Impact of Paradoxical Leadership and Employee Proactive Work Behavior on Organizational Performance: Mediating Role of Organizational Learning in Telecom Sector of Pakistan

Noman Ishtiaq*[1], Syeda Yumna Zubair[2], Aziz Ur Rehman Rana[3]

[1*]PhD Scholar, Department of Business Administration, Foundation University Islamabad (FUI), Pakistan.

[2]MS Scholar, Department of English, Foundation University Islamabad (FUI), Pakistan.

[3*]HoD, Department of Technology & Innovation, Foundation University Islamabad (FUI), Pakistan.

Corresponding author: nomi_kh16@yahoo.com

This research work seeks to explore the relationship between paradoxical leadership and proactive work behavior and its effect on organizational performance through the mediating factor of organizational learning in the telecom industry in Pakistan. The data was gathered from the employees of telecom sector in Pakistan through a structured questionnaire. The current study targeted 190 employees from the telecom industry. This research applied non-probability sampling method known as purposive sampling to collect data. For performing statistical analysis, SPSS 17 has been used. The investigation revealed that, in Pakistan telecom business, paradoxical leadership and proactive work behaviour have a positive relationship with organizational performance. Another research also suggests that the relationship of paradoxical leadership, proactive work behavior, and the transformational performance of the telecom sector in Pakistan is also such that organizational learning plays the mediating role.

1. Introduction

In today's competitive environment organizations demand leaders to adopt such leadership practices which results in better organization outcomes. Paradoxical leadership is increasingly effective in employee management (Zhang et al., 2021). A "paradox" incorporates "problematic yet interrelated components that exist all the while and endure after some time (Jung, Kang and Choi, 2022). Such components appear to be sensible when considered in segregation however nonsensical, conflicting, and, surprisingly, silly when compared". Paradoxical difficulties have not been examined to the point of understanding how to coordinate inconsistency. For example, in affiliations like managers delegates must be vigilant to carry out their jobs while supervisors must supervise their staff. The result is a conundrum. When necessary, this watches out for authoritative-level trailblazers' trials of how to supervise paradoxes in the affiliations (Edmondson, 2018).

A paradox alludes to the two incongruous components that are viewed as inverse sides from one another and nonsensical when they are viable (Sulaiman et al., 2023). Each hierarchical pioneer defies the instances of dealing with the disconnected components and necessities to choose of which side they ought to be on, a supposed either-or choice. Be that as it may, either-or choice is insufficient in such an association where every component is reliant (Atwater, 2018). Past assessments exhibited that pioneers need to convey a direct multifaceted nature and versatility to additionally foster legitimate structure consistently and pioneers need to help the limiting powers and control the strain between them (Entry, 2019). The initiative composition on paradoxical authority insinuates the joining of paradox and creates an innovative and stretch framework to persevere better. For instance, to provide an award and advancement system, pioneers must manage expert accomplishments (Fornes, 2019).

The study's importance lies in the fact that paradoxical leaders must provide stability by endorsing clear directions and principles that followers can identify with. This stability is achieved by a leader's integrity (Schulze & Pinkow, 2020). Through paradoxical leadership practices that also assist in rebuilding faith in leaders and telecom companies, followers' and organizations' effectiveness must be fostered. A form of leadership conduct known as paradoxical leadership encourages positive psychological skills and a morally upbeat work environment (He & Yun, 2022). This study is primarily a review, although efforts have been made to determine how this new construct, "Paradoxical," play a significant part in telecom organizational performance.

2. Literature Review

The purpose of this study is to examine the relationship between paradoxical leaders and proactive work behavior on the performance of telecom companies in Pakistan with the moderating role of organizational learning. To manage organizational paradoxes, leaders may utilize paradoxical behaviours in their leadership for the effective functioning and development of the organization. When there is paradoxical leadership, the focus is on the leadership skills are more prominent than on the character attributes, so researchers concur that it is an authentic leadership aptitude that can be created and affected by the responsibility of workers. Representative

responsibility is significant as a result of the apparent multitude of positive results produced in associations (Xue, 2020).

Janssen (2018) characterizes Proactive work behaviour as "The deliberate creation, presentation, and use of groundbreaking thoughts inside a work job, gathering or association, to help job execution, the gathering or the association". This definition consolidates the various phases of development as depicted by Scott (2004): the main stage starts with issue acknowledgement which evokes the age of novel or embraced thoughts or arrangements; the following stage involves building an alliance of allies to help the thought; then, at that point, the thought is finished by real execution for the plan to transform into useful use.

