Impact of Leader's Affective Presence on Individual Innovation through Explanatory Mechanism of Psychological Safety and Moderating Role of Individual Learning Orientation.

By

Maryyam Tajammal

MASTER OF SCIENCE IN MANAGEMENT SCIENCES
(HR)

DEPARTMENT OF MANAGEMENT SCIENCES
CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY
ISLAMABAD
2017

Impact of Leader's Affective Presence on Individual Innovation through Explanatory Mechanism of Psychological Safety and Moderating Role of Individual Learning Orientation.

By

Maryyam Tajammal

A research thesis submitted to the Department of Management Sciences,
Capital University of Science and Technology, Islamabad
in partial fulfilment of the requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT SCIENCES

(HR)

DEPARTMENT OF MANAGEMENT SCIENCES
CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY
ISLAMABAD
2017

CAPITAL UNIVERSITY OF SCIENCE & TECHNOLOGY
ISLAMABAD
Islamabad Expressway, Kahuta Road, Zone-V, Islamabad
Phone: +92 51 111 555 666, Fax: 92 51 4486705
Email: info@cust.edu.pk, Website: http"//www.cust.edu.pk

CERTIFICATE OF APPROVAL

Impact of Leader's Affective Presence on Individual Innovation through Explanatory Mechanism of Psychological Safety and Moderating Role of Individual Learning Orientation.

by

Maryyam Tajammal

MM133057

THESIS EXAMINING COMMITTEE

S No	Examiner	Name	Organization
(a)	External Examiner	Dr. Khurram Shehzad	Riphah International University, Islamabad
(b)	Internal Examiner	Dr. S. M. M. Raza Naqvi	CUST, Islamabad
(c)	Supervisor	Dr. Sajid Bashir	CUST, Islamabad

_____

Dr. Sajid Bashir

Thesis Supervisor

July, 2017

_____

Dr. Sajid Bashir

Head of Department

Department of Management Sciences

Dated : July, 2017

_____

Dr. Arshad Hassan

Dean

Faculty of Management and Social Sciences

Dated : July, 2017

Certificate

This is to certify that Mrs. Maryyam Tajammal has incorporated all observations, suggestions and comments made by the external evaluators as well as the internal examiners and thesis supervisor. The title of his Thesis is: Impact of Leader's Affective Presence on Individual Innovation through Explanatory Mechanism of Psychological Safety and Moderating Role of individual Learning Orientation.

Dr. Sajid Bashir

(Thesis Supervisor)

I dedicate my dissertation work to my family and teachers. A special feeling of gratitude to my loving parents, life partner and daughter for their love, endless support and encouragement.

ACKNOWLEDGMENT

All praise and exaltation is due to **ALLAH (S.W.T)** The creator and sustainer of all seen and unseen worlds. First and foremost I would like to express my gratitude and thanks giving to Him for providing me the boundaries and blessings to complete this work. Secondly. I would like to express my sincerest appreciation to my supervisor **Dr. Sajid Bashir** for his directions, assistance, and guidance. I sincerely thanked for his support, encouragement and technical advice in the research area. I am heartily thankful to him from the final level, as he enabled me to develop an understanding of the subject. He has taught me, both consciously and unconsciously, how good experimental work is carried out. Sir you will always be remembered in my prayers. .

I am highly indebted to my parents, life partner and my family, for their expectations, assistance, support and encouragement throughout the completion of this Master of Science degree. They form the most important part of my life. After **ALLAH (S.W.T)** they are the sole source of my being in this world. No words can ever be sufficient for the gratitude I have for my parents and for my family. A special thanks to my employing company for their support and encouragement to complete this Master of Science degree.

I pray to ALLAH (S.W.T) that may He bestow me with true success in all fields in both worlds and shower His blessed knowledge upon me for the betterment of all Muslims and whole Mankind.

Ameen

Maryyam Tajammal

DECLARATION

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.

Maryyam Tajammal

Reg. No, MM133057

ABSTRACT

This study investigates the association between leader's positive and negative affective presence and innovative work behaviour through explanatory mechanism of psychological safety and moderating role of individual learning orientation. Data collected from 172 respondents working in various educational institutions. Findings of study indicate that leader positive affective presence is significantly related to individual innovative work behaviour. Psychological safety mediates the relationship moreover moderating role of learning orientation was also established. Implications and future research directions are also discussed.

Keywords: Positive leader affective presence, negative leader affective presence, psychological safety, learning orientation and individual innovative work behaviour.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ACRONYMS

LO	:	Learning Orientation
PS	:	Psychological Safety
IWB	:	Innovative Work Behaviour
LAP	:	Learning Affective Presence
IIWB	:	Individual Innovative Work Behaviour
PLAP	:	Positive Learning Affective Presence
NLAP	:	Negative Learning Affective Presence

CHAPTER 1

INTRODUCTION

1.1. Background

Leadership has remained the most attractive research in last century (Hunter, Bedell-Avers & Mumford, 2007). Leadership has been categorized on the basis of traits, skills, expertise, behavior, ethics, influence tactics and attributions about followers (Yukl, 2006).

Previously, leadership research from behavioural perspective has been remained interest of researchers (Burke, Stagl, Klein, Goodwin, Salas, & Halpin, 2006). In fact, one review acknowledged 65 different leader behaviours presented by researchers during 1940 to 1986 (Fleishman, Mumford, Zaccaro, Levin, Korotkin, & Hein, 1991). These behaviors are further segregated on the basis of two categories i.e. task focused bahaviors and person focused bahaviors (Fleishman et al. 1991). Leadership behaviours concentrating task accomplishment can include transactional leadership and initiating structures (Burke et al. 2006). Transactional leadership behaviours are explained on the basis of expectancy theory, equity and reinforcement theory etc. Where leaders focused on rewards and social exchange (Pearce, Sims Jr, Cox, Ball, Schnell, Smith, 2003). Yammarino, & Bass, (1990) study reported its negative impact on subordinates performance and satisfaction. Directive and autocratic leadership are examples of behaviours used for initiating structures by reducing conflict and role uncertainty of tasks performed and ensured its successful accomplishment in the organizations (Pearce, & Conger, 2003).

Transformational, consideration, empowerment and motivational leadership are the four categories of leadership behaviours those mainly focused on persons (Burke et al. 2006). Moreover, researcher investigate transformational leadership, participative leadership and leader member exchange theory between the relation of leader behaviours and individual innovation (De Jong, & Den Hartog, 2007). Transformational leaders have ability to develop full potential of subordinates and make them able to view problems in different way that ultimately enhances creativity (Shin, & Zhou, 2003). Participative leadership involves participants while taking decisions and considered as one of the most important variable for developing individual innovativeness (Axtell, Holman, & Wall, 2006).

Similarly quality of relation between leaders and subordinates also helped in determining individual innovativeness (Janssen, & Van Yperen, 2004).

In Recent time, negative side of leadership termed as destructive leadership has become part of discussion. Different types of destructive leaderships has been conceptualises over the period of time. It includes abusive supervision (Tepper, 2000), destructive leadership (Einarsen, Skogstad, Leseth, & Aasland, 2002), aversive leadership (Bligh, Kohles, Pearce, Justin, & Stovall, 2007) , tyrannical leadership (Hauge, Skogstad, & Einarsen, 2007) and despotic leadership (De Hoogh, & Den Hartog, 2008) etc. A recent meta-analysis studies more than 200 researches on different conceptualization of destructive leadership and showed negative correlation between positive outcomes of subordinates and destructive leadership and vice versa (Schyns, & Schilling, 2013)

Affect and emotions have been attained much attention for last two decades in leadership literature (Gooty, Connelly, Griffith, & Gupta, 2010). Researchers noticed paradigm shift from cognitive based model development in leadership literature to combination of cognitive and affect based models of behaviours and called it as "affective revolution"(Barsade, Brief, & Spataro, 2003) In this field Scholars studied affect, exchange relation exist between leader and followers and motivating aspect of leadership (Gooty et al, 2010). Followers perceived low quality exchange relation with their leaders when they experienced high trait negative affect that ultimately results exhibiting cynicism in the organization (Davis, & Gardner, 2004).

Affective presence of leader has recently been defined as the extent to make their interaction partners feel similarly positive or negative. (Eisenkraft & Elfenbein, 2010). The aforementioned study states that variance of emotions experienced by the people in workplace is explained by either trait affect (intrapersonal individual difference) or trait affective presence (interpersonal loaded individual difference). These factors are ultimately responsible for performance of the followers (Madrid, Totterdell, Niven, & Barros, 2016). It must be kept in mind that for organizations it has become very really difficult to ensure success by only relying on standard rules and procedures as they are facing complex,

challenging and dynamic environment (Crossan&Apaydin, 2010). A plethora of literature advocates that researchers and practitioners now feel that innovation is one of the important sources of competitive advantage (Dess and Picken, 2000). A study by Crossan & Apaydin, (2010) suggests that more research is required on innovation as it is fragmented, poorly grounded theoretically, and not fully tested in all areas. For present study it is argued that leadership assist workers in upholding and implementing innovative efforts and considered as an important determinant of innovation (Mumford, &Licuanan, 2004). Personality characteristics and leadership styles such as transformational and authentic leadership help in generalizing, promoting and realizing novel ideas (Walumbwa, Avolio, Gardner, Wernsing& Peterson, 2008).

In todays, business environment, people are required to work collaboratively to achieve organizational goals. Psychological safety is a one of the important factor in understanding how people collaborate to achieve a shared outcome (Edmondson 1999, 2004). It was first defined by (Maslow, 1945) in his hierarchy of need. Psychological safety is explained on the basis of three levels named as individual, group and organization (Ling, Duan, & Zhu, 2010). Leadership is the most effective predictor of the psychological safety (Walumbwa & Schaubroeck, 2009). Many studies took psychological safety as a mediator between variables related to organizational context, team characteristics, and team leadership, and consequences of innovation, performance, and team learning (e.g., Edmondson 1999). However the exact mechanism through which leader affective presence impacts individual innovation is missing (Madrid et al. 2016). Regarding this gap in our study we propose that psychological safety would mediate the influence of positive and negative leader affective presence on individual innovative behavior.

Learning orientation (LO) concept is defined by Sinkula, Baker, and Noordewier, (1997), as "it is one of the basic indicator of a person's intention towards learning by himself." It is necessary for self-learning. Firms that recognize the importance of learning be likely to provide antecedents conditions which disposes the workers to learn, can easily combat with dynamic environments.

1.2. Gap Analysis

The gap is based on a recent study by Madrid et al. (2016) who suggest that other mechanism such as psychological safety should be examined as process between the relation of leader affective presence and innovation as it could be influenced by the leader who makes followers feel similarly positive or negative. Moreover, researchers found critical relation in their study between leader negative affective presence and team innovation and they recommended that variables like learning orientation as a moderator should be tested for better understanding of relations. In our study we try to fulfil this theoretical gap by taking psychological safety as an explanatory mechanism and learning orientation as a moderating l factor between the relation of leader affective presence (including both positive and negative) and individual innovative work behaviour.

1.3. Problem statement

For many years, researchers have debated about the individual innovation caused by different leadership styles or individual's own specific characteristics. In the past, one common method used by researchers for reporting leader's individual differences having impact on innovative work behaviour of followers was trait affect. Trait affect is considered as intrapersonal in nature in which one leader enumerate his/her current feelings by self-reporting over extended period of time and then tested its impact on individual's innovation. As individual and organizational performances are result of social interactions taken place in any organization. Interpersonal interactions between leaders and subordinates can influence subordinates outcomes as leaders have tendency to make their followers feel good or bad about them. Similarly, as previous researches have provided evidence that partners have positive or negative affect on others during social interactions. But traditional trait approach does not measure affect of one person transference on the other person in social interactions. In contrast to the intrapersonal nature of trait affect that fails to take into account the feelings of interaction partner about the focal person,

researches should investigate affective presence as an interpersonal trait in which experiences are explained by the interaction partners. It is necessary to take this approach along with leadership and show that when and why affect related characteristics of leaders i.e. negative and positive that making their followers feel pleasant or unpleasant has greater influence on individual's innovative work behaviours. The area is important to explore more about leader's affective presence that have been conceptualized recently and requires further studies and its impact on individual innovation through new explanatory mechanisms. Furthermore, complex and problematic relation reported in a recent research between leader negative affective presence and innovation has to be resolved by taking conditional factors that would undoubtedly describe under which condition that relation would be strengthen or weakened.

1.4. Research Questions

This study scooped to find out answers of some important questions, briefly these questions are as follows.

Question 1: Does Positive Leader Affective Presence leads to Innovative Work Behaviour of teachers in schools of Pakistan?

Question 2: Does Negative Leader Affective Presence tend to decrease Innovative Work Behaviour of teachers in schools of Pakistan?

Question 3: Does there any relationship between Positive Leader Affective Presence and Psychological Safety of teachers in schools of Pakistan?

Question 4: Does there any relationship between Negative Leader Affective Presence and Psychological Safety of teachers in schools of Pakistan?

Question 5: Does Psychological Safety increases the chances of Innovative work behaviour of teachers in of Pakistan?

Question 6: Does Psychological Safety mediates the relationship between Positive Leader Affective Presence and Innovative Work Behaviour in schools of Pakistan?

Question 7: Does Psychological Safety mediates the relationship between Negative Leader Affective Presence and Innovative Work Behaviour in schools of Pakistan?

