



Examining the Impact of Inclusive Leadership on Job Crafting: Moderating Role of Learning Goal Orientation and Mediating Role of Work Engagement

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ABSTRACT

The present study examines the influence of inclusive leadership on job crafting, considering the moderating and mediating roles of learning goal orientation and work engagement, respectively. This research employs a quantitative methodology. Data were collected from 310 employees in the telecommunications sector in Pakistan using a convenience sampling technique. Statistical analyses were conducted using SPSS. The findings of this study confirm a positive and significant impact of inclusive leadership on employees' job crafting behavior. Work engagement was identified as a mediator in the relationship between inclusive leadership and job crafting. Additionally, the results indicate that learning goal orientation serves as a moderator. The study suggests that an inclusive leadership style can effectively promote job crafting and work engagement within an organization. Inclusive leaders provide learning opportunities that enhance

employees' self-efficacy, enabling them to navigate challenging environments. Furthermore, organizations should offer employees opportunities to reflect on their roles and transform them into more challenging tasks within the workplace. The study also discusses research limitations, future directions, and managerial implications.

Keywords: Inclusive Leadership, Learning Goal Orientation, Work Engagement, Job Crafting

INTRODUCTION

In a competitive environment, job situations are rapidly adapting. Employees are evolving their skills faster, creating a gap between job descriptions and actual skills/workload (Kovács & Zarádné, 2022). This discrepancy varies across organizations due to differing employee desires, leading to unmotivated staff (Kerse, 2018). To address this, some advocate for job crafting, where individuals redesign their roles to balance demands and resources (Harju et al., 2021), transforming work into a valuable asset (Esteves & Lopes, 2017). Job crafting involves molding roles beyond original descriptions and can enhance daily work and career prospects (Bhopal & Devi, 2026). It fosters engagement through personal energy and dedication. By adapting work environments, job crafting promotes self-development and innovation (Baer, 2012). The key is identifying job resources that motivate employees to engage in job crafting.

Job crafting, as suggested by (Vinarski-Peretz & Kidron, 2026), involves initiating changes in work design and is effective based on job demands and resources (Junker et al., 2025) and the JD-R model. Employment characteristics requiring constant struggle are linked with costs and considered job demands. Job resources contribute to goal achievement, reduce job demands, and motivate individual development. Leadership is defined as influencing a group to achieve goals (Vongswasdi et al., 2025). Leadership creates desired organizational structures. It includes various styles, one being inclusive leadership. (Ağalday & Bozan, 2026) described it as achieving mutual goals between leaders and supporters, emphasizing relationships. It involves achieving goals and decision-making without sole dependence on one person. Echols notes it synthesizes transformational and servant leadership. Ryan, (2025) argues it shares influence and process with other styles but aims for inclusion. Researchers have explored inclusive leadership over two decades (Dai et al., 2025), defining it as leaders inviting and appreciating others' contributions (Morgan et al., 2025).

Work engagement, introduced by (Agarwal et al., 2025), is crucial for positive organizational change. It has gained attention in Industrial and Organizational Psychology, Organizational Development, Business Organizational Behavior, and Human Resource Development (Ahuja & Narula, 2025). Work engagement is vital for talent management to ensure industrial success (Verma & Bansal, n.d.). Many organizations aim to enhance work engagement due to its benefits (Hart & Turesky,

2026). Work engagement involves concentration and high energy at work (Cotič et al., 2025), motivating employees to take on new responsibilities with passion. Participation in decision-making reduces employees' anxiety about change (Papageorgiou et al., 2025) noted that. Learning goal orientation, defined by (Şimşek et al., 2025) motivates individuals to improve skills through hard work. Those oriented towards learning engage more in challenging situations, viewing them as opportunities for growth (Chong et al., 2025).

Employees enhance skills when tasks are approached with a learning goal orientation (Saeed et al., 2025). Learning-oriented individuals adapt strategies in challenges (Jia et al., 2025). Learning orientation can be influenced by conditions, though it's a stable trait (Wulandari et al., 2025). Studies indicate learning-oriented individuals set ambitious goals and plan (Van Strydonck et al., 2025). Focusing on learning objectives enhances job performance. Inclusive leadership is a relatively new and understudied area in leadership research. Its influence on organizations has been explored (Wu et al., 2025). Managers vary their approaches based on circumstances and diverse staff, indicating they do not adhere to a single style for workforce diversity (Griep et al., 2025). Instruments mediate the relationship between inclusive leadership and job crafting, though they are directly related. Reviewing mediated mechanisms can enhance job crafting through inclusive leadership.(Choi et al., 2025) noted the need to assess mediated systems' roles in organizational outcomes like task performance. More effort is needed to understand how inclusive leadership affects job crafting.

Earlier investigations on inclusive leadership's influence on job crafting, through work engagement and learning goal orientation, were partially considered. Inclusive leadership values individuals by inviting their viewpoints and fostering belongingness in the workplace (Ali & Niu, 2025). When employees feel respected, they perceive workplace inclusion and engage dynamically at work (Dai et al., 2025). Engaged individuals' complete tasks effectively. The relationship between inclusive leadership and job crafting, with work engagement as a mediator, is underexplored. Few studies have empirically and theoretically examined inclusive leadership's influence on job crafting with learning goal orientation as a moderator and work engagement as a mediator. This study, set in Pakistan, aims to observe learning goal orientation's moderating role between inclusive leadership and job crafting, and work engagement's mediating effect, using data from telecom employees in Rawalpindi and Islamabad. Limited literature addresses this issue, and studies on inclusive leadership within the JD-R model are absent. This study aims to fill this gap.

The nature of jobs is evolving rapidly in the competitive environment. Professions are unpredictable regarding capacities and systems (Afsar et al., 2019), with individuals changing work content and conditions. Intellectual work relevant for many jobs is a significant trait. People seek advancement and learning resources. Imagination involves creating and adopting new work systems to solve problems (Cao et al., 2025). Innovation, as studies show (Reuvers et al., 2008), involves implementing clever ideas to enhance performance. Leaders encouraging creativity is crucial, as

organizational advantage depends on workers who adapt to challenges and innovate.

