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Participative Decision-Making, Self-Leadership and Creative Performance Behaviors: Extending Behavioral Self-Management Theory

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Abstract: This study investigates the influence of participative decision-making on employees' creative performance behaviors and examines the moderating role of self-leadership. The theoretical framework of the study is grounded in organizational behavior theories, particularly Behavioral Self-Management Theory. The sample consisted of employees working in various private-sector organizations in Türkiye. A total of 394 questionnaires were collected through a structured survey, and structural equation modeling (SEM) using AMOS was employed to test the proposed research model. The findings revealed that participative decision-making positively and significantly contributes to employees' creative performance behaviors. Furthermore, self-leadership was found to significantly moderate the relationship between participative decision-making and creative performance behaviors. Specifically, the positive effect of participative decision-making on creative performance behaviors was stronger among employees with higher levels of self-leadership. These findings suggest that employees perceive participation in decision-making as an important mechanism for enhancing their creative effectiveness, while self-leadership further strengthens this positive influence. The study contributes to the literature by highlighting the joint importance of participative managerial practices and individual self-regulatory capabilities in fostering workplace creativity. Based on primary data collected from Turkish employees, the study is among the pioneering studies examining the moderating role of self-leadership in the relationship between participative decision-making and creative performance behaviors.

Keywords: *Employee Participation, Participative Decision-Making, Self-Leadership, Creative Performance Behaviors, Behavioral Self-Management Theory.*

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I. INTRODUCTİON

In turbulent environmental conditions characterised by volatility, uncertainty, complexity, and ambiguity, creativity and innovation become critical factors for competitiveness, growth, and sustainability. Globalisation, technological advancements, and various uncontrollable situations require more adaptive organisational decisions, leadership skills, and creative behaviors. Individuals' creative performance behaviors are crucial for any organisation; thus, the examination of what enhances creative performance behavior at the workplace is essential. For long-term organisational performance and survival, organisations seek ways to support the creativity of employees in the workplace (Amabile, 1988; Chiang & Hung, 2014). In that sense, participation in decision-making enables opportunities and conditions for employees to generate creative opinions, to have a voice to expose their innovative ideas, thus contributing to organisational innovativeness (Jyoti & Rani 2017; Wong et al., 2018; Amara & Chen, 2020). Fundamentally, in the era of the knowledge-based economy, the implementation of knowledge management mechanisms and involving the employees in decision-making processes are important for gaining competitive advantage and organisational performance (e.g. Cotton, 1993; Pierce et al., 2001; Scott-Ladd & Marshall, 2004). Therefore, focusing on PDM and having prior consideration of participation supporting mechanisms are the research concerns of the present study, since they are suggested to be promoting the creative performance capability of employees, which certainly results in higher levels of organisational performance and survival.

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Further, previous researchers have suggested a positive linkage between employees' self-leadership ability and their performance at the workplace. Self-leadership is referred to as behavioral and cognitive abilities to lead oneself towards individual and organisational goals. As Manz and Sims (1980) indicated, organisational leaders should improve employees' abilities to influence or manage themselves at work. This type of leadership implies managing and influencing the self before others (Manz & Sims, 2001; DiLiello & Houghton, 2006). In this study, individual self-leadership is viewed as a central control mechanism within organisations and is explained based on behavioral self-management theory (Luthans & Davis, 1979; Mahoney & Arnkoff, 1979). This theory has been applied within interdisciplinary fields including social psychology, behavioral and cognitive rehabilitations, health sciences and medicine, organisational behavior and management sciences.

Studies of each field have addressed the effectiveness of behavioral self-management in behavior modification, socialisation, stress management, and reduce of dysfunctional cognitions (see Carver & Scheler, 1983, Saks & Ashforth, 1996; Hill-Briggs, 2003; Dobkin, 2016). Further, in organisational behavior and management literature, it is suggested that behavioral self-management serves as a link that combines employee self-direction and organisational effectiveness (e.g. Mills, 1983; Manz & Sims, 1980). Within this theory, self-leadership has been assented as a personal ability consisting of self-direction for accomplishing tasks that have low intrinsic motivational potential and self-influence that increases the level of intrinsic motivation for the task accomplishment (Manz, 1986). Likewise, Saks and Ashforth (1996) explained the proactive socialisation of individuals with the theory of behavioral self-management, while Manz and Sims (1980) indicated self-management as an efficient form of leadership. The latter is particularly important, such that behavioral self-management was suggested as a crucial means for the improvement of an individual's self-leadership strategies (Manz, 1986).

With this aspect, it is suggested that to survive in competitive conditions and to adapt to environmental developments, it is necessary to focus on self-leading employees in the organisation and to enhance participative decision-making mechanisms enabling the employees to have a voice in decision-making processes. Following the suggested theoretical basis, the extant literature provides implications of the theory; however, still there is a need to uncover the link of self-leadership to employee performance by expanding the behavioral self-management for theory and practice. Thereby, in this study, considerable attention is devoted to investigate individual self-leadership processes in organisations and to understand how it interacts with participation in decision-making contributing to employee creative performance behaviors.