Question 8: Does Learning Orientation necessary for the Innovative work behaviour? And how Learning Orientation can influences the relation between Positive Leader Affective Presence and Innovative Work Behaviour of teachers in of Pakistan?

Question 9: Does Learning Orientation necessary for the Innovative work behaviour? And how Learning Orientation can influences the relation between Negative Leader Affective Presence and Innovative Work Behaviour of teachers in schools of Pakistan?

1.5. Research Objectives

The ultimate objective of this study is to test model to check out the relationship between Positive and Negative Leader Affective Presence and Innovative Work Behaviour. In addition, this study also contemplates on the mediating role of Psychological Safety. Furthermore the Learning Orientation is added as moderator on relationship of both Positive and Negative Leader Affective Presence and Innovative work behaviour. The brief description of this study objectives is;

1. To discover the connection between Positive Leaders Positive Affective Presence and Innovative work behaviour in private and public schools of Pakistan.
2. To discover the connection between Leaders Negative Affective Presence and Innovative work behaviour in private and public schools of Pakistan.
3. To discover the connection between Positive Leader Affective Presence and Psychological Safety in private schools of Pakistan.

4. To discover the connection between Negative Leader Affective Presence and Psychological Safety in public and private schools of Pakistan.
5. To explore the relationship between Psychological Safety and Innovative Work Behaviour in public and private schools of Pakistan.
6. To study the mediation effect of Psychological Safety in the relation of Positive Leader Affective Presence and Innovative Work Behaviour in public and private schools of Pakistan?
7. To study the mediation effect of Psychological Safety in the relation of Negative Leader Affective Presence and Innovative Work Behaviour in public and private schools of Pakistan?
8. To study the moderating effect of Learning Orientation on the relationship of Negative Leader Affective Presence and Innovative Work Behaviour in public and private schools of Pakistan?
9. To study the moderating effect of Learning Orientation on the relationship of Positive Leader Affective Presence and Innovative Work Behaviour in public and private schools of Pakistan?

1.6. Significance of the study

This study offers significant contributions in the leadership and innovation literature by examining the following novel roles.

1) Main effects of both negative and positive leader's affective presence on employee innovative work behaviour.
2) Moderating role of learning orientation in the relationship of (a) leaders positive and negative affective presence (b) and individual innovative work behaviour.
3) Interactive effect of psychological safety in the relationship of (a) leaders positive and negative affective presence and (b) employee innovative work behaviour.

This study will provide support to researchers to enhance the domain of leadership and individual innovation in the organizations. This study will also aid practitioners in promoting affect related leadership style, which will helps in promoting the chances of innovation related behaviours and will keep the organizations to functions effectively. Good leadership is the need of all organization and without effective leadership survival for organization is very difficult for organizations in this competitive era. Organization need more in terms of leadership because they have to work in a constant pressure of limited resources and time and effective leadership can help them to meet these challenges. Leaders affective presence motivate employees, empower them work and make them ready for the present and upcoming challenges. This study will be also supportive in developing a mutual trustworthy environment by leader with their followers.

In practical terms, enhancement of innovation in the organization depends on tendency of a leader to elicit positive feelings in their followers. This study will raise awareness about social interactions taken place between workers and leaders. Leaders own affect on interaction partners could be positive or negative. It is found that people who stimulated more positive feelings such as enthusiasm, joy and arousal are more popular among their peers and help to promote cooperative behaviour among workers. Moreover, people exhibiting negative emotions in their co-workers are more responsible of counterproductive workplace behaviours such as rudeness and teasing. This study will raise understanding of leader positive presence enables workers to perceive that working environment is helpful for their well-being and ultimately encourages them to come with new ideas and proposal that help to improve individual and organizational performance. On the other side followers feeling negative about their leaders may not feel psychologically safe in the organization or their perception about their safety felt during interpersonal conversation decline and results low individual's innovative work behaviour. Workers with more learning orientation behaviour strengthen the relation of leader positive presence and individual innovation. Similarly, Workers with more learning orientation behaviour weaken the relation of leader negative presence and individual innovation

Practically, this study enlighten that organizations should consider affective presence as an assessment criterion while selecting, retaining and assigning leaders. This

study will also encourage the theorist to test the leader affective presence with more other concepts such as social support, creativity, cohesion and trust etc. in order to find something novel and worthy.

1.7. Supporting theory

Lawler (2001) present Affective Theory of Social Exchange that can be used to support the present study as our study is based on social interactions between leader and workers. This theory exceed traditional social exchange theory on the basis of emotions formed in result of exchange and it is more important to pay attention towards emotions that can explain more precisely how and when social exchange can promote or constrain harmony in relations. Homans (1961, p. 13) defined social exchange as the exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two persons. Definition of theory poses that social exchange is a combined activity where two or more people are involved. Each one has something important for other and exchange some benefits through exchanging behaviours or goods. These benefits are difficult to attain alone. Affect theory exceed social exchange theory on the following basis:

- Rewards and punishment are results of exchange that comes from emotional effects generated during exchange and they could be differentiated on the basis of strength and form. Person feel emotionally high when exchange happened successfully. And person feel emotionally low when exchange go wrong (Lawler, & Yoon, 1996). Feeling emotionally high shows positive feelings i.e. pleasure, pride etc. and emotionally down feelings point out negative feelings that include anger and sadness etc.
- In this theory Interdependency in exchange determined the Joint-ness of activities. Feelings and emotions that comes from social exchange are dependent on the structure of exchange, these emotions and feelings can influence the perception of people about exchange.

Affect theory of social exchange investigates how people give meaning, analyze and react to their emotions and feelings that comes after a social exchange categorized as successful or unsuccessful.

In our study affective presence of leader promotes interpersonal helping by giving consistently positive feelings to workers, and workers are likely to feel rewarding a/ This tend the workers to have share belief that they are safe for interpersonal risk taking. One way to reciprocate for such treatment is to engage themselves in constructive innovative behaviour.

1.8. Definitions of Study Variables

Leader Affective Presence

Affective presence is a novel personality construct, which describes the tendency of individuals to make their interaction partners feel similarly positive or negative (Madrid et al., 2016).

Innovative Work Behaviour

Innovative work behaviour is defined by De Jong (2006) as ‘‘individuals’ behaviours directed toward the initiation and intentional introduction of new and useful ideas, processes, products, or procedure within a work role, group or organization (p. 19).’’

Psychological Safety

Psychological safety is defined by James &James (1989) on individual level as “A kind of perceive when employees see working environment be help for their own well-being”.

Learning orientation

Sinkula, Baker and Noordewier, (1997) defined learning orientation as a basic attitude of self-learning.

CHAPTER 2

LITERATURE REVIEW

2.1. Leadership

Leadership is a complex phenomenon which was introduced after half of nineteenth century. There is no commonly worldwide accepted definition of leadership as theorists have been developed different theories to explain this term. Different perspectives have been taken by the researchers while explaining this term. It may include definition of this term based on their personalities, behaviours, their relationships, impact on others or communication patterns (Yukl, 2006). Simply it is defined by Yukl, (2006) as "Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (p.8).

Process of leadership is explained on the basis of three domains i.e. leader, follower and relationship between followers and leaders. Researchers proposed different theories based on these level. For example the focus of trait and behavioural theories was based on studying leader's characteristics or personalities, empowerment approaches were based on followers, and LMX proposed to explain relationship and situational approaches explains the combination of leader, followers and relationship existing between them (Graen, & Uhl-Bien, 1995).

2.1.1. Leadership theories

Trait theories of leadership remained dominant up to 1950's. According to this approach leaders are born. This approach tried to explain the different behaviours of leader that can distinguish leaders from other ordinary individuals on the basis of some physical or psychological characteristics (Hoy & Miskel 1991). It means that leaders have some special traits which others don't have. This approach fails to bring some proper results on

leadership as it was difficult to explain which traits are mandatory and which are not. So researchers starts to think about what actually leaders do in the organizations? It gives rise to another approach called "behavioural approach". This approach stars to focus on some specific behaviours exhibited by the leaders and that can distinguish leaders from non-leaders (Robbins, 1998). This approach tried to explain different leadership styles based on some particular behaviours. These distinctive behaviours are focused to identify affective leadership. For this purpose many studies were conducted i.e. Hawthorne studies. The Iowa Studies, the Ohio State Studies, University of Michigan Studies, and the Managerial Grid, etc.

Contingency Theories of Leadership approach specify the importance of context that can influence the leadership process. In this approach, it is determined that leadership process effect the managerial perception, attitudes, and behaviours in different situations. It includesFiedler's Contingency Model, Hersey and Blanchard's Situational Theory, Leader Member Exchange Model (Vertical Dyad Exchange Model), House's Path-Goal Theory, Leader Participation Model etc.

Leadership literature is based on four levels (Yukl, 2006). Individual, Dyadic, Group and Organization. In individual level research consist of intra individual processes focuses on individual's own personality includes traits, behaviours, attitudes, skills motivation, decision making etc. that play important role in becoming leader. Dyadic studies take into account relationship between two i.e. a leaders and a follower. In this approach reciprocal effects are observed. It means that when leader successfully create a perception of trust, cooperation and psychological safety in the organization, employees reciprocate commitment, Extra role behaviour and get motivated in the organization. In group studies of leadership, group effectiveness increased by leadership is investigated. It means that leadership role for group performances encouragement is examined. It includes the task organization, goals clarity, commitment of group members in completing tasks, trust and cooperation exist among members of group etc. Organizational process of leadership provides broad perspective of leadership influence on organizational effectiveness. It studies that how leadership helps in improving organizational effectiveness by producing goods and services with available technology, resources and personal (Yukl, 2006).

According to Attribution Theory of Leadership theory employees performances are judged by the leaders are results of leader's attribution about the cause of the employee's performance.

Autocratic Leadership is a basic leadership styles. According to this leadership style power, authority and all decision making is retained by the leaders. Leaders do not involve employees' contribution in making decision. Ever thing is structured in this setting. Even punishment and rewards are structured. Subordinates receive orders from leaders and they are expected to implement order in the organization. Contrary to autocratic leadership style **Democratic Leadership** involved subordinates in making decision in the organization. Final authority is hold by the leader. They help their subordinates in evaluating their own performances. This is more effective leadership style as it provides information to subordinates have more active communication process. It is also known as participative leadership. **Transformational Leadership** phenomenon comes in 1970s. Downton (1973) differentiate the transformational leadership from transactional leadership. Transformational leaders help their subordinates to get matured themselves by moving from Maslow's hierarchy of needs, gong beyond their self-interest and increase concern for self-actualization and wellbeing of others (Bass, & Steidlmeier, 1999). This type of leadership enhance the human and organizational capabilities by creating and sustaining such supportive culture in the organization. They inspire the followers to achieve more than what expected from them. They kept aligned the activities performs in the organization with core values of the organization.

The **charismatic leader** gives attentions to articulating vision, delivering motivational speeches and emotions of followers (Sinha, 1995). Charismatic leaders have influence on the followers and these are clustered into three dimensions (DuBrin, 1995). One is called Referent power that explain Leaders influence the follower by their traits and characteristics. Another is called Expert power show that they have ability to influence followers through their expertise. And third isJob involvement, they have ability to motivate followers and encourage them for goal attainment. **Transactional leadership** concept is based on exchanges between leaders and followers. And these exchanges could be based on economic, political or psychological needs. Avolio, Zhu, Koh, & Bhatia,

(2004) describe that subordinates are performing tasks with hope that they get something in return. **Visionary Leaders** have ability to set real goals for the organizations and they assure attainment of goals with and through people. They presents innovative vision with specific methods and processes of leadership. Visionary Leaders have quality of articulating vision of organization, they not only spread it but also express through their behaviours. And importantly, they can communicate vision in each diverse leadership context. According to **Laissez-faire Leadership** authority is in the hands of employees in the organization, there is absence of leadership in the organization (Bass, & Riggio, 2006). This style of leadership is found least effective in researches. **Benevolent Leadership** focus is on collective good. Benevolent leaders bring positive change in the organization through upward spiral of positive change. Their main emphasize in on ethical decision, spiritual awareness, enhancing hope and courage, and leaving positive impact as collective.

2.2. Psychological Safety

In the field of social psychology it is essential for researchers to study individual's psychology as researchers want to get answers and solution of organizational uncertainty and not feeling save while interpersonal risk taking in the organizations. Employees of the organizations always facing interactions with each other's while doing work tasks. And they are always found themselves in interpersonal risk taking position and facing uncertainty. As this concept is more cognitive in nature (Edmondson, 2002) and employee's motivation and trust for interpersonal risk taking are affected by it. Psychological safety concept was first defined by Maslow in 1945 as kind of safety felt by person while meeting current or future needs.

Psychological safety is defined by the researchers on the basis of three level. Individual level, Group/team level, or Organization level. Different scholars define this concept differently on the basis of individual level. They include (Maslow, Hirsh, Stein, & Honigmann, 1945; Schein & Bennis, 1965; Jone & James 1979; Kahn, 1990). Team level include (Edmonson, 1999; Tynan, 2005). And organizational level shows the link between organizational characteristics and individual consequences. They include **(**Brown & Leigh,

1996; May et al., 2004; Baer & Frese, 2003). Variables explaining or predicting psychological safety are categorized on the basis of three level. **Individual factors** include individual characteristics contribute psychological safety. Self-consciousness is studied by the researcher and show that negative relation exist between Self-consciousness and psychological safety (May et al., 2004). Self-consciousness is explained as individual is thinking about others views and thoughts about him. When person becomes conscious about environment and his/her impression on others, it gradually decline psychological safety. **Interpersonal factors** elaborating the influence of relation between or among employees of organization on their perception about psychological safety. Interpersonal trust and support are two examples of variables that can enhance psychological perception of safety of employees working in an organization (May et al., 2004; Kahn, 1990). Strong and positive Interpersonal relations can decline the conflict ratio in working environment and assure psychological safety of workers. **Leadership influence** on the perception development of psychological safe have been investigated in researches (Tynan, 2005; May et al., 2004; Kahn, 1990; Walumbwa et al., 2009). According to the results of studies leadership is one of the most important factor that can predict psychological safety in any organization. **Organizational factor** includes innovation and change influences the perception of employees in the organization. In these situations employees felt more insecure and risk that ultimately reduces their psychological safety.

