



Authentic Leadership and Innovative Work Behavior. Mediating Role of Creative Self-Efficacy and Buffering Effect of Mastery Goal Orientation

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ABSTRACT

The current study examines the impact of authentic leadership on worker's innovative work behavior by examining the mediating effect of creative self-efficacy and buffering effect of mastery orientation. Specifically, the study has hypothesized that people face authentic leadership direct as it acts as a principal factor in employees' behavior. Authentic leadership has a significant impact on employees' creative self-efficacy which further affects their innovative work behavior. Moreover, it is proposed that mastery goal orientation affects authentic leadership and creative self-efficacy relationship, we also hypothesize that through creative self-efficacy, mastery orientation influences the indirect effect of independent variable i.e., authentic leadership on employee outcome. In this research, data was collected from the employees and their peers, using a time-lagged study (n=361) in Pakistan's education sector. Using the moderated-mediation technique, researchers have tested the hypotheses for inference. The results of this study indicate that the use of creative self-efficacy as an intermediary between authentic leadership and innovative work behavior relationship. The mastery goal orientation moderating hypothesis was not supported in the current study. The research concludes with a brief discussion of the study's implications, limitations, and potential future research directions.

Keywords: Authentic Leadership, Creative self-efficacy, mastery goal orientation and innovative work behavior.

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1. INTRODUCTION

Innovation is critical in today's fiercely competitive and scientifically based world (Smith and Tushman, 2005). Employee innovation is one of the most efficacious ways to boost and spur innovation, along with strategic and managerial success (Mytelka & Smith, 2002; Van de Ven, 1986). Researchers and practitioners have considered the role of managers and leaders that play a vital role in motivating employees to bring innovation in intense knowledge-based circumstances. Companies are faced with challenges of constant transformation and innovation due to the growing complications and dynamic of organizations with a global business

environment. Several authors argue that for the proper and successful operations of teams, leadership plays a significant role (Nederhof, 1998). Moreover, all the published evidence has emphasized the role of the leader in terms of individual innovativeness (Schnake et al., 1993; Waldman, 1994; Jansen, 1997). Employee innovative behavior has a hand in an organization's success in a dynamic business environment by being an important asset to the companies (Kanter, 1983; West & Farr, 1990).

However, according to the researchers not everyone working in the organization as employees can exhibit innovative behavior and that, in turn, will demote their performance in a workspace (Sopa et al., 2020; Purwanto et al., 2020; Hutagalong et al., 2020). The above-mentioned problem described briefly argues that a company's performance is harmed by the employees or organization if they fail to bring some innovation (Cummings, 2018). It has been discovered that the organization's authentic leaders promote employee satisfaction as well as strengthen it, enhance attachment, and help build up employees' positive identity (Zada, 2022). Leadership is a key factor that is directly faced by the people, and employees' behavior is affected by this factor (Walumbwa et al., 2008). Based on the arguments above, the implementation of authentic leadership is so important in organizations. In the work environment, authentic leadership can create a situation of positivity in motivating employees to improve the work performance in the organization (Saeed et al., 2022). The notion that people have the vital knowledge and expertise to generate worthy imaginative results is recognized as creative self-efficacy (CSE). Creative self-efficacy has been evaluated as a crucial element in accomplishing creativity. (Anwar, 2022). Individuals can only be creative when they have a firm belief in their abilities to be creative and imaginative.

For instance, job motivation is a factor that draws out maximal endeavor from the workforce (Albaity, 2018), whilst creative self-efficacy is an approach that encourages individuals to realize that they can accomplish whatever is demanded of them depending on the degree of confidence (Walumbwa et al., 2018). Therefore, for employees to achieve the tasks, motivational procedures will not be abundant until or unless employees also own the belief of creative self-efficacy which is "Can do" belief.

This study also examines the role of Mastery goal Orientation (MGO), which is defined as the mindset or ideology of an individual that inspires and stimulate them so that they advance their proficiency, consequently, MGO is believed to be an internal drive that has importance in performance accomplishments (also known as enactive mastery). According to social cognitive theory (SCT), enactive mastery experiences help individual receive knowledge and expertise that is the first-hand experience of grasping a piece of work or mastery and "mastery modeling" where individual learn from observing the skillful role models such as leaders in the organization (Bandura, 1986, 1997). The study has considered the higher educational institutions of Pakistan. Previous studies examined the relationships between servant leadership and employees' innovative work behavior. Further research is recommended to explore other leadership-related antecedents of employee innovative work behavior such as transformational leadership, authentic leadership, and charismatic leadership (Zhu & Zhang, 2020). Future researchers are recommended to give attention to the determinants of authentic leadership and various other positive variables that in turn leads to enhanced positive outcomes in education sector of Pakistan (Iqbal, Zafar, Hassan & Rukh, 2022). Research could investigate the positive leadership-related predictors of employee innovative behaviors (Zhu & Zhang, 2020). Furthermore, future researchers should investigate other leadership behaviours, such as empowering leadership and authentic leadership, as a precursor to creative self-efficacy (Wadei, Chen, Frempong & Appienti, 2021).