II. THEORETICAL FRAMEWORK AND HYPOTHESES

- *Participative Decision-Making*

The idea of participative decision-making (PDM) has developed form the notion of industrial democracy, which is defined as the representation of the employees within the boards of directors of the organisation, considering the substantial role of trade unions (Kahn-Freund, 1977). Employee participation and workplace democracy were argued out within the European organisations and international context pointing out the policy level and organisational level applications (Harley et al., 2005). Advancing the earlier theoretical prepositions, Harvey Ramsay (1977) contributed to the contributions to industrial-relations literature with his published work -"Cycles of Control: Worker Participation in Sociological and Historical Perspective." Taking its theoretical background from sociology and management sciences, the industrial democracy approach, as a result, led to new employee participation perspectives and participative management. Subsequently, industrial democracy, however, differentiated from participative management thought, that is, it suggested a formally organised structure, whereas participative management focuses on power-centred participation and addressed the future prospects for employees' collective influence (Harley et al., 2005). Hence, the idea of participation and workplace democracy resulted in the development of participative systems, employee involvement in decision-making processes, and employee ownership programs (Lammers & Szell, 1989, Pendleton et al., 1995; Wilkinson & Dundon, 2010).

As a behavioral approach, participative management ensures face-to-face interaction, consultation, and information sharing between employees, managers, and employers. It supports an organisational culture that promotes democratic rather than authoritative decision-making. Both trends in management-employee relations, for all, are ways of trying to increase "shared decision-making" between employees and management (Lowin, 1968; Bass & Shackleton, 1979). Following these approaches and representing the human relations ideas, Kanter (1988) contributed to participative decision-making with her "structural theory of power in the organisations", suggesting formal and informal systems, informal power of employees, connections with managers, peer group's connections, and recognition (visibility). Thus, participative decision-making is an informal sharing of decision power at the workplace and can be applied through organisational policies, training, social connections, and sharing information. The latter is particularly crucial since it involves the subordinates in consensual decision-making about work matters also. The humanist psychologists believe that the notion of PDM has been derived from basic human need to power, thereby, PDM seems well-grounded in the empowerment theories. Certainly, including empowerment, all these theories share a common assumption that "employees are the resources with knowledge and experience and they should be provided opportunities for their involvement" (Conger & Kanungo,

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1988; Thomas & Velthouse, 1990; Scott-Ladd & Marshall, 2004).

Further, previous studies focused on both organisation-level applications of human resource management, organisational culture, structure, and training (e.g., Thompson & Kahnweiler, 2002; Collins& Smith, 2006; Hanet al., 2010, Markey & Townsend, 2013; Zhou et al., 2019) and individual-level practices of knowledge sharing and PDM processes (e.g., Cotton, 1993; Pierce et al., 2001; Strauss, 2006; Wilkinson & Dundon, 2010). Described as sharing decision-making throughout the organisational levels for attaining organisational goals (Locke et al., 1986; Knoop, 1991), PDM is operationalized in several different ways. Following Kanter's (1977) suggestions, it is argued that participation enhances the involvement of employees in the decision-making process, ranging from formally organised counselling committees and interpersonal relationships (Cotton et al., 1988; Black & Gregersen, 1997; Han et al., 2010) at an informal level.

Concerning the approaches regarding the implementation of PDM, several multi-dimensional models were indicated (Locke & Schweiger, 1979; Tjosvold, 1982; Black & Gregersen, 1997; Scott-Ladd & Marshall, 2004). Black and Gregersen (1997) suggested a multi-dimensional model of PDM and indicated six components of PDM consisting of the purpose, type, structure, decision aspects, and the positional level and practices of participation. Besides, scholars examined potential employee outcomes and organizational consequences of PDM. The association between PDM and organizational performance has been argued emphasizing the benefits of PDM with its potential for increasing employee commitment and development of capacities (Sagie, 1994; Parnell, 2001; Nazir & Shah, 2014; Zhou et al., 2019). Moreover, along with PDM mechanisms, managers are encouraged to enable a high degree of employee participation and autonomy, which lead to increased workforce commitment and humanised workplace (Scott-Ladd & Marshall, 2004; Elele & Fields, 2010). PDM, beyond that, improves employee performance (Han et al., 2010; Sukirno & Siengthai, 2011; Irawanto, 2015), work engagement (Kwon et al., 2016), and organizational citizenship behaviors (Somech & Drach-Zahavy, 2013).PDM research has been extended also to employee creative performance behaviors (Chandler et al., 2000; Khalili, 2016; Wong et al., 2018), self-managed teams (Carbonell & Rodriguez-Escudero, 2013; Bouwmans et al., 2017), and innovative work behaviors at the workplace (Taştan, 2013; Odoardi et al., 2015; Amara & Chen, 2020). Subsequently, as Jyoti and Rani (2017) mentioned PDM, in fact, provides employees with opportunities to engage in creative thinking and generate innovative opinions.

