibility	0.816
Intrinsic motivation	0.808
Employee creativity	0.855
Perceived supervisor support	0.894

5.3. Measurement Model Assessment

The measurement model was assessed to ensure convergent and discriminant validity. The assessment evaluated the reliability and validity of the observed variables in representing the proposed constructs. During this process, several items were excluded to enhance the model's reliability and validity. Table 5.4 presents the remaining factor items and their loadings after the assessment.

Table 5.4. Confirmatory Factor Analysis

Factor	Factor Item	Factor loadings	t value	CR	AVE
Observing	Observe_1	0.759	3.703	0.842	0.571
	Observe_2	0.722	3.004		
	Observe_3	0.761	3.557		
	Observe_4	0.78	8.029		
Describing	Describe_2	0.886	63.616	0.899	0.816
	Describe_4	0.92	97.01		
Acting with awareness	Awa_1	0.683	25.075	0.909	0.67
	Awa_2	0.886	87.545		
	Awa_3	0.9	107.715		
	Awa_4	0.911	135.892		
	Describe_3	0.678	24.789		
Non-judging of inner experience	Nonjudge_1	0.892	84.31	0.938	0.791
	Nonjudge_2	0.885	72.992		
	Nonjudge_3	0.924	104.629		
	Nonjudge_4	0.856	59.409		
Non-reacting to inner experience	Nonreact_1	0.777	41.004	0.898	0.688
	Nonreact_2	0.847	47.101		
	Nonreact_3	0.846	53.426		

Table 5.4. (cont.)

	Nonreact_4	0.847	57.197		
Cognitive flexibility	Cog_Flex_1	0.721	22.13	0.899	0.56
	Cog_Flex_4	0.768	38.256		
	Cog_Flex_6	0.8	37.358		
	Cog_Flex_7	0.794	38.058		
	Cog_Flex_8	0.734	31.872		
	Cog_Flex_11	0.698	20.91		
	Cog_Flex_12	0.716	22.746		
Intrinsic motivation	I_Motiv_1	0.852	44.401	0.873	0.696
	I_Motiv_2	0.861	50.375		
	I_Motiv_3	0.787	25.877		
Employee creativity	Crea_11	0.793	30.443	0.855	0.662
	Crea_12	0.843	35.897		
	Crea_13	0.805	32.027		
Perceived supervisor support	Pss_1	0.895	66.902	0.92	0.663
	Pss_2	0.902	62.542		
	Pss_3	0.896	67.997		
	Pss_4	0.883	58.157		
	Pss_5	0.619	12.732		
	Pss_8	0.631	13.204		

5.3.1. Convergent Validity

Convergent validity pertains to the extent to which a scale exhibits overlap with other items that measure the same underlying construct. In order to assess convergent validity, the following statistical measures were examined: Composite Reliability (CR), Average Variance Extracted (AVE) values, and factor loadings (Melkamu Asaye et al., 2022). As indicated in Table 5.4, the CR values above the critical threshold of 0.70. The AVE value should exceed 0.50 (Hanafiah, 2020). It was seen that the AVE values obtained in the study were between 0.557 and 0.816. Finally, an assessment was conducted to determine the significance of factor loadings in order to assess the degree of convergent validity. The bootstrapping method was employed to evaluate the statistical significance of factor loadings. The t-values associated with the factor loadings were determined to be statistically significant at a significance level of $p < 0.01$. Based on the obtained findings, it can be asserted that the study successfully demonstrated convergent validity. Confirmatory factor analysis results are presented in Table 5.4.

5.3.2. Discriminant Validity

Discriminant validity, the presence of a low correlation between the scale of one construct and the scales of other constructs, was examined by two procedures. First, the Fornell-Larcker criterion was considered. According to the findings presented in Table 5.5, it can be observed that the square root of the average variance extracted (AVE) for every component, represented by the diagonal elements, surpasses the correlation coefficients between the structures. This outcome satisfies the condition of discriminant validity. The Heterotrait-Monotrait (HTMT) ratio is an additional approach employed for assessing discriminant validity. In order to achieve a clear distinction between the two components, the ratio must be considerably smaller than 1. According to Henseler et al. (2015), discriminant validity can be attained when the ratio is below 0.85. Upon examination of the HTMT ratios presented in Table 5.6, it is evident that all the values are below the threshold of 0.85. Consequently, it can be concluded that discriminant validity has been achieved.

Table 5.5. Discriminant Validity (Fornell-Lacker Criterion) and Correlation Coefficients Between Variables

	1	2	3	4	5	6	7	8
Awa	0.818							
CogFlex	-0.016	0.746						
Crea	0.003	0.387	0.814					
Describe	0.14	0.351	0.324	0.903				
Imotiv	-0.035	0.264	0.522	0.281	0.834			
Nonjudge	0.677	0.052	0.122	0.232	-0.004	0.889		
Nonreact	0.273	0.298	0.271	0.446	0.186	0.362	0.83	
Observe	0.006	0.176	0.234	0.297	0.162	0.08	0.201	0.756

Note. The diagonal elements are the square root of AVE; Awa: Acting with awareness; CogFlex: Cognitive flexibility; Crea: Employee creativity; Describe: Describing; Imotiv: Intrinsic motivation; Nonjudge: Nonjudging to inner experiences; Nonreact: Nonreacting to inner experiences; Observe: Observing.

Table 5.6. Discriminant Validity (Heterotrait-Monotrait Ratio)

	1	2	3	4	5	6	7	8
Awa								
CogFlex	0.1							
Crea	0.133	0.462						
Describe	0.175	0.422	0.426					
Imotiv	0.063	0.303	0.68	0.37				
Nonjudge	0.744	0.076	0.179	0.271	0.067			
Nonreact	0.303	0.326	0.335	0.548	0.227	0.41		
Observe	0.103	0.195	0.287	0.338	0.179	0.09	0.215	

Note. Awa: Acting with awareness; CogFlex: Cognitive flexibility; Crea: Employee creativity; Describe: Describing; Imotiv: Intrinsic motivation; Nonjudge: Nonjudging to inner experiences; Nonreact: Nonreacting to inner experiences; Observe: Observing.

5.4. Common Method Variance Analysis

Common method variance (CMV) is a possible concern in research that arises when a study uses the same measurement method to assess distinct variables. This occurrence

is especially prone to happen when the self-assessment technique is utilised, wherein participants are obligated to provide responses to many factors concurrently. According to Malhotra et al. (2006), this can create biases that could complicate the connections between the variables being examined, thereby impacting the accuracy of the research results.

The present study used Harman's single factor test to identify the presence of CMV. This test is a commonly employed diagnostic tool for evaluating the existence of CMV. The process entails conducting an unrotated factor analysis on the measurement items and assessing if a solitary component explains a significant proportion of the variance. When no single element has a dominant influence on the variance, it indicates that the presence of CMV is unlikely to be a serious issue. In order for common method bias (CMB) to be present, the variance of the newly formed common latent factor must exceed 50% (Podsakoff et al., 2003). The results of this study show a variance of 16.848%, which is lower than the top limit of 50%. This result suggests that there is no dominant common technique component, indicating that CMV does not have a significant impact on the findings in this study.