According to (Shojaei & Siuki, 2014), leadership's role in creativity is vital in knowledge-intensive, complex environments like this study's. Telecom managers must handle organizational tasks and daily work to meet competitive demands. An organization's competitiveness relies on innovative individuals with novel ideas crucial for technological advancement. Managers face challenges in fostering innovation due to high demands and time constraints. Individual motivation for innovation is crucial. An inclusive leadership style, where employees experience a strong leader relationship, improves performance. Inclusive behavior encourages creativity and job crafting, creating a stable environment where employees show engagement and learning goals. The link between inclusive leadership and job crafting behavior warrants exploration.

The work changes as authoritative structures evolve, requiring more proactivity and self-management from employees (Neck et al., 2025). Self-administration of job crafting, or changes employees make in their roles, helps them adapt to job demands for advancement, execution, and prosperity (Bakker, 2015) Job crafting is significant and predicts factors like obsessive tiredness, work fulfillment, engagement and citizenship practices (Coelho et al., 2026). Achieving goals involves more than guiding workers; it also depends on workplace bonds among individuals and leaders (Berger, 2025). Inclusive leadership fosters connected authority in organizations. This study examines its impact in Pakistan's telecom sector, offering strategies to achieve objectives. In Pakistan, high power distance leads to autocratic leadership (Hussain et al., 2025). Inclusive leadership enhances employee dedication and accomplishment.

The investigation focuses on job crafting, aiming to identify elements that enhance job crafting behavior (Bai et al., 2025). This research analyzes authority support through inclusive leadership for job crafting. It examines the relationship between inclusive leadership and job crafting, highlighting the mediated mechanism of work engagement. Additionally, the study explores learning goal orientation with inclusive leadership and work engagement.

LITERATURE REVIEW

Underpinning Theory

The analyst and experts have pursued enhancing working environments for productive outcomes since the industrial insurgence. Modern suggestions have been introduced from old style. In this context, the Job-Demand and Resources (JD-R) theory, developed by (Afsar et al., 2019), is relatively new. JD-R is unique because it doesn't specify components leading to motivation or stress, assuming each workplace has specific risk factors related to work pressure. These components, job demands, and resources are organized into two sets (Bos-Nehles et al., 2017). Job demands refer to "those physical, social, or authoritative parts of the work that require sustained physical or mental effort and are associated with physiological and psychological costs" (van Oudenhoven et al., 2025). Job resources are "those mental, social, or

organizational parts of the work that (a) help achieve work goals, (b) reduce job demands and related costs, and (c) promote self-growth" (Bakker, 2015). The JD-R model explains outcomes like burnout, engagement and work performance (Yang et al., 2025). It builds on earlier work examining how situational demands and resources affect outcomes. According to the JD-R model, work-related support resources should incite motivational cycles, increasing task engagement for those with higher resources (Z. Zhang & Min, 2022)

Even with job demands, job resources positively affect work engagement (Bos-Nehles et al., 2017). Analysts suggest individual assets like confidence and self-adequacy are key in the JD-R model (Lyddy et al., 2025). Resources start the motivational cycle by enabling determination and focus, fostering engagement through energy, dedication, and absorption (Afsar et al., 2019). F. Zhang et al. (2025) identify four jobs crafting subdimensions: expanding organizational resources (e.g., autonomy), social resources (e.g., support), job demands challenge (e.g., work complexity), and reducing obstacle demands (e.g., job conflict). Job crafting allows individuals to proactively influence their work experience. This study aims to understand how the JD-R model identifies job resources that initiate the motivational process leading to job crafting.

Inclusive Leadership and Job Crafting:

Work and job design are part of management duties. Job crafting, as discussed here, involves work design often unnoticed by management. Awareness of crafting behavior may lead to increased performance control, which can make workers feel monitored, affecting confidence and job satisfaction (Ratanatheeraroj, 2025). Job crafting is defined as changes individuals make in their work or its relational aspects (Afsar et al., 2019). Employees modify work features to better align with their needs and skills (Shahid et al., 2025). According to (Bai et al., 2025) employees can alter tasks, social relations, or cognitive perspectives. They might seek task variety for skill development, build motivating coworker interactions, or reframe boring tasks as meaningful (Bakker, 2015). Job crafting involves changes impacting job characteristics based on Job Demands and Resources and the Job Demand-Resources Model (Arachie et al., 2025). Job demands are constant challenges with costs, while job resources aid goal achievement and motivation. This model helps identify job characteristics employees alter when crafting their jobs, adjusting demands, resources, or both per the JD-R model.

Levigns et al. (2025) argued that employees can change their work by choosing jobs, altering job content, and finding meaning in their tasks. (Nirmaladevi, n.d.) described job crafting as workers reshaping their work. This involves physical changes, like altering tasks or networks, and cognitive changes, like changing perceptions of work. (Khalid et al., 2022) provided examples of physical changes, such as a conservation expert who added tasks by training newcomers, eventually becoming responsible for it. (Bakker, 2015) suggested active employees adapt their work environment to better suit their needs and capabilities, aligning with job demands-resource theory. Organizations expect proactive employees to seek social

resources and challenges, like more work when under-stimulated. (Kim, 2026) introduced inclusive leadership, where leaders value others' opinions, fostering an environment for employees to express themselves. Inclusive leaders emphasize respect and support for followers (Babič et al., 2019).

Inclusive leadership, as defined by (Edmondson & Harvey, 2025), involves leader actions and words fostering a welcoming environment, impacting employees' psychological safety and work quality. Javed et al. (2025) introduced incorporation skills, allowing effective responses to diverse workplace challenges, emphasizing open communication and recognizing equality. (Koay & Lim, 2022) linked inclusive leadership to innovation. Job crafting, altering the work environment, enhances motivation and engagement (Hu et al., 2019). Job crafting boosts engagement, while active job crafters use varied methods to manage job demands (Morstatt et al., 2026). (Lin et al., 2026) highlighted that job crafting types vary with individual needs. Based on these arguments, we hypothesize that:

H1: Inclusive Leadership has a significant positive impact on Job Crafting.