- *Participative Decision-Making and Creative Performance Behaviors*

Individuals' creative ideas are essential for problem-solving and developing new products and services. Hinton (1970), demonstrating the connection between personality variables and creative potential, suggested that creativity consists of creative ability and creative behavior. It is noted that creative ability is described as a person's creative skills, but creative behavior refers to the measurable result and the practical form of creative exertion (Corazza & Glăveanu, 2020). Individual creative performance behavior necessarily implies that an employee generates useful ideas related to the procedures and processes at work, thus engaging in the application of the generated idea (De Stobbeleir et al., 2011, Song et al., 2017). Taking into account the rapidly changing environment, creative performance behavior is considered as an important indicator of employee job performance (Welbourne et al., 1998) and crucial for organisational long-term success and competitive superiority(Carmeli et al., 2013). Researchers also indicate that employee creativity contributes to the innovativeness of the organisation (Amabile, 1988; Woodman et al., 1993; Pretorius et al., 2006; Chiang & Hung, 2014), which in turn leads to organisational survival and sustainability (Kanter, 1983; Utterback, 1994; Tushman & O'Reilly, 1996¸ Bennet & Bennet, 2004; Przychodzen et al., 2016; Jahanshahi & Brem, 2017).

The creative process is substantial; thus, appropriate organisational context and personal resources are also required (Shalley & Gilson, 2004). On set of authors suggest that creativity requires supportive and conducive organisational climate and facilities along with supportive leadership and management (e.g., Scott-Ladd & Marshall, 2004; Parzefall et al., 2008; Sun et al., 2012). Other authors, on the other hand, have identified and discussed personality factors as determining the quality of employee creative performance (e.g., Zhou, 2003; Kim et al., 2010; Jiang & Gu, 2015; Horng et al., 2016). As stated, however, this study focuses on the creative performance behaviors of employees and the role participation in decision-making plays in enabling and enhancing such behaviors. Previous work has revealed that employees' creative performance behaviors depend greatly on their interrelations within the organisational context (Parzefall et al., 2008; Horng et al., 2016). In general, the organisational environment has a powerful source of impact on employees' creative and innovative behaviors, as well as their different kinds of positive work outcomes (Oldham & Cummings, 1996; Dul & Ceylan, 2011; Ghosh, 2015). Creative performance behavior is no exception; Scott-Ladd and Marshall (2004), for instance, indicated that participative decision-making positively influences employees' job satisfaction, affective commitment, and performance effectiveness. First, in terms of the supporting environment, Kanter (1988) suggested structural, collective, and social conditions play a central role in supporting employee creativity and innovativeness in organisations. As regards supportive and participative work environments, several researchers have addressed that positive interpersonal relations, quality of the management-employee relationship, and opportunities to participate in decision-making affect employee creative behaviors, work performance, and retention (e.g., Kanter, 1988; Scott & Bruce 1994; Kundu & Lata, 2017; Yusliza et al., 2020).

Empirical studies have suggested that empowering employees and enabling them to participate in decision-making within and across organisational processes can

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significantly improve and contribute to creative performance behaviors (e.g., Chandler et al., 2000; Parzefall et al., 2008; Foss et al., 2013; Khalili, 2016). As part of a supportive work environment, the participatory decision-making process improved creativity as well as the productivity of employees (Pearson, 1991; Connor, 1992; Latham et al., 1994; Black & Gregersen, 1997; Scott-Ladd & Marshall, 2004). When exploring employee participation in decision-making, Latham et al. (1994) uncovered the cognitive and motivational effects of participation on employee effectiveness. Certainly, available research on the relationship between participative decision-making and individual performance behaviors has posited the participative management approach, besides the theories of motivation, social exchange, person-organisation fit, employee-organisation relationship (EOR), and empowerment. The employees are engaged in creative behaviors because participative management, defined as participative decision-making benefits employees to access information and resources, to take authority, and to create the perception of empowerment, which in turn is possible for subsequent creative performance behaviors to occur (Velthouse, 1990; Sun et al., 2012; Sangar & Rangnekar, 2014).

Similarly, motivation is among the important factors influencing individual attitudes and behaviors at work. Motivation studies examined the causes and drivers of the individual's behavior, thereby, the motivational role of participation in decision-making on employees' tendency toward creative performance behaviors is evident (Fayolle et al., 2014; Amara & Chen, 2020). Perceived person-organisation fit (Saraç et al., 2014; Saether, 2019) and EOR (Jia et al., 2014; Yu et al., 2018) are proposed to encourage employee creative behaviors. As participative decision-making stimulates employees to view the managerial and organisational processes in new ways and helps them to assess resources, to involve in generating new decisions, and share information with others, this is likely to result in enhanced creative performance behaviors. Creative and/or innovative work behaviors research, at the same time, focuses on the social exchange relationships between the management and employees. Person-organisation fit and EOR theories, the same way, propose that the quality of the relationship between the employee and the organisation influences outcomes such as employee satisfaction, commitment, job performance, and innovativeness. Some suggest that the quality of the relationship between the organisation and the employee is also related to creative performance behaviors (Yu et al., 2018; Pan et al., 2020). Recently, Amara and Chen (2020) and Wong et al. (2018) reported the impacts of participative decision-making on employees' creativity and innovation capabilities with the implications of the aforementioned theories.

An indication certainly emerging within the extant literature is that employee creative performance behavior does increase with participative decision--making. Despite agreement on the importance of a participative and supportive environment in preceding employee innovation, little integration of employee participation in decision-making and creative performance behavior research is found in the extant literature. Indeed, various creativity and innovation studies investigated the influence of leader behaviors and supportive environment factors using models developed about employee attitudinal and work outcomes, such as effectiveness and efficiency rather than creative performance outcomes. The positive impact of participative decision-making on employee creative performance behaviors, however, is not well established in the literature. Accordingly, the following hypothesis is proposed.