5.5. Structural Model Evaluation Using R^2 and Q^2

Following the thorough examination of the model to confirm that it was free of reliability and validity issues, the structural model underwent evaluation through the calculation of R^2 , and Q^2 values. Table 5.7 displays the R^2 , adjusted R^2 and Q^2 coefficients.

The R^2 coefficient pertains to the predictive accuracy and quantifies the extent to which the exogenous variable(s) account for the variability observed in the endogenous variable. The adjusted R^2 values of intrinsic motivation, cognitive flexibility, and employee creativity were calculated as 0.010, 0.093, 0.351, respectively. Chin (1998) classifies the explanatory power of R^2 as follows: $R^2 < 0.19$ as very weak, $0.19 \leq R^2 < 0.33$ as weak, $0.33 \leq R^2 < 0.67$ as moderate, and $R^2 \geq 0.67$ as substantial. According to this classification, intrinsic motivation, and cognitive flexibility are at a very weak level; creativity is at a moderate level.

The Q^2 value helps determine whether a model has predictive relevance. Q^2 values of intrinsic motivation, cognitive flexibility, and employee creativity were found 0.008, 0.03, 0.044, respectively. The fact that all Q^2 values are above zero suggests that the research model exhibits predictive relevance (Cohen, 1988). Therefore, these values indicate that the model has predictive relevance.

Table 5.7. R-square (R^2) Adjusted and Q-square (Q^2)

	R^2	R^2 adjusted	Q^2
Intrinsic motivation	0.012	0.010	0.008
Cognitive flexibility	0.096	0.093	0.03
Creativity	0.354	0.351	0.044

5.6. Testing Hypotheses Based on Direct Effects

Direct relationships were examined using the structural model, and the results are presented in Table 5.8. It presents the standardized coefficients (β -values) of the relationships, t-values obtained using the bootstrapping method, effect size (f^2), and variance inflation factor values (VIF). Findings indicate that mindfulness has a statistically significant positive impact on employee creativity ($\beta = 0.124^{**}$; $t = 3.482$).

The VIF value are presented in Table 5.8. Hair et al. (2010) suggests that in order to mitigate issues related to linearity among variables, it is recommended to ensure that the VIF coefficients remain below the designated level of 5. Based on the VIF coefficient, it is evident that there is no evidence of linearity issue among the variables, as the coefficient is below the threshold of 5. Moreover, depending on Cohen's (1988) criteria, $f^2 \geq 0.02$, $f^2 \geq 0.15$, and $f^2 \geq 0.35$ represent small, medium, and large effect sizes, respectively. It can be inferred that mindfulness shows a weak effect on creativity ($f^2 = 0.023$). Consequently, the H1 was supported.

Other direct relationships in the research model were also positive and significant. Mindfulness positively impacts intrinsic motivation ($\beta = 0.108^*$; $t = 2.432$). Intrinsic motivation significantly enhances employee creativity ($\beta = 0.444^{***}$; $t = 10.55$). The study also shows positive and statistically significant relationships between

mindfulness and cognitive flexibility ($\beta = 0.162^{**}$; $t = 3.488$) and between cognitive flexibility and employee creativity ($\beta = 0.246^{***}$; $t = 5.967$).

Table 5.8. Results of Direct Relationships

	IV	DV	β	T value	P value	f²	VIF
H1	Mindfulness	Employee creativity	0.124	3.482	0.000	0.023	1.041
	Mindfulness	Intrinsic motivation	0.108	2.432	0.015	0.012	1
	Mindfulness	Cognitive flexibility	0.162	3.488	0.001	0.029	1.012
	Intrinsic motivation	Employee creativity	0.444	10.55	0.000	0.282	1.079
	Cognitive flexibility	Employee creativity	0.246	5.967	0.000	0.085	1.106
	Intrinsic motivation	Cognitive flexibility	0.247	5.845	0.000	0.067	1.012

Note. IV: independent variable; DV: dependent variable.