Inclusive Leadership and Work Engagement:

Zou et al. (2020) defined work engagement as "the state of mental that accompanies behavioral investment of personal energy." (Kleina-Šnipke & Krēsliņš, 2025) described employee engagement as capturing employees' heads, hearts, and souls to instill a passion for excellence, adding cognitive and emotional aspects. (AlMazrouei, 2022) identified three employee types: engaged, unengaged, and actively disengaged. Engaged employees strive for quality, unengaged employees focus on assigned tasks over organizational goals, and actively disengaged employees harm organizations. Work engagement is crucial for organizational success (AlMazrouei, 2022), enhances organizational engagement (Nada & Riana, 2025), and boosts employee welfare and job satisfaction (Lu et al., 2025). The concept has received significant attention in literature (Zapf et al., 2001) first defined work engagement as self-expression through emotional and cognitive energy in roles, fostering work connections.

Work engagement indicates natural inspiration and positive perception (Balducci et al., 2021). Engaged individuals achieve high retention, life, and commitment. Absorption is full immersion and joy in work. Vigor is strength and flexibility at work. Devotion involves significance, eagerness, motivation, and challenges. Positive effects of work engagement are evidenced by studies. For instance, Merhi et al. (2025) found work engagement improved administration atmosphere and customer retention among Spanish hotel workers. (Nguyen et al., 2018) noted its importance among Finnish dentists, linking job demands and resources. Work engagement can increase perceived resources, enhancing commitment (Al-Qassem et al., 2025). Social support positively impacts work engagement (Balducci et al., 2010). Studies confirm work resources mitigate job demands' psychological effects (Tetteh, 2019). Devotion is being deeply involved in work, feeling significance, enthusiasm, and pride, involving emotional and cognitive processes even outside work (Afshan et al., 2022). Commitment is similar to

professional engagement, including pride, enthusiasm, and motivation but is broader (Hirva et al., 2026). Defining work engagement emphasizes mental state, excluding motivations or outcomes.

Work engagement requires good workplace and personal resources (Venz & Mohr, 2023). Staff with resources like self-efficacy and expert resources such as social support remain engaged even without certain job characteristics. Personal resources like coping style and problem-orientation have been studied (Koch et al., 2025), along with expertise, motivation, and organizational respect (Rubbab et al., 2022). Studies show mental confidence boosts innovation (Pan, Sun, Chow, 2012), and empowerment positively affects job performance (Schyns & Schilling, 2013). Inclusive leadership involves engaging colleagues in setting objectives (Ugoani & Richard, 2026). Transformational leadership builds meaningful relationships for organizational and individual benefit (Vass, 2025).

Psychological autonomy gives people control over activities (Alharbi et al., 2026). Inclusive leaders enhance this by welcoming individual views, aligning with research suggesting workplace influence boosts control and competence (Le Thi & Thu, 2025). Opportunities for employees to express ideas and contribute to decisions foster psychological empowerment through perceived inclusion. Empowered group members engage in actions improving performance, such as voice-related practices like identifying issues and giving feedback (Rusydi, 2025). Inclusive management involves sharing organizational goals and listening to team strategy ideas, fostering motivation and shared ownership, leading to better performance (Afsar et al., 2019). This managerial approach increases employee engagement significantly (Omran & Kamel, 2025). Based on these arguments, we hypothesize that:

H2: Inclusive Leadership has a significant positive impact on Work Engagement.

Work Engagement and Job Crafting:

Employee development significantly impacts both personnel and institutional success. Employees show strong organizational commitment and job satisfaction when engaging in job crafting behaviors, improving work fit, further Studies have examined individual traits (e.g., direction) work characteristics (e.g., autonomy) and organizational features (e.g., administrative support) in job crafting assessments (Weng et al., 2020). Personality traits, particularly the Big Five, influence job crafting. Nurhuda & Mubarak, (2025) found employees with high conscientiousness, agreeableness, openness, or neuroticism are likelier to craft jobs, while extroverts are less so. Other personality variables also affect job crafting.

Job crafting involves self-started job variations to meet worker goals by reducing job demands and expanding resources (Garad et al., 2022). Individual needs and social forces drive employment-based innovation, enhancing work performance through empowering participation and utilizing skills (Afsar et al., 2019). Management can encourage job crafting by developing capacity and motivation and allowing innovation. HR practices influence decisions over work aspects, like strategies and timing , resources (e.g., autonomy), and requirements (e.g., workload). Studies show positive outcomes of work engagement. For instance, Balducci et al.

(2010) found it improves worker performance and client retention in Spanish hotels. (Almeida et al., 2022) found one-year commitment included in employment resources variations. Results showed increased social support, autonomy, learning prospects, and performance response predicted work engagement and reduced absenteeism. Hakanen & Kaltiainen, (2026) examined three individual resources (mastery, authoritative confidence, and self-confidence) in work engagement. Results showed engaged, self-proficient employees accept challenges and believe they perform well and meet needs through participation (self-esteem). Work engagement enhances job performance, client service, and work-life balance (Donate et al., 2022). Engaged workers offer excellent service, meet client needs, and are creative (Siromiya, 2025).

Work engagement improves service recovery and reduces turnover (D. Zhao et al., 2025). High work engagement is crucial for managing human capital (Černe et al., 2015). Engaged employees proactively alter work conditions, utilize resources and address managerial concerns (Škerlavaj et al., 2018). They seek help from administrators and colleagues) and organize resources, showing creativity. Job crafting involves modifying work environments and is linked to work engagement (Tetteh, 2019). Employees develop their professional situation to maintain commitment with high work engagement, indicating a positive link between work engagement and job crafting. Ruparel et al. (2026) found job crafting intervention increased engagement. (Bindl & de Roche, 2025) found job crafting type varied with individual needs. Based on these arguments, we hypothesize that:

H3: Work Engagement has a significant positive impact on Job Crafting.