H1: Employee participation in decision-making has a positive impact on employees' creative performance behaviors

- *The Moderating Role of Self-Leadership*

Gaining importance, particularly after the 1980s, self-leadership is argued as an influential tool affecting employee performance positively (Neck & Houghton, 2006; Hauschildt & Konradt, 2012). Self-leadership is generally seen as the process of self-management and self-motivation to accomplish work efficiently (Manz &Sims, 2001). It comprises following three behavioral and cognitive strategies that help an employee in synchronisation of individual and organisational goals. These three strategies are behavior focused, natural reward and constructive thought pattern strategies (e.g. Neck & Houghton, 2006). The behavior-focused strategies refers to strengthening the self-awareness of a person and activating individual behavioral management to accomplish the obligatory tasks that are not found attractive (Manz & Sims, 2001). Houghton and Neck (2002) implied that these strategies involved self-goal setting, self-reward, self-observation, and self-cueing. The behavior-focused strategies are suggested to prevent negative behaviors leading to unproductive results and reinforce positive and desired behaviors leading to successful results (Neck & Houghton, 2006).

"The natural reward strategies" are defined as the naturally desirable aspects of accomplishing a task activity (Deci & Ryan, 1985). By consciously concentrating on the desirable aspects of the task and by attributing more enjoyable features to it, the work itself naturally becomes rewarding (Manz &Sims, 2001; Neck & Houghton, 2006). Finally, "constructive thought pattern strategies" refers to the management of performance behavior through controlling an employee's cognitive appraisals. Thus, dysfunctional perceptions and cognitive appraisals are realised and eliminated through self-analysis, imagining positive outcomes, and positive beliefs, such as opportunity thinking (Houghton & Yoho, 2005; Hauschildt & Konradt, 2012). Constructive thought pattern strategies could be considered as the identification of dysfunctional assumptions and replacing them with positive beliefs arising from mental imagery and positive self-talk (Neck & Houghton, 2006). The three classes of cognitive and behavioral strategies, generally, are theoretically justified by social cognitive theory (Norris, 2008), self-control theory (Gottfredson & Hirschi, 1990), intrinsic motivation theory (Deci & Ryan, 2010), and self-regulation theory (Zhang & Geng, 2019). Drawing from these theories' suggestions and

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empirical results regarding the self-regulatory process, self-leadership theory infers implications for positive individual outcomes.

Putting forward the mentioned theoretical justifications, previous research revealed positive relations between self-leadership and job performance (Neck & Houghton, 2006). In addition, it is demonstrated that self-leadership increased perceived self-efficacy (Neck & Manz, 1996), job satisfaction (Houghton & Jinkerson, 2007), problem-solving skills (Neck & Houghton, 2006), and team performance (Stewart & Barrick, 2000). Later studies are crucial, in which self-leadership is connected to goal setting and goal performance (Neck et al., 2003). Self-leadership is, thus also positively related to employee creativity and innovative work behaviors.

DiLiello and Houghton (2006) demonstrated that employees with self-leadership skills considered themselves more creative and innovative than employees having weaker self-leadership. Taking into account the environmental changes and turbulent conditions, creativity and innovative behaviors are more certainly concerned to be crucial competencies for organisational performance and competitive advantage. With this aspect, Houghton and Yoho (2005) indicated the link between self-leadership and employee independence and creativity, while some studies (Stashevsky et al., 2006; Lee et al., 2007; Asurakkody & Kim, 2020) revealed the positive influence of self-leadership on innovative work behavior. More recently, Neck et al. (2024) argued that self-leadership encourages individuals to become active contributors rather than passive followers within organizational settings. Self-leading employees tend to seek greater involvement in organizational processes, express their opinions more confidently, and participate actively in decision-making activities. Therefore, self-leadership may facilitate participative decision making, which in turn can enhance employees' creative performance by providing opportunities to share ideas, influence outcomes, and engage in collaborative problem-solving. Accordingly, the below hypothesis is proposed.

H2: Self-leadership is positively linked with employees' creative performance behaviors

On the other side, the extant literature provides insights into the potential individual and organisational consequences of self-leadership, however, there is limited evidence regarding its contingent role. Sosik & Dinger (2007) found that the relationship between leadership style and vision content is moderated by self-monitoring. Additionally, the moderating role of proactive personality on the relationship between personality traits and self-leadership has been confirmed (Abid et al., 2021), while Steinbauer et al.(2018) have demonstrated the moderating role of intrinsic work motivation and self-regulation on the relationship between employee attitudes and job performance. Recently, however, several researchers have emphasized the importance of studying the moderating role of self-leadership (Konradt et al., 2009, Fatima, 2017). Considering the positive personality characteristics, it is, hence proposed that the perceived self-leadership would have strengthening effects on levels of creative performance behaviors at work. Driven by social cognitive theory's agentic view (Bandura, 1986) and self-regulation theory (Bailey et al., 2018), individuals with high self-leadership skills who engage in effortful goal achievement by self-directing and self-influencing strategies are more likely to show greater creative performance behaviors compared with those with lower self-leadership skills.