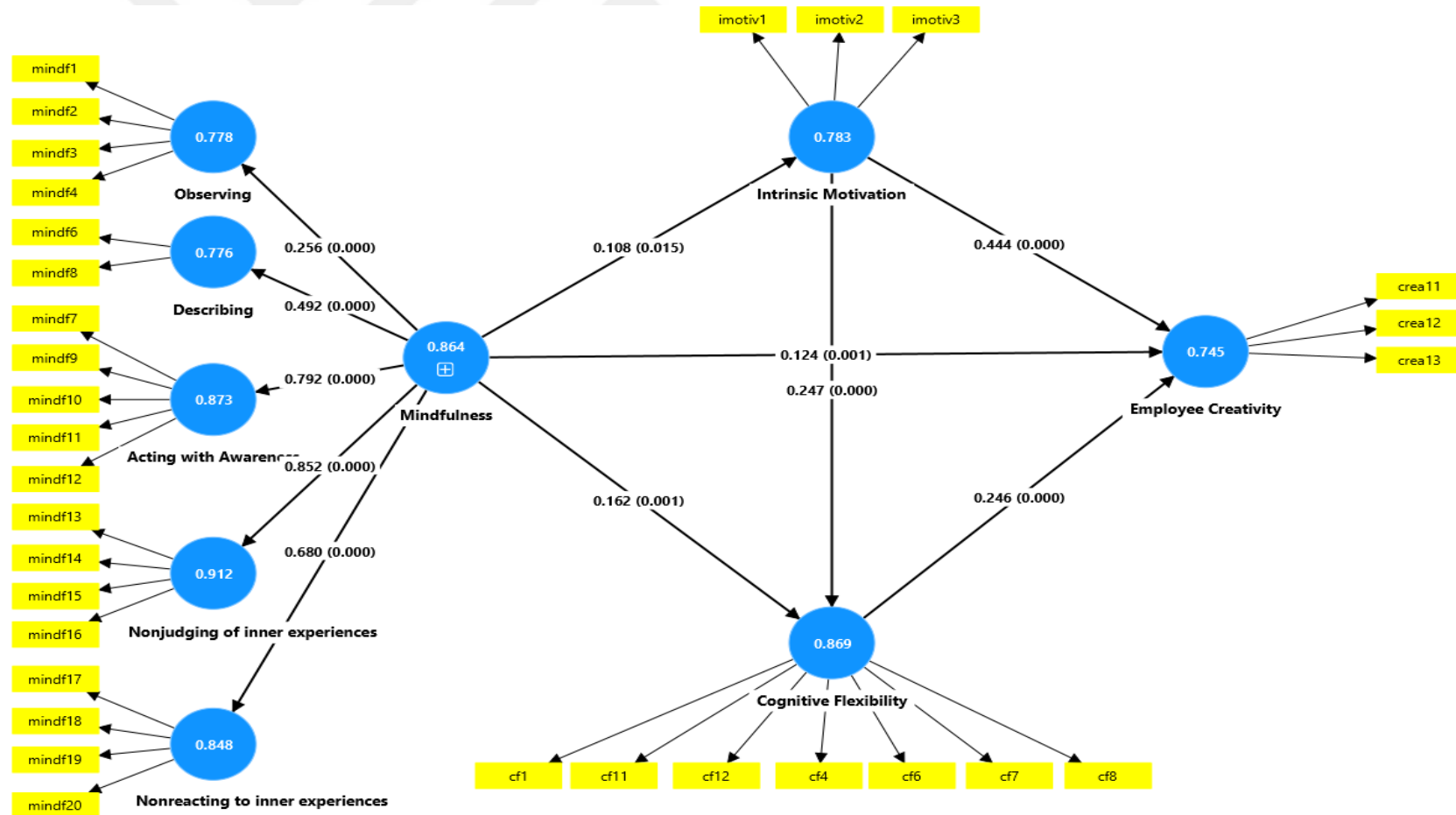


Figure 5.1. Results of the Structural Equation Model
 Note. Graphical Output - Constructs: Cronbachs alpha; Inner Model: Path coefficients and p values.

5.7. Testing Hypotheses Based on Mediation Relationships

In the study, the mediating effect of intrinsic motivation and then mediating effect of cognitive flexibility was tested orderly. Mediation effects were examined using specific indirect effects, as recommended by Memon et al. (2018). According to them, to confirm a mediation effect between variables X and Y, researchers should use the method proposed by (Preacher & Hayes, 2004, 2008), which involves bootstrapping the sampling distribution of the indirect effect. This approach includes using bias-corrected bootstrapping to identify significant indirect effects, indicated by a t-value greater than 1.96 ($p < 0.05$), and evaluating confidence intervals for the indirect effect; mediation is confirmed if the interval does not include zero.

When examining the confidence intervals for the indirect effects, as shown in Table 5.9, it is evident that zero does not fall between the lower and upper bounds. Table 5.9 also shows the specific indirect effects obtained with the bootstrapping approach for the mediator variables. The coefficient representing the mediation effect of intrinsic motivation are clearly statistically significant ($\beta = 0.048$, $t = 2.327$, $p < 0.05$). When intrinsic motivation intervenes, the direct effect of mindfulness on creativity remains significant. Hence, it is revealed that intrinsic motivation plays a mediating role in the relationship between mindfulness and creativity and supports H2.

In a similar vein, it was examined the mediating role of cognitive flexibility and observed that the indirect effect was determined to be statistically significant ($\beta = 0.048$, $t = 2.711$, $p < 0.01$). The significance of the direct impact of mindfulness on creativity persists when cognitive flexibility acts as the mediator, indicating that cognitive flexibility plays a mediating role in the link between mindfulness and creativity and supports H3.

Finally, the effect of mindfulness on creativity through intrinsic motivation and cognitive flexibility serially was tested and found to be significant ($\beta = 0.007$, $t = 2.01$, $p < 0.05$). Therefore, H4 is supported.

Table 5.9. Mediation Test Results

	Paths	SIE	BCI LL	BCI UL	t value	P value
H2	Mind→Imotiv→ Crea	0.048	0.011	0.09	2.327	0.02
H3	Mind→Cogflex→ Crea	0.041	0.016	0.077	2.711	0.007
H4	Mind→Imotiv→Cogflex→ Crea	0.007	0.002	0.014	2.01	0.045

Note. SIE: Specific Indirect Effect; Mind: Mindfulness; Imotiv: Intrinsic motivation; Cogflex: Cognitive flexibility; Crea: Creativity.

5.8. Testing Hypotheses Based on Moderated Mediation Effect

Hypothesis 5 is tested through a moderated-mediation model, where mindfulness is taken as the independent variable, perceived supervisor support as the moderator, cognitive flexibility the mediator and employee creativity as the dependent variable. It is assessed if perceived supervisor support moderates the indirect relationship between mindfulness and creativity through cognitive flexibility.

As shown in Table 5.10, the interaction of perceived supervisor support and mindfulness showed significant effects on cognitive flexibility ($\beta = 0.252$, $p < 0.00$). The interaction between mindfulness and perceived supervisor support on creativity through cognitive flexibility is also significant ($\beta = 0.061$, $p < 0.05$). These results indicate that the mediating effect of cognitive flexibility on the relationship between mindfulness and employee creativity is moderated by perceived supervisor support. Specifically, the effect of mindfulness on employee creativity through cognitive flexibility is significant at a high level of perceived supervisor support ($\beta = 0.090$, $p < 0.001$) but is not significant at a low level of perceived supervisor support ($\beta = -0.04$, $p = 0.103$), thus confirming the H5, despite the low level being insignificant.

Additionally, as illustrated in Table 5.10, the lower limit (LL) for the path from perceived supervisor support, moderated by mindfulness through cognitive flexibility to employee creativity, is 0.033, and the upper limit (UL) is 0.098, with no zeros in between. This indicates that there is a significant moderation effect. Similarly, in the high perceived supervisor support scenario, the interval between the lower limit (0.057) and the upper limit (0.132) does not include zero, further indicating significant

moderation. In contrast, the low perceived supervisor support scenario includes zero between the lower limit (-0.085) and the upper limit (0.012), indicating that this effect is insignificant.

Table 5.10. Moderation of Perceived Supervisor Support

	Paths	β	P values	BCI LL	BCI UL
	Interaction Effect				
	Pss x Mind → Cogflex	0.252	0.000	0.133	0.375
H5	Moderated-mediation Effect				
	Pss x Mind → Cogflex → Crea	0.061	0.001	0.033	0.098
	Conditional Effects				
	Pss (Low)	-0.04	0.103	-0.085	0.012
	Pss (High)	0.090	0.000	0.057	0.132

Note. β : Path coefficients; Pss: Perceived supervisor support; Mind: Mindfulness; Cogflex: Cognitive flexibility; Crea: Employee creativity; BCI LL: Biased corrected interval lower limit; BCI UL: Biased corrected upper limit.

Figure 5.2 displays a plot analysis of the moderated-mediation model. This figure illustrates the interaction effect between mindfulness and perceived supervisor support on cognitive flexibility. The x-axis represents levels of mindfulness (low and high), while the y-axis represents cognitive flexibility, ranging from 1 to 5. Two lines are plotted to show different levels of perceived supervisor support: low (blue line) and high (orange line). The blue line shows that for low perceived supervisor support, cognitive flexibility slightly decreases as mindfulness increases, from approximately 2.5 to 2.3, but this change is not significant. Conversely, the orange line indicates that for high perceived supervisor support, cognitive flexibility significantly increases as mindfulness increases, from around 3.3 to 4.2. This graph demonstrates a moderation effect where high perceived supervisor support enhances the positive relationship between mindfulness and cognitive flexibility, while low perceived supervisor support slightly diminishes this relationship, though this diminishing effect is not significant. Taken together, these results reveal that the positive relationship between mindfulness and employee creativity through cognitive flexibility is significantly strengthened in the presence of higher perceived supervisor support. However, this relationship is not significant at low levels of perceived supervisor support. This underscores the

importance of supportive work environments in maximizing the cognitive benefits of mindfulness among employees.