2.3. Learning Orientation

Due to globalization and competition facing every type of industry, learning has become essential for employees of the organizations. Learning enables employees to develop themselves and face uncertainty and insecure environment with batter approaches. Wang et al., (2010) describe the importance and application of learning for the employees of the organization in order to respond the dynamic changings occurred in business environment. Learning orientation is one of the indicator of organizational ability to learn (Hult, Ketchen, & Nichols, 2003). Learning orientation is one of the basic indicator of a person's intention towards learning by himself (Sinkula, Baker, & Noordewier, 1997). It is necessary for self-

learning. Calantone, Cavusgil, & Zhao, (2002) defined learning orientation as all activities perform in any organization to attain competitive advantage that also enhances knowledge of organization. Learning is the result of performing tasks in the organization, learn through previous mistakes done in the organization, prevailing competitors of organizations and using different technologies in the organization. Huber, (1991) define learning orientation as a part of organization culture that has tendency to affect the employees behaviours. Learning orientation is measured on the basis of three level Individual learning orientation, Team / group learning orientation and Organizational learning orientation.

Individual learning orientation provides individual's personal perspective for learning (Beaty, Gibbs, & Morgan, 1997). Team learning orientation is defined as it is the whole thought or scale of measuring tendency of group or team's overall learning (Bunderson, & Sutcliffe, 2003). Organizational learning orientation provides an overall ability of an organization to develop learning in the organization. Different scholars presents different dimensions while explain organizational learning orientation. Calantone, Cavusgil, & Zhao, (2002) proposed four elements for measuring learning orientation. It includes learning commitment, shared vision, open mindedness, and intra-organizational knowledge sharing. According to Baker, & Sinkula, (1999) learning orientation is measured with **Commitment to learn** explain that employees of the organization understand the purpose of doing work. They are cleared about how and when to be done? If they are making any mistake they have ability to correct them. It also means that how much attention is paid by the employees to learn in the organization? Employees are more committed towards organization. And they feel that it is important to learn continuously for the success of organization. **Shared vision** explains that learning is encouraged in the organizations by sharing visions with them. People are motivated to exchange their ideas and promote learning for effective organization performance. By articulating vision, employees better understands the policies have to follow for achieving goals with more and continuous learning.

Open mindedness develop knowledge and ensure learning through accepting different point of views of employees. Employees are invited to question about status quo. Problems faced by the organizations are get solved by taking feedback from employees who

contribute more innovative ideas for resolving it. It can enable an organization to get competitive advantage over their competitors.

2.4. Innovative work behavior

Words creativity and innovation has been used simultaneously in previous researches but both are different from each other. They are segregated on the basis of implementation. As creativity comprises the creation of new ideas and innovation considered both creation and implementation (Mumford, & Gustafson, 1988; Van de Ven, 1986). Studies on finding factors of predicting and enabling individual Innovative work behaviour are critical and limited (Scott, & Bruce, 1994). West, & Farr, (1989) also mentioned in their studies that research on individual Innovative work behaviour are scars.

2.5. Theoretical Framework

2.5.1. Positive Leader Affective Presence and Innovative Work Behavior of Individual

A recent study proposed a new personality construct called Affective Presence (Madrid et al. 2016). It is described as propensity of persons to make their interaction partner feel positive or negative. They examine leader's presence influence on the team information sharing and team innovation. This research successfully demonstrate that leader affective presence is an affect and interpersonal loaded individual difference base personality trait which influence the innovative behaviour of team in the organization. The evidence of causal relationship between affective state and different performance dimensions have been recognized in the past (Amabile, Schatzel, Moneta, & Kramer, 2004). It is more important for further studies to take in account the perceptions as well as feelings of positive or negative established by the employees for their leaders and ultimately its effect on enhancing and undermining creative activities in work place. In our study it is established that employees feeling about their leader that they are more affective in presence in the organization will reciprocate more innovative behaviours in the

organization. Researchers (De Jong & Den Hartog 2007) contribute literature to individual innovation by investigating leader's specific behaviours those contribute for individual innovative behaviours. They examines that leader successfully creating positive and safe atmosphere encourages openness and employees are more ready to take risk in the organization and enhance their individual innovative efforts. Similarly, personality construct of affective presence of leaders help the employees to demonstrate innovative work behaviour by developing perception of safety and would share belief that they are safe for interpersonal risk taking in this organization.

The initial perception of measuring affect of one person transference on the other person in social interactions fails to take into account the feelings of interaction partner about the focal person. In contrast to the intrapersonal nature of trait affect in which experiences are explained by focal person, researches should investigate affective presence as an interpersonal trait in which experiences are explained by the interaction partners (Eisenkraft, & Elfenbein, 2010). More specifically, they states that variance of emotions experienced by the people in workplace is explained by either trait affect (intrapersonal individual difference) or trait affective presence (interpersonal loaded individual difference). In our study leader's affective presence is assessed by their followers and individual innovative behaviours are rated by follower's supervisor (leaders). As leaders or supervisor are in position to observe behaviours of workers in work setting and report about their exhibited innovative behaviour in the organization. Anderson, Keltner, & John, (2003) suggested in their study that it becomes necessary for better understanding the emotional experiences of individuals to look outside of an individual and take in account his /her social interaction or social relationships context with others. Moreover they proposed that leaders having powerful positions in any organization are responsible for affective experiences of employees working in the organization. They are important source of developing affective, cognitive and behavioural processes. According to Brief, & Weiss, (2002) perhaps studies on affects are lower in explaining its problems and methods. Leaders, work environment and stress effect the moods state of employees in the organization. And they are called the some important determinants of affects. Positive affects have greater influence on creativity and innovativeness and helping behaviour of

employees. Previous Research (Kenny, 1994) has introduced the idea of *partner effect* in hits study. According to this study behaviour of a person is not only determined by his/her own dispositional characteristic, but also by the person to whom he or she interacting with.

Barsade, (2002) examine the mood exhibitions within group members and its ultimate effect on group dynamics. He found that positive emotional contagion experienced by members of group tend to increase their cooperative behaviour, decreases conflict among them and improves their performance while performing tasks in work environment. Positive emotional Contagion effect was observed as more stronger and powerful than negative emotional contagion. The reasons behind low negative effect of unpleasant or depressive conditions are explained on the basis of personalities in previous researches that personality with unpleasant affect are less social. It means that they are low in social orientation. And they become more internally oriented. Study shows that it is more difficult to study and manage socially withdrawn behaviours within groups.

Côté, (1999) examined causal effect of affect on job performances in the study and proposed that affects are resilient predictor of job performance than job satisfaction. Researcher proposed that affects which explained as the degree to which employees experience happiness, sadness or anger in working environment, can provide more clear sense of job performance as affects have direct effect on immediate actions of employees (Schwarz & Bohner, 1996). Study shows that pleasant affect more glaringly effects the employee's performances, as they demonstrate more extra role activities. In our study we proposed that employees feeling positive about their leaders feel safe in social relationship with them, would have more positive feeling about their leaders, ultimately they would reciprocate more innovative behaviours in performing their duties in the organization. Moreover, linear relationship between affect and creativity is explored by collecting qualitative and quantitative data for longer period of time. It shows that there is a positive relationship between positive affect and creativity, (Amabile, Barsade, Mueller, & Staw, 2005).

Researches (Anderson, Potočnik, & Zhou, 2014; Shalley, & Gilson, 2004; Hunter, Bedell, & Mumford, 2007) states in their study the importance of leadership for improving

innovation in diverse level i.e. supervision of individual, work group and organization level. They called leadership as a dominant factor for enhancing innovative behaviours in each level.

Instead of measuring Leadership effectiveness by examining leaders own reported traits, studies should evaluate effectiveness of leaders through assessing team effectiveness in the organization (Aronson, Reilly, & Lynn, 2008). Study (Berrios, Totterdell, & Niven, 2015) investigates the consequences and correlates of affective presence. They show that individuals having traits of extraversion and agreeableness and better in expressing, regulating their emotions are prognosticators of more positive affective presence. Thus, Leader's positive emotional expression is a psychological mechanism by which leader's influences the mood state of followers. It is an important factor for developing perception of employees for their leaders (Bono, & Ilies, 2006). Moreover, Johnson, (2008) investigated that leaders positive and negative affect at work setting results in positive affect of followers at work, which helps the followers to demonstrate extra role behaviours at work i.e. organizational citizenship behaviours. Studies results have shown that innovative behaviours of individual are strongly related with positive feelings (Madrid, Patterson, Birdi, Leiva, & Kausel, 2014; Amabile, Barsade, Mueller, & Staw, 2005; Bindl, Parker, Totterdell, & Hagger-Johnson, 2012; Bono, & Ilies, 2006). As stated earlier, recent studies have identified the importance of leader affective presence at workplace, especially in supporting team's ability of innovation in the organizations (Madrid et al. 2016). Leaders are considered as an influential source on employees' work behaviours (Yukl, 2002). Previous work has specified that employees' innovative behaviour are greatly influenced by their interaction with others in the organizations (Anderson, Ponce & Price, 2004; Zhou and Shalley, 2003). Different leadership styles such as transformational leadership, participative leadership, and leader-member exchange (LMX) have been investigated to explain relation between leader behaviour and individual innovation (De Jong & Den Hartog, 2007). However previous most research has concentrated on intrapersonal affective processes of leaders influence on individual's innovation. Recent research specify the importance of adopting interpersonal laden individual differences approach and indicate that affect related characteristics of leaders has greater influence on team

interaction and innovation performance (Madrid et al. 2016). Affective link between leader and individual's innovation can be explored by describing particular feelings consistently elicit by a leader towards individuals, irrespective of the emotions felt or expressed by the leader himself or herself. Therefore, it is plausible to posit that individual's innovative behaviours are results of their positive feelings having for their leaders in the organization. Or the other side we can propose leadership as a dominant factor for enhancing innovative behaviours of employees of the organization. Leader's affective presence having propensity to make their followers feel positive about them can trigger more innovative work behaviours in the organizations. On the basis of these arguments, I hypothesize as follows:

H1a*: Leader positive Affective Presence positively and significantly related to individual innovative work behaviour.*

2.5.2. Negative Leader Affective Presence and Innovative Work Behavior of Individual

Positive behaviours of leadership has been remained main focus of researchers in their studies but now it is more important to incorporate negative behaviours of leadership as affective reaction of employees towards negative behaviour reported stronger than positive behaviours (Amabile, Schatzel, Moneta, & Kramer, 2004). Employees feeling negative in social contact with their leaders decreases innovativeness in performing tasks (Madrid et al. 2016). Generally employees pay more attention towards negative behaviours and they have influential effect on employee's behaviours than positive behaviours (Amabile et al., 2004). Recent researches have shown that negative presence of leaders suppress the new idea generation of employees and as well as its implementation on work setting (Tsai, Chi, Grandey, & Fung, 2012; Madrid et al. 2016). On the basis of above discussion, we hypothesize as follows:

H1b*: Leader Negative Affective Presence negatively and significantly related to Individual Innovative Work Behaviour*

2.5.3. Mediating Role of Psychological Safety between the relation of Positive Leader Affective Presence and Innovative Work Behavior of Individual

Psychological safety is describes as the perception of people's about the consequences of taking interpersonal risks in a certain settings such as workplace. It has been studied since 1960s, psychological safety was reawakened by the scholars in the starting of 1990s and still continuing to the present (Edmondson, & Lei, 2014). The interpersonal relations taken place between people of organization can influence the perception of psychological safety, evidences are provided by researchers in the past who stated that interpersonal interaction may reduce conflicts, eliminates the uncertainty, improve the interpersonal trust and result the boost of psychological safety ((Kahn, 1990; May, Gilson, & Harter, 2004). Leadership relationship with psychological safety has been studied in the past. Studies shows that leadership behaviours are one of the most important predictor of psychological safety (Schaubroeck, Lam, & Peng, 2011; Tynan 2005; Nembhard, & Edmondson, 2006). Management styles such as supportive and open style are prognosticator of psychological safety (Kahn, 1990). Similarly, supervisor support and moral leadership positively effect the individual perception of psychological safety (May et al., 2004; Walumbwa et al., 2009) and it leads to increase creativity (Deci, Connell, & Ryan, 1989; Oldham & Cummings, 1996) and innovation in the organizations (Carmeli, Gelbard, & Gefen, 2010). The relationship between psychological safety and individual innovation is understood in previous researches. Leadership helps in developing perception of safety in interpersonal risk taking that results in enhancing learning in the organization .Psychological safety is related with learning behaviours (Edmondson, 1999) and reported as an essential for performance improvement (Baer, & Frese, 2003).