Proactive work behavior incorporates four builds of issue counteraction, individual development, voicing thoughts, and assuming responsibility. Especially, "assuming responsibility centers around the inner means for achieving hierarchical objectives, like work strategies, arrangements, and methods". This study uses assuming responsibility since it envelops dynamic extra-job relationships among paradoxical leadership, as well as proactive authoritative behavior, is based on behavior as well as on-the-job performance and satisfies the review motive (Margolis, 2019).

Organizational studying is defined within the literature as a course of and is talked about throughout a variety of disciplines that span from affected person protection in health care to navy readiness and from library efficiency to college students studying in numerous tutorial establishments. Learning helps groups to modify with regard to environmental limitations, avoid repeating similar mistakes, and get essential wisdom which might have been otherwise forgotten (Janssen, 2018).

A leader must adopt "both-and" behaviours that integrate as well as accept opposing demands at the same time to benefit from the paradox's intended outcome (Ingram et al., 2014). Paradoxical leadership is described as the use of behaviors that at first glance appear to be at odds with one another but are related. According to academics, acting paradoxically strains a leader's cognitive abilities, which may lead to psychological stress, which in turn affects their attitudes and behaviours. In this essay, we suggest that Positive correlations exist between paradoxical leadership as well as leaders' work output from two different perspectives. First, it has been shown that some types of workplace stress (such as difficulty and obstruction) can affect people's intrinsic motivation as well as thought processes, which in turn can affect their work attitudes and behaviours (Madjar et al., 2011). The importance of learning organizations in facilitating individual, team, and organizational learning, which in turn improves performance results, was highlighted in prior study (Wang et al., 2017).

2.1 Summary of Literature

In brief, the literature summarizes that paradoxical leadership and proactive work behavior enhances organizational performance and organizational learning also plays an important role between paradoxical leadership and proactive work behavior and organizational performance in

organizational context. In this chapter, establishing a study framework and hypothesis is also straightforward.

2.2 Theoretical Framework

2.3 Transformational Theory

Leadership equally has been observed to develop with social relations. They form groups, interact with each other and tend to change each other's behaviours and patterns in one way or the other. Transformational leadership may be defined as a process of changing the perceptive and behavioural outlook of both leaders and followers to a higher standard of morality and commitment. These leaders and their managers have better relations with their subordinates and peers than less effective ones. It is noted that transitional leaders are more valuable and helpful in the organization than transactional leaders. While the Employment Rights Act ENHANCED expectations of the workers' output through urging the employees to go the extra mile that is not covered by their contracts of employment.

Transformational leaders look for new ideas and angles that can be used to reshape the organisation with the aim of increasing its effectiveness and profitability. They motivate the employees of the organization to prepare for the change in the organization's structure and change the organization's base and foundation as well as obtain the functional ability to work in new ways and directions to reach new and higher peaks of excellence (Mirkamali et al., 2014, p.23).

2.4 Self-Regulation Theory

People employ their resources for self-regulation, under the self-regulation theory, to close the gap between their present condition and their intended state (Mawritz et al., 2017). According to Searle as well as Lee (2015), people frequently engage in proactive measures to increase the alignment between resource needs and job demands. In the study of Zhang et al. (2015), paradoxical leadership is a more challenging form of leadership that require leaders to transform tasks into new forms, expand the available resources, identify mismatches between the people and work, or engage in job crafting. From Hassan and his colleagues (2024), paradoxical leadership can be described by one aspect of self-confidence which is a form of self-efficacy. Making a decision with the help of self-assertion, people become more confident when they manage to pass certain tests and, as a result, people are inclined to show off their potential more often (Cenciotti et al., 2016). Thus, confident managers are in a better position to redesign their work, complete more tasks, or, as put it differently, are much more inclined to define their job.

2.5 Conceptual Frame Work

The purpose of the study is to investigate the effect of paradoxical leaders and proactive work behavior on the performance of the organization with the moderating role of organizational learning. Based on the above pieces of literature the following hypothesis can be made.