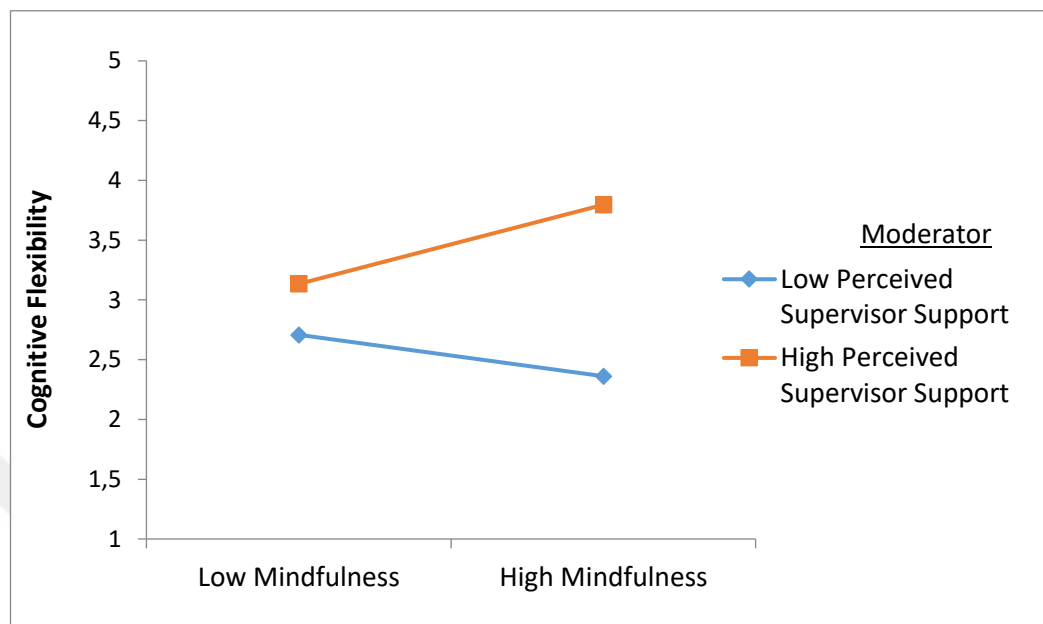


Figure 5.2. The Plot Analysis of Moderated-Mediation Model

5.9. Results of Control Variables

To minimize the impact of potential influences on the outcome of the analysis, it is possible to control variables that are likely to be influential (Hair et al., 2010). This study controlled for the impact of six variables (age, education, gender, marital status, organizational tenure, and sectoral tenure) on the dependent variable, employee creativity. The findings for these controlled variables are presented in the Table 5.11 Model 1 is the Base Model without any control variables, whereas Models 2 to 7 incorporate control variables.

Results under Model 2, which uses age as a control variable, indicate an insignificant relationship between the control variable (age) and employee creativity, as evidenced by a path coefficient of -0.005 and a p-value of 0.900. This suggests that age does not have a significant impact on creativity. Model 3, which controlled for education, shows a path coefficient of -0.027 and a p-value of 0.414, indicating that education's influence on creativity is negligible and statistically insignificant. Thus, education does not significantly affect creativity. Model 4, which controlled for gender, also demonstrates

an insignificant effect with a path coefficient of 0.049 and a p-value of 0.467. This suggests that gender does not significantly influence creativity. Model 5, which controlled for marital status, yielded similar results with a path coefficient of 0.011 and a p-value of 0.880. This implies that marital status does not have a significant effect on creativity. Model 6, which controlled for organizational tenure, shows a slightly stronger relationship but remains statistically insignificant with a path coefficient of 0.061 and a p-value of 0.097. While there is a trend towards significance, organizational tenure does not significantly impact creativity at the 0.05 level. However, Model 7, having sectoral tenure as a control, yields a relationship with a path coefficient of 0.085 and a p-value of 0.021, significant at 0.05. In other words, sectoral tenure influences creativity significantly and is the only control variable with a statistically significant influence.

In summary, while age, education, gender, marital status, and organizational tenure do not significantly affect creativity, sectoral tenure emerges as the only control variable with a significant impact.

Table 5.11. SEM Results Using Control Variables

Relationships	Model 1		Model 2		Model 3		Model 4		Model 5		Model 6		Model 7	
	β	P value	β	P value	β	P value	β	P value	β	P value	β	P value	β	P value
Cognitive Flexibility → Creativity	0.246	0	0.246	0	0.244	0	0.248	0	0.246	0	0.245	0	0.246	0
Intrinsic Motivation → Cognitive Flexibility	0.247	0	0.247	0	0.247	0	0.247	0	0.247	0	0.247	0	0.247	0
Intrinsic Motivation → Creativity	0.444	0	0.444	0	0.446	0	0.442	0	0.444	0	0.439	0	0.43	0
Mindfulness → Cognitive Flexibility	0.162	0.001	0.162	0.001	0.162	0.001	0.162	0.001	0.162	0.001	0.162	0.001	0.162	0.001
Mindfulness → Creativity	0.124	0.001	0.123	0.001	0.132	0	0.124	0.001	0.124	0.001	0.141	0	0.15	0
Mindfulness → Intrinsic Motivation	0.108	0.015	0.108	0.015	0.108	0.015	0.108	0.015	0.108	0.015	0.108	0.015	0.108	0.015
Control Variable → Creativity *			-0.005	0.9	-0.027	0.414	0.049	0.467	0.011	0.88	0.061	0.097	0.085	0.021

Note. *Model 1=no controlled variable; Model 2=age is controlled; Model 3=education is controlled; Model 4= gender is controlled; Model 5=marital status is controlled. Model 6= organizational tenure is controlled; Model 7= sectoral tenure is controlled."

CHAPTER VI

DISCUSSION AND CONCLUSION

6.1. Theoretical Implications

This study provides three main contributions to the literature on mindfulness and creativity at work. First, consistent with previous research, it showed a positive relationship between employees' mindfulness and their creativity (H1) (X. Li et al., 2023; Mehmood et al., 2022). The strength of this statistical relationship was found to be weak in our study, as a previous meta-analysis revealed (Lebuda et al., 2016). However, some research has also found a negative correlation between the two concepts. Zedelius and Schooler (2015) discovered that mindfulness has a negative effect on creative performance, but this effect becomes positive when participants are instructed to engage in purposeful and analytical thinking throughout their problem-solving activities. Remmers et al. (2015) showed a negative correlation between mindfulness and the intuitive cognitive abilities necessary for creativity. The disparities in results may be ascribed to discrepancies in research methodology, the conceptualization or measurement of mindfulness and creativity, or the characteristics of the study participants. These variations highlight the need for further studies that adopt interdisciplinary perspectives, combining psychological, organizational, and cultural dimensions. This study specifically focuses on the creative industry and includes people who are involved in creative work. This targeted approach allows this study to provide a more relevant context for understanding the connection it explores, which in turn enhances the reliability of our results. By narrowing the sample to creative professionals, this research bridges the gap between general findings in the mindfulness-creativity relationship and its application to a specific workforce.