Many practitioners and scholars have realized the importance of authentic leadership and its development strategy which is not only applicable in today's institution but has foremost importance in creating an advantageous result. Further studies are considered to investigate authentic leadership and the degree to which it is related to the organization's performance measures. Future researchers are recommended to explore more

mediators and moderators in the relationships between authentic leadership and its outcomes (Liu, Fuller, Hester, Bennett & Dickerson, 2018). Moreover, there is a need to investigate factors that can act as mediators and moderators to fully explain the authentic leadership and creativity relationship. Future research is encouraged to explore the authentic leader's personality traits and further investigate the acts of authentic leaders that take measure according to their core belief and telling employees the hard truth that can undermine their work efforts as well as help companies to expand and prosper authentic leadership (Abid, Anwar & Waqas, 2020).

Creativity is influenced by Goal orientations, which is a necessary condition of innovation performance. Further research should consider examining the positive effects of mastery-goal orientation that may act as a stronger and well-founded predictor as well as an antecedent of employee performance and behavior (Super, Betts, Keller & Humpheys, 2020). Creative and original ideas can be generated by every employee in the organization as well as each of them can innovate and advance their abilities that can lead to the company's accomplishments and performance. The new era demands innovative individuals and for those who cannot catch up with the advancements of the new era, it becomes hard for them to have achievements and innovation. However, not every individual show innovative work behavior which means that it will for sure demote their performance at work (Purwanto et al., 2020; Asbar, Purwanto, Maesaroh et al., 2020; Soper et al., 2020b).

In Pakistan's traditional culture, leadership in organizations holds pivotal importance as leaders are principal decision-makers who advise their employees which in turn make employees show compliance in the execution of orders. In higher education literature, authentic leadership receives little attention makes it necessary to investigate and explore more about it (Elrehail, Emeagwali, Alsaad & Alzghoul, 2018). The focus of this thesis is to delve into the relationship between authentic leadership style and innovative work behavior, and the mediating and moderating aspects of creative self-efficacy and mastery goal orientation. With the help of social cognitive theory, the framework will be justified to explore how and when authentic leaders promote creative self-efficacy in employees which in turn leads to innovative work behavior. The impact of mastery goal orientation on the link will be addressed.

2. THEORETICAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT

Social Cognitive Theory

Albert Bandura (1960s) was the one who started Social Cognitive theory as social learning theory. In 1986, it developed into Social Cognitive theory and postulated that learning happens when there is an interaction based on reciprocity of person, behaviors, and environment in a social context. The social cognitive theory holds a unique feature as it puts attention to social influence and prominence on the social reinforcement both external and internal. Social Cognitive theory reflects on idiosyncratic ways in which different individuals obtain and conserve behaviors, at the same time taking into consideration the social environment in which behaviors of an individual are executed. SCT takes into consideration the past experiences of an individual which elements into either behavioral endeavor will develop. The past experiences of an individual exert influence on reinforcements, anticipation, and assumptions, which structures an individual will become involved in a particular behavior the reasons behind the engagement in that specific behavior (Bandura, 1986). SCT is a learning-based theory that considers the environment where a person can grow and execute behaviors. People observe others and learn with the help of primary factors such as environments, behaviors, and cognition that put influence development in a "Triadic reciprocity" relationship. According to Hoffnung et al. (2019), an individual's way of thinking can be changed with each behavior witnessed. The social cognitive theory holds some basic assumptions such as observing others makes people learn more. The second assumption is learning being an internal process may or may not assist in changes in behavior. Another important assumption of social cognitive theory is that people and their work environment reciprocally impact each other. SCT also holds

another assumption about people's behavior and that it is intended for specific goals. Another assumption is that behaviors exhibited by the individuals become progressively self-adjusting.

According to Social cognitive theory, enactive mastery experiences that are the direct encounter of accomplishment of duties and skills and mastery modeling is the learning from observing the role models such as leaders are two main factors through which people receive skills and proficiency (Bandura, 1986, 1997). Employees with high mastery goal orientation regard and consider their supervisors as role models because of their knowledge-sharing behavior. According to Bandura (1986) acquisition of proficiency and skills are influenced by internal personal factors as well as external situational factors. The social cognitive theory being an overarching theory in this current research plays key role in justifying the links between the variables. Based on the concept of social cognitive theory, Tierney, and Farmer (2002) modified the concept of self-efficacy into creative self-efficacy, which refers to an individual's self-belief and capacity to make effective outcomes. Creative self-efficacy is the key element for an individual being creative at their tasks in the workplace, when the level of confidence of self-efficacy for creative activities becomes higher in the employees then they are more engaged in the creative behaviors (Gong et al., 2009; Tierney & Farmer, 2002, 2011). The existing research explores the impact of authentic leadership on innovative work behavior, with the mediating effect of creative self-efficacy and the moderating effect of mastery goal orientation, utilizing social cognitive theory as a foundation.