Figure No1: Theoretical Framework

| Independent variable | Mediating variable | Dependent variable |
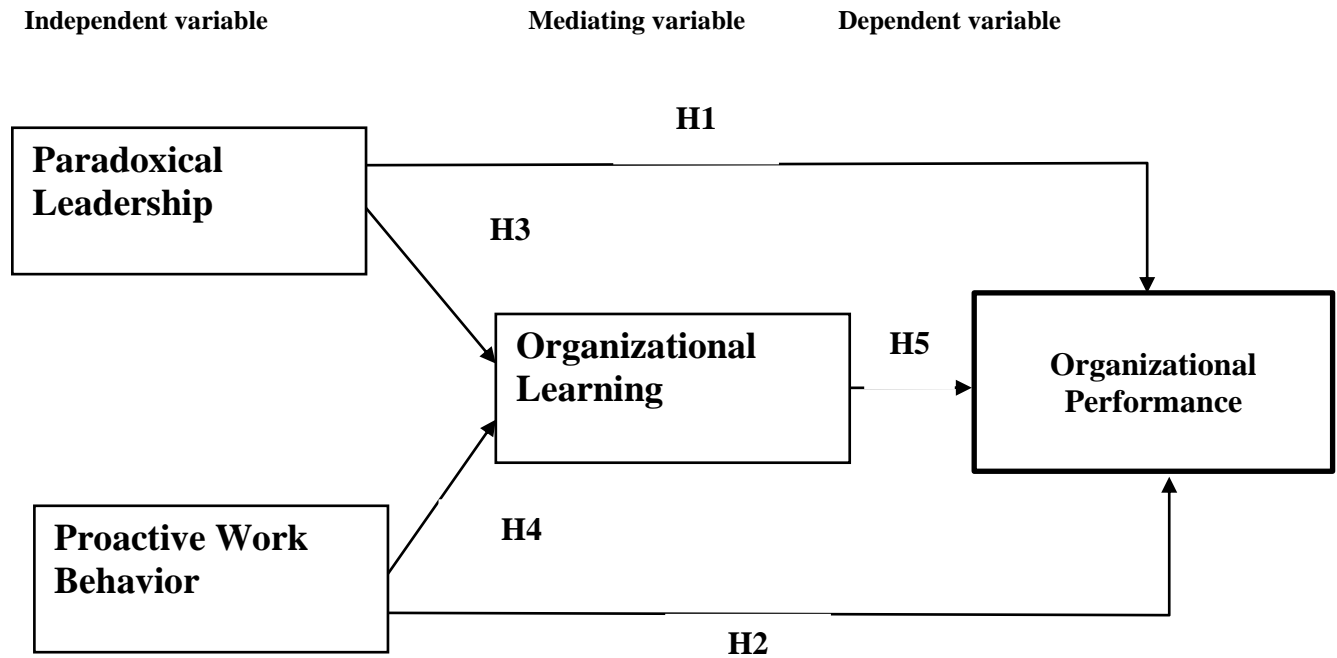
2.6 Hypotheses

H1: Paradoxical leadership has a significant positive impact on organizational performance.

H2: Proactive work behavior has a significant positive impact on organizational performance.

H3: Paradoxical leadership has a significant positive impact on organizational learning.

H4: Proactive work behavior has a significant positive impact on organizational learning.

H5: Organizational learning has a significant positive impact on organizational performance.

3. Methodology

The research approach applied in this assessment involves; research methodology, participants, sampling, data collection and analysis. This was an exploratory study because this kind of study is a methodology approach that was used to find information on the research questions that have not been asked yet. This is because the aim of the examination and the kind of data that can be obtained in the course of the study informs the choice of research approach. The data collection was done through purposive sampling which is a technique of sampling that is used when the population is large and the researcher has to select only a few units or elements from the

population for the purpose of the study. The data was randomly collected from the Telecom employees and therefore, a purposeful sampling method was employed.

The methodology used in this study involved a questionnaire and therefore, this is a quantitative study. As noted by Ranganathan and Caduff (2023), the quantitative data will help in determining the measurements that will be used by the researcher to prove the existence of each of the problems or opportunities and an understanding of them. The data was collected from the employees of Telecom sector working in Pakistan through a primary research data collection method in the form of a survey. This study targeted 190 employees working in the Telecom sector in Islamabad and Rawalpindi cities of Pakistan. The population of this study was determined by the use of an online sample size calculator. This demographic includes both male and female gender.

The data for this study was collected from the employees of Telecom sector working in Islamabad. In data collection, a questionnaire was used to analyze the correlation between variables. The questionnaire was borrowed from the previous study conducted by Van Koten (2019). The data collection instrument was the questionnaire as mentioned earlier in the methodology. The survey instrument of the research is based on a five-point Likert scale of analysis, which includes the responses of 'strongly disagree' on one extreme and 'strongly agree' on the other extreme. The research instrument used in the study is explained in further detail in the following sub-sections. In the context of Mcleod (2023), the Likert scale is defined as a type of scaling that is used to measure attitudes, opinions, motivation, and other perceptions of participants in the survey.