Secondly, based on a comprehensive review of the Componential Theory of Creativity and the mindfulness literature, it was hypothesized and confirmed that the effect of mindfulness on creativity would emerge through intrinsic motivation and cognitive

flexibility, both separately and sequentially (H2, H3, H4). This approach diverges from previous studies that focused on creative process engagement, envy and gratitude, flow and positive affect, and well-being and creative self-efficacy (Ngo et al., 2020; Cheung et al., 2020; Kalyar et al., 2021; Khan & Abbas, 2022; X. Li et al., 2023; Gip et al., 2022, Li et al., 2023; Chen et al., 2022; Mendonça et al., 2018). However, it is similar to the findings of some studies, for instance, Zhao et al. (2023), that have established green intrinsic motivation as a mediator between mindfulness and creativity, which showed findings parallel to H2. The findings also underline the importance of intrinsic motivation in sustaining long-term creative output, particularly in professions requiring continuous innovation.

In addition, H3 is directly aligned with previous studies that emphasized the relation between mindfulness and employee creativity with the mediator of cognitive flexibility, stating that a high level of mindfulness contributes to positive employee creativity (Stenhaug & Solem, 2023). The reason behind it may be due to the capacity of individuals to approach ordinary things with a sense of novelty, heightened attention, and minimal prejudice. Cognitive flexibility not only enhances problem-solving but also enables employees to reinterpret challenges as opportunities. The consistent concentration on the present moment facilitates a willingness to consider diverse possibilities (Moore & Malinowski, 2009). In practical terms, individuals who engage in mindfulness tend to embrace different choices while processing the information within their minds. This finding suggests the potential for workplace mindfulness programs to foster creative thinking among employees, particularly in settings requiring adaptability.

This study offers a novel approach to the theory by examining how employees' mindfulness affects their creativity through intrinsic motivation and cognitive flexibility. The findings extend the Componential Theory of Creativity (CTC) by incorporating the influence of mindfulness. More precisely, it clarifies the link between mindfulness and creativity within the context of CTC for the very first time. This study argues that cognitive processes and motivational states influenced by mindfulness play a vital role in creative performance. This finding also supports the idea of the Motivational-Cognitive Creativity Model (H. Li et al., 2018). By integrating mindfulness into these theoretical frameworks, the study not only broadens their

applicability but also opens new avenues for future research, such as exploring the long-term impact of mindfulness practices on organizational innovation.

Thirdly, the present study further confirmed that perceived supervisor support significantly moderated the relationship between mindfulness and creativity via cognitive flexibility, such that the more the perceived supervisor support, the stronger this moderated mediation effect will be. However, the perception of low supervisor support does not significantly moderate the relationship between mindfulness and employee creativity through cognitive flexibility, meaning that when supervisor support becomes low, the mediator relationship in the effect of mindfulness on employee creativity becomes insignificant. This finding is also consistent with previous studies, such as Reb et al., (2015) and H. Li et al., (2022), that supervisor support had a positive influence on mindfulness and creativity. Moreover, the study highlights the nuanced role of supervisory dynamics in creative processes, suggesting that managers should actively foster environments that support open dialogue, constructive feedback, and psychological safety. It also corroborates prior research, in which employees with high openness to experience showed favorable reactions to supportive supervisor feedback and more flexibility in job responsibilities (J. M. George & Zhou, 2001). The result of this study suggests that the social environment, and particularly the contribution of supportive supervision, should be critical in realizing the benefits of mindfulness for creativity. These findings emphasize the role of interpersonal and organizational factors, encouraging leaders to consider integrating mindfulness into leadership development programs.

Finally, it was observed that sectoral tenure, as control variable, significantly affects employee creativity, while age, education, gender, marital status, and organizational tenure do not. This study considers tenure as a domain expertise factor in creative behavior, and possibly due to accumulated experience and industry-specific knowledge it enhances creativity. This finding aligns with theories emphasizing the importance of expertise and experiential learning in creative performance, underscoring the need for organizations to cultivate long-term employee engagement within specific sectors.

6.2. Managerial Implications

The creative industries play a crucial role in stimulating innovation and promoting economic growth (Innocenti & Lazzarini, 2019). According to the Human Resources Report published by the United Nations Development Programme in 2019, creative industries, including the media industry, have become increasingly important contributors to gross domestic product growth (GDP). Over the past fifteen years, the creative economy has rapidly expanded, making substantial contributions to revenue growth, job opportunities, and international exports (United Nations Development Programme, 2023). Empirical research also confirms the notion that creative industries serve a growing part in fostering economic prosperity and promoting the advancement of nations. They underline the substantial economic value generated from extensive knowledge, skills, and inventions, which enhance productivity and competitive advantage while also fostering cultural enrichment, social cohesion, and the development of new markets (Rodríguez-Gulías et al., 2020).

Within the realm of creative industries, the media sector stands out as a pivotal area where creativity promotes innovation. This study investigates the dynamics of creativity in media organizations, specifically emphasizing the development of visual, audio, and textual content. In light of the rapid and always-changing dynamics of the media sector, the capacity to adapt and innovate is essential. In this context, mindfulness practices are recognized as essential for augmenting both individual and organizational creativity. Mindfulness enhances the ability to think creatively, address difficulties, and respond effectively to the swiftly evolving requirements of the media environment (Khajehian, 2017; Kuang et al., 2022).

Mindfulness, defined as the state of being present and fully engaged in the moment without judgment, has gained significant attention as an economically efficient strategy to boost creativity and organizational performance. Empirical studies indicate that mindfulness positively influences employee performance, motivation, and adaptability, even in challenging situations (Good et al., 2016). The implementation of this practice in the corporate environment, as observed in prominent organizations such as Google, Nike, and Goldman Sachs, demonstrates its advantageous impact on the growth and advancement of both employees and leaders. For instance, Google's

mindfulness initiatives have led to measurable improvements in employee well-being and organizational efficiency (de Allicon, 2020). Similarly, leading corporations like General Electric, Google, Apple, and IBM have embraced mindfulness practices, reaping benefits for both leaders and employees (Brendel et al., 2016).

This study suggests that it would be beneficial for professionals to incorporate mindfulness techniques into employee training programs in order to cultivate creativity. Mindfulness practices, such as daily mindfulness exercises, structured courses, and digital mindfulness apps, can significantly enhance intrinsic motivation and cognitive flexibility- key drivers of creativity. By embedding mindfulness in the corporate culture, companies can develop a supportive atmosphere where employees are encouraged to unleash their full creative potential. It is, therefore, crucial to prioritize mindfulness training and the creation of a supportive working environment in order to fully optimize the benefits of mindfulness and develop a culture of creativity in organizations.