Psychological safety has been taken as a mediator of relationship between antecedents, like leadership and outcomes of innovation (Edmondson 1999). Study investigate the effect of relational leadership on decision improvement with mediation of psychological safety (Carmeli, Tishler, Edmondson, 2012). Moreover, (Edmondson, Mogelof , 2005) investigated the antecedents of psychological safety with multilevel data analyzing individual level, team level and organization level variables and show that interaction with

leaders is related with expansion of perception of psychological safety of employees in the organizations. Psychological safety has been tested as a mediator in relation of different types of leaders and other organizational and personal and team level variables. For example, leader inclusiveness impact on the learning through failure and employees involvement in creative work is investigated with mechanism of psychological safety (Hirak, Peng, Carmeli, & Schaubroeck, 2012; Carmeli, Reiter-Palmon, & Ziv, 2010). Similarly, leadership influences performance improvement through psychological safe environment (Roussin, 2008). Benevolent leadership has influence on individual perception about psychological safety (Erkutlu, & Chafra, 2016). Transformational leadership enhances creative problem solving capacity of employees in the organization by developing psychological safety of them (Carmeli, Sheaffer, Binyamin, Reiter-Palmon, & Shimoni, 2014).Chughtai, (2016) investigates that Servant leadership is linked with employee voice and negative feedback seeking behaviours with the help of psychological safety. Study (Liu, Liao, & Wei, 2015) stated that organizations doing wrong have dominant impact on organizational performance. Employees may not whistle blow for interpersonal risk factor. But authentic leadership can enhance whistle blowing in the organization through creating strong perception of psychological safety. Quality of interpersonal relations can force the development of psychological safety (Carmeli, Brueller, & Dutton, 2009). Thus, Organizations can be more innovative by encouraging their employees. Empirically validated that innovation by individual employee's foster organizational performance (Campbell, Gasser and Oswald, 1996). Leaders can act as a driving force for employees innovative work behaviour as leaders discourage innovation are likely to demolish innovative behaviour or efforts of employees in the organization. The relations between leader behaviour and innovative work behaviour needs to be explored more in detail at the individual level. Previous researches have investigated the connection between leader behaviours and innovation on the basis of intrapersonal based leadership style such as transformational leadership, participative leadership, path-goal theory and leader-member relations (LMX) (Rickards & Moger, 2006; Janssen and Van Yperen, 2004). Recent study (Madrid et al. 2016) proposed and investigated a novel personality construct affective presence based on interpersonal laden individual difference

approach with team innovation and recommend for future researchers to explore clear mechanism between them.

Psychological Safety indicates the social course of exchange between a leader and his employee (Walumbwa & Schaubroeck, 2009). Leadership is the most effective predictor of the psychological safety (Walumbwa & Schaubroeck, 2009). Many studies took psychological safety as a mediator between variables related to organizational context, team characteristics, and team leadership, and consequences of innovation, performance, and team learning (e.g., Edmondson 1999). Here I am going to postulate that Psychological Safety mediates positively relation of Leader positive Affective Presence and individual Innovative Behaviour. According to affect theory of exchange when employees feel positive after interacting with their leaders they feel themselves safe in taking interpersonal risk taking that ultimately motivate them to show more innovative work behaviour in the organization.On the basis of the above discussion, we hypothesize as follows:

***H2a**: Psychological Safety mediates positively relation of Leader positive Affective Presence and individual Innovative Behaviour.*

2.5.4. Mediating Role of Psychological Safety between the relation of Negative Leader Affective Presence and Innovative Work Behavior of Individual

Negative leader affective presence is a new construct and very few researches are available on it. Recent researches have shown the relation of negative presence of leaders and new idea generation and implementation by employees (Tsai, Chi, Grandey, & Fung, 2012; Madrid et al. 2016), according to their researches bad feelings felt by employees as a result of negative leader's presence can suppress the innovation as well as quality of interpersonal relations can affect the development of psychological safety (Carmeli, Brueller, & Dutton, 2009). Mediating impact of psychological safety in the relationship between leader negative affective presences with individual innovative work behaviour has not been studied to date. Here I am going to postulate that Psychological Safety mediates negatively relation of Leader Negative Affective Presence and individual Innovative Behaviour.

According to affect theory of exchange when employees feel negative after interacting with their leaders they may not feel themselves safe in taking interpersonal risk taking that ultimately show less innovative work behaviour in the organization.On the basis of the above discussion, we hypothesize as follows

***H2b**: Psychological Safety mediates negatively relation of Leader Negative Affective Presence and individual Innovative Behaviour.*

2.5.5. Moderating role of Learning Orientation between the relation of Positive Leader Affective Presence and Innovative Work Behavior of Individual:

Learning outcomes of an individual are effected by his/her orientation towards learning (Ramsden, 1992). Researchers suggested in their study to take learning as a separate variable as it is subsection of personality and can provide help in understanding one's personality (Duff et al., 2004). Anderson, Keltner, & John, (2003) furnished suggestion in their study for the better understanding of emotional experiences of individuals, it has become necessary to look outside of an individual and take in account his /her social interaction or social relationships context with others. Researches (Anderson, Potočnik, & Zhou, 2014; Shalley, & Gilson, 2004; Hunter, Bedell, & Mumford, 2007) demonstrate in their study the importance of leadership for improving innovation in diverse level. Recent research specify the importance of adopting interpersonal laden individual differences approach and indicate that affect related characteristics of leaders especially positive affect has greater influence on team interaction and innovation performance (Madrid et al. 2016). Leader affective presence construct is recently tested with team innovativeness and found this relation critical, suggested to take conditional factor between the relations (Madrid et al. 2016). On the basis of affect theory of social exchange, we propose that leader positive affective presence felt by employees promote the innovative work behaviour of employees as people are more comfortable with those leaders who can make them feel positive during interaction. Here we are going to postulate that learning orientation would moderate the positive relation between leader positive affective presence and individual innovative work

behaviour in such a way that this relation would be strengthen for employees with higher orientation towards learning. In light of these arguments, we hypothesize as follows:

H3a:*Learning Orientation would moderate the Leader Positive Affective Presence verses Individual Innovative Work Behaviour in such a way that this positive relationship would be strengthen for employees with higher learning orientation.*

2.5.6. Moderating role of Learning Orientation between the relation of Negative Leader Affective Presence and Innovative Work Behavior of Individual:

Moderating impact of Learning Orientation in the relationship between leader affective presences with individual innovative work behaviour has not been studied to date. However, researches shows that learning orientation is considered as an important variable while predicting innovativeness. Orientation towards learning can give firm innovativeness as on output (Calantone, Cavusgil, & Zhao, 2002). West, & Farr, (1989) declared in their studies that researchers paid less attention in studying individual innovative work behaviours. It has become essential to investigate the antecedents of individual innovative work behaviours as studies are limited on it. (Scott, & Bruce, 1994). Similarly, the link between learning orientation and innovativeness demands more studies on it as they are not clearly defined in previous researches (Capon, Farley, Lehmann, & Hulbert, (1992). Quality of relationship exist between individual and leader can affect the innovativeness of individual (Graen, & Scandura, 1987).

Learning orientation is considered as an important concept that provides individual's personal perspective for learning (Beaty, Gibbs, & Morgan, 1997). Learning was one of many things that organizations paid attention to in order to adapt and respond to uncertain circumstances. Researches have been studying approaches towards learning for last 30 years (Duff, Boyle, Dunleavy, & Ferguson, 2004). Learning outcomes of an individual are effected by his/her orientation towards learning (Ramsden, 1992). Researchers proposed in their study that learning is a subsection of personality and should be investigated as a separate variable (Duff et al., 2004).

Anderson, Keltner, & John, (2003) suggested in their study that it becomes necessary for better understanding the emotional experiences of individuals to look outside of an individual and take in account his /her social interaction or social relationships context with others. Moreover they proposed that leaders having powerful positions in any organization are responsible for affective experiences of employees working in the organization. Researchers (De Jong & Den Hartog 2007) contribute literature to individual innovation by investigating leader's specific behaviours those contribute for individual innovative behaviours. They examines that leader successfully creating positive and safe atmosphere encourages openness and employees are more ready to take risk in the organization and enhance their individual innovative efforts.

In a recent article new personality construct 'affective presence' based on individual differences that each individual is capable to provoke pleasant or unpleasant affect on interactive individual (Eisenkraft & Elfenbein, 2010). These pleasant or unpleasant affect can influence the outcomes of individual interacted with. This phenomenon is used with leader interpersonal relations with subordinates to understand the influence of team leader presence on the behaviours of team members (Madrid et al. 2016). Results show that leaders provoking negative feelings of his presence to subordinates tend to decline the new idea generation (Tsai, Chi, Grandey, & Fung, 2012) and took away essential behaviours of employees (Yuan, & Woodman, 2010). Leader negative affective presence is moderately related with team innovativeness (Madrid et al. 2016) but this relation was found critical. On the basis of affect theory of social exchange, we propose that leader negative affective presence felt by employees decline the innovative work behaviour of employees as people are more comfortable with those leaders who can make them feel positive during interaction. Moreover, negative relation between negative leader affective presence and individual innovative work behaviour can be understood by taking conditional factor (Madrid et al. 2016). In our study we take learning orientation as a conditional factor between the relation of negative leader affective presence and individual innovative work behaviour. Here we are going to postulate that learning orientation would moderate the negative relation between leader negative affective presence and individual innovative work behaviour in such a way that this relation would be weakened for

employees with higher orientation towards learning. In light of these arguments, we hypothesize as follows:

H3b:*Learning Orientation would moderate the Leader Negative Affective Presence verses Individual Innovative Work Behaviour in such a way that this negative relationship would be weakened for employees with higher learning orientation.*

2.6. Research Model

In this research model (Figure 1), leader affective presence and negative leader affective presence are the independent variables, innovative work behaviour is dependent variables, learning orientation is a moderator and psychological safety is taken as a mediator variable.

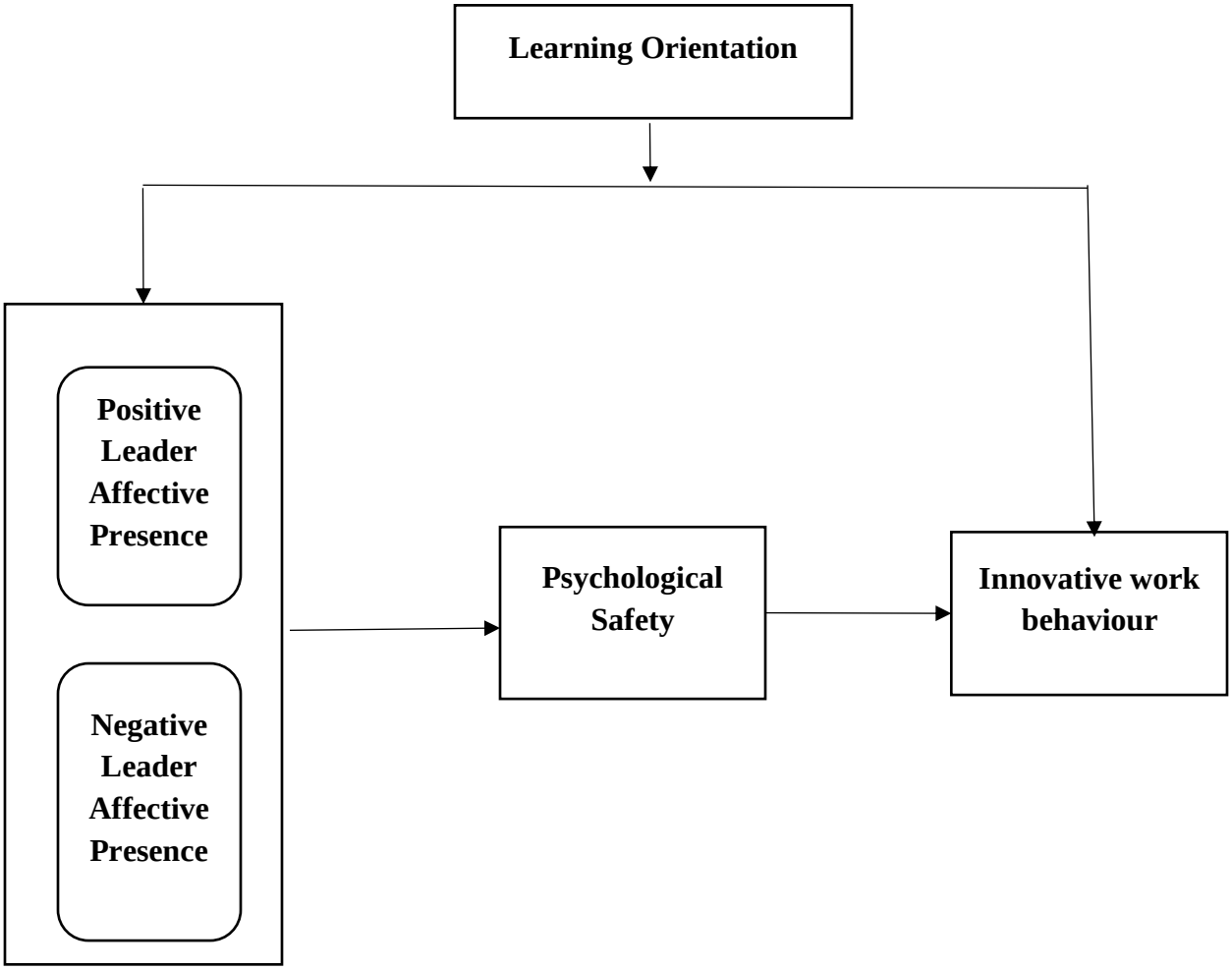

Figure 2.1: Proposed Research Model

CHAPTER 3

METHODOLOGY

3.1. Introduction

The study design, population, sample, sampling technique, procedures, scales and information regarding analysis technique used have been explained in this chapter.