Authentic Leadership and Innovative Work Behavior

Innovative work behavior is the type of conduct that aims to generate current ideas, implement changes, and develop new knowledge, as well as improves workplace performance through modifying work processes (De Jong & Den Hartog, 2008). Innovative work behaviors are those that a person needs to improve self-competence, which in turn helps him achieve the goals that he has set for himself or that the institution has set for him. There are two factors such as internal factors and external factors that can have a profound impact on the development of innovative work behavior (Dhar, 2016; Kang et al., 2016; Lie, 2017; Newman et al., 2018; Onhon, 2019). Authentic leadership is among the styles of leadership that are responsible for encouraging employees to perform innovative tasks (Farid, 2021). According to Walumbwa et al., (2008), authentic leadership manifests itself as a pattern of behavior that best represents a leader who understands how to maximize his potential. Authentic leaders in organizations influence employees in a way that they can increase satisfaction levels in subordinates as well as positively strengthen their identity towards an organization (Saeed et al., 2022). Organizations that support authentic leadership and try their best to implement authentic leadership in the work environment can promote innovative behaviors in staff members. Employees with greater innovative work behavior can perform well in an organization, their productivity level increases, and they can produce creative ideas in the organization (Zada et al., 2022).

Walumbwa et al. (2008) classifies authentic leadership as having four main characteristics: The first factor is **self-awareness**, which means when someone looks at themselves in a way to understand their inner self and be able to process and view the world around them. Also, self-awareness is about being informed of one's weaknesses and strengths to get aware of what impact they will put on others? Letting employees present their judgments and stance is one of the examples of the above aspect. The second aspect is relational transparency; a behavior exhibited by a person in which they present their selves naturally and openly disclose diverse information as well as showing real feelings and thoughts. This way a person can inflict trust from other people through his openness and expressive personality for example one showing real feelings and emotions comparable to recognized values without hiding anything. The third aspect is Balanced processing is the behavior of a leader in which he/she can analyze the data pertinently and without any prejudice before coming to a proper decision.

There can be other people who oppose and criticize a leader's opinion, balanced processing behavior helps the leader to ask for the people's view and positively accept the criticism and input from others for example leader makes his decisions sensibly and pertinently, also willingly accept the views from other people. The fourth aspect is internalized moral perspective that refers to the person's ability to synchronize and administer himself. Considering the moral values of a group, society, and organization, one should be able to self-arrange themselves accordingly with internalized moral values. This ability leads to good decision-making that is consistent with internalized moral standards. Being able to preside over actions and speech is an example of internalized moral perspective because certain actions and attitudes can have a massive effect upon other. When workers recognize their leader has an internalized moral perspective, they will be respectful of him or her and reciprocate in the best way possible, perform tasks according to the leader's orders, and establish their ability to work. Authentic leadership, according to Avolio (2004), is a combination of two other types of leadership: transformational and ethical leadership, so it has been suggested that authentic leadership is linked to innovative work behavior.

According to social cognitive theory, behaviors are learned from role models such as employees working in an organization learning and adopting the behavior from examining and observing the behaviors of their leader (Bandura, 1986). Researchers argue that not only a leader's behavior but also a follower's cognitive state cause leadership to be effective (Felfe et al, 2010; Howell & Shamir, 2005). Hence, institutions need to recognize the relevant leadership style that fosters innovative work behavior. The social cognitive theory was derived from postulating a particularly important assumption that learning happens when observation is made in the environment through social resources (Bandura, 1978 & 1989). People learn by observing others and they choose to act like, modify or take no notice of the observed action. Based on the above explanation, it is hypothesized that:

H1: Authentic leadership shows positive impact on innovative work behavior

Authentic Leadership and Creative Self-Efficacy

Several studies have suggested that leadership behavior plays a vital role and has an impact on creative self-efficacy (Lee et al., 2019; Tierney and Farmer, 2002). Self-efficacy in employees shows the intrinsic motivation one holds within and tries to take part in a personalized approach to work, also whether Authentic leadership encourages intrinsically motivated employees to create and build new things. Avolio & Gardner (2005) argues that authentic leadership stimulates and motivates employees to be imaginative and productive; this way leader highlights positive accomplishments and receives trust from followers. Vicarious experience, psychological state, enactive attainment, and verbal persuasion are four sources of information identified by Bandura (1982) as the foundation of self-efficacy. The source Enactive attainment represents the achievement of a task that ranges according to the individual's experience. In organizations, employees face a lot of different situations and experiences on the job depending on the success and failure of the task they accomplish. Employees have a higher level of self-efficacy when they complete a task, whereas failure causes them to have a lower level of self-efficacy. Employees with low efficacy frequently abandon their personal achievements rather than changing their views after finishing tasks (Bandura, 1997).

For the followers, authentic leaders are role models as they lead by example (Avolio et al., 2004; Ilies et al., 2005). Individuals learn from observing and copying their role models' behavior, according to the social cognitive theory (Bandura, 1986). In this way, according to the argument of the theory, authentic leaders function as role models and subordinates learn different behaviors from their leader by observation of their work-related behaviors and attitudes. Employees' creative self-efficacy is boosted because of this observational learning (Day & Allen, 2005; Biemann et al., 2015). Furthermore, previous literature contends that authentic

leaders are those who focus on their followers' talents by identifying them and making efforts to develop these talents into strengths, as well as empower followers to perform activities in which they are good at and can excel (Avolio et al., 2004; Gardner et al., 2005). Leaders who exhibit these types of positive behaviors enable followers to have active mastery experiences, which boost their creative self-efficacy.