Although previous studies revealed conceptual linkages between PDM and some employee outcomes, as well as the linkages between self-leadership and various performance results, there is still a lack of field studies. Essentially, evaluating the important ingredient of effective self-leadership on the relationship between employee participation in decision-making appears to be a promising frontier in terms of creative performance behaviors. However, there is a lack of evidence indicating the link between PDM and creative performance behaviors, as well as the moderating role of self-leadership. Overall, to address these research gaps, this study suggests an empirical examination of self-leadership and its moderating impact on the impact of PDM on creative performance behaviors in a service industry context. Based on the reasoning above, the conceptual framework, presented in Figure 1, diagrammatically displays the proposed relationships and leads to the following hypothesis.

H3: Self-leadership moderates the relationship between PDM and creative performance behaviors of the employees.

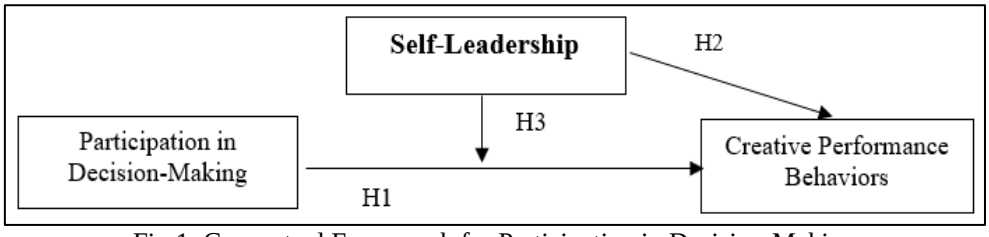

Fig 1: Conceptual Framework for Participation in Decision-Making

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III. METHOD

➢ *Subjects and Procedure*

The sample consisted of 389 employees working in various Turkish service industries, including education, consultancy, healthcare, social media marketing, hospitality, and research and development. Data were collected through a structured questionnaire distributed via prominent social media platforms.

The service sector was selected because employees in these industries frequently interact directly with customers and are often required to engage in non-routine and customer-oriented decision-making processes. Consequently, service employees are expected to demonstrate proactive behaviors and actively participate in decisions aimed at improving service quality and customer satisfaction. To capture perceptions related to day-to-day decision-making practices, lower- and middle-level employees working in medium-sized organizations (50–250 employees) were purposively targeted, rather than senior executives. Prior to participation, respondents were informed about the purpose of the study and assured that their responses would remain confidential and be used solely for academic purposes.

The final sample included 201 male and 188 female employees. Among the participants, 307 were permanent employees and 82 were employed on a temporary basis. Regarding age distribution, 79 respondents were below 25 years of age, 129 were between 26 and 35 years, 113 were between 36 and 45 years, and 68 were above 45 years. The average work experience of the respondents was 12.9 years.

According to Cochran's sample size determination formula, a minimum sample size of 384 respondents is considered adequate at a 95% confidence level. Therefore, the final sample size of 389 participants was deemed sufficient for the purposes of this study.

➢ *Research Instruments*

Participation in decision-making was evaluated using Pearson's (1991) five-item scale that captures employees' voices and influence within the decision-making process. The items of the scale were modified according to requirements of the study. The statements were made adapted in the context of non-routine decisions to serve customers. A few items of the scale are "employees in this workplace have the opportunity to have 'a say' in company policies and decisions that customer services," and "employees in this workplace, in general, have a say or influence on how they perform their job to serve customer effectively." The items were assessed on six-point rating scales ranging from 1 (strongly disagree) to 6 (strongly agree).

Self-leadership was measured with a 35-items Revised Self-Leadership Questionnaire (RSLQ; Houghton & Neck, 2002). The RSLQ measured three self-leadership strategies: behavior-focused, natural reward, and cognitive thought strategies. Behavior-focused self-leadership was measured with five subscales identified as self-goal setting (5 items), self-reward (3 items), self-punishment (4 items), self-observation (4 items), and self-cueing (2 items). Natural reward self-leadership was assessed with a 5-item scale. Constructive thought self-leadership is measured with three subscales, including visualizing successful performance (5 items), self-talk (3 items), and evaluating beliefs and assumptions (4 items). A single measure of self-leadership was calculated with the average scores of behavior-focused, natural reward, and constructive thought strategies, and this single measure as general self-leadership. A few items of the scale are "I visualise myself successfully performing a task before I do it," "sometimes I picture in my mind a successful performance before I actually do a task," and "I purposefully visualise myself overcoming the challenges I face." The scale items were assessed on six-point rating scales ranging from 1 (strongly disagree) to 6 (strongly agree).

The RSLQ has been extensive utilized in the previous studies and reported good reliability and validity across scores of previous studies (e.g., Carmeli et al., 2006; Curral & Marques-Quinteiro, 2009; Houghton et al., 2004; Houghton & Jinkerson, 2007). Also, the scale has been translated into several other languages including Chinese (Ho & Nesbit, 2009), Afrikaans (van Zyl, 2008), Portuguese (Curral & Marques-Quinteiro, 2009), Turkish (Dogan & Sahin, 2008), Hebrew (Carmeli et al., 2006), and German (Andressen & Konradt, 2007). The translated version of the scale also showed acceptable psychometric properties with stable factor structures confirming the original RSLQ. These studies offered cross-cultural validity for the scale. For the present study, the Cronbach's alpha was .87 for behavior-focused, .81 for natural reward, .88 for constructive thought. As applied in the previous studies, the present student also utilised the average score of the scale.