Work Engagement mediates the relationship between Inclusive Leadership and Job Crafting

Z. Zhang & Min, (2022) defined an inclusive leader as one who welcomes and values others' contributions, involving them in discussions and decisions where they might otherwise be excluded, promoting participatory leadership. Connelly & Zweig, (2015) found that high-quality leader-member exchanges at the group level can reduce turnover. They argued that leaders acknowledging diverse backgrounds through strong relationships can promote fairness and inclusion, enhancing group interactions. Although they didn't explicitly define inclusive leadership, their research highlights building high-quality relationships with potentially excluded individuals. Inclusive leadership involves colleagues and stakeholders in goal-setting, termed a "distributed approach (Addidle et al., 2025). An inclusive leader is accessible, communicative, and engages with team members, fostering collaboration and creativity (Umer & Richard, 2018). Inclusive leaders are available to employees and encourage engagement (Bos-Nehles et al., 2017). Employees, capable of their tasks, need only time to complete them, considering organizational structure. Unnecessary interference can undermine employee competence, confidence, and motivation.

Job craftsmen modify their work to match personal attributes (Aquino et al., 2009). Job crafting addresses individual preferences and involves unexpected actions. It is a proactive workplace advancement, distinct from organizational improvements (Bakker, 2015). The term "job crafting" was

introduced by (Bakker, 2015) after observing employees' self-initiated work adjustments. Workers can alter task, social, and cognitive boundaries. Task boundaries change with different tasks, social boundaries with altered work interactions, and cognitive boundaries with changed perspectives. Job resources help meet professional needs and control related costs (Almeida et al., 2022). Job resources foster learning and motivation, crucial for achieving work goals (Afsar et al., 2019). Positive outcomes, like energy and engagement, encourage proactive behavior (Afsar et al., 2019). Engaged employees see opportunities and act creatively, enhancing proactivity. Recent studies link positive outcomes with proactive practices, such as seeking feedback (Škerlavaj et al., 2018), and show engagement boosts job development.

H4: Work engagement mediates the relationship between Inclusive Leadership and Job Crafting.

Learning Goal Orientation moderates the relationship between Inclusive Leadership and Work Engagement

Clarifying "inclusion" in inclusive leadership is crucial. (H. Zhao et al., 2016) define inclusion as a worker feeling like a valued team member, meeting their belonging and uniqueness needs. This aligns with optimal distinctiveness theory, suggesting people should be similar and different from others simultaneously (Ravasi & Canato, 2013). Inclusive leaders are accessible and supportive, avoiding unnecessary interference that could undermine employee confidence and skills (Khan et al., 2020). Shore et al.'s inclusion concept differs from other views focusing on belonging and distinctiveness, emphasizing both are needed for inclusion. An individual's experience in a workgroup aligns with this definition.

Work engagement, according to (Balducci et al., 2010), is a "positive, satisfying, work-related perspective" involving life, devotion, and adaptation. Engaged individuals work enthusiastically (power), are deeply involved in tasks (devotion), and are fully engaged and happy (retention) (Malik et al., 2019). Engagement denotes deliberate work approaches, distinct from organizational commitment or job (Rubbab et al., 2022) state work engagement is intrinsic motivation, driven by the work itself. Studies show personal well-being, task satisfaction, emotional commitment, less fatigue, innovative behavior, and better job performance are linked to work engagement (Carnahan et al., 2010). Job autonomy and resources, linked with positive feelings and health, enhance work performance. Work engagement is influenced by organizational belief, work cooperation, personality traits, emotional significance), task independence job crafting, and learning goal orientation (Dampérat et al., 2019).

Learning orientation is crucial for employability, providing new work experiences and career development opportunities. Empirical studies show a strong link between learning orientation and outcomes like task accomplishment and exercise performance (Jennings, 2025). Those focused on learning beyond one environment are seen as more employable, as it builds competence. Encouraging a focus on learning enhances employability over performance measurement.

Professional development through work-related learning can boost employability, adapting to organizational changes. According to (Cohen-Meitar & Carmeli, 2025), pursuing new skills to enhance employability is a unique learning direction. Learning goal orientation positively affects intrinsic motivation, improving skills self-regulation), and personal development including goal monitoring and metacognitive activity (Țepordei et al., 2025). These findings suggest automatic learning for advancement is a strong driver. Research indicates individuals with learning goal orientation view difficult tasks as opportunities, unlike those with performance goal orientation who fear failure (Van Strydonck et al., 2025). This supports an optimistic link between learning goal orientation and work engagement (Alfayad et al., 2017).

H5: Learning Goal Orientation moderates the relationship between Inclusive Leadership and Work Engagement in such a way that the relationship gets stronger when learning goal orientation is high.