Previous research suggests that positive emotions have a significant impact on people's actions because they broaden people's perspectives and strengthen their resources such as self-efficacy (Fredrickson, 2001; Xanthopoulou.,2009). Previous research has not investigated the impact of authentic leadership on creative self-efficacy. However, based on the preceding arguments, we hypothesize:

H2: Authentic leadership shows positive impact on creative self-efficacy

Creative Self-Efficacy and Innovative Work Behavior

According to Tierney & Farmer (2011), when it comes to accomplishing innovative tasks, creative self-efficacy is the belief or confidence that one has in one's own abilities. As per research, creative self-efficacy is positively related to workplace creativity (Tierney & Farmer, 2011. Empirical results indicate that creative self-efficacy is strongly linked to innovation and organizational task performance (Tierney & Farmer, 2004; Choi, 2004; Jaussi, Randel & Dionne, 2007). Creative self-efficacy, according to social cognitive theory (Bandura, 1986, 1997), should lead to innovative work behavior for two reasons. First, high creative self-efficacy in individuals makes them feel more confident about themselves, their skills, and knowledge and they are more engaged in innovative behaviors, also generating ideas and implementing them (Jiang & Gu, 2017). In this way, individuals find more time spent in cognitive processes which help them in identifying the problems and finding creative ways to solve them as well as seeking help from the upper organizational management (Hsu et al., 2011). Second, there can be many uncertainties when individuals implement their ideas in the organization to solve the problems they identify, so high creative self-efficacy in individuals make them feel more equipped at the time of addressing the challenges (Richter, van Knippenberg, Hirst & Baer, 2012).

Individuals with low creative self-efficacy will see obstacles as opportunities and will persist in the face of hardships. We hypothesize the following based on the above argument:

H3: Creative self-efficacy shows positive link with innovative work behavior

Creative Self-Efficacy as Mediator

Using social cognitive theory (Bandura,1986), we establish an understanding of how and when creative self-efficacy links to innovative behaviors by providing a new frame of reference into the mechanisms and conditions that allow this relationship to occur. The social cognitive theory was first to propose that self-efficacy play a motivational role in the process of creativity and innovation (Bandura, 1997). Accordingly, Bandura suggests that one way to build creative self-efficacy is to help people overcome their anxiety and fear. This tenet leads us to expect that increases in factors that lower employees' anxiety and fear associated with attempts at innovation should cultivate growth in self-efficacy beliefs about their innovative capacity. Two such factors are trust and respect; for instance, Edmondson (1999) suggests that both trust and respect create a psychologically safe environment that enables employees to speak up. We argue that when employees have increasing trust in their leaders and organization, they feel increasingly confident about promoting innovation because they believe that their organizations will value them. Social-cognitive theory posits that self-efficacy is the key to determining whether an individual can successfully shape the reality in the way he or she wants. Creative self-efficacy comprises beliefs in one's capacities to organize and execute the courses of action required to manage prospective situations (Bandura, 1995). It represents one's perceived competence, one's

conviction that he or she can execute the action required to reach a goal, and an optimistic assessment of one's likelihood of success (Gist, 1987; Hughes, Galbraith, & White, 2011).

A social cognitive theory provides a comprehensive framework that includes psychological, individual, cognitive, and contextual mechanisms that influence creative self-efficacy beliefs (Bandura, 1986; Wood & Bandura, 1986). The social cognitive theory also postulates that creative self-efficacy positively influences motivation, a pattern of thoughts, and the behaviors and actions of an individual (Bandura, 1986). Individuals with a powerful sense of efficacy boot up and strengthen their well-being, also providing them with a frame of mind that complications and difficulties during tasks are the challenges that should be resolved and not the obstacles that should be avoided (Bieman et al., 2015). Bandura & Locke (2003) argues that creative self-efficacy assists employees to overcome the complications restraining innovation. Authentic leaders are fair to their subordinates and empower them to be clear in developing their expertise and mastery (Gardner et al., 2005).

Positive leadership behaviors, according to previous research, play a significant role in aiding employees to attain outstanding results (Biemann et al., 2005). As per the literature, creative self-efficacy has been seen to play a significant role in the process of institutional innovation and creativity (Bandura, 1997; Puente-Diaz, 2016). Creative self-efficacy refers to an individual's personal beliefs about his or her ability to ponder creative ideas and undertake creative outcomes (Tierney & Farmer, 2002; Mathison & Bronnick, 2009; Carmeli & Schoubroeck, 2007). People who have high creative self-efficacy are confident in their knowledge and expertise, so they engage in creative behavior and develop and implement innovative ideas in organizations (Jian & Gu, 2017). Creative self-efficacy is found to mediate the link between authentic leadership and innovative work behavior. As a result, we believe:

H4: The relationship between authentic leadership and innovative work behavior is mediated by creative self-efficacy.