Creative performance behaviors were measured with a 13-item scale developed by Zhou and George (2001). A few items of the scale are "suggests new ways to achieve goals or objectives," "comes up with new and practical ideas to improve performance," and "searches out new technologies, processes, techniques, and/or product ideas." The scale items were assessed on six-point rating scales ranging from 1 (strongly disagree) to 6 (strongly agree).

➢ *Reliability, Validity, and Common Method Bias*

The reliability of the scales are evaluated using Cronbach's alpha (CA) and composite reliability (CR) estimates, whose appropriate values are 0.70 to recommend reliability of the scale. The CA values for self-leadership, PDM, and creative performance behavior are 0.81, 0.88, and 0.91. The CA values for self-leadership, PDM, and creative performance behavior are 0.74, 0.77, and 0.83. The validity is examined using average variance explained (AVE) values, whose recommended value is greater than 0.50. The AVE values for self-leadership, PDM, and creative performance behavior are 0.58, 0.63, and 0.68. Since independent, moderating, and dependent variables are measured at the same time, there are chances of common method bias. Both procedural and statistical remedies were

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used to deal with common method bias. As suggested by Podsakoff et al. (2012), pre-validated scales were used. Also, respondents were ensured strict confidentiality and non-sharing of the collected data. In addition, psychological separation was created between self-leadership and creative performance behavior through suggesting respondents that these variables belong to different studies and are evaluated together only to save time and resources. Podsakoff et al. (2012) supported that psychological separation to minimise common method bias. Respondents were informed of psychological separation after collection of the data. And lastly, all variables of the study were subjected to factor analysis, as suggested by Harman's one-factor method. The largest factor explains only 28.10% of variation, which recommends insignificant common method bias in the current study.

➢ *Analytical Process*

The proposed hypotheses were examined using structural equation modelling (SEM) conducted with the help of AMOS 24. Following the two-step approach recommended in the literature, the measurement model was first assessed through confirmatory factor analysis (CFA) to establish reliability and validity. Subsequently, the structural model was tested to examine the hypothesized relationships among participative decision-making, self-leadership, and creative performance behaviors. In addition, moderation analysis was conducted to assess the moderating role of self-leadership in the relationship between participative decision-making and creative performance behaviors.

IV. FINDINGS

➢ *Descriptive Statistics and Correlation Matrix*

Table 1 reports descriptive statistics and correlation between variables of the study. The results show that PDM is positively related to creative performance behavior ($r = 0.362$, $p < 0.05$) and self-leadership ($r = 0.273$, $p < 0.05$). Moreover, self-leadership is positively related to creative performance behavior ($r = 0.471$, $p < 0.05$). According to the results, some initial support for a positive relationship between the research variables can be inferred. To check factorial validity of the variables of the study, confirmatory factor analysis (CFA) was conducted separately for each variable. Table 2 summarises fit indices for all CFAs conducted separately for PDM, self-leadership, and creative performance behavior. The fit indices values for the PDM model are chi-square value=2.425, p-value=0.0001, RMSEA=0.073, GFI=0.93, and AGFI=0.91. Also, the fit indices values for the creative performance behavior model are chi-square value=2.654, p-value=0.000, RMSEA=0.078, GFI=0.92, and AGFI=0.90. The fit indices values for the self-leadership model are chi-square value=2.758, p-value=0.0002, RMSEA=0.074, GFI=0.95, and AGFI=0.92. The results of these CFA suggest factorial validity of all the variables of the study.

Table-1: Descriptive Statistics and Correlation Matrix

Variables	Mean	SD	1	2	3	4	5	6
1. Gender	1.68	0.57	1					
2. Age	33.84	1.22	0.017	1				
3. Experience	12.9	1.84	0.015	0.273	1			
4. PDM	4.66	0.66	0.026	0.183	0.089	1		
5. CPB	4.15	1.73	0.093	0.046	0.303	0.362*	1	
6. Self-Leadership	4.77	1.16	0.084	0.275	0.326	0.273*	0.471*	1

*Source: Primary data, CPB- Creative performance behavior, * Sig at 0.05*

Table-2: Fitness Indices of Research Variables Based on CFA

Fitness Indices	PDM	CPB	Self-leadership	Principle
Chi-square/df	2.425	2.654	2.758	< 3
p-value	0.0001	0.000	0.0002	< 0.05
RMSEA	0.073	0.078	0.074	< 0.10
GFI	0.93	0.92	0.95	> 0.90
AGFI	0.91	0.90	0.92	> 0.9

Source: Primary data

➢ *Hypotheses Testing*

The proposed hypotheses were evaluated using structural equation modelling (SEM), incorporating participative decision-making (PDM), self-leadership, and creative performance behaviors. The results of the SEM analysis are presented in Tables 3 and 4. As shown in Table 3, the model demonstrated an acceptable fit to the data ($\chi^2/df = 2.88$, $p < .001$, RMSEA = .085, GFI = .93, and AGFI = .91), indicating that the proposed model adequately represented the observed relationships among the study variables.

Table 4 presents the results of the hypothesis testing. The findings indicate that participative decision-making has a significant positive effect on employees' creative performance behaviors ($\beta = .34$, $t = 2.21$, $p < .05$), providing support for Hypothesis 1. The results further reveal a significant positive relationship between self-leadership and creative performance behaviors ($\beta = .48$, $t = 3.25$, $p < .05$), supporting Hypothesis 2.