Organizations should also consider adopting structured mindfulness interventions to foster creativity at both individual and team levels. Customized programs designed to enhance mindfulness can augment employees' capacity to handle stress, improve decision-making, and facilitate successful collaboration. Furthermore, fostering an atmosphere that prioritizes psychological safety and transparent communication can enhance the advantages of mindfulness, allowing teams to create together and react to market demands proactively.

Beyond training programs, this study advocates for the integration of mindfulness, intrinsic motivation, and cognitive flexibility assessments into recruitment processes. Media organizations, in particular, rely heavily on individuals with exceptional creative capacities to effectively manage their creativity and maintain a competitive edge (Lowe, 2016). By evaluating candidates for mindfulness and related attributes, firms can ensure that new hires not only possess the requisite technical skills but also exhibit the cognitive and motivational traits essential for sustained innovation.

Hiring individuals with mindfulness-oriented traits may enhance the formation of a more adaptable and cooperative workforce. This method corresponds with modern

talent management techniques that emphasize employee welfare, cognitive variety, and ongoing education. By attracting and maintaining individuals who possess these traits, organizations can enhance their creative output and promote sustained success.

This study's findings highlight the strategic significance of mindfulness in enhancing organizational creativity and innovation from a managerial viewpoint. Media companies must acknowledge mindfulness as a pivotal instrument that may improve staff productivity and overall organizational results. Leadership teams ought to advocate for mindfulness initiatives, showcasing their dedication to employee development and organizational excellence.

Investing in mindfulness enhances individual employee well-being and bolsters the organization's capacity to react to industry disruptions while sustaining a competitive edge. Mindful leaders can motivate their staff to tackle obstacles with ingenuity and resilience, cultivating a culture of continuous development. Moreover, organizations that emphasize mindfulness are likely to attract top talent, improve employee satisfaction, and bolster their brand reputation.

Furthermore, this study underscores the essential function of supervisor support in promoting creativity in the media sector. Supervisors, as crucial facilitators of an organization's creative processes, significantly impact the development and implementation of innovative ideas among employees. Through the giving of positive feedback, the establishment of explicit expectations, and the cultivation of a psychologically secure environment, supervisors empower employees to investigate innovative solutions and undertake reasonable risks without the fear of failure. This support is particularly crucial in the dynamic and competitive media industry, where innovation is essential for organizational success.

Research suggests that an autonomy-supportive environment, where supervisors provide encouragement and opportunities for self-expression, can help satisfy employees' need for relatedness. (Nili & Tasavori, 2022). This satisfaction contributes to greater self-determination, making employees more comfortable with expressing novel ideas and taking creative risks. Furthermore, a sense of relatedness enhances the meaningfulness of work, which directly fuels intrinsic motivation—an essential driver

of creativity in the workplace. Supervisors, therefore, play a dual role by providing both practical and emotional/motivational support to nurture an environment conducive to innovation.

The study's empirical findings indicate that individuals who experience substantial support from their supervisors exhibit markedly higher levels of creativity and originality in their work. Supervisor support enhances individual creativity and team collaboration by encouraging employees to share varied viewpoints and build upon one another's ideas. This is particularly essential in media firms, where cross-disciplinary collaboration often leads to new content and campaigns.

Support from supervisors is also essential for promoting the adoption of mindfulness techniques in the workplace. Supervisors who apply mindfulness training and exhibit mindful behaviors themselves set an example for their staff, demonstrating the value of these techniques in fostering well-being and creativity. Supervisors can support staff members in developing increased attention, emotional control, and resilience - all of which are critical for sustained creative output - by integrating mindfulness into their leadership style.

According to the study's findings, companies ought to give supervisor training priority in order to identify and foster creativity among employees. The creative potential of the workforce can be increased by giving supervisors the resources they need to promote creative processes, such as conflict resolution skills, active listening techniques, and methods for promoting psychological safety. Moreover, organizations should consider embedding supervisor support into their broader talent development frameworks, ensuring that leaders are equipped to nurture the creativity that drives organizational success.

In conclusion, it becomes clear that supervisor support is essential to fostering innovation in the media industry. Supervisors can enable employees to create and enhance the organization's overall creative culture by creating a collaborative and encouraging work environment. This study emphasizes how important it is for media companies to fund leadership development initiatives that place a high value on supervisor assistance as a catalyst for innovation and creativity.

6.3. Limitations and Future Extensions

The main advantage of this study lies in its specialized focus on mindfulness and creativity within the specific context of media and advertising professionals, providing unique insights into the interplay between these variables in a highly creative industry. However, the study does have several limitations that should be addressed in future research.

Firstly, the use of a cross-sectional design limits the ability to draw definitive causal conclusions. Although the study offers insightful correlations between creativity and mindfulness, it is unable to establish directional or temporal links. Future studies should consider employing longitudinal designs to track changes over time or experimental methodologies to manipulate variables and establish causality. For instance, experimental studies could examine the direct impact of mindfulness interventions on creativity outcomes in controlled settings.

Secondly, the study's reliance on single-source data presents a limitation in terms of data triangulation and robustness. Using self-reported measures exclusively may introduce bias, such as social desirability or common method variance. To address this limitation, future research should incorporate multisource data collection methods. These could include expert assessments of creativity, peer or supervisor appraisals, and objective performance metrics. For example, supervisors' evaluations of employees' creative contributions or expert panels' assessments of creative outputs could add a layer of objectivity and strengthen the validity of findings (Shalley et al., 2004).

Thirdly, the study's participants are limited to media and advertising professionals in Istanbul, Turkey, which restricts the generalizability of the findings. Given that our study was conducted in Turkey, our results may not be applicable to other nations. While the demographic and occupational characteristics of this sample provide valuable insights into a specific context, the study does not represent the broader population of media professionals across different geographic, cultural, or industry contexts. Future research should replicate this study in diverse settings, such as media professionals in other cities or countries, to examine the cross-cultural applicability of

the findings. Expanding the sample to include a broader range of creative industries, such as film, publishing, or game development, could further enhance the generalizability of the results.

Additionally, the study relies on existing research on the Componential Theory of Creativity and mindfulness to hypothesize the mediating roles of intrinsic motivation and cognitive flexibility—two intrapersonal components of creativity. While these components are supported by prior literature, the study could benefit from more comprehensive assessments of these constructs. For instance, future research could employ standardized scales to evaluate domain expertise, the third intrapersonal component of creativity, and its nuanced role in the relationship between mindfulness and creativity. Investigating additional intrapersonal factors, such as emotional intelligence, stress resilience, or openness to experience, could also provide deeper insights into the mechanisms connecting mindfulness to creative processes. Or, investigating the potential effect of other extra personal factors, such as the co-worker effect, could be beneficial.