3.1 Questionnaire

3.2 Section A: Demographic Variables

It is crucial to gather some basic information of the respondents including their age and gender so as to get the views across the organization. Thus, by selecting information of this kind, one can study the attitudes towards leadership and behaviour at work of various groups. In particular, the present generation of workers may hold divergent attitudes from the previous generation regarding leadership, as well as male workers may hold different perceptions of work behaviour than female workers. This is important as it allows us to adjust leadership and management practices for different population subsets to increase workplace inclusion and efficiency.

3.3 Section B (Independent Variables)

3.4 Paradoxical Leadership

Paradoxical management entails the coordination of seemingly opposite strategies to produce beneficial results (Jeschke, 2022). The following questions aim to explore your knowledge and understanding of leadership practices in your organization. For instance, a paradoxical leader may assign all subordinates identical tasks or give them equal opportunities while at the same time

taking into consideration their strengths, weaknesses, and personalities, thus showcasing the leader's non-discriminatory treatment of the subordinates. For instance, a paradoxical leader treats subordinates equally but also recognizes their specific requirements, which demonstrates that a leader can uphold universalism while, at the same time, paying attention to particulars. These leaders are in charge of major organizational work activities but are not involved in details; this depicts the capacity to delegate responsibilities.

Also, they offer management support that enhances the creativity and innovation that is evident as they help in promoting innovation. Other aspects include effective communication between management and subordinates since this helps in promoting good relations within the company. Additionally, these leaders offer chances to learn and improve as well as career advancement possibilities, thus showing the interest in employees' development. Lastly, they are able to differentiate themselves from subordinates but they are not condescending, thereby demonstrating humility and friendliness as the leaders.

3.5 Employee Proactive Work Behavior

Proactive work behaviour can be defined as voluntary and future-focused actions taken by employees at the workplace in order to enhance work performance and the organization as a whole. This part seeks to assess your preparedness and initiative in the workplace to ensure that you perform optimally. For instance, seeking new ways to enhance his/her life is a generic characteristic of a person who aims at self and career development. Having been able to make a change for the better in the areas you have worked in proves that you possess the capability of transforming your surroundings for the better. It shows that no matter how difficult it is, how much adversity you are facing, you will do whatever it takes to get what you want, to achieve your goals.

Focusing on ways to do things better demonstrates that you are a solution-driven person. If you can overcome hurdles in the realisation of your ideas, especially the ones you believe in, then this shows your persistence and creativity. However, the ability to identify a good opportunity when the rest of the population cannot is a sign that you are visionary and have the capacity to think strategically in terms of exploring potential gainers.

3.6 Section C (Mediating Variable)

This section aims to create the argued that organizational learning is a tool that helps the organization to change and enhance the existing processes within it. This section aims at finding out your perception on access to learning opportunities and the culture of learning in your organization. It has been argued that organizational learning is only effective if the employees can find the information they need to do their job. This item asks to what extent you have access to the information you need to do your job properly.

This attitude shows the organization's point of view toward learning as a value, not as an expense. This item establishes the extent to which the organization considers learning as an important investment in its employees. A firm that has core values such as learning as a critical element to enhance the processes and services it delivers exhibit their commitment towards the

improvement culture. This item determines whether such values are embedded in the organization's mission and vision statement.

3.7 Section D: Dependent Variable

Employee performance is defined as how tasks are carried out in the course of employment. This section aims at assessing various aspects of your performance within the organization.

It starts by comparing your effectiveness relative to accepted norms and establishing whether your productivity is significantly above average. Next, it gauges whether your output meets or even surpasses the benchmark set by your employer for your position. It also assesses your level of professionalism when conducting your work. You are then given a test to determine your capacity to perform the core job duties to prove that you are capable of handling the basic tasks assigned to you. Also, the section assesses your performance compared to the expected standard and whether you frequently submit excellent work. Last but not least, it assesses your job knowledge about the core job tasks thus confirming that you are well-informed to execute your tasks effectively.