THEORETICAL FRAMEWORK

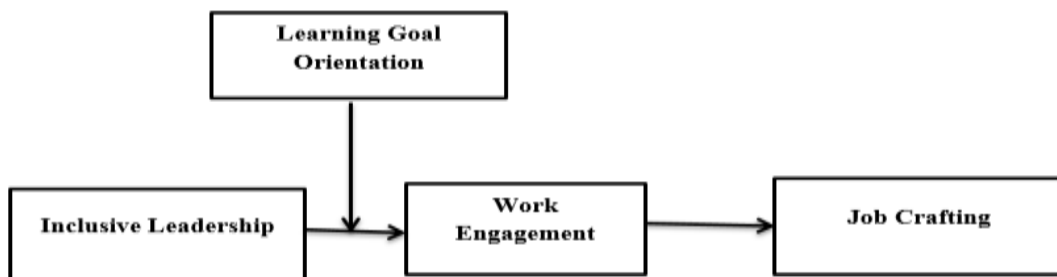


Figure 1: Research Model

METHODS

The current study examined the impact of inclusive leadership on job crafting, as well as the mediating role of work engagement in the relationship between inclusive leadership and job crafting. Additionally, the study explored the moderating role of learning goal orientation in the relationship between inclusive leadership and work engagement. Data were collected using a self-administered questionnaire distributed to employees in the telecommunications sector in Rawalpindi and Islamabad. Approximately 480 questionnaires were distributed, and due to time constraints, a convenience sampling method was employed. The cover letter clarified that the study was conducted solely for theoretical research purposes, assuring participants of the confidentiality of their responses to encourage candid participation. Data analysis was performed using SPSS software, with the Preacher and Hayes technique applied for mediation analysis. Comprehensive analyses, including regression, correlation, consistency, validity, and mediation moderation, were conducted to derive the results. Data collection occurred over different time

periods, with codes assigned to participants to prevent confusion during data gathering. According to Carmeli (2010), data should be collected over time to avoid bias. The data collection spanned three time points: at time 1, employees completed questionnaires on the predictor variable (inclusive leadership), the moderator (learning goal orientation), and demographic variables (gender, age, education, and experience). Two weeks later, at time 2, employees completed questionnaires regarding the mediator (work engagement). Subsequently, after another two weeks, at time 3, the same respondents completed questionnaires on the dependent variable (job crafting). To match respondents across time points, participants were asked to provide their professional titles. The rationale for revisiting participants at time 2 and time 3 was explained to them. Out of the 480 questionnaires distributed, 329 were returned, with a final sample of 310 after excluding 19 responses due to missing data. The overall response rate was 64%.

Measuring Instrument:

The questionnaires used for the data collection were adopted from previous research. Inclusive leadership was measured using an 8-item scale developed by Carmeli, A., Reiter-Palmon, R., & Ziv, E. (2010). Examples of items included “My manager is open to new ideas”. Job crafting was measured using a 21-item scale developed by Tims, M., Bakker, A. B. and Derks, D. (2012). Examples of items included “I’m trying to learn new things at work”. Participant’s work engagement was measured using a 9-item scale developed by Schaufeli et al. (2006a). Sample articles included “My work inspires me”. Participant’s learning goal orientation was measured using an 8-item scale developed by Button, S. B., Mathieu, J. E., & Zajac, D. M. (1996). Sample items included “The opportunity to do challenging work is important to me”. Responses were measured on a 5-point Likert scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

Demographic Analysis

TABLE 1: Demographic Analysis

Particulars	Frequency	Percent
AGE		
20 to 29 years	140	45.2
30 to 39years	119	38.4
40 to 49 years	39	12.6
50 and above	12	3.9
GENDER		
Male	204	65.8
Female	106	34.2
EDUCATION		
Bachelors	147	47.4
Masters	82	26.5
M.Phil/MS	51	16.5
Others	30	9.7
EXPERIENCE		
	147	47.4

1 to 5 years		
6 to 10 years	95	30.6
11 to 15 years	35	11.3
15 and above	33	10.6

The table 1 presents the demographic characteristics of the respondents. The majority of participants are young, with 45.2% falling in the 20–29 years age group and 38.4% in the 30–39 years category, while only a small proportion belongs to the older age groups of 40–49 years (12.6%) and 50 years and above (3.9%). In terms of gender, the sample is predominantly male (65.8%), whereas females represent 34.2% of the respondents. Regarding educational background, most participants hold a Bachelor’s degree (47.4%), followed by those with a Master’s degree (26.5%), while 16.5% have M.Phil/MS qualifications and 9.7% fall under other categories. With respect to work experience, nearly half of the respondents (47.4%) have 1–5 years of experience, followed by 30.6% with 6–10 years, whereas fewer respondents have 11–15 years (11.3%) and more than 15 years of experience (10.6%). Overall, the sample largely consists of young, male, and early to mid-career individuals with undergraduate and graduate-level education.

Normality of data:

Table 2 Normality of Data

Research variables	Skewness	Kurtosis
Inclusive Leadership	.381	1.469
Work Engagement	.461	.827
Learning Goal Orientation	.155	-.243
Job Crafting	.418	.276

The result of table 2 shows that the data has a normal distribution, that the skewness and kurtosis values are in the range of +3 and _3. Inclusive leadership skewness value is 0.381 and kurtosis value 1.469, work engagement having skewness and kurtosis values of 0.461 and 0.827, respectively, learning goal orientation having skewness and kurtosis values 0.155 and -0.243 and job crafting having a skewness value of 0.418 and 0.276 kurtosis values respectively.

Control Variable:

Table 3 One-way Anova

Demographics		Job Crafting	
	f statistics		p value
Age	1.369		.252
Gender		1.414	.235
Education		2.468	.062
Experience		2.318	.076

The result of table 3 shows that out of a total of 310 respondents, all demographic data has an insignificant effect, so it does not create any effect on the dependent variable, which is why these demographic data are not controlled in the regression analysis.

Correlation Analysis:

Correlation analysis is run to see how the variables are statistically correlated with each other. The results are shown in the following table.

Table 4 Correlation table

Variables.	1	2	3	4
1. IL	1			
2. WE	.581**	1		
3. LGO	.372**	.456**	1	
4. JC	.441**	.556**	.456**	1

N=239, **p<0.01.

The table 4 contains the results of the correlation between the variables studied in current research such as; Inclusive leadership (IL), Job Crafting (JC), Learning Goal Orientation (LGO) and Work Engagement (WE). Inclusive leadership is significantly positively correlated with work engagement at **0.581**** learning goal orientation at **0.372**** and job crafting at **0.441****. Learning goal orientation is positively correlated with work engagement at **0.456**** and also with job crafting at **0.456**. Work engagement is significantly positively correlated with job crafting at **0.556****. All variables are positively correlated with each other at level of **0.01** which are consistent with the hypothetical model.