3.2. Research Design

This study considers the individual reactions that employees from various public and private organizations from the Rawalpindi. Respondents (teachers and their supervisors) were approached at their respective workplaces to fill the survey in their regular work setting. The population of interest in current study comprised of the school teachers and their supervisors or principals from public and private sector organizations from the city - Rawalpindi.

3.3. Nature of study

This is a quantitative research based on time-lagged field research. Data was collected in 2 stages (about a month apart) from personnel (teachers) and their immediate supervisors (principals) through structured questionnaires.

3.4. Population

Population of our study would be principals and teachers of educational institutes. The specific population is employees of the different public and private schools from Rawalpindi Pakistan. Some institutes name are Green School System, The Smart School, The Educators, Dar –E- Arqam, The Planet School, etc.

3.5. Sample and Sampling Technique

Convenience sampling was used in our study due to time limitations. Respondents were reached through researcher's (and her family's) personal and professional contacts. In order to avoid common method variance, the respondent's supervisors were approached to collect data on employees' innovative work behaviour. On the other hand teachers rate the affective presence of their leader (Principal) as positive or negative. Whereas data on respondents' perceptions of psychological safety and orientation towards learning, and demographics were self-reports. Data collection was self-administered.

The study was compiled by Capital University of Science and Technology, Islamabad. Participation of respondents was held confidential and they tend to participate voluntary. Questionnaires were covered by an introductory letter unfolding the purpose and importance of study. It was assured that the responses and identity of the participants would be held secret and it would be used only for the present research objectives.

3.6. Data Collection and Response Rate

Completed surveys were collected by the researcher herself. The data was collected in two phases (approximately 1 month apart) from teachers and their immediate supervisors, between March 2017 and May 2017. Approximately 24private and public schools of city Rawalpindi were selected for data collection. I used the names of the target respondents (which were reported by the participants in demographic section) as an identification key to connect the survey forms from the 2 stages. However, privacy of target respondents' identity was strictly taken care of. In first phase, of the 265 questionnaires distributed to target respondents, 204 useable responses were collected back (76%). In second phase, against these 204 completed responses, surveys were distributed to principals but only 172 were responses usable for data analysis (84%).

3.7. Instrumentation

The data is collected through adopted questionnaires from different sources. The nature of the items included in the questionnaire is such that all of them i.e. Leader Positive affective presence, Leader Negative affective presence, Psychological Safety, and Learning Orientation were filled by teachers of private and public institutes. Innovative Work Behaviour has to be filled by the principals of these institutes. All the items in the questionnaires including Psychological Safety, Learning Orientation and Innovative Work Behaviour were responded to using a 5-points Likert-scale where 1 (strongly disagree) to 5 (strongly agree). Moreover leader Positive affective presence and Leader Negative affective presence were responded to using scale where 1 (not at all), 2 (slightly), 3 (moderately), 4 (very) and 5 (extremely).Questionnaire also consist of six demographic variables which include information regarding the respondent Name, Gender, Age, marital status, job tenure and sector of institute.

3.7.1. Psychological Safety

The 7 item scale developed by Edmondson (1999) used to measure the perception of employees about their consequences about interpersonal risk, contributing ideas and action to workplace. Among seven items, three were reverse coded to have greater psychological safety perception. The responses obtained through 5 point Likert scale ranging from 1= Never to 5= Always. The items of the scale are "if you make a mistake in this unit, it is often held against you"." Members of this unit are able to bring up problems and tough issues" etc.(see appendix for detail).

3.7.2. Leader Affective Presence

We used an eight item scale by Eisenkraft, & Elfenbein, (2010) for subordinates/employees to assess the leader affective presence. Leader positive affect is measured by four items include "to what extent interacting with the leader of your team

usually makes you feelHappy, Enthusiastic (reverse coded), Bored (reverse coded) and sad (reverse coded)". Leader negative affect is measured by four items includes angry, stressed, relaxed and calm. Two items i.e. relaxed and calm are reverse coded. The responses obtained through 5 point Likert scale ranging from 1: not at all to 5: extremely. (see appendix for detail).

3.7.3. Innovative Work Behaviour

A sixteen item scale used to assess supervisory rated innovative work behaviour developed by Scott and Bruce (1994) scales. The rating scale ranged from1 (Strongly disagree) to 5 (Strongly Agree). The example of some items are" the employee pay attention to issues that are not part of his daily work" The employee look for opportunities to improve things" and "This employee consider innovative opportunities "etc. (See appendix for detail).

3.7.4. Learning Orientation

The five item scale used by (Roebken, 2007). The rating scale ranged from1 (Strongly disagree) to 5 (Strongly Agree). The items includes 'I enjoy learning about new topics'. "I like to read diverse topics."etc.

3.8. Control variable

For demographic characteristics respondents were asked about information regarding Name, Gender, Age, Marital Status, Job Tenure and Sector. Since prior studies suggested that these variables might affect study relations (e.g., Aquino, 1995; Ng and Feldman, 2008; Funder, 1995; Connelly, 2013; Madrid et al. 2016).Thus, gender, age, marital status and job tenure were controlled in further analysis.

3.9. Reliability Analysis

All the alpha reliabilities were calculated by using SPSS 20.0. Earlier studies have reported similar reliabilities (e.g., Walumbwa & Schaubroeck, 2009; Madrid et al. 2016; Calantone, Cavusgil, & Zhao, 2002). The Table 3.1 shows the reliabilities of each instrument.

Table 3.1: Reliabilities of Scales

Variables	Cronbach's Alpha (A)
Positive leader affective presence	.876
Negative leader affective presence	.626
Psychological safety	.846
Learning orientation	.765
Innovative work behaviour	.963

3.9.1. Sample characteristics

Table 3.2 represents sample characteristics

Gender

Table 3.2: Represents Gender Percentage

	Frequency	Valid Percent	Cumulative Percent
Male	43	25	25
Female	129	75	100
Total	172	100	

First row represents the gender composition of sample in which 75% were female and 25% male. The female percentage is high.

Age

Table 3.3: Age Distribution of Respondents

	Frequency	Valid Percent	Cumulative Percent
20 or less	26	15.1	15.1
21-24	51	29.7	44.8
25-29	60	34.9	79.7
30-34	28	16.3	95.9
35-39	7	4.1	100.0
Total	172	100.0	15.1

Above Table 3.3 shows the composition of sample with reference to age. 15.1% of respondents' age is 20 or less. 29.7% respondents are in range 21-24. 34.9% respondents were of age range 25-29. 16.3% respondent's age is in 30-34 range. 4.1% are of 35-39 range. The percentage of 25-29 respondents is high.

Marital Status

Marital status of respondents is mentioned in Table 3.4.

Table 3.4: Marital Status

	Frequency	Valid Percent	Cumulative Percent
Married	101	58.7	58.7
Unmarried	71	41.3	100.0
Total	172	100.0	

The above table represents the marital status of respondents. 58.7% are married and 41.3% are unmarried. Mostly respondents are married.

Job Tenure

The Table 3.5 gives the information of respondents about their job tenure.

Table 3.5: Job Tenure of Respondents

	Frequency	Valid Percent	Cumulative Percent
Less Than One Year	43	25.0	25.0
1-2 Years	69	40.1	65.1
3-4 Years	51	29.7	94.8
5-7 Years	7	4.1	98.8
8-10 Years	2	1.2	100.0

Total	172	100.0

The above table provides information regarding job tenure of respondents. 25% of respondents have less than one year experience. 40.1% have 1 to 2 years' experience. 29.7% have 3-4 years' experience. 4.1% have 5-7 years job tenure. Majority have 1-2 year experience**.**

Sector

The Table 3.6 shows the sector of organization selected for data collection.

Table 3.6: Sector of Institutes

	Frequency	**Valid Percent**	**Cumulative Percent**
Public	50	29.1	29.1
Private	122	70.9	100.0
Total	172	100.0	

29.1% institutes were from public sector. 70.9% schools are from private sector. Majority schools are from private sector.

CHAPTER 4

RESULTS

4.1. Data Analysis Procedure

The current chapter comprises results of the study. Descriptive statistics, correlations, and results of linear, mediated and moderated regression analysis are presented in both narrative and tabular forms. In addition, discussion, implications, limitations, and directions for future research are also discussed. Data was analysed using SPSS 20.0 and following procedures/tests were carried out:

- Outlier Analysis
- Frequency distribution
- Descriptive statistics
- Reliability analysis
- Correlation analysis
- Linear regression
- Hierarchical multiple linear regression analysis (Preacher And Hase)

4.2. RESULTS ANALYSIS AND FINDINGS

4.2.1. Descriptive Statistics and Correlations

Descriptive statistics of data are shown in Table 4.1. According to table information sample size is 172 of all five variables. Mean value show respondents observation regarding a particular variable.

The mean value of learning orientation 3.92 is high. It shows that respondents rate themselves as very high on learning orientation. The mean value of leader positive affective presence was 3.82 showing that respondents rate their leaders very high for pleasant feelings. Leader negative affective presence mean value was 3.03. It shows that respondents rate their leader as moderately for negative or unpleasant feelings. The mean value of innovative work behaviour was 3.39 showing that leaders rate their subordinates as moderately to very high on innovativeness.

Table 4.1: Descriptive Statistics for study Variables

	N	Min	Max	Mean	SD
Positive leader affective presence	172	2.00	5.00	3.8270	.95181
Negative leader affective presence	172	1.00	5.00	3.0378	.94592
Psychological safety	172	1.00	4.86	3.1063	.82715
Learning orientation	172	2.00	5.00	3.9221	.55796
Innovative work behaviour	172	1.00	5.00	3.3950	.91093

4.2.2. Correlations

Table 4.2 represents the correlations of the identified variable. According to the information negative leader affective presence is highly negatively correlated (r = -.687, p<.01) with positive leader affective presence. Lowest negative and significant correlation (r = -.366, p<.01) found between learning orientation and leader negative affective presence.

Table 4.2: Correlation of Variables

	1	2	3	4	5
Positive leader affective presence	1				
Negative leader affective presence	-.687**	1			
Psychological safety	.663**	-.420**	1		
Learning orientation	.558**	-.366**	.562**	1	
Innovative work behaviour	.649**	-.555**	.562**	.409**	1

Notes: n = 172; ** *p*< .01

4.3. Results

4.3.1. Hypothesis of Zero Order Relationship

Hypothesis 1(a) predicted that leader positive affective presence positively and significantly related to individual innovative work behaviour. For this reason we carried out hierarchical multiple linear regression analysis to measure the extent to which one variable (predictor) causes variance in the other (dependent) variable as correlation analysis cannot determine well. Firstly, we took control variables of age, gender, job tenure, and marital status in the model. Secondly, we regressed positive leader affective presence on individual innovative work behaviour. We found that model was a good fit to data (F =

22.71, p = .0000). Table 4.3 demonstrate the results of main regression analysis. The value of coefficient of determination (R^2 = 0.527) specifies that control variables and positive leader affective presence collectively explain 53% of variation in individual innovative work behaviour. Whereas change in coefficient of determination (ΔR^2 = 0.41) shows that positive leader affective presence alone accounted for 41% variation in individual innovative work behaviour. Slope coefficient (b = 0.297) indicated that a unit change in positive leader affective presence shall yield a 0.297 units change in individual innovative work behaviour in the same direction. And finally value of t statistic is significant and above 2 (t = 3.49, p <.001). It shows that relationship of positive leader affective presence and individual innovative work behaviouris significant and positive. These results are according to our expectations. Thus we can conclude that hypothesis 1a is accepted.

Table 4.3: Regression Analysis for Zero Order Relationship between PLAP and IIWB

Predictor	**IWB**		
	B	**R^2**	***ΔR^2***
Step 1			
Control Variables		0.11	
Step 2			
Positive Leader's Affective Presence	.297***	.527	0.41

n = 172; ***p<.001; Control variables were gender, age, marital status and job tenure

Hypothesis 1(b) projected that leader negative affective presence negatively and significantly related to individual innovative work behaviour. We regressed negative leader

affective presence on individual innovative work behaviour after controlling variables of age, gender, job tenure, and marital status in the model. We found that model was a good fit to data (F = 23.61, $p < .001$). Results of main regression analysis are shown in Table 4.4. The value of combined effect of control variables and negative leader affective presence is presented by coefficient of determination ($R^2 = 0.536$) that indicates 54% of variation in individual innovative work behaviour. Whereas change in coefficient of determination ($\Delta R^2 = 0.40$) indicates that negative leader affective presence alone accounted for 40% variation in individual innovative work behaviour. Slope coefficient (b = -0.234) showed that a unit change in negative leader affective presence shall yield a -0.234 units change in individual innovative work behaviour in the opposite direction. And finally t statistic is above 2 (t = 3.7) its significance level is below .05, $p < .001$. These results indicate that relationship of negative leader affective presence and individual innovative work behaviouris significant and negative. These results are according to our expectations. Thus we can conclude that hypothesis 1b is accepted.