4. Empirical Results

In the current study, data was analyzed using Statistical Package for Social Sciences (SPSS) software Version 21. In order to test the internal consistency of the questionnaire's scale, scale values were calculated in SPSS in order to determine the Cronbach's alpha value. Gender and age was also used as demographic variables while variables were also included in the analysis. The relationship between the independent factors and the dependent variable was established through regression analysis and the relationship between the independent and the dependent variable was confirmed through correlation analysis.

4.1 Reliability Analysis

The table which is shown below describes about the reliability of the data and is taken from using SPSS.

Table No 1:

Reliability Statistics	Cronbach's Alpha	No of Items
Paradoxical Leadership	0.740	7
Proactive Work Behavior	0.685	6
Organizational Learning	0.720	5
Organizational Performance	0.681	6

4.2 Interpretation of Reliability Analysis

The summary also contains questions that are deemed relevant. The assessment of Cronbach's alpha coefficients, which appears to be 0 for all of them, was conducted. 740, 0. 685, 720, and 0. All of the findings, including the 681 and all of them, indicate that the data is credible and strong.

4.3 Frequency Distribution

Table No 2: Demographic Variables

Demographic Variable	Frequency	Per cent
Age 20-30	52	27.4%
Age 31-40	93	49.0%
Age 41-70	45	23.7%
Gender Male	117	61.6%
Gender Female	73	38.4%

4.4 Background Information about Gender

Age and gender have also been included while determining the frequency distribution. It was important for background information as it set the foundation for the original study findings that were to be made. To this end, it was important to get the participants' general background information before identifying the main objectives of the study. These factors include the ages and the gender of the respondents in arriving at this.

Graph No 1: Gender
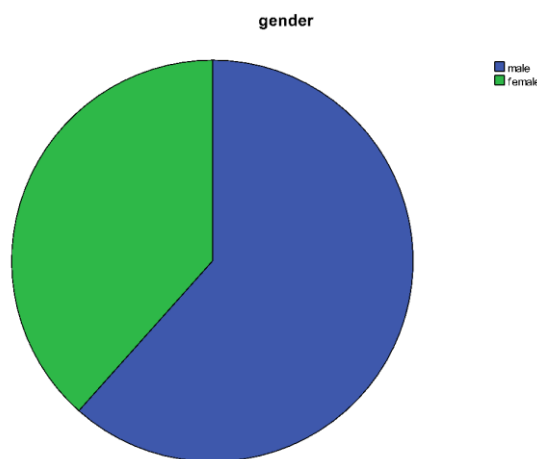
The above table shows the gender-specific repeat flow of up-and-comers. Of the 190 promising newcomers, 73 of them are females who applied for the position. The rest of the 117 applicants constitute 66 per cent of the total number of applicants that we have. When reviewing the literature, 6% of the data is all men. This is evident from the results where the men's contribution is higher as compared to the women's.

4.5 Background Information about Age

Graph No 1: Age of Participants

age
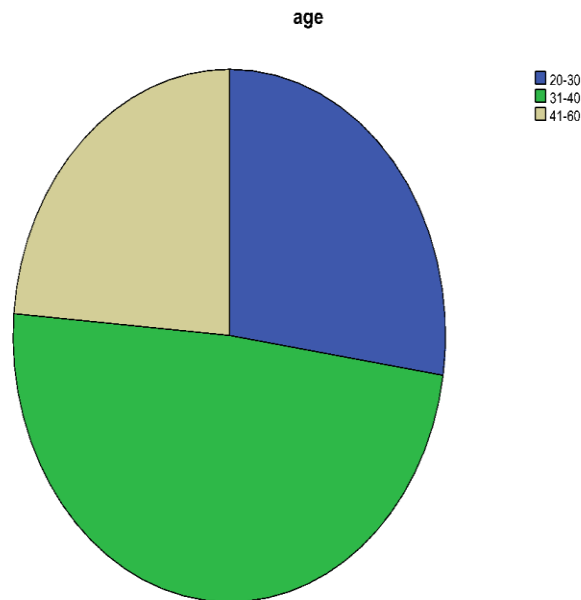
4.6 Interpretation

The total and average repeat rate among the up-and-comers is presented in Table no2 and the corresponding pie diagram based on their age as presented in the table below. This figure shows that 45 contestants belong to the social gathering with an age between 41 and 70 years, 93 belong to the group of people aged between 31 and 40 years, and 52 from 20 years to the most promising bunch of young achievers with age between 31 and 40 years of age forms the biggest chunk of the applicants.

4.7 Correlation

A correlation analysis gives the direction and the level of relationship between two variables. Table 3 presents the correlation between the variables.