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Finally, Hypothesis 3 proposed that the positive relationship between participative decision-making and creative performance behaviors would be stronger among employees with higher levels of self-leadership. The results indicate that the effect size increased from β = .34 to β = .42 in the presence of self-leadership, and the interaction effect was found to be statistically significant ($p < .05$). These findings provide support for Hypothesis 3 and confirm the moderating role of self-leadership in the relationship between participative decision-making and creative performance behaviors.

Table-3: Fitness Indices of Structural Equation Model

Fitness Indices	Measure of Index	Principle
Chi-square/df	2.88	< 3
p-value	0.00	< 0.05
RMSEA	0.085	< 0.10
GFI	0.93	> 0.90
AGFI	0.91	> 0.90

Source: Primary data

Table-4: The Results of the Hypotheses Test

Hypotheses	Path	Path Coefficient (β)	t-value	Results
H1	PDM → Creative Performance Behaviors	0.34	2.21	Supported
H2	Self-Leadership → Creative Performance Behaviors	0.48	3.25	Supported
H3	PDM × Self-Leadership → Creative Performance Behaviors	0.42	3.85	Supported

Source: Primary data

V. DISCUSSION

➢ *Theoretical Implications*

The current study has some theoretical implications. First, the study enriches the participative management and self-leadership literature by examining the linkages with creative performance behaviors. In addition, this study sheds light on understanding how employees' creative performance behaviors can be enhanced and how the individual self-regulatory process of self-direction and self-motivation can reinforce such creative behaviors. The study lends support to Chandler et al.'s (2000) and Wong et al.'s (2018) work, which examined the impact of PDM on employee creativity. Despite there being limited empirical evidence regarding the relationship of PDM with creative behaviors, the results of this study are also congruent with the works that have indicated the impact of PDM on innovative work behaviors (e.g. Taştan, 2013; Odoardi et al., 2015; Amara & Chen, 2020). Moreover, the promising approach of PDM, stemming from industrial democracy theory (Kahn-Freund, 1977; Ramsay, 1977), has been approved as a mechanism that enables employee involvement in decision-making and positive work outcomes (Wilkinson & Dundon, 2010). Thereby, the implications of the study are found compatible with the previous works arguing the positive correlates of PDM on employee performance and organisational efficiency as well (e.g. Conger & Kanungo, 1988; Thomas & Velthouse, 1990; Scott-Ladd &Marshall, 2004; Zhou et al., 2019).

This study also argues for and finds support for the crucial role of self-leadership, which is important for personal growth. Thus, second, the study provides insights into the self-leadership literature by showing an enhanced understanding of how individual characteristics might be related to an employee's ability to have self-influence and functional self-regulatory processes. The study found support for the critical role of facilitating behavioral self-management towards the works and provided insight into the moderation effect of self-leadership, which has been an uncovered issue within the extant literature. Similar to prior studies, it is suggested that self-leadership helps employees to cope with their obligatory activities at the workplace and to produce constructive strategies to better direct and motivate themselves even in challenging conditions (e.g. Prussia et al., 1998; Neck & Houghton, 2006).

In sum, this study revealed behavioral and cognitive strategies of self-leadership concerning the conceptualizations of Manz (1992) and Manz and Sims (2001). On the other side, the literature posited that self-leadership may overlap with behavioral self-management since they have a common theoretical background (Manz, 1992). Suggesting the expanded "behavioral self-management" perspective, self-leadership is assented as a behavioral and cognitive ability laying preceding effective self-direction and continuous development. With this aspect, Manz's (1992) theory of self-leadership, which goes beyond self-control (Bandura, 1977, 1982; Akers, 1991) and behavioral self-management theory (Luthans & Davis, 1979), indicates how individuals exert power over themselves to have self-motivation and self-influence required to attain effective outcomes (Manz, 1992). Thus, this study provides implications for an expanded behavioral self-management theory that views assaults employees as proceeding with an internal self-control system (Bandura, 1977) and involves self-evaluation, self-regulation, and self-motivation in performing their work.

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Besides, since employees with self-leadership are more self-directing and self-motivating, they can easily adapt to changing situations and they can have a strong orientation toward idea-generation processes and creative performance behaviors. With this aspect, this study emphasises the need to understand creative performance behaviors by examining the impact of two less-studied individual characteristics and work environment concepts, namely self-leadership and PDM. The findings further revealed that self-leadership significantly strengthened the positive relationship between participative decision making and creative performance behaviors. This result suggests that employees do not benefit equally from opportunities to participate in organizational decision-making processes. Individuals with higher levels of self-leadership are more likely to translate participative experiences into creative outcomes because they possess stronger self-regulatory capabilities, greater intrinsic motivation, and a proactive orientation toward problem-solving. As emphasized by Neck et al. (2024), self-leadership enables individuals to manage their own thoughts, behaviors, and motivations effectively, thereby enhancing their capacity to utilize organizational resources and opportunities. Consequently, when employees are involved in decision-making processes, those with strong self-leadership skills may be better equipped to generate, develop, and implement novel ideas, leading to higher levels of creative performance behaviors.