Table 4.4: Regression Analysis for Zero Order Relationship between NLAP and IIWB

Predictor	IWB		
	B	**R^2**	***ΔR^2***
Step 1			
Control Variables		0.13	
Step 2			
Negative Leader's Affective Presence	-.234***	.536	0.40

n = 172; ***p<.001; Control variables were gender, age, marital status and job tenure

4.3.2. Hypothesis of Mediated Relationship of Psychological Safety between Positive Leader Affective Presence and Individual Innovative Work Behavior Link

Hypothesis 2a stated that psychological safety mediates positively relation of leader positive affective presence and individual innovative behaviour. To test this mediation hypothesis, we followed the recommendation of Zhao et al. (2010) that the only condition required to establish mediation is a significant indirect path (a x b) by a Sobel or a bootstrap test. They disregard the unnecessary condition of significant total effect (path c') to establish mediation. Thus a non-significant total effect should not create hurdle in establishing mediation. Therefore we estimated the regression coefficient of indirect effect of leader positive affective presence on individual innovative behaviour through mediation of psychological safety using bootstrap test. We used 95% confidence interval, 5000 bootstrap samples, and model 5, and control variables of gender, age, marital status and job tenure in Process macro developed by Hayes (2013) for running bootstrap test. Results of bootstrap analysis are summarized in Table 4.5. We found a positive mean indirect effect (a x b = 0.250) with non-zero value of lower and upper limits of 95 % confidence interval (0.1434 and 0.3672). These results indicate that the indirect effect (path a x b) is significant and provide sufficient affirmative evidence to establish mediation. It means that leader positive affective presence is related to individual innovative behaviour but through mediation of psychological safety. Thus we can confidently accept hypothesis 2a.

Table 4.5: Mediation Analysis Results of PS between PLAP and IIWB

Effect of IV on M Path a	Effect of M on DV Path b	Direct Effect Path c'	Total Effect Path c	Indirect Effect Path ax b	Bootstrap results for indirect effects	
					LL95% CI	UL95% CI

b	t	b	t	b	t	b	t			
0.590***	13.07	0.42*** 4.62		.29***	3.5	0.607***	10.9	.250	0.1434	0.3672

n = 172; *** $p < .001$, ** $p < .01$, * $p < .05$; IV =Positive Leader Affective Presence; M = Psychological safety; DV = Individual Innovative Work Behaviour

Type of mediation is identified by following recommendations of Zhao et al. (2010). We found a positive and significant path a (b = 0.59, $p < .001$) that means one unit increase in positive leader affective presence is likely to increase in psychological safety by 0.59 units. Positive and significant path b (b = 0.42, $p < .001$) and path c' (b = 0.28, $p < .001$) showed that positive leader affective presence and individual innovative work behaviour are positively related when mediator was controlled statistically or included in the model. We also found a positive and significant mean indirect effect i.e. path a x b (b = 0.25) such that lower and upper limits of 95 % confidence interval did not include zero (0.1434 and 0.3672). We also found a positive and significant total effect i.e. path c (b = 0.609, $p < .001$) that means positive leader affective presence and individual innovative work behaviour are related in our sample when mediator was not controlled statistically or not included in the model. Finally it is pertinent to highlight that both indirect effect (path a x b) and direct effect (path c') are significant and in the same direction. Indirect effect and direct effect shows positive relationship between positive leader affective presence and individual innovative work behaviour. This information helps us label this mediation as comparative Mediation according to taxonomy developed by Zhao et al. (2010).

Hypothesis 2b stated that psychological safety mediates negatively relation of leader negative affective presence and individual innovative behaviour. By following the same method for mediation as discussed earlier we get bootstrapping results summarized in Table 4.6. We found a negative mean indirect effect (a x b = -0.20 9) with non-zero value of lower and upper limits of 95 % confidence interval (-0.3063 and -0.1300). These results indicate that the indirect effect (path a x b) is significant. It means that leader negative

affective presence is related to individual innovative behaviour through mediation of psychological safety. Thus we can confidently accept hypothesis 2b.

Table 4.6: Mediation Analysis Results of PS between NLAP and IIWB

Effect of IV on M Path a		Effect of M on DV Path b		Direct Effect Path c'		Total Effect Path c		Indirect Effect Path ax b	Bootstrap results for indirect effects	
									LL95% CI	UL95% CI
b	t	b	t	b	t	b	t			
-.418***	7.3	0.50***	6.2	0.23***	3.7	-.56***	8.2	-0.209	-0.3063	-0.1300

n = 172; *** $p < .001$, ** $p < .01$, * $p < .05$; IV =Negative Leader Affective Presence; M = Psychological safety; DV = Individual Innovative Work Behaviour

We found a negative and significant path a (b = -0.418, $p < .001$) that means one unit increase in negative leader affective presence is likely to reduce in psychological safety by -0.418 units. We found a positive and significant path b (b = 0.50, $p < .001$) that shows psychological safety positively related to innovative work behaviour and path c' (b = 0.23, $p < .001$) that means negative leader affective presence and individual innovative work behaviour are positively related when mediator was controlled statistically or included in the model. We also found a negative and significant mean indirect effect i.e. path a x b (b = -0.209) such that lower and upper limits of 95 % confidence interval did not include zero (-0.3063 and -0.1300).

Finally, both indirect effect (path a x b) and direct effect (path c') are significant but opposite in direction. Indirect effect shows negative relationship of negative leader affective presence and individual innovative work behaviour while direct effect shows positive relationship between negative leader affective presence and individual innovative work behaviour. This information helps us label this mediation as competitive mediation according to taxonomy developed by Zhao et al. (2010).

4.3.3. Hypothesis of Moderated Relationship of Learning Orientation between the Positive Leader Affective Presence and Individual Innovative Work Behavior Link

We used moderated regression analysis to test moderation hypothesis 3a by determining interactive effects of positive leader affective presence and learning orientation on individual innovative work behaviour. Hypothesis 3a predicted that learning orientation would moderate the leader positive affective presence verses individual innovative work behaviour in such a way that this positive relationship would be strengthen for employees with higher learning orientation. We estimated regression coefficients of the effect of this interaction term on innovative work behaviour using bootstrap test. We used 95% confidence interval, 5000 bootstrap samples, model 5, and covariates of gender, age, marital status and job tenure in Process macro developed by Hayes (2013). Table 6 shows the results of moderation of learning orientation.

We found that effect of interaction term of leader positive affective presence and learning orientation on individual innovative work behaviour was non-significant (b = 0.99, *p* = ns). Then bootstrap results for effect of interaction term on individual innovative work behaviour show that lower and upper limits of 95% confidence interval contained zero (- 0.3383 and 0.1116). These results suggest that learning orientation could not moderate the relationship of leader positive affective presence and individual innovative work behaviour. Thus we can conclude that hypothesis 3a is not supported.

Table 4.7: Moderation Analysis Results of LO between PLAP and IIWB

Effect of IV on DV Path c		Effect of Mod on DV		Effect of IV × Mod on DV		Bootstrap results for interaction effects	
B	T	b	t	B	t	LL 95 CI	UL 95 CI
0.29**	3.49	0.933	0.801	-0.113	0.99	-0.3383	0.1116

n = 172; ** $p < .01$; IV =Leader Positive Affective Presence; Mod = Learning Orientation; DV = Individual Innovative Work Behaviour

4.3.4. Hypothesis of Moderated Relationship of Learning Orientation between the Negative Leader Affective Presence and Individual Innovative Work Behavior Link

Hypothesis 3b predicted that learning orientation would moderate the leader negative affective presence verses individual innovative work behaviour in such a way that this negative relationship would be weakened for employees with higher learning orientation. By following same method as discussed above we found that effect of interaction term of leader negative affective presence and learning orientation on individual innovative work behaviour was significant (b = 0.240, $p < 0.01$, 95% CI [0.0376 and 0.4437]. These results suggest that learning orientation moderate the relationship of leader negative affective presence and individual innovative work behaviour. Moreover, results shows that leader negative affective presence had a lower negative effect on individual innovative work behaviour when higher the learning orientation (B =-0 .1002, SE = .09), and the leader negative affective presence had a higher negative effect on individual innovative work behaviour when lower the learning orientation (B = -0.36, SE = .07).

Thus we can confidently accept the hypothesis 3b.

Table 4.8: Moderation Analysis Results of LO between NLAP and IIWB

Effect of IV on DV Path c		Effect of Mod on DV		Effect of IV × Mod on DV		Bootstrap results for interaction effects	
B	T	b	t	B	t	LL 95 CI	UL 95 CI
-0.23***	3.75	0.177	1.58	0.240*	2.34	0.0376	0.4437

n = 172;*** $p < .001$, * $p < .05$; IV =Leader Negative Affective Presence; Mod = Learning Orientation; DV = Individual Innovative Work Behaviour

4.4. Summary of Results

Our study proposed six hypothesis and results indicate that one hypothesis H2b was not supported. All other hypothesis are accepted. Summary of result is shown in Table 4.9.

Table 4.9: Summary of Results

	Hypotheses	Results
H1a	Leader positive Affective Presence positively and significantly related to individual innovative work behaviour.	Accepted
HIb	Leader Negative Affective Presence negatively and significantly related to Individual Innovative Work Behaviour.	Accepted
H2a	Psychological Safety mediates positively relation of Leader positive Affective Presence and individual Innovative Behaviour.	Accepted
H2b	Psychological Safety mediates negatively relation of Leader Negative Affective Presence and individual Innovative Behaviour.	Accepted
H3a	Learning Orientation would moderate the Leader Positive Affective Presence verses Individual Innovative Work Behaviour in such a way that this positive relationship would be strengthen for employees with higher learning orientation.	Not Accepted
H3b	Learning Orientation would moderate the Leader Negative Affective Presence verses Individual Innovative Work Behaviour in such a way that this negative relationship would be weakened for employees with higher learning orientation.	Accepted

CHAPTER 5

5.1. Discussion

The current study was conducted to investigate the impact of leader's affective presence on individual innovation through explanatory mechanism of psychological safety and moderating role of individual learning orientation. The research questions established in the beginning of research are discussed below in the light of results obtained after analysis.

The first research question was developed to explore whether positive leader affective presence leads to innovative work behaviour of teachers in private and public schools of Pakistan. As leader affective presence is a novel construct and researches are very limited. However, our finding is in support of study using this construct very first time and testing its relation with team innovation (Madrid et al. 2016). Our study demonstrate that leader positive affective presence construct is positively related with individual innovative work behaviour in the light of affective theory of social exchange. It means that when individual feel emotionally uplift in result of social interaction taken place with his/her leader in the organization, individual is likely to feel rewarding about their relationship with the leader and ultimately enhances his/her efforts in generating and implementing ideas while performing tasks. Moreover, our findings are in support of previous studies, providing evidence of relationship between affective state and different performance dimensions (Amabile, et al., 2004;De Jong & Den Hartog 2007;Anderson et al., 2003;Barsade, 2002). As leaders are very important predictor and dominant factor for improving innovation at work (Anderson, Potočnik, & Zhou, 2014; Shalley, & Gilson, 2004; Hunter, Bedell, & Mumford, 2007).

Another research question was developed to explore whether negative leader affective presence tends to decline innovative work behaviour of teachers in private and public schools of Pakistan.

Recent research explore that employees feeling negative in social contact with their leaders decreases innovativeness in performing tasks (Madrid et al. 2016). Generally employees

pay more attention towards negative behaviours and they have influential effect on employee's behaviours than positive behaviours (Amabile et al., 2004). Recent researches have shown that negative presence of leaders suppress the new idea generation of employees and as well as its implementation on work setting (Tsai, Chi, Grandey, & Fung, 2012; Madrid et al. 2016).

Other research questions were developed to explore the association of leader positive affective presence felt by the teachers in different schools of Pakistan with the innovative work behaviour as well as how the development of perception of safety mediate the relationship of leader positive affective presence and innovative work behaviour. As regards, the mediating role of psychological safety between the relation of leader positive affective presence and individual innovative behaviour has never been examined before in any study. Results of our research support this hypothesis. We believe that this study contributes to both research on personality of leaders and innovation. In the domain of leader's personality, our study contribute to this stream of research by taking affective presence of leaders based on interpersonal personality trait where experiences after interacting with leaders are explained by the interaction partners in contrast to the intrapersonal nature of trait affect in which experiences are explained by focal person (Eisenkraft, & Elfenbein, 2010). It means teachers are classifying their leaders (principal) on the basis of feelings positive (happy, enthusiastic) or negative (sad, anger) stroked by them after social interaction. Teachers reported their leaders with positive affective presence would feel themselves emotionally uplift, help them to develop perception of safety during interpersonal relations. This perception serve as a mechanism to demonstrate innovative work behaviour in the organization. Our research opens the black box to explain how personality trait affective presence (interpersonal loaded individual difference) influence the subordinate's behaviours. Our study is in support of studies showing leadership have influence on working behaviours of employees including innovativeness (Schaubroeck, Lam, & Peng, 2011; Tynan 2005; Nembhard, & Edmondson, 2006) through psychological safety (Edmondson, 1999; Edmondson, & Lei, 2014; Javed, Naqvi, Khan, Arjoon, & Tayyeb, (2017).

Another research question developed to investigate the mediation of psychological safety between negative relation of leader negative affective presence and individual innovative behaviour. Our study successfully explain this question very first time. As explanatory mechanism of psychological safety in the relationship between leader negative affective presences with individual innovative work behaviour has not been studied to date. Followers having negative feelings about their leaders during interaction leads to have sense of insecurity in the organization. It means that workers (teachers) share belief that they are unsafe for interpersonal risk taking and reciprocate such treatment by reducing innovative work behaviour in the organization. Our study is in support of previous studies showing negative relation between negative presence of leaders and new idea generation and implementation by employees (Tsai, Chi, Grandey, &Fung, 2012; Madrid et al. 2016).