Table No 3: Correlation
Correlations

		PARADOXICALL EADERSHIPME AN	PROACTIVEWO RKBEHAVIORM EAN	ORGANIZATION ALLEARNINGM EAN	ORGANIZATION ALPERFORMAN CEMEAN
PARADOXICALLEADERSHI PMEAN	Pearson Correlation	1	.536**	.771**	.800**
	Sig. (2-tailed)		.000	.000	.000
	N	190	190	190	190
PROACTIVEWORKBEHAVI ORMEAN	Pearson Correlation	.536**	1	.646**	.724**
	Sig. (2-tailed)	.000		.000	.000
	N	190	190	190	190
ORGANIZATIONALLEARNI NGMEAN	Pearson Correlation	.771**	.646**	1	.784**
	Sig. (2-tailed)	.000	.000		.000
	N	190	190	190	190
ORGANIZATIONALPERFOR MANCEMEAN	Pearson Correlation	.800**	.724**	.784**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	190	190	190	190

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

The correlation matrix above has been utilized to determine the relationship between the independent, mediating and dependent variables using the Pearson correlation coefficient. The p-value of 0. As seen in 01, the mediating variable is associated with the independent variable and dependent variable. The independent variables were Proactive Work Behavior and Paradoxical Leadership, the dependent variable was Organizational Learning, and the mediating variable had values of 0. 800, 0. 724, and 0. The Organizational Performance correlation was found to be positive and highly significant with a correlation value of 0. 784 respectively. Therefore, null hypotheses H1, H2, H3, and H4 were accepted.

5. Conclusion

It is concluded that in Pakistan telecom business paradoxical leadership &proactive work behavior have a strong positive influence on organizational performance. The association between paradoxical leadership, proactive work behavior, and performance focused on transformation in Pakistan's telecom sector is also said to be mediated by organizational learning. The results of the current review show that contradictory leadership offers the telecom sector a possibility for growth and development, and that self-efficacy should be prioritized esteemed according to the viewpoints of hierarchical culture.

This study provides a crucial first step in understanding a somewhat understudied sort of paradoxical leadership and its capacity to foster creativity in the workplace. Additional support is provided by this study for the role paradoxical leadership has in elevating representative imagination which brings about proactive work behavior and organizational performance. This study offers further help to the significance of the social setting that is favorable for representative imagination. Besides, this study extends past exploration that highlighted organizational learning that encourage individual commitment to specific work task by investigating the significance of

mental wellbeing in working with representative association in proactive work behavior and change oriented performance.

6. References

Ashford, S. J., & Black, J. S. (1996). Proactivity during organizational entry: The role of desire for control. *Journal of Applied Psychology*, *81*(2), 199–214. https://doi.org/10.1037/0021-9010.81.2.199

Atwater, L., &Carmeli, A. (2018). Leader member exchange, feelings of energy and involvement in creative work. *International Journal of Human Resource Management, 20*, 264–275.

Bakker, A. B., & Demerouti, E. (2007). The Job DemandsResources model: state of the art. *Journal of Managerial Psychology*, *22*(3), 309–328. https://doi.org/10.1108/02683940710733115

Berg, J. M., Wrzesniewski, A., & Dutton, J. E. (2010). Perceiving and responding to challenges in job crafting at different ranks: When proactivity requires adaptivity. *Journal of Organizational Behavior*, *31*(2-3), 158–186. https://doi.org/10.1002/job.645

Cenciotti, R., Alessandri, G., &Borgogni, L. (2016). Psychological Capital and Career Success Over Time: The Mediating Role of Job Crafting. *Journal of Leadership & Organizational Studies*, *24*(3), 372–384. https://doi.org/10.1177/1548051816680558

Dutton, J. E., Dukerich, J. M., &Harquail, C. V. (1994). Organizational Images and Member Identification. *Administrative Science Quarterly*, *39*(2), 239–263. https://doi.org/10.2307/2393235

Edmondson, A.C. (2018). Speaking up in the operating room: How team leaders promote learning in interdisciplinary action teams. *Journal of Management Studies, 40*, 1419–1452.

Foldy, E. G., Goldman, L., & Ospina, S. (2008). Sensegiving and the role of cognitive shifts in the work of leadership. *The Leadership Quarterly*, *19*(5), 514–529. https://doi.org/10.1016/j.leaqua.2008.07.004

Ford, C. M. (1996). A Theory of Individual Creative Action in Multiple Social Domains. *The Academy of Management Review*, *21*(4), 1112–1142. https://doi.org/10.2307/259166

Fornes, G.E., Hollensbe, E.C., & Sheep, M.L. (2019). Where is the "me" among the "we"? Identity work and the search for optimal balance. *Academy of Management Journal,49*(5), 1031-1057.