Multiple Moderated Regression Analysis:

Table 5 Hierarchical Moderated Regression Analysis

Predictors	Job Crafting		
	B	R ²	Δ R ²
Step 1			
Control Variables		000	

Step 2

Inclusive leadership	.227***	.404***	.404
Learning goal orientation	.877**		

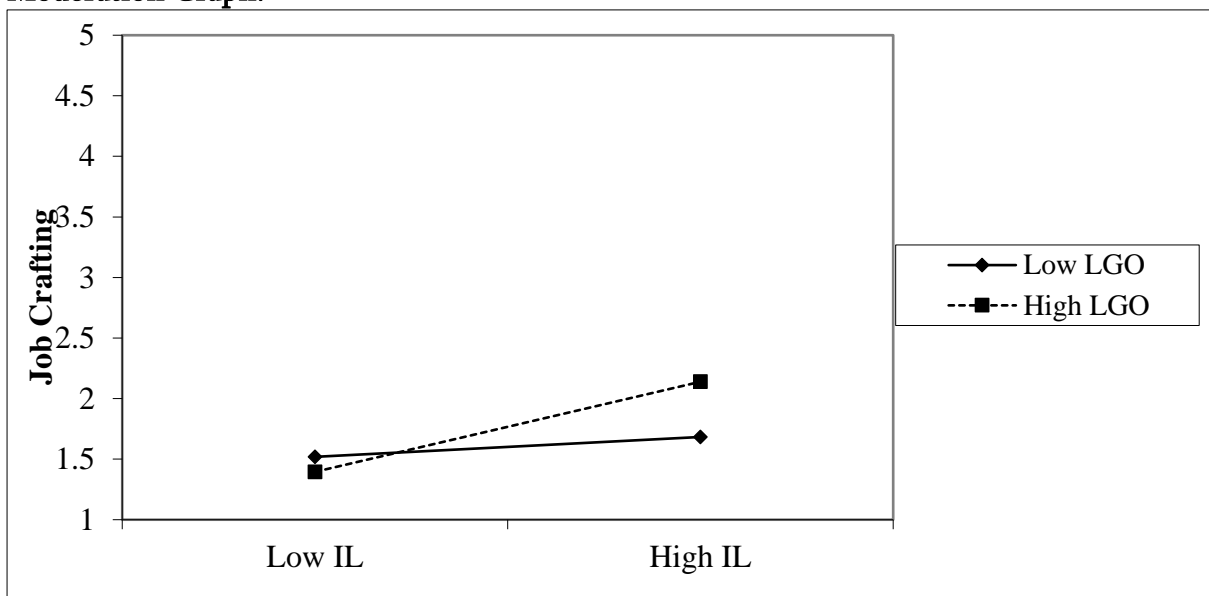
Step 3

IL* LGO	.174*	.412*	0.008s
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* $p < .05$ ** $p < .01$, *** $p < .001$,

The table 5 shows the results of the multiple moderation regression analysis. First, the effect of demographic variables was mentioned. In the second step, the impact of inclusive leadership and learning goal orientation was regressed. Where the result of the regression analysis shows the significant impact of work engagement on job crafting ($\beta = 0.227$, $p < 0.001$) and ($\beta = 0.877$, $p < 0.01$). The results show that at the third stage after integration of interaction terms such as work engagement and job crafting ($\beta = 0.174$, $p < 0.05$). According to the results of the regression analysis, learning goal orientation significantly moderates the relationship between inclusive leadership and work engagement leads to the acceptance of the hypothesis that learning goal orientation moderates the relationship between inclusive leadership and work engagement.

Moderation Graph:



Mediation regression analysis:

Table 4.7.1 Mediation effect of work engagement between inclusive leadership and job crafting.

The table presents the results of direct and indirect effects analysis. Inclusive leadership has a significant positive effect on job crafting ($\beta = .5188$, $p < .001$) and work engagement ($\beta = .6787$, $p < .001$). Additionally, work engagement significantly influences job crafting ($\beta = .4540$, $p < .001$). The indirect effect of inclusive leadership on job crafting through work engagement is also significant ($\beta = .2107$, $p = .0020$), indicating a mediating role of work engagement. Furthermore, the bootstrap results support this mediation, as the confidence interval for the indirect effect (LL = .0485,

		B	SE	T	p
Inclusive Leadership →	Job	.5188	.0601	8.6353	.000
Crafting					
Inclusive Leadership →	Work	.6787	.0542	12.5185	.000
Engagement					
Work Engagement →	Job crafting	.4540	.0577	7.8695	.000
Inclusive leadership →	Work	.2107	.0674	3.1242	.0020
engagement					
→	Job crafting				
Bootstrap results for indirect effect		Indirect	LL 95%	UL	
		Effect	CI	95%	
				CI	
		.0485	.2184	.4112	

UL = .4112) does not include zero. This confirms that work engagement significantly mediates the relationship between inclusive leadership and job crafting.

DISCUSSION

The study aims to examine the effect of inclusive leadership on job crafting, with learning goal orientation as a moderator and work engagement as a mediator. The Job Demand Resource theory supports the model, specifically in Pakistan's telecom organizations. Results show inclusive leadership significantly enhances job crafting. Work engagement mediates the relationship between leadership and job crafting. The moderator, learning goal orientation, significantly affects the link between leadership and engagement. This study explores inclusive leadership's impact on job crafting, mediated by engagement and moderated by learning orientation. Each hypothesis will be discussed.