To answer another research question, hypothesis was developed for moderating effect of learning orientation between the relation of positive leader's affective presence and innovative work behaviour. The moderating effect of learning orientation has not been examined before in relation with leader positive affective presence and innovative work behaviours. Our study does not support this hypothesis. One reason of present result could be the culture of Pakistan where high power distance disallow followers to exhibit innovation during performing tasks in the organisations. Leaders want more control over subordinates by forcing them to remain strict to their instructions.

Although, the moderating effect of learning orientation has not been examined before in relation with leader negative affective presence and innovative work behaviours. This leads to answer this question that when negative leader's affective presence facilitate innovative work behaviour? Most of the time we observe some teachers in schools those having mostly bad experiences with their leaders (principals) or having negative feeling about their principals but still exhibiting high innovative work behaviour during session. They remained busier in carrying out their academic responsibilities as well as extra activities other than academics. Our supported hypothesis explained that individuals had more orientation towards learning will least bother the negative leader affective presence and will consistently indulge themselves in innovative work behaviours. It is more important

for them to learn in the organization. A recent study observed complex relation between negative leader affective presence and innovativeness and call for more studies test this relation with contextual factors (Madrid et el. 2016). Our findings provide reasonable solution by stating that learning orientation moderate the leader negative affective presence and individual innovative work behaviour link in such a way that this negative relationship weakened for employees with higher learning orientation.

5.2. Implications

Theoretical implications have been explained in the discussion section (above). Implications for policy makers are described below:

This research has implications for organizational policy makers and researchers. It is aimed at improving the effectiveness of the organizations. This study provides more comprehensive understanding about how leader's positive affective presence impact the innovative behaviors of employee in the organization. It clearly states that organization's practitioners should keep in their minds that innovative behaviors of employees are partly dependent upon the leaders who elicit positive feelings towards employees. Thus, organizations should consider affective presence as an assessment criterion while selecting, retaining and assigning leaders. Moreover, for assessment of personalities of leaders, operationalization of leader affective presence is essential and measure through the reactions provoke by leaders to their social partners of the organizations (Eisenkraft & Elfenbein, 2010).

5.3. Limitations and Future Recommendations

Generalizability of the results is limited since we obtained the data from limited private or public schools of only one city - Rawalpindi. All the data collected from the principals and the teachers of limited private and public schools of one city; there is a need to replicate the results in the corporate sector using the larger samples so that the variable's relationship strength may differ with other work settings. In addition, a limitation is related to our study

gives explanation for causal relationship; it does not recognize correlation relationship. Future researchers should examine more predictors and consequences of leader's affective presence such as social support, creativity, cohesion and trust etc. in order to find something novel and worthy. Moreover, longitudinal design with cultural aspects could help to confirm the moderating effects of learning orientation, In addition, it can provide significant results for the conditional factor for which data in current study could not provide significant results.

5.4. Conclusion

Our study contributes literature to novel construct 'leader affective presence' that required more studies on it by adopting interpersonal laden individual differences approach along with leadership and shows that affect related characteristics of leaders has greater influence on individual innovation performance. Leader's affective presence could be positive or negative affect that leaders provoke on their subordinates, which in response influenced the innovative work behaviors of employees.

6. References

Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. (2005). Affect and creativity at work. Administrative science quarterly, 50(3), 367-403.

Amabile, T. M., Schatzel, E. A., Moneta, G. B., & Kramer, S. J. (2004). Leader behaviours and the work environment for creativity: Perceived leader support. The Leadership Quarterly, 15(1), 5-32.

Amabile, T., Barsade, S. G., Mueller, J. S., & Staw, B. M Anderson, C. R., Ponce, A. M., & Price, R. J. (2004). Immunohistochemical identification of an extracellular matrix scaffold that microguides capillary sprouting in vivo. Journal of Histochemistry & Cytochemistry, 52(8), 1063-1072.

Anderson, C., Keltner, D., & John, O. P. (2003). Emotional convergence between people over time. Journal of personality and social psychology, 84(5), 1054. (2005). Affect and creativity at work. Administrative Science Quarterly50 (3), 367-403.

Anderson, N., Potočnik, K., & Zhou, J. (2014). Innovation and creativity in organizations: A state-of-the-science review, prospective commentary, and guiding framework. Journal of Management, 40(5), 1297-1333.

Aronson, Z. H., Reilly, R. R., & Lynn, G. S. (2008). The role of leader personality in new product development success: an examination of teams developing radical and incremental innovations. International Journal of Technology Management, 44(1-2), 5-27.

Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and moderating role of structural distance. Journal of organizational behaviour, 25(8), 951-968.

Axtell, C., Holman, D., & Wall, T. (2006). Promoting innovation: A change study. Journal of Occupational and Organizational Psychology, 79(3), 509-516.

Baer, M., & Frese, M. (2003). Innovation is not enough: Climates for initiative and psychological safety, process innovations, and firm performance. Journal of organizational behaviour, 24(1), 45-68.

Baker, W. E., & Sinkula, J. M. (1999). Learning orientation, market orientation, and innovation: integrating and extending models of organizational performance. Journal of market-focused management, 4(4), 295-308.

Barrick, M. R., & Mount, M. K. (1991). The big five personality dimensions and job performance: a meta-analysis. Personnel psychology, 44(1), 1-26.

Barsade, S. G. (2002). The ripple effect: Emotional contagion and its influence on group behaviour. Administrative Science Quarterly, 47(4), 644-675.

Barsade, S., Brief, A., & Spataro, S. (2003). The affective revolution in organizational behaviour: The emergence of a paradigm. In J. Greenberg (Ed.), Organizational

Bass, B. M., & Riggio, R. E. (2006). Transformational leadership. Psychology Press.

Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behaviour. The leadership quarterly, 10(2), 181-217.

Beaty, L., Gibbs, G., & Morgan, A. (1997). Learning orientations and study contracts. The experience of learning, 2, 72-88.

Behaviour: The State of the Science (pp. 3−52). London: Lawrence Erlbaum Associates, Publishers.

Berrios, R., Totterdell, P., & Niven, K. (2015). Why do you make us feel good? Correlates and interpersonal consequences of affective presence in speed-dating. European journal of personality, 29(1), 72-82.

Bindl, U. K., Parker, S. K., Totterdell, P., & Hagger-Johnson, G. (2012). Fuel of the self-starter: how mood relates to proactive goal regulation. Journal of Applied Psychology, 97(1), 134.

Bligh, M., Kohles, J. C., Pearce, C. L., Justin, J. E., & Stovall, J. F. (2007). When the romance is over: Follower perspectives of aversive leadership. Applied Psychology: An International Review, 56, 528–557.

Bono, J. E., & Ilies, R. (2006). Charisma, positive emotions and mood contagion. The Leadership Quarterly, 17(4), 317-334.

Brief, A. P., & Weiss, H. M. (2002). Organizational behaviour: Affect in the workplace. Annual review of psychology, 53(1), 279-307.

Brown, S. P., & Leigh, T. W. (1996). A new look at psychological climate and its relationship to job involvement, effort, and performance. Journal of applied psychology, 81(4), 358.

Bunderson, J. S., & Sutcliffe, K. M. (2003). Management team learning orientation and business unit performance. Journal of Applied Psychology, 88(3), 552.

Burke, C. S., Stagl, K. C., Klein, C., Goodwin, G. F., Salas, E., & Halpin, S. M. (2006). What type of leadership behaviours are functional in teams? A meta-analysis. The leadership quarterly, 17(3), 288-307.

Calantone, R. J., Cavusgil, S. T., & Zhao, Y. (2002). Learning orientation, firm innovation capability, and firm performance. Industrial marketing management, 31(6), 515-524.

Capon, N., Farley, J. U., Lehmann, D. R., & Hulbert, J. M. (1992). Profiles of product innovators among large US manufacturers. Management Science, 38(2), 157-169.

Carmeli A, Tishler A, Edmondson AC. 2012. CEO relational leadership and strategic decision quality in top management teams: the role of team trust and learning from failure. Strateg. Organ. 10(1):31–54

Carmeli, A., Brueller, D., & Dutton, J. E. (2009). Learning behaviours in the workplace: The role of high-quality interpersonal relationships and psychological safety. Systems Research and Behavioural Science, 26(1), 81-98.

Carmeli, A., Gelbard, R., & Gefen, D. (2010). The importance of innovation leadership in cultivating strategic fit and enhancing firm performance. The Leadership Quarterly, 21(3), 339-349.

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

Carmeli, A., Sheaffer, Z., Binyamin, G., Reiter-Palmon, R., & Shimoni, T. (2014). Transformational leadership and creative problem-solving: the mediating role of psychological safety and reflexivity. The Journal of Creative Behaviour, 48(2), 115-135.

Chughtai, A. A. (2016). Servant Leadership and Follower Outcomes: Mediating Effects of Organizational Identification and Psychological Safety. The Journal of psychology, 150(7), 866-880.

Connelly, B. S. (2013). Personality from the perspective of the observer: Implications for personality research and practice at work. In N. Christiansen & R. Tett (Eds.), Handbook of Personality at Work. London: Routledge.

Côté, S. (1999). Affect and performance in organizational settings. Current Directions in Psychological Science, 8(2), 65-68.

Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. Journal of management, 31(6), 874-900.

Crossan, M. M., & Apaydin, M. (2010). A multi-dimensional framework of organizational innovation: A systematic review of the literature. Journal of management studies, 47(6), 1154-1191.

Davis, W. D., & Gardner, W. L. (2004). Perceptions of politics and organizational cynicism: An attributional and leader–member exchange perspective. The

De Hoogh, A. H. B., & Den Hartog, D. N. (2008). Ethical and despotic leadership, relationships with leader's social responsibility, top management team effectiveness and subordinates' optimism: A multi-method study. The Leadership Quarterly, 19, 297–311.

De Jong J. P. J. (2006). Individual innovation: The connection between leadership and employees' innovative work behaviour. Paper provided by EIM business and policy research in its series scales research reports with number R200604. Retrieved October 24, 2007, f

De Jong, J. P., & Den Hartog, D. N. (2007). How leaders influence employees' innovative behaviour. European Journal of innovation management, 10(1), 41-64.

Deci, E. L., Connell, J. P., & Ryan, R. M. (1989). Self-determination in a work organization. Journal of applied psychology, 74(4), 580.

Dess, G. G., & Picken, J. C. (2001). Changing roles: Leadership in the 21st century. Organizational dynamics, 28(3), 18-34.

Downton, J. V. (1973). Rebel leadership: Commitment and charisma in the revolutionary process. Free Press.

DuBrin, A. J. (1995). The breakthrough team player: Becoming the MVP on your workplace team. AMACOM.

Duff, A., Boyle, E., Dunleavy, K., & Ferguson, J. (2004). The relationship between personalities, approach to learning and academic performance. Personality and individual differences, 36(8), 1907-1920.

Edmondson AC, Mogelof JP. 2005. Explaining psychological safety in innovation teams. In Creativity and

Edmondson, A. C. (1999). Psychological safety and learning behaviour in work teams. Administrative Science Quarterly, 44, 350–383. doi: 10.2307/2666999

Edmondson, A. C., & Lei, Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. Annual Review of Organizational Psychology and Organizational Behaviour, 1(1), 23–43. doi:10.1146/annurev-orgpsych-031413-091305

Einarsen, S., Skogstad, A., Leseth, A. M. S. B., & Aasland, M. S. (2002). Destructive leadership: A behavioural model. Forskningved Institutt for samfunnspsykologi, 2002, 55–59.

Erkutlu, H., & Chafra, J. (2016). Benevolent leadership and psychological well-being: The moderating effects of psychological safety and psychological contract breach. Leadership & Organization Development Journal, 37(3), 369-386.

Farr, J. L., & Ford, C. M. (1990). Individual innovation.

Fleishman, E. A., Mumford, M. D., Zaccaro, S. J., Levin, K. Y., Korotkin, A. L., & Hein, M. B. (1991). Taxonomic efforts in the description of leader behaviour: A synthesis and functional interpretation. The Leadership Quarterly, 2(4), 245-287.

Funder, D. C. (1995). On the accuracy of personality judgment: a realistic approach. Psychological review, 102(4), 652.

Gooty, J., Connelly, S., Griffith, J., & Gupta, A. (2010). Leadership, affect and emotions: A state of the science review. The Leadership Quarterly, 21(6), 979-1004.

Graen, G. B., & Scandura, T. A. (1987). Toward a psychology of dyadic organizing. Research in organizational behaviour.

Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25

years: Applying a multi-level multi-domain perspective. The leadership quarterly, 6(2), 219-247.

Hauge, L. J., Skogstad, A., & Einarsen, S. (2007). Relationships between stressful work environments and bullying: Results of a large representative study. Work and Stress, 21, 220–242.

Hirak, R., Peng, A. C., Carmeli, A., & Schaubroeck, J. M. (2012). Linking leader inclusiveness to work unit performance: The importance of psychological safety and learning from failures. The Leadership Quarterly, 23(1), 107-117.

Huber, G. P. (1991). Organizational learning: The contributing processes and the literatures. Organization science, 2(1), 88-115.

Hult, G. T. M., Ketchen, D. J., & Nichols, E. L. (2003). Organizational learning as a strategic resource in supply management. Journal of Operations Management, 21(5), 541-556.