Buffering effect of Mastery goal orientation

According to social cognitive theory (Bandura, 1986, 1997), mastery goal orientation act as a personal factor of an individual that greatly impacts their behavioral, cognitive, and affective patterns (Bandura, 1982, 1986, 1997). Rather than ability demonstration, mastery goal orientation individuals are motivated by competence development (Dweck, 1986; Dweck & Leggett, 1988). Individuals with mastery goal orientation look forward to accomplishing goals and seek challenging tasks to improve their competency (Bell & Kozlowski, 2002). Mastery goal-oriented individuals are more into learning and make valuable improvements without getting afraid of making mistakes as they regard and notice failure as an opportunity to learn (Noordzij et al., 2013). In line with social cognitive theory, arguments are reported that mastery goal orientation has a significant impact on the outcomes such as self-efficacy (Button, Mathiu & Zajac, 1996; Bell & Kozlowski, 2002). Mastery goal-oriented employees expect higher success and have a strong motivation for competence development rather than ability demonstration as they seek challenges and master new situations (Dweck 1986). Those with high MGO tend to be intrinsically motivated to learn and solve problems. Previous studies reported that MGO increases self-efficacy and self-esteem (Bandura, 1986; Mangos & Steelejohnson, 2001). Concerns about increasing one's competence are central to mastery goal orientation. Employees' learning goals may be activated if they believe their work environment aligns with their values or beliefs, giving them a sense of control in the workplace (Matsuo, 2021). As a result, we propose the following hypothesis:

H5: The relationship between authentic leadership and creative self-efficacy is moderated by mastery goal orientation, such that a positive relationship between authentic leadership and creative self-efficacy is strengthened when MGO is high rather than low.

Moderated Mediation Model

According to the social cognitive theory, people acquire knowledge and skills through excellent modeling techniques and enactive mastery experiences, where mastery modeling refers to learning through observation from role models such as leaders and enactive mastery experiences refer to direct achievement of a task or skill (Bandura, 1986, 1997). Acquisition of knowledge and skills are affected by both internal personal and external situational factors (Bandura, 1986). Mastery goal-oriented individuals are motivated to generate their aptitude (Dweck, 1986, 2000; Dweck & Legget, 1988; VandeWalle & Cron, 1999). As a result, MGO stands out as a significant boot disk for enactive mastery. Individuals who are goal-oriented toward mastery acquire learning opportunities because they seek challenges and are not afraid of making mistakes ((Ames & Archer, 1988). Thus, per research, mastery goal orientation aids in the obtaining of skills and knowledge (Brett & VandWalle, 1999; Kozlowski, Gully, Brown & Nason, 2011). Mastery goal orientation was shown to optimize cross-cultural adjustment by focusing on the acquiring of multi-cultural novel skills and abilities, according to Gong and Fan (2006). Past research argues that creativity is enhanced when there is the acquisition of knowledge and skills (Amabile & Gyskiewicz, 1987; Gardner, 1993). Mastery goal orientation in employees seems favorable to the development and preservation of creative self-efficacy in employees for some reasons. The first is that mastery goal orientation focuses on competence development (Dweck, 2000). The second is that mastery goal orientation is based on an incremental conception of ability, which explains how ability can be changed over time (Dweck & Legget, 1988). Mastery-oriented employees assemble mastery experiences with success over time. Employees are more self-efficacious and produce a creative product when they have a strategic reserve of skills and experiences. Third, the attribution pattern associated with maintaining a mastery orientation in the face of challenges contributes to the preservation of creative self-efficacy. Setbacks in creative pursuits are credited by employees with a mastery orientation to factors such as inadequate attempts or ineffectual methodologies, rather than ability factors (Dweck & Leggett, 1988). Since innovative work behaviors are risky, challenging, and uncertain, mastery goal orientation aids in the improvement of self-competence, which is an essential component of innovative work behavior (Bandura, 1997). Employees who are confident take care of the risks and failures associated with innovation and undertake innovative tasks. Thus, according to social cognitive, once people are focused on self-improvement, recognize obstacles as challenges, and expect the outcomes of their actions to be under their regulation instead of outer approval, their motivation to remain confident may be unaffected by negative reactions from others during innovative work behavior. Authentic leaders inspire and motivate their employees to think out of the box and ways of doing things in the workplace. Employees' ability to generate and implement innovative ideas is dependent on the quality of their relationship with their leader. Employees will feel motivated and confident when the relationship between them and the leader is good enough and will create novel ideas trusting on his or her abilities, expertise, and knowledge without fearing anything. When an employee's willingness to try new things is bolstered by their supervisors' trust and dependability, Gilson, and Shalley (2004) discovered that he or she conducts a more comprehensive examination of concern and pursues creative approaches. As a result, we propose the following hypothesis:

H6: The positive indirect effect of authentic leadership on employee innovative behavior is moderated by mastery goal orientation via creative self-efficacy, and this indirect effect is strongest when the moderator is at a high level.

Conceptual Framework

Based on extensive literature review and gaps identified following conceptual framework is proposed with authentic leadership as independent variable (IV), creative self-efficacy as mediator, Innovative work behavior as dependent variable (DV) and mastery goal orientation as moderator.