The regression analysis confirmed inclusive leadership's direct effect on job crafting, showing a positive, significant relationship (H1). Previous research supports this, with Carmeli, Reiter-Palmon, and Ziv (2010) noting its positive impact on performance. Bowers, Robertson, and Parchman (2012) view inclusive leadership as crucial for organizational success since effective leader's value everyone's input, encouraging contributions from all team members. Literature suggests inclusive

leadership enhances organizational performance, work engagement, job retention (Brimhall, Lizano & Barak, 2014), creativity, and innovation (Carmeli, Reiter-Palmon, & Ziv, 2010). These factors contribute to job crafting, which involves behaviors improving work skills (Wrzesniewski & Dutton, 2001). The JD-R model suggests task-related support resources inspire engagement, with higher resources leading to greater work involvement (Bakker, Hakanen, Demerouti, & Xanthopoulou, 2007). Personal resources like optimism and self-efficacy are also crucial within the Job Demand Resources model (Xanthopoulou et al., 2007). Inclusive leaders foster innovation and encourage workers to take productive risks. This study aligns with previous findings, highlighting inclusive leaders' value in encouraging worker input and fostering creativity (Carmeli, Reiter-Palmon, and Ziv, 2010). Likewise, Dorenbosch, Engen, and Verhage (2005) highlighted those individuals allowed to propose ideas and work independently outperformed those given strict assignments. This autonomy must be fostered by the leader, who can empower individuals to work their way. Inclusive leaders enable job crafting through non-conventional settings. Thus, inclusive leaders offer autonomy, fostering empowerment by acting as coaches and valuing ideas. When hiring a team leader, it's crucial to consider inclusive skills for environments needing uniqueness, innovation, and market adaptability. Inclusive leadership significantly impacts job crafting, fostering distinctiveness.

The regression analysis indicates inclusive leadership is strongly linked to work engagement (H2). The study predicts a significant link between inclusive leadership and work engagement. Leaders have tools to boost performance, like work engagement. Individuals feel engaged and trusted when leaders offer autonomy (May, Gilson & Harter, 2004). Inclusive leadership values each person's ability, encouraging correct actions. This boosts task-related activities. A workplace where individuals feel recognized and skills are enhanced leads to control and confidence in managing work (Nel, Stander & Latif, 2015). Dubbelt (2016) showed job crafting affects work engagement by seeking job resources. Van Wingerden, Bakker, and Derks (2016) found instructors trained in job crafting increased job resources. These practices enhance the workplace and performance. Leadership is linked to work engagement. Inclusive leaders, known for openness, availability, and honesty, provide resources that engage followers physically and mentally (Jalil, 2017). Choi et al. (2015) emphasized inclusive leadership's strong link to work engagement. Inclusive leaders are specialists who enhance engagement and reduce turnover, benefiting the organization (Morgeson, DeRue, & Karam, 2010; Carmeli, Reiter-Palmon, & Ziv, 2010). Managers should create environments where individuals engage emotionally and psychologically with the organization's mission, improving effectiveness (Taneja, Sewell & Odom, 2015). Inclusive leadership through work engagement ensures success. In compact organizations, individuals focus on shared goals, receive necessary strategies and support, and build capacity for sustained performance (Khan & Rasheed, 2015). Engaged employees remain committed to achieving organizational goals, whereas disengaged individuals affect value, customer care, and productivity (Miller et al., 2014). Mental and social achievements are more important than

financial aspects in motivating employees to contribute to organizational success. Organizations must prioritize work engagement by addressing employee interests. A strong relationship exists between inclusive leaders and employees; these leaders effectively motivate and engage workers.

Regression analysis shows work engagement affects job crafting, supporting hypothesis H3. A positive relationship exists between work engagement and job crafting, as noted in few studies (Bakker et al., 2016; Bakker et al., 2012). Hakanen et al. (2017) found work engagement predicted job crafting components in Finnish dentists, who expanded resources, increased challenges, and reduced demands. Lu et al. (2014) confirmed these findings in Chinese innovation workers. According to Wrzesniewski and Dutton (2001), job crafting is driven by desires to control work, enhance self-perception, and fulfill social needs. Petrou et al. (2012) suggested motivated individuals craft jobs to improve work conditions. The JD-R theory indicates job crafting enhances resources and motivation. Tims et al. (2012) found job crafting predicts workplace improvements and increases in engagement and satisfaction while reducing burnout. Vogt et al. (2016) noted proactive individuals increase psychological capital and engagement. Bakker et al. (2012) linked job crafting to performance through engagement. JD-R studies show challenging workplaces boost performance by enhancing engagement (Nielsen et al., 2008). Organizations should enhance work resources, community support, skill diversity, and opportunities to impact engagement, commitment, and performance.

Regression analysis shows learning goal orientation moderates the link between inclusive leadership and job crafting (H4). Past research indicates people see challenging tasks as learning opportunities, while those with performance goals view routine tasks as risky, fearing failure may expose inadequacies (Dragoni et al., 2009). Consistent with this, a positive relationship between learning goal orientation and work engagement is reported (Adriaenssens et al., 2015; Jones et al., 2017). Learning goal orientation, an intrinsic motivator (Cerasoli & Ford, 2014), is a key factor in work engagement (Adriaenssens et al., 2015; Jones et al., 2017) because it involves intrinsic motivation (Demerouti et al., 2015). Individuals with personal resources engage more as they see challenges as opportunities. Learning goal orientation enhances intrinsic motivation, skill development (Hirst et al., 2009), self-regulation (Bouffard et al., 1995), seeking development material (Janssen & Prins, 2007), creativity (Lu et al., 2012), and mindful action with planning, monitoring, and adjusting goals (Ford et al., 1998). These findings suggest learning goal orientation drives self-regulated growth and advancement. Leaders can boost performance through work engagement, increasing trust by offering autonomy (May, Gilson & Harter, 2004). A workplace that fosters control and skill improvement leads to enthusiasm (Nel, Stander & Latif, 2015). In a global economy, managers must motivate workers and create a productive, engaging climate (Anantatmula, 2010). The study highlights inclusive leadership's impact on organizational outcomes, showing positive support for the theory. A significant relationship exists among inclusive leadership, learning goal orientation, and work engagement. Employees improve self-efficacy through learning goal

orientation, enhancing work engagement. Learning goal orientation moderates the relationship between inclusive leadership and work engagement. Employees feel competent by mastering new skills, boosting performance and engagement. Learning behavior, as a motivational asset, extends abilities through programs. The study aligns with Sonnentag (2003), Chughtai and Buckley (2011), confirming a significant link between work engagement and learning goal orientation.