Frese, M., & Fay, D. (2001). 4. Personal initiative: An active performance concept for work in the 21st century. *Research in Organizational Behavior*, *23*, 133. https://www.academia.edu/4445265/4_Personal_initiative_An_active_performance_concept_for_work_in_the_21st_century

Frese, M., & Fay, D. (2019). Personal initiative: An active performance concept for work in the 21st century. *Research in Organizational Behavior, 23*, 133–188.

Grant, A. M., & Ashford, S. J. (2008). The dynamics of proactivity at work. *Research in Organizational Behavior*, *28*, 3–34. https://doi.org/10.1016/j.riob.2008.04.002

Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: test of a theory. *Organizational Behavior and Human Performance*, *16*(2), 250–279. https://doi.org/10.1016/0030-5073(76)90016-7

Hassan, N., Hamza, A., Elbialy, G.G. and Anwer, M. (2024). Entrepreneurial leadership, nurses' proactive work behavior, and career adaptability: a structural equation model. *BMC Nursing*, 23(1). doi:https://doi.org/10.1186/s12912-024-01804-4.

He, S. and Yun, X. (2022). Research on the Influencing Mechanism of Paradoxical Leadership on Unethical Pro-Supervisor Behavior. *Behavioral Sciences*, 12(7), p.231. doi:https://doi.org/10.3390/bs12070231.

Ingram, A. E., Lewis, M. W., Barton, S., & Gartner, W. B. (2014). Paradoxes and Innovation in Family Firms: The Role of Paradoxical Thinking. *Entrepreneurship Theory and Practice*, *40*(1), 161–176. https://doi.org/10.1111/etap.12113

Janssen, O. (2018). Job demands, perceptions of effort-reward fairness and innovative work behaviour. *Journal of Occupational and Organizational Psychology, 73*, 287-302.

Jeschke, K.N. (2022). Understanding how managers balance the paradoxical nature of occupational safety through a practice-driven institutional lens. *Safety Science*, 147, p.105627. doi:https://doi.org/10.1016/j.ssci.2021.105627.

Jung, K.B., Kang, S.-W. and Choi, S.B. (2022). Paradoxical Leadership and Involvement in Creative Task via Creative Self-Efficacy: A Moderated Mediation Role of Task Complexity. *Behavioral Sciences*, 12(10), p.377. doi:https://doi.org/10.3390/bs12100377.

Kaiser, B., Schmid, T., & Floyd, S. W. (2018). The Middle Management Perspective on Strategy Process: Contributions, Synthesis, and Future Research. *Journal ofManagement, 34*(6), 1190-1221.

Locke, E. A., Shaw, K. N., Saari, L. M., & Latham, G. P. (1981). Goal setting and task performance: 1969-1980. *Psychological Bulletin*, *90*(1), 125–152. https://doi.org/10.1037/0033-2909.90.1.125

Madjar, N., Greenberg, E., & Chen, Z. (2011). Factors for radical creativity, incremental creativity, and routine, noncreative performance. *Journal of Applied Psychology*, *96*(4), 730–743. https://doi.org/10.1037/a0022416

Mael, F., &Ashforth, B. E. (1992). Alumni and their alma mater: A partial test of the reformulated model of organizational identification. *Journal of Organizational Behavior*, *13*(2), 103–123. https://doi.org/10.1002/job.4030130202

Maitlis, S., & Sonenshein, S. (2010). Sensemaking in Crisis and Change: Inspiration and Insights From Weick (1988). *Journal of Management Studies*, *47*(3), 551–580. https://doi.org/10.1111/j.1467-6486.2010.00908.

Margolis RJ, Walsh, R. (2019). Effects of Authoritarian leadership on subordinate motivation, empowering norms, and organizational productivity,*International Journal of Organizational Analysis, 8*, 16-47.

Mawritz, M. B., Greenbaum, R. L., Butts, M. M., & Graham, K. A. (2017). I Just Can't Control Myself: A Self-Regulation Perspective on the Abuse of Deviant Employees. *Academy of Management Journal*, *60*(4), 1482–1503. https://doi.org/10.5465/amj.2014.0409

Mcleod, S. (2023). *Likert scale definition, examples and analysis*. [online] Simply Psychology. Available at: https://www.simplypsychology.org/likert-scale.html.