In addition, the moderating effect of self-leadership identified in this study is consistent with the arguments proposed by Ghosh (2015), who emphasized the critical role of self-leadership in fostering employee creativity and innovative orientation. Self-leading individuals tend to engage in self-goal setting, self-motivation, and constructive cognitive strategies that facilitate the generation and implementation of new ideas. Accordingly, employees with higher levels of self-leadership may be more capable of transforming participative decision-making opportunities into creative performance behaviors. The present findings therefore extend previous research by demonstrating that self-leadership not only contributes directly to creativity-related outcomes but also strengthens the effectiveness of participative organizational practices in promoting employee creativity.

To conclude, the empirical finding of this study provides support for pioneering scholars' (Kanter, 1977, 1988; Black & Gregersen, 1997; Scott-Ladd and Marshall, 2004) observations that participation in decision-making enhances employees' work involvement and positive work outcomes, such as creative performance. Furthermore, the findings contribute to the theoretical knowledge with its indicators regarding how self-leadership enhances employees in the process of engagement in creative performance behaviors with self-regulation and strengthens the positive contribution of PDM.

- *Practical Implications*

The findings of the study offer several significant workable implications for employees, managers, and employers. The results suggest that PDM may promote creative performance among employees. It reflects that greater amount of responsibility and trust through allowing participation in decision-making will make employees more creative. Thus, modern managers may use several modes to promote workplace creativity. It is again emphasized that Decision Making models support individuals in making a decision and establish a ranking of alternatives based on the evaluations of a group of experts, usually to get the best alternative. These measures include management by objective (MBO), semi-autonomous or empowered teams, works committee, and joint management council. On the other hand, there exist a high-demand to provide explainability to artificial intelligence systems, where decision making models are included, especially within the industries existing in the present research study. Crowd Decision Making (CDM) which is defined as a large-scale DM model for leveraging the wisdom of crowds without the need of a consensus process (Zuheros et al., 2022) can be discussed as an alternative model for today's business world. As being a collective decision-making model, it captures the smart collective opinions from the natural language evaluations provided by a massive number of individual (Zuheros et al., 2023). Collective decision-making is considered to be the subfield of collective behavior concerned with how groups reach decisions without centralised leadership (Bose et al., 2017).

Moreover, the findings suggest that organizations seeking to enhance employees' creative performance should not only encourage participative decision-making practices but also invest in the development of self-leadership skills. Providing employees with opportunities to participate in decisions may be more effective when individuals possess the self-regulatory and motivational capabilities necessary to utilize such opportunities productively. Organizations may benefit from implementing self-leadership development programs that focus on self-goal setting, constructive thinking strategies, self-observation, and intrinsic motivation. Such interventions can help employees maximize the benefits of participative work environments and translate their involvement into creative contributions.

Particularly in the service and information technologies industries, such kind of free evaluations and participation can be the natural way to get the crowd opinions in the current digital word with individuals connected by social media. The recruiter may seek and examine the same during the selection process. Further, counselling, training and mentoring could be used to sensitise and develop self-leadership among employees.

An important practical implication of this study is that participative decision making alone may not be sufficient to maximize creative performance. Organizations should recognize that the effectiveness of participative practices depends partly on employees' self-leadership capabilities. Therefore, creating a participative climate while simultaneously fostering self-leadership may provide a more effective pathway for enhancing workplace creativity. In sum, to breed a participative and supportive culture that fosters human involvement and creativity, organisations

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should consider promoting employee participation in decision-making and significant training and development facilities to improve the self-development skills of the employees. Beyond any doubt, by enhancing PDM mechanisms and developing self-leaders, organisations can ensure more innovative processes, which in turn lead to organisational long-term success and sustainability.

- *Limitations And Future Directions*

The findings of the study should be seen in the light of a few limitations. First, it has been argued that common methods variance problem that occurs as a result of a single source data collection technique, serves as a constraint for organisational and behavioral research (e.g. Avolio et al., 1991; Podsakoff et al., 2003). There are problems rooted in self-reports in organisational research, thereby, the research effort using a mono-method procedure, the cross-sectional method of the current study subjects is vulnerable to limitations typically associated with common methods variance and attribution biases. Hence, future researchers should measure creative performance behaviors and self-leadership strategies using multiple sourcing techniques and/or obtaining longitudinal data.

Second, the causal relationship between PDM and creative performance behaviors cannot be tested directly because of the cross-sectional method used in the study. Although the statistical results indicate causality, it is reasonable that PDM perceptions and self-leadership drive creative performance behaviors. Even this study provides a theoretical rationale for the suggested relationships, and the findings demonstrate that the suggested research model represents the linkages between the constructs; further research should investigate the causal relationship between the relevant variables by applying experimental or longitudinal methodologies.

Third, the length of the self-leadership scale could be reduced through using Abbreviated self-leadership scale, which is a 9-item scale. It would reduce the time and fatigue for the respondents. Lastly, another limitation of the study involves implications regarding the sample size and characteristics. Although the sample size of the present research provided statistically valid and reliable results, it is suggested that future research can obtain more precise and reliable results by performing the survey within larger size samples.

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NOTE: This study is an expanded and improved full-text article of the paper presented by Seçil Taştan at the 7th International Hybrid Conference on Management Studies (ICMS-June 2021), which was included as an abstract in the conference proceedings.