Regression outcomes show inclusive leadership drives work engagement, which is linked to job crafting, supporting H5. Shore et al. (2011) proposed inclusive leaders boost work fulfillment, performance, creativity, and organizational progress. Our findings confirm inclusive leadership's critical role in achieving organizational goals. Rothbard (2001) suggested job engagement involves role identity and responsibility, explaining mental presence and engagement. Chen et al. (2004) found work engagement relates to turnover and organizational objectives, with job resources predicting engagement (Bakker & Demerouti 2008). Social support, feedback, autonomy, and goal setting, combined with job resources, facilitate engagement under high demands (Bakker & Demerouti, 2008), enhancing job performance (Bakker 2011). Engaged individuals proactively craft jobs and resources, influencing workplace satisfaction (Grant & Parker 2009; Bakker & Demerouti 2009; Bakker & Xanthopoulou 2009). They understand organizational goals, adapt quickly, and inspire others, which is key to inclusive leadership (Carmeli, Reiter-Palmon, & Ziv, 2010). This engagement leads to job crafting and achieving goals.

Practical Implications

First, the present research demonstrates that inclusive leadership enhances job crafting, thereby enabling organizations to navigate developmental challenges, maintain competitiveness, and transform business operations. Organizations often rely on employees who generate innovative and valuable ideas. This article aims to contribute to the literature on leadership and creativity by examining the role of a specific form of inclusive leadership and the process through which a focus on employee participation in creative work fosters employee creativity in the workplace. Second, the findings of the present study suggest that to enable employees to meet the challenges of a competitive environment, administrators should provide a learning and working atmosphere that fosters self-awareness, individual satisfaction, and a learning goal orientation. Organizations that adopt this practice can increase team engagement, which will positively impact organizational success. Third, to enhance employee efficiency, administrators must empower creative personnel by granting autonomy and providing clear and relevant work directives, such as work responsibilities and objectives. This approach strengthens employees' propensity to engage in job crafting and enhances their work engagement. Fourth, the outcomes indicate that job crafting influences both the well-being and performance of individuals. Senior management must recognize the importance of collaborating with and motivating individuals to leverage their personal and job-related resources and address their challenging demands. Fifth, the study suggests that inclusive leaders should align their approach with employees' values. Managers should cultivate an

inclusive leadership style within the telecommunications sector. Consequently, employees are more successful in crafting their jobs when they feel supported, enabling the organization to achieve its desired objectives.

Theoretical implications:

Initially, this study contributes to the literature by establishing a direct relationship between inclusive leadership and job crafting. However, previous research has not explored the direct association between inclusive leadership and job crafting through a mediating process. This study also identifies a significant relationship between inclusive leadership and work engagement, which is another crucial contribution of this research. Our findings support the notion that a situationally supportive factor, such as inclusive leadership, enhances employees' innovativeness (Tett & Guterman, 2000). Second, this study provides empirical support for theoretical assertions that work engagement is related to job crafting (Bakker et al., 2012a). Consequently, employees who are highly engaged in their work tend to independently modify their work boundaries or job boundaries to achieve work objectives (Arasli et al., 2017). Third, this research extends the literature by demonstrating the moderating effect of learning goal orientation on the relationship between inclusive leadership and work engagement. The study reveals a partial indirect path in this relationship, despite previous studies describing a direct connection between learning goal orientation and work engagement (Adriaenssens et al., 2015; Jones et al., 2017). The results suggest that individuals with high learning goals are engaged in their work not only because they are motivated to redesign their jobs to be more challenging but also because they are intrinsically driven to acquire new knowledge and skills.

Limitations and Future Research Recommendations

This study has several limitations that should be acknowledged. First, the scope of the research is limited as it primarily focuses on the positive outcomes of inclusive leadership, particularly work engagement and job crafting, while other potential outcomes remain unexplored. Second, the study is based on a relatively limited sample drawn exclusively from the telecom sector, which may affect the generalizability of the findings. Third, the data were collected only from Rawalpindi and Islamabad, further restricting the broader applicability of the results. Additionally, work engagement was considered as the sole mediating mechanism between inclusive leadership and job crafting, whereas other mediators may also play a significant role. Moreover, although the study is grounded in the Job Demands-Resources (JD-R) theory, which emphasizes the dynamic interaction between job demands, resources, and employee well-being, future studies could explore these relationships more comprehensively.

Future research should address these limitations by increasing the sample size and including diverse sectors such as information technology and banking to enhance generalizability. Researchers are also encouraged to examine other leadership styles, such as authentic, ethical, and servant leadership, particularly within the Pakistani context. Furthermore, future studies may incorporate additional variables related to

the work environment (e.g., job complexity) and individual characteristics (e.g., customer orientation) to better understand their influence on job crafting. Expanding the model with different mediators and moderators would provide a more comprehensive understanding of employee motivation and workplace behavior.

CONCLUSION

This study was carried out to analyze the impact of inclusive leadership on job crafting also the moderating role of learning goal orientation and the mediating role of work engagement. It was concluded from this study that learning goal orientation moderates the relation among inclusive management and work engagement. Staff feel the need to improve their personal skills through acquiring novel competencies and information in order to improve their performance, when they feel vigorous at work which allows them to frequently feel happy and captivated by their work. It is also concluded by the study that the work engagement mediates the relation among inclusive leadership and job crafting. Inclusive leaders know how to use existing resources well, encourage individuals to actively innovate, modification of current status and struggle to obtain novel resources. The individual will be more will to participate in job crafting, when the individual's leadership is inclusive leader because he or she has the dual support of leadership and organization. Thus, inclusive leader mediates the connection among work engagement and job crafting.

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