Moreover, future research could explore alternative factors that influence cognition and motivation within organizational contexts. Variables such as organizational culture, leadership styles, and team dynamics may act as moderators or mediators in the relationship between mindfulness and creativity. For example, a supportive organizational culture that encourages risk-taking and experimentation might amplify the positive effects of mindfulness on creativity.

Lastly, while this study controls for tenure as a proxy for domain expertise, it does not explore the full complexity of expertise development. Future studies should consider using longitudinal designs to examine how mindfulness practices impact creativity at different career stages or levels of expertise. Investigating the interplay between mindfulness, creativity, and other professional attributes, such as collaborative skills or adaptive expertise, could enrich the understanding of how mindfulness influences creative performance in dynamic organizational environments.

In summary, although the study provides important insights into the correlation between mindfulness and creativity in the media and advertising industries,

overcoming these constraints with more diversified, robust, and methodologically rigorous research designs could greatly enhance the discipline. These initiatives would not only improve the generalizability and validity of results but also offer practical ideas for promoting creativity through mindfulness in many professional and cultural settings.

6.4. Conclusion

Mindfulness has been recognized in recent years as a transformative approach for individuals and organizations, particularly in areas such as psychological well-being (Kabat-Zinn, 2003), stress management (Chang et al., 2004), emotional intelligence (Chapman-Clarke, 2017), work performance (King & Haar, 2017), leadership (Arendt et al., 2019), and relational satisfaction (J. W. Carson et al., 2004). Unlike traditional mindfulness practices, modern mindfulness applications enhance the attention and awareness processes of both individuals and organizations, enabling more conscious, balanced, and effective decision-making. These practices, which are easily applicable in daily life, contribute to reducing stress and improving quality of life on an individual level, while at the organizational level, they boost employee engagement, job satisfaction, and operational efficiency. The rapid adoption of mindfulness and its potential to create transformation in both personal and professional domains continue to offer new opportunities for individuals and organizations alike.

According to data from the YÖK National Thesis Centre, this is the first thesis in Turkey to examine employee creativity within the context of mindfulness. In the literature available in the YÖK National Thesis Centre, mindfulness is generally associated with topics such as leadership, stress management, well-being, and ethical behavior. However, no studies were found that explore the effect of mindfulness on creativity. Similarly, no research on the relationship between mindfulness and employee creativity was identified within the TR Index, a national database.

Although mindfulness and creativity are receiving increasing attention in both academic and business contexts, only a limited number of international studies have been conducted on Turkish samples to empirically test and explain the underlying mechanisms of this relationship (X. Wang et al., 2021). These studies have either

focused on non-creative sectors, such as the service industry or have not addressed the role of psychological mechanisms and contextual factors in the mindfulness-creativity relationship, as this thesis aims to do.

This research makes a significant contribution to the existing literature by elucidating the positive relationship between employee mindfulness and creativity, shedding light on the underlying mechanisms and contextual factors that influence this dynamic. The findings highlight that mindfulness, characterized by present-moment awareness and non-judgmental attention, plays a pivotal role in fostering creative thinking among employees. Additionally, the study identifies intrinsic motivation and cognitive flexibility as key mediators in this relationship, both operating independently and in a sequential manner. These mediators underline the importance of internal psychological processes in transforming mindfulness into tangible creative outcomes, offering a nuanced understanding of how mindfulness enhances creative performance.

Furthermore, the research reveals the critical moderating role of perceived supervisor support in this relationship. Specifically, supervisor support strengthens the link between mindfulness and creativity by facilitating cognitive flexibility, suggesting that the organizational context significantly influences the effectiveness of mindfulness practices. Supportive supervisors not only encourage employees to engage in mindful behaviors but also create an environment where employees feel empowered to explore and express innovative ideas. This insight bridges individual and organizational-level factors, emphasizing the interplay between personal practices like mindfulness and workplace dynamics such as leadership and support.

The study presents opportunities for future investigation by proposing supplementary characteristics that could augment employee creativity. Organizational culture, team dynamics, and external motivators may be analyzed as potential moderators or mediators in the relationship between mindfulness and creativity. The incorporation of several professional contexts and sectors could enhance the validation and broaden the applicability of these findings. This research identifies the essential roles of intrinsic motivation, cognitive flexibility, and supervisor support, enhancing theoretical frameworks and offering practical implications for organizations seeking to foster creativity through mindfulness.

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APPENDIXES

APPENDIX A

Ethics Committee Permission Certificate

Evrak Tarih ve Sayısı: 07.12.2021-8927



T.C.
İBN HALDUN ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği
Kurulu Başkanlığı

Sayı : E-71395021-020-8927
Konu : Arş. Gör. Fatma Halide KIVRAK-Etik
Kurul Kararı

07.12.2021

İLGİLİ MAKAMA

Kurulumuza başvuran Arş. Gör. Fatma Halide KIVRAK'ın "İşyeri Bilinçli Farkındalığı ve Çalışan Yaratıcılığı Arasındaki İlişki" isimli projesi; amaç, araştırma türü, veri toplama araçları, süreç ve işlemler, veri analizleri dikkate alınmak suretiyle 19.11.2021 tarihinde değerlendirilerek 2021/10-5 karar numarası ile etik açıdan uygun bulunmuştur.

Bilgilerinizi arz/rica ederim.