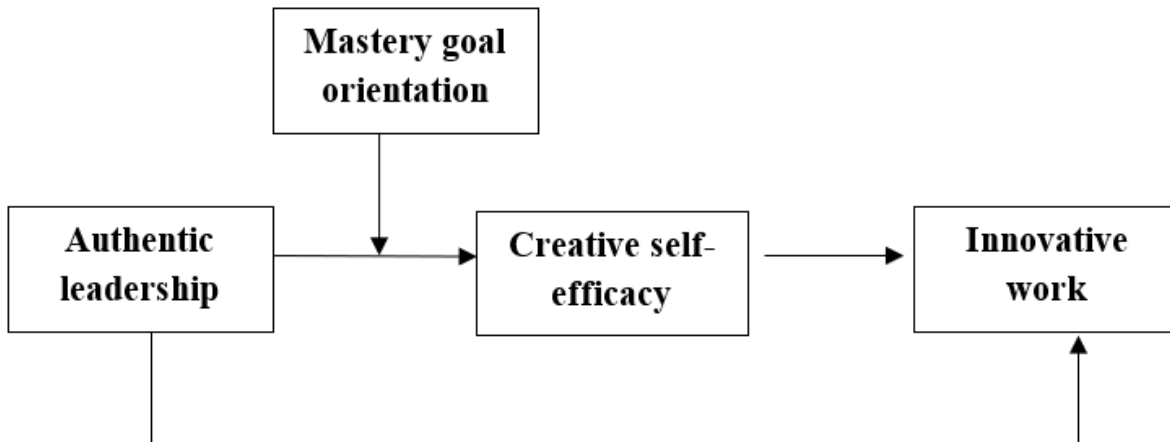


Figure 1. Conceptual model.

Research Design

The current study has conducted a quantitative analysis under positivist approach. Survey method was used to collect primary data. The measures of study were adopted from previously validated investigations. Authentic leadership was measured using 16 items from version 1 of the ALQ. Mastery goal orientation was measured using Brett and VandeWalle's (1999) 5-item scale. Creative self-efficacy was measured using Tierney and Farmer's (2002) creative efficacy scale, which has four items. The innovative work behavior of their peers was assessed using six items from Scott and Bruce's (1994) innovative behavior scale. Cronbachs alpha of all the scales was above .70 meeting the desired threshold. Because the researcher is unaware of the total population, we used a non-probability convenient sampling technique to collect data in this study. The current study's target population is higher education institute employees, who are investigating of the consequences of authentic leadership in higher education institutions; managers/Leaders have a strong relationship with their followers and interact with them on a regular basis. The researcher collected data from public and private service sector organizations in Islamabad and Rawalpindi using the convenience sampling technique. These cities are important Pakistani cities with a large number of service sector businesses (public and private). Prior research, especially in the field of higher education, has paid little attention to AL (Elrehail, Emeagwali, Alsaad, & Alzghoul, 2018).

There were 126 males (34%) and 235 females among the data collected (65 percent). In terms of age demographics, the substantial percentage of respondents were between the ages 20-30 years age group (67%), 31-40 (24%), 41-50 (6%) and 50above (2%). Most higher education staff had advanced degrees, with Master's (30%), Graduation (18%), Mphil degree (39%) and Ph.D. degrees being held by most of the staff (12 percent).

Data Analysis Techniques

The present study used SPSS software for data analysis, and the test methods were used to identify the findings.

- Normality Test
- Regression Analysis and Correlation Analysis

- Confirmatory Factor Analysis
- Preacher and Hayes's (2013), Hayer (2017) technique for moderation and mediation
- AMOS

Data Analysis and Findings

Table 1. Correlation and Reliabilities.

		Correlations			
		ALmean	CSEmean	MGOMean	IWBmean
ALmean	Pearson Correlation	(0.806)			
	Sig. (2-tailed)				
CSEmean	Pearson Correlation	.305**	(.730)		
	Sig. (2-tailed)	.000			
MGOMean	Pearson Correlation	.171**	.512**	(0.716)	
	Sig. (2-tailed)	.001	.000		
IWBmean	Pearson Correlation	.218**	.318**	.456**	(.779)
	Sig. (2-tailed)	.000	.000	.000	

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

Note: N=361

* $P < 0.05$, ** $P < 0.01$. Alpha reliabilities are present in parenthesis. AL (Authentic leadership) and MGO (Mastery goal orientation) was tapped on Time 1. CSE (creative self-efficacy) and Innovative work behavior (IWB) was tapped on time 2.

The values of means, standard deviations, correlations between variables, and Cronbach Alpha are shown in Table 4.4. Cronbach's alpha has an acceptable range and cut off value of 0.70, according to Nunnally (1978). All the variables' Alpha values are greater than 0.70, indicating that the constructs in this study are reliable. Authentic leadership has a Cronbach alpha of (0.806), while creative self-efficacy has a Cronbach alpha of (.730), innovative work behavior has a Cronbach alpha of (0.716), and mastery goal orientation has a Cronbach alpha of (.779). All the variables in this study were tapped at separate times, with two weeks among each data collection point.

The results show that authentic leadership tapped at time 1 has a positive and significant correlation with the moderator (Mastery Goal orientation) tapped at time 1 ($r = 0.171$, $p < 0.01$), time 2 tapped mediator (creative self-efficacy) ($r = 0.305$, $p < 0.01$), and time 2 tapped dependent variable (innovative work behavior) ($r = 0.218$, $p < 0.01$). Time 1 tapped moderator has positive correlation with time 2 tapped mediator i.e. CSE ($r = 0.512$, $p < 0.01$), and positive significant correlation with dependent variable i.e. IWB ($r = 0.456$, $p < 0.01$). Time 2 tapped creative self-efficacy shows positive correlation with time 1 tapped authentic leadership i.e. ($r = 0.305$, $p < 0.01$), positive correlation with mastery goal orientation ($r = 0.512$, $p < 0.01$) and positive correlation with innovative work behavior ($r = 0.318$, $p < 0.01$) Time 2 tapped dependent variable (innovative work behavior) shows positive correlation with authentic leadership ($r = 0.218$, $p < 0.01$), positive correlation with creative self-efficacy ($r = 0.319$, $p < 0.01$), positive correlation with mastery goal orientation ($r = 0.456$, $p < 0.01$).