Hunter, S. T., Bedell, K. E., & Mumford, M. D. (2007). Climate for creativity: A quantitative review. Creativity research journal, 19(1), 69-90.

Hunter, S. T., Bedell-Avers, K. E., & Mumford, M. D. (2007). The typical leadership study:Assumptions, implications, and potential remedies. The Leadership Quarterly, 18(5), 435-446.

Innovation in Organizations, ed. L Thompson, H Choi, pp. 109–36. Mahwah, NJ: Erlbaum

Janssen, O., & Van Yperen, N. W. (2004). Employees' goal orientations, the quality of leader-member exchange, and the outcomes of job performance and job satisfaction. Academy of management journal, 47(3), 368-384.

Janssen, O., & Van Yperen, N. W. (2004). Employees' goal orientations, the quality of leader-member exchange, and the outcomes of job performance and job satisfaction. Academy of management journal, 47(3), 368-384.

Johnson, S. K. (2008). I second that emotion: Effects of emotional contagion and affect at work on leader and follower outcomes. The Leadership Quarterly, 19(1), 1-19.

Jones, A. P., & James, L. R. (1979). Psychological climate: Dimensions and relationships of individual and aggregated work environment perceptions. Organizational behaviour and human performance, 23(2), 201-250.

Kahn W A. 1990. Psychological conditions of personal engagement and disengagement at work. Academy of Management Journal, 33: 692–724.

Kenny, D. A. (1994). Interpersonal perception: A social relations analysis. Guilford Press.

Lawler, E. J. (2001). An affect theory of social exchange [Electronic version]. American Journal of Sociology 107(2), 321-352.

Lawler, E. J., & Yoon, J. (1996). Commitment in exchange relations: Test of a theory of relational cohesion. American sociological review, 89-108.

Leadership Quarterly, 15(4), 439−465.

LING, B., DUAN, J. Y., & ZHU, Y. L. (2010). Psychological Safety in Workplace: Conceptualization, Antecedents and Consequences [J]. Advances in Psychological Science, 10, 011

Liu, S. M., Liao, J. Q., & Wei, H. (2015). Authentic leadership and whistleblowing: Mediating roles of psychological safety and personal identification. Journal of Business Ethics, 131(1), 107-119.

Madrid, H. P., Patterson, M. G., Birdi, K. S., Leiva, P. I., & Kausel, E. E. (2014). The role of weekly high-activated positive mood, context, and personality in innovative work behaviour: A multilevel and interactional model. Journal of Organizational Behaviour, 35(2), 234-256.

Madrid, H. P., Totterdell, P., Niven, K., & Barros, E. (2016). Leader affective presence and innovation in teams. Journal of Applied Psychology, 101(5), 673.

Maslow, A. H., Hirsh, E., Stein, M., & Honigmann, I. (1945). A clinically derived test for measuring psychological security-insecurity. The Journal of general psychology, 33(1), 21-41.

May, D. R., Gilson, R. L., & Harter, L. M. (2004). Thepsychology condition of meaningfulness, safety andavailability and the engagement of the human spirit atwork. Journal of Occupational and OrganizationalPsychology, 77, 11–37.440

Mumford, M. D., & Gustafson, S. B. (1988). Creativity syndrome: Integration, application, and innovation. Psychological bulletin, 103(1), 27.

Mumford, M. D., & Licuanan, B. (2004). Leading for innovation: Conclusions, issues, and directions. The leadership quarterly, 15(1), 163-171.

Nembhard, I. M., & Edmondson, A. C. (2006). Making it safe: The effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care teams. Journal of Organizational Behaviour, 27(7), 941-966.

Ng, T. W., & Feldman, D. C. (2008). The relationship of age to ten dimensions of job performance.

Oldham, G. R., & Cummings, A. (1996). Employee creativity: Personal and contextual factors at work. Academy of management journal, 39(3), 607-634.

Pearce, C. L., & Conger, J. A. (2003). Shared leadership: Reframing the hows and whys of leadership. Thousand Oaks, CA: Sage.

Pearce, C. L., Sims Jr., H. P., Cox, J. F., Ball, G., Schnell, E., Smith, K. A., et al. (2003). Transactors, transformers, and beyond. Journal of Management Development, 22(4), 273–308.

Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behaviour research methods, 36*(4), 717-731.

Ramsden, P. (1992). Learning to teach in higher education. London, England: Routledge.

Rickards, T., & Moger, S. (2006). Creative leaders: a decade of contributions from Creativity and Innovation Management Journal. Creativity and Innovation Management, 15(1), 4-18.

Roebken, H. (2007). The influence of goal orientation on student satisfaction, academic engagement and achievement. Electronic Journal of Research in Educational Psychology, 5(3), 679-704

Roussin CJ. 2008. Increasing trust, psychological safety, and team performance through dyadic leadership discovery. Small Group Res. 39(2):224–48

Schaubroeck, J., Lam, S. S., & Peng, A. C. (2011). Cognition-based and affect-based trust as mediators of leader behaviour influences on team performance. Journal of Applied Psychology, 96(4), 863.

Schein, E. H., & Bennis, W. G. (1965). Personal and organizational change through group methods: The laboratory approach. New York: Wiley.

Schwarz, N., & Bohner, G. (1996). Feelings and their motivational implications: Moods and the action sequence. The psychology of action: Linking cognition and motivation to behaviour, 2, 527-561.

Schyns, B., & Schilling, J. (2013). How bad are the effects of bad leaders? A meta-analysis of destructive leadership and its outcomes. The Leadership Quarterly, 24(1), 138-158.

Scott, S. G., & Bruce, R. A. (1994). Determinants of innovative behaviour: A path model of individual innovation in the workplace. Academy of management journal, 37(3), 580-607.

Seibert, S. E., Kraimer, M. L., & Crant, J. M. (2001). What do proactive people do? A longitudinal model linking proactive personality and career success. Personnel psychology, 54(4), 845-874.

Shalley, C. E., & Gilson, L. L. (2004). What leaders need to know: A review of social and contextual factors that can foster or hinder creativity? The leadership quarterly, 15(1), 33-53.

Shin, S. J., & Zhou, J. (2003). Transformational leadership, conservation, and creativity: Evidence from Korea. Academy of management Journal, 46(6), 703-714.

Sinha, J. B. (1995). The cultural context of leadership and power. SAGE Publications Pvt. Limited.

Sinkula, J. M., Baker, W. E., & Noordewier, T. (1997). A framework for market-based organizational learning: Linking values, knowledge, and behaviour. Journal of the academy of Marketing Science, 25(4), 305-318.

Sinkula, J.; Baker, W. and Noordewier T. 1997. A Framework for Market-Based Organizational Learning: Linking Values, Knowledge and Behaviour. Journal of the Academy of Marketing Science. 25 (4): 305–318.

Sinkula, J.M., Baker, W.E. and Noordewier, T. (1997), "A framework for market-based organizational learning: linking values, knowledge and behaviour", Journal of the Academy of Marketing Science, Vol. 25 No. 4, pp. 305-318.

Smith, S. M. (2002). Fast robust automated brain extraction. Human brain mapping, 17(3), 143-155.

Tepper, B. J. (2000). Consequences of abusive supervision. Academy of management journal, 43(2), 178-190.

To, M. L., Fisher, C. D., Ashkanasy, N. M., & Rowe, P. A. (2012). Within-person relationships between mood and creativity. Journal of Applied Psychology, 97(3), 599.

Tsai, W. C., Chi, N. W., Grandey, A. A., & Fung, S. C. (2012). Positive group affective tone and team creativity: Negative group affective tone and team trust as boundary conditions. Journal of Organizational Behaviour, 33(5), 638-656.

Tynan R. 2005. The effects of threat sensitivity and face giving on dyadic psychological and upward communication Journal of Applied Social Psychology, 35: 223-247.

Van de Ven, A. H. (1986). Central problems in the management of innovation. Management science, 32(5), 590-607.

Walumbwa, F. O., & Schaubroeck, J. (2009). Leader personality traits and employee voice behaviour: mediating roles of ethical leadership and work group psychological safety. Journal of Applied Psychology, 94(5), 1275.

Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. Journal of management, 34(1), 89-126.

West, M. A., & Farr, J. L. (1989). Innovation at work: Psychological perspectives. Social behaviour.

Yammarino, F. J., & Bass, B. M. (1990). Long-term forecasting of transformational leadership and its effects among naval officers: Some preliminary findings. In K. E. Clark, & M. B. Clark (Eds.), Measures of leadership (pp. 151–171). West Orange, NJ: Leadership Library of America.

Yuan, F., & Woodman, R. W. (2010). Innovative behaviour in the workplace: The role of performance and image outcome expectations. Academy of Management Journal, 53(2), 323-342.

Yukl, G. A. (2002). Leadership in organizations.

Zhao, X., Lynch Jr, J. G., & Chen, Q. (2010). Reconsidering Baron and Kenny: Myths and truths about mediation analysis. *Journal of consumer research*, *37*(2), 197-206.

Zhou, J., & Shalley, C. E. (2003). Research on employee creativity: A critical review and directions for future research. In Research in personnel and human resources management (pp. 165-217). Emerald Group Publishing Limited.

7. Appendix

Capital University of science and technology Islamabad

Department of Management Sciences

Dear Participant,

I am students of MS/M-Phil Management sciences at Capital University of Science and Technology Islamabad. I am conducting a research on impact of **Leader Affective Presence on individual Innovation.** You can help me by completing the attached questionnaire, you will find it quite interesting. I appreciate your participation in my study and I assure that ***your responses will be held confidential*** and will only be used for education purposes.

Sincerely,

Maryam Tajammal

	Psychological Safety	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
1	If you make a mistake in this unit, it is often held against you.	**1**	**2**	**3**	**4**	**5**
2	Members of this unit are able to bring up problems and tough issues.	**1**	**2**	**3**	**4**	**5**
3	People in this unit sometime rejects others for being different.	**1**	**2**	**3**	**4**	**5**
4	It is safe to take risk in this unit.	**1**	**2**	**3**	**4**	**5**
5	It is difficult to ask people of this unit for help.	**1**	**2**	**3**	**4**	**5**
6	No one of this unit would deliberately act in the way that undermines my efforts.	**1**	**2**	**3**	**4**	**5**

7	Working with members of this unit, my unique skills and talents are valued and utilized.	**1**	**2**	**3**	**4**	**5**

	Leader's Affective Presence Scale	**Not at all**	**Slightly**	**Moderately**	**Very**	**Extremely**
1	Happy	**1**	**2**	**3**	**4**	**5**
2	Enthusiastic	**1**	**2**	**3**	**4**	**5**
3	Bored	**1**	**2**	**3**	**4**	**5**
4	Sad	**1**	**2**	**3**	**4**	**5**
5	Angry	**1**	**2**	**3**	**4**	**5**
6	Stressed	**1**	**2**	**3**	**4**	**5**
7	Relaxed	**1**	**2**	**3**	**4**	**5**
8	Calm	**1**	**2**	**3**	**4**	**5**

	Learning Orientation	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
1	I enjoy learning about new topics. .	**1**	**2**	**3**	**4**	**5**
2	I like to read diverse topics.	**1**	**2**	**3**	**4**	**5**
3	I find pleasure in learning	**1**	**2**	**3**	**4**	**5**
4	I get intrinsically motivated to constantly expand my knowledge.	**1**	**2**	**3**	**4**	**5**

5	I seek deep-seated conceptual knowledge for the task assigned to me.	**1**	**2**	**3**	**4**	**5**

	Innovative Work Behavior	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
1	The employee pay attention to issues that are not part of his daily work.	**1**	**2**	**3**	**4**	**5**
2	The employee look for opportunities to improve things	**1**	**2**	**3**	**4**	**5**
3	The employee consider innovative opportunities	**1**	**2**	**3**	**4**	**5**
4	The employee wonder how things can be improved	**1**	**2**	**3**	**4**	**5**
5	The employee explore new products or services	**1**	**2**	**3**	**4**	**5**
6	The employee search out new working methods, techniques or instruments	**1**	**2**	**3**	**4**	**5**
7	The employee generate original solutions for problems . . . Create new ideas	**1**	**2**	**3**	**4**	**5**
8	The employee find new approaches to execute tasks	**1**	**2**	**3**	**4**	**5**
9	The employee mobilize support for innovative ideas	**1**	**2**	**3**	**4**	**5**
10	The employee acquire approval for innovative ideas	**1**	**2**	**3**	**4**	**5**
11	The employee make important organizational members enthusiastic for innovative ideas	**1**	**2**	**3**	**4**	**5**
12	The employee attempt to convince people to support an innovative idea	**1**	**2**	**3**	**4**	**5**
13	The employee transform innovative ideas into useful applications	**1**	**2**	**3**	**4**	**5**
14	The employee systematically introduce innovative ideas into work practices	**1**	**2**	**3**	**4**	**5**

15	The employee contribute to the implementation of new ideas	**1**	**2**	**3**	**4**	**5**
16	The employee put effort in the development of new things	**1**	**2**	**3**	**4**	**5**

Personal Profile

Please indicate the appropriate choice by selection in parentheses

1	**NAME**			
2	**GENDER**			
	Male		Female	
3	**AGE**			
	20 or less		21-24	
	25-29		30-34	
	35-39		40 and Above	
4	**MARITAL STATUS**			
	Married		Unmarried	
5	**Sector**			
	Public		Private	
6	**JOB TENURE**			
	Less Than 1 Year		1-2 Years	
	3-4 Years		5-7 Years	
	8-10 Years		More Than 10 Years	