Prof. Dr. Alev ERKİLET
Başkan

APPENDIX B

Mindfulness Scale

	Lütfen bilinçli farkındalığınız - şimdiki zaman farkındalığı - ile ilgili aşağıdaki ifadelere katılma ya da katılmama derecenizi en iyi yansıtan rakamı işaretleyiniz. [1]: Hiç katılmıyorum, [2]: Katılmıyorum, [3]: Biraz katılmıyorum, [4]: Ne katılıyorum ne katılmıyorum, [5]: Biraz katılıyorum, [6]: Katılıyorum, [7]: Tamamen katılıyorum.							
Gözlemlene	1- Saçıma değen rüzgâr, yüzüme gelen güneş gibi duyuumlara dikkat ederim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	2- Saatin tik takı, kuşların ötüşü, geçen arabalar gibi seslere dikkat ederim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	3- Nesnelerin kokularını ve aromalarını fark ederim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	4- Sanatta ya da doğadaki renkler, şekiller, dokular, ışık ve gölge desenleri gibi görsel unsurları fark ederim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Tanımlama	5- Olaylar hakkında hissettiklerimi ifade edecek doğru sözcükleri bulmada zorluk çekerim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	6- Genellikle o anda ne hissettiğimi oldukça detaylı şekilde anlatabilirim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	7- Vücutumda bir duyum hissettiğimde, bunu tanımlamakta zorlanırım çünkü doğru sözcükleri bulamam.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	8- Doğal eğilimim, deneyimlerimi sözcüklere dökmektir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Farkındalıkla hareket etme	9- Dikkatim kolayca dağılır.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	10- İçinde bulunduğum anda olan bitenlere dikkatimi odaklamakta zorlanırım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	11- Yapmakta olduğum şeye dikkat etmem çünkü hayal kuruyordum, endişe içindeyimdir ya da bir sebepten dikkatim dağılmıştır.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	12- Bir iş yaparken aklım başka yerlere gider ve dikkatim kolayca dağılır.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
İçsel deneyimi yargılamama	13- Bazı hislerimin kötü ya da uygunsuz olduğunu ve bunları hissetmemem gerektiğini düşünürüm.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	14- Kendime, düşünmekte olduğum gibi düşünmemem gerektiğini söylerim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	15- Bazı düşüncelerimin anormal ya da kötü olduğuna ve bu şekilde düşünmemem gerektiğine inanırım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	16- Sıkıntı verici düşünceler ya da görüntüler aklıma geldiğinde, düşünce/görüntünün neyle ilgili olduğuna göre kendimin iyi ya da kötü olduğuna hükmederim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
İçsel deneyime tepki vermeme	17- Zor durumlarda hemen tepki vermeyerek kendimi frenleyebilirim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	18- Hislerimin içinde kaybolmadan onları gözlemleyebilirim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	19- Sıkıntı verici düşünceler ya da görüntüler aklıma geldiğinde “bir adım geri çekilirim” ve o düşünce ya da görüntünün etkisine kapılmadan onların farkına varırım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	20- Sıkıntı verici düşünceler ya da görüntüler aklıma geldiğinde kısa süre içinde sakinleşirim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)

APPENDIX C

Intrinsic Motivation Scale

Lütfen, içsel motivasyonunuz, yani kendi kendinizi motive edebilmeniz, hakkında aşağıdaki ifadelere katılma ya da katılmama derecenizi en iyi yansıtan rakamı işaretleyiniz. [1]: Hiç katılmıyorum, [2]: Katılmıyorum, [3]: Biraz katılmıyorum, [4]: Ne katılıyorum ne katılmıyorum, [5]: Biraz katılıyorum, [6]: Katılıyorum, [7]: Tamamen katılıyorum.							
1- Karmaşık problemlere çözüm bulmaktan hoşlanırım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
2- Ürünler/projeler/süreçler için yeni fikirler üretmekten hoşlanırım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
3- Analitik düşünmekten hoşlanırım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
4- Yapılacak işler için yeni prosedürler geliştirmekten hoşlanırım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
5- Mevcut süreç ya da ürünleri iyileştirmekten hoşlanırım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)

APPENDIX D

Cognitive Flexibility Scale

Bilişsel esneklik, sorunları farklı perspektiflerden aynı anda ele alma ve bilgiyi algılayıp işlerken düşünce yollarını değiştirme yeteneğini ifade eder. Lütfen bilişsel esnekliğinizle ilgili aşağıdaki ifadelere katılma ya da katılmama derecenizi en iyi yansıtan rakamı işaretleyiniz.

[1]: Hiç katılmıyorum, [2]: Katılmıyorum, [3]: Biraz katılmıyorum, [4]: Ne katılıyorum ne katılmıyorum, [5]: Biraz katılıyorum, [6]: Katılıyorum, [7]: Tamamen katılıyorum.

1- Bir fikri birçok farklı yolla aktarabilirim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
2- Yeni ve alışılmadık durumlardan kaçınırım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
3- Asla karar veremiyormuşum gibi hissederim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
4- Görünürde çözümsüz olan sorunlara uygulanabilir çözümler bulabilirim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
5- Nasıl davranacağıma karar verirken nadiren seçeneklerim olur.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
6- Sorunlara yaratıcı çözümler bulmaya çaba göstermeye istekliyim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
7- Herhangi bir durumda, gereğine uygun şekilde hareket edebilirim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
8- Davranışlarım, verdiğim bilinçli kararların bir sonucudur.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
9- Herhangi bir durumda birçok farklı şekilde davranma olasılığım vardır.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
10- Belirli bir konudaki bilgimi gerçek hayatta kullanmakta güçlük çekerim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
11- Bir sorunu çözmek için farklı kişileri dinlemeye ve alternatifleri gözden geçirmeye istekliyim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
12- Farklı davranış biçimlerini denemek için gereken özgüvene sahibim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)

APPENDIX E

Creativity Scale

Lütfen yaratıcılık davranışlarınız ilgili aşağıdaki ifadelere katılma ya da katılmama derecenizi en iyi yansıtan rakamı işaretleyiniz. [1]: Hiç katılmıyorum, [2]: Katılmıyorum, [3]: Biraz katılmıyorum, [4]: Ne katılıyorum ne katılmıyorum, [5]: Biraz katılıyorum, [6]: Katılıyorum, [7]: Tamamen katılıyorum.							
1- Hedef ve amaçlarımı gerçekleştirmek için yeni yollar öneririm.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
2- Performansımı artırmak için yeni ve uygulanabilir fikirler üretirim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
3- Yeni teknolojileri, süreçleri, teknikleri ve/veya ürün fikirlerini araştırırım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
4- Kaliteyi artıracak yeni yollar öneririm.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
5- Yaratıcı fikirlerin iyi bir kaynağıyım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
6- Risk almaktan korkmam.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
7- Fikirlerimi başkalarına da tanıtır ve savunurum.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
8- Fırsat tanıdığımda işimde yaratıcılığımı sergilerim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
9- Yeni fikirlerin uygulanmasında yeterli plan ve program geliştiririm.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
10- Genellikle yeni ve yenilikçi fikirlere sahibimdir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
11- Sorunlara yaratıcı çözümler bulurum.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
12- Genellikle sorunlara yeni bir yaklaşım getiririm.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
13- İş görevlerinin yerine getirilmesinde yeni yollar öneririm.	(1)	(2)	(3)	(4)	(5)	(6)	(7)

APPENDIX F

Perceived Supervisor Support Scale

Lütfen algıladığınız yönetici desteğiyle ilgili aşağıdaki ifadelere katılma ya da katılmama derecenizi en iyi yansıtan rakamı işaretleyiniz. [1]: Hiç katılmıyorum, [2]: Katılmıyorum, [3]: Biraz katılmıyorum, [4]: Ne katılıyorum ne katılmıyorum, [5]: Biraz katılıyorum, [6]: Katılıyorum, [7]: Tamamen katılıyorum.							
1- Yöneticim fikirlerime önem verir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
2- Yöneticim iyi oluşumu gerçekten önemser.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
3- Yöneticim hedeflerimi ve değerlerimi kesinlikle dikkate alır.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
4- Bir sorunum olduğunda yöneticimden yardım alabilirim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
5- Yöneticim benden kaynaklı dürüst bir hatayı affeder.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
6- Fırsat verilse, yöneticim beni suiistimal eder.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
7- Yöneticim bana çok az ilgi gösterir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
8- Özel bir desteğe ihtiyacım olduğunda yöneticim bana yardım etmeye isteklidir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)

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