Regression Analysis

Since mediation, moderation, and moderated mediation are proposed in this study, we have used PROCESS macro (Hayes,2017) to test our hypothesis, which also included a bootstrapping test for indirect effects utilizing confidence intervals (upper and lower limit).

Researchers used the PROCESS macro (Hayes,2017) to test hypothesis 5 (moderating effects), and then we calculated the mean-centered values of the interacting variables before interaction (Aiken, West, & Reno,1991) for the interaction plot to minimize multicollinearity. We have used Preacher et al's (2007) conditions to identify conditional indirect mastery orientation in the link between independent variable (AL) and Outcome variable (IWB) through Mediator (CSE). First, authentic leadership has a significant effect on creative self-efficacy; second, CSE has a significant effect on employee outcome (innovative work behavior); third, interactions between authentic leadership and MGO on CSE should be significant; and fourth, authentic leadership has a conditional indirect effect on employee outcome (innovative work behavior) through creative self-efficacy.

Creative Self-Efficacy as a Mediator Between Authentic Leadership and Innovative Work Behavior

Table 4.5 shows the regression results for the direct and meditational hypotheses. (H1, H2, H3, H4.). Authentic Leadership is linked to creative self-efficacy ($t= 5.95, p<0.01$) and innovative work behavior ($t=2.20, p<0.01$), as well as creative self-efficacy and IWB ($t=5.102, p<0.01$). The regression results for direct and meditational hypotheses were shown in Table 4.5. (H1, H2, H3, H4). Authentic leadership is associated with creative self-efficacy ($t=5.95, p<0.01$) and innovative work behavior ($t=2.20, p<0.01$), as well as creative self-efficacy and Innovative work behavior ($t=5.102, p<0.01$). The findings of this study corroborated H1, H2, and H3. The following hypotheses (H1, H2, and H3) have been accepted. Authentic leadership has a significant indirect influence on innovative work behavior through creative self-efficacy. The indirect effect (Effect =.104, $p<0.01$) was significant. Additionally, the bootstrap estimates and 95 percent biased-corrected confidence interval were used to validate the mediation effect. When both intervals (upper and lower limit) have the same sign and therefore do not contain zero, the effects are significant. As a result, table 4.4 shows that the indirect effect is not zero (LL=0.05, UL =.166). As a result, Hypothesis 4 was found to be true.

Table 2. Mediated Role of Creative Self Efficacy Between Authentic Leadership and Innovative Work Behavior.

Sr#	Variable	SE	t	p	LLCI	ULCI
1-	Direct effect of AL on IWB	.067	4.23	.0000	.1522	.5163
2-	Direct effect of AL on CSE	.073	6.06	.0000	.3012	.5899
3-	Direct effect of CSE on IWB	.046	5.31	.0000	.1557	.3387

Indirect Effect(s) of X on Y:				
CSEmean	Effect	BootSE	BootLLCI	BootULCI
	.1101	.0305	.0534	.1742

Completely Standardized Indirect Effect(s) of X on Y:				
CSEmean	Effect	BootSE	BootLLCI	BootULCI
	.0845	.0239	.0401	.1341

Level of confidence for all confidence intervals in output:

95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals: 5000

The Moderating Role of Mastery Goal Orientation in the Relation Between Authentic Leadership and Creative Self-Efficacy

The connection between authentic leadership and creative self-efficacy is moderated by mastery goal orientation, according to Hypothesis 5. We then used PROCESS macro (Hayes, 2017) to run model 1 to see whether mastery goal orientation performed a moderating role. The interaction effect of authentic leadership x mastery goal orientation has no significant impact on CSE (SE=.0768, p>.05), according to Table 4.6.

Table 3. Moderated Regression Analysis Results.

Predictor	Creative self-efficacy					
	coeff	se	t	p	LLCI	ULCI
constant	3.39	.04	81.23	0.000	3.31	3.47
ALmean	0.33	0.64	5.13	0.000	0.20	0.46
MGOMean	0.49	0.47	10.48	0.000	0.40	0.59
Int_1	-.038	0.768	-.49	.6206	-.189	.1130

Product terms key:

Int_1 : ALmean x MGOMean

Test(s) of highest order unconditional interaction(s):					
	R2-chng	F	df1	df2	p
X*W	.0005	.2455	1.0000	355.0000	.6206

Level of confidence for all confidence intervals in output:

95.0000

Moderated Mediation on Innovative Work Behavior

The results of conditional indirect effects (e.g., H6) are shown in Table 4 where mastery orientation buffers the indirect effects of authentic leadership on innovative behavior via creative self-efficacy. We hypothesized that when mastery goal orientation is high, creative self-efficacy mediates indirect effects, but not when it is low. As a result, Table 4.7 shows the conditional indirect effects of authentic leadership on innovative behavior at three levels of mastery goal orientation, e.g., standard deviation above mean (-.77), mean (0.00), and standard deviation below mean (-.77). Where (se=0.78, p>0.05), the interaction term (ALmean x MGOMean) was not significant. As a result, H6 was not approved.

Table 4. Direct and Indirect Effect of X on Y

Effect	se	t	p	LLCI	ULCI
.1495	.0678	2.2048	.0281	.0161	.2828

Conditional Indirect Effect of X on Y**Indirect Effect:**

ALmean -> CSEmean -> IWBmean

MGOMean	Effect	BootSE	BootLLCI	BootULCI
-.7774	.0865	.0316	.0292	.1530
.0000	.0795	.0245	.0352	.1327
.7774	.0725	.0264	.0276	.1306

Level of confidence for all confidence intervals in output:

95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals: 5000

3. DISCUSSION

The purpose of this study was to investigate the role of leadership on innovative behavior of employees and exploring the influence of creative self-efficacy as mediator and mastery orientation as moderator. The framework was justified by investigating how and when authentic leaders promote creative self-efficacy in employees, which leads to innovative behavior, using social cognitive theory. The role of mastery goal orientation as moderator was investigated, and it was discovered to have no significance. The reason for the disparity in results is that the study was conducted in Pakistan, which may limit or prevent generalization to other contexts. The culture, norms, and traditions of a country may have an impact on the outcomes in each context. As a result, it is recommended that this study be replicated in other countries to ensure that it is generalizable.

This study contributes to providing intuitive implications for managers. The results reveal that authentic leadership plays key role in fostering employee innovative work behavior (Chaudhary & Panda, 2018). Authentic leaders exhibit internalized mobility, increased self-awareness, relational transparency, and balanced processing. Our findings will assist leaders to encourage and motivating their employees to be more creative and productive. If educational institutions want to introduce innovative changes in their organization that result from employee innovation, it is recommended that they pay attention to the leader-follower relationship. The current study assists managers in implementing leadership training to increase innovative work behavior while also improving the quality of the relationship between the leader of the organization and their subordinates (Laguna, Walachowska, Gorgievski & Moriano; 2019).

Another important implication is that institutions should use simple and easy-to-manage psychometric tests during the recruitment process to identify individuals with high creative self-efficacy and incorporate them into current HR management programs to ensure that such recruits are placed under leaders who can demonstrate authentic leadership behaviours (Maertz et al., 2015). These personnel positively respond to authentic leaders' motivation to establish ideas and explore alternatives to opportunities identified in the organization and they make the most of the authentic leader's subjective learning opportunities. Leaders must

participate in more authentic behaviors and function as role models for their workforce if they want to get more from people who have higher self-efficacy, as well as motivate them to participate in innovative tasks (Newman, Herman, Schwarz, and Nielson, 2018).

4. CONCLUSION, RECOMMENDATIONS, AND IMPLICATIONS

The impact of authentic leadership on innovative behavior was investigated, as well as mediating effect of creative self-efficacy and the moderating effect of mastery goal orientation. The present study contributes to an important theoretical implication. The present study reacts to previous researchers' numerous calls for further research into the literary works on creative self-efficacy and the circumstances under which creative self-efficacy might very well positively influence employee workplace behaviors (Tierney & Farmer, 2011). Prior studies has already looked at the impact of creative-self efficacy in the workplace, specifically how employees with higher levels of creative self-efficacy create and innovate more than employees with low levels of creative self-efficacy (Richer et al., 2012) The current study is the first to examine how authentic leadership can inspire employees with high levels of creative self-efficacy to participate in innovative workplace behavior. Authentic leadership was found to have a positive and significant effect on innovative work behavior in the current study. The role of creative self-efficacy as a mediating factor was also discovered to have a significant impact. Because this study was conducted in Pakistan, the buffering effect of mastery goal orientation was not significant, which may prevent or limit generalization to other contexts. The results in each context may be influenced by a country's culture, norms, and traditions. As a result, it is suggested that this study be replicated in other countries to confirm its generalizability (Ismail, 2016).

This study contributes to providing intuitive implications for managers. The results reveal that authentic leadership plays key role in fostering employee innovative work behavior (Chaudhary & Panda, 2018). Authentic leaders exhibit internalized mobility, increased self-awareness, relational transparency, and balanced processing. Our findings will assist leaders to encourage and motivating their employees to be more creative and productive. If educational institutions want to introduce innovative changes in their organization that result from employee innovation, it is recommended that they pay attention to the leader-follower relationship. The current study assists managers in implementing leadership training to increase innovative work behavior while also improving the quality of the relationship between the leader of the organization and their subordinates (Laguna, Walachowska, Gorgievski & Moriano; 2019).

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The current study contributed to the body of knowledge on authentic leadership and innovative work behavior. Authentic leaders in organizations influence employees in a way that they can increase satisfaction levels in subordinates as well as positively strengthen their identity towards an organization. Organizations that support authentic leadership and try their best to implement authentic leadership in the work environment can promote innovative behaviors in staff members. The present study has used Social cognitive theory argues that individuals observe and imitate their role model's behavior and learn through them (Bandura, 1986). In this way, according to the argument of the theory, authentic leaders function as role models and subordinates learn

different behaviors from their leader by observation of their work-related behaviors and attitudes. This learning through observation has a positive influence on the creative self-efficacy of employees (Day & Allen, 2004; Biemann et al., 2015). The current study opens new avenues for future research into the impact of authentic leaders on followers' work behavior.

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