Menken, M. K., Cooksey, R. W. & Walumbwa, F. O. (2017). Transformational and social processes of leadership as predictors of organizational outcomes. *Leadership & Organization Development Journal, 33*(7), 662-683.

Miron-Spektor, E., Ingram, A., Keller, J., Smith, W. K., & Lewis, M. W. (2018). Microfoundations of Organizational Paradox: The Problem Is How We Think about the Problem. *Academy of Management Journal*, *61*(1), 26–45. https://doi.org/10.5465/amj.2016.0594

Motowidlo, S. J., & Van Scotter, J. R. (1994). Evidence that task performance should be distinguished from contextual performance. *Journal of Applied Psychology*, *79*(4), 475–480. https://doi.org/10.1037/0021-9010.79.4.475

Parker, S. K., Williams, H. M., & Turner, N. (2006). Modeling the antecedents of proactivebehavior at work. *Journal of Applied Psychology*, *91*(3), 636–652. https://doi.org/10.1037/0021-9010.91.3.636

Ranganathan, P. and Caduff, C. (2023). Designing and validating a research questionnaire - Part 1. *Perspectives in Clinical Research*, [online] 14(3), 152–155. doi:https://doi.org/10.4103/picr.picr_140_23.

Saks, A. M., &Ashforth, B. E. (1996). Proactive Socialization and Behavioral Self-Management. *Journal of Vocational Behavior*, *48*(3), 301–323. https://doi.org/10.1006/jvbe.1996.0026

Schaufeli, B., Paul, M. C., White, S. S. & Holcombe, K. M. (2018). Understanding high school student leaders, Predicting teacher ratings of leader behavior.*International Journal of Human Resource Management, 10*(4), 609-636.

Schulze, J.H. and Pinkow, F. (2020). Leadership for Organisational Adaptability: How Enabling Leaders Create Adaptive Space. *Administrative Sciences*, 10(3), p.37. doi:https://doi.org/10.3390/admsci10030037

Searle, B. J., & Lee, L. (2015). Proactive coping as a personal resource in the expanded job demands–resources model. *International Journal of Stress Management*, *22*(1), 46–69. https://doi.org/10.1037/a0038439

Shao, Y., Nijstad, B. A., &Täuber, S. (2019). Creativity under workload pressure and integrative complexity: The double-edged sword of paradoxical leadership. *Organizational Behavior and Human Decision Processes*. https://doi.org/10.1016/j.obhdp.2019.01.008

Smith, W. K., Besharov, M. L., Wessels, A. K., &Chertok, M. (2012). A Paradoxical Leadership Model for Social Entrepreneurs: Challenges, Leadership Skills, and Pedagogical Tools for Managing Social and Commercial Demands. *Academy of Management Learning & Education*, *11*(3), 463–478. https://doi.org/10.5465/amle.2011.0021

Sparr, J. L. (2018). Paradoxes in Organizational Change: The Crucial Role of Leaders' Sensegiving. *Journal of Change Management*, *18*(2), 162–180. https://doi.org/10.1080/14697017.2018.1446696

Sulaiman, G., Ali, D.A. and Urooge, D.S. (2023). The Impact of Paradoxical Leadership on employee Outcome: Moderating Role of Regulatory Focus and Mediating Role of Psychological Empowerment. *Journal of Business and Management Research*, [online] 2(2), pp.518–539. Available at: https://jbmr.com.pk/index.php/Journal/article/view/52

Van Knippenberg, D., van Knippenberg, B., De Cremer, D., & Hogg, M. A. (2004). Leadership, self, and identity: A review and research agenda. *The Leadership Quarterly*, *15*(6), 825–856. https://doi.org/10.1016/j.leaqua.2004.09.002

Vince, R., &Broussine, M. (1996). Paradox, Defense and Attachment: Accessing and Working with Emotions and Relations Underlying Organizational Change. *Organization Studies*, *17*(1), 1–21. https://doi.org/10.1177/017084069601700101

Wang, H.-J., Demerouti, E., & Le Blanc, P. (2017). Transformational leadership, adaptability, and job crafting: The moderating role of organizational identification. *Journal of Vocational Behavior*, *100*, 185–195. https://doi.org/10.1016/j.jvb.2017.03.009

Weick, K. E. (1993). The Collapse of Sensemaking in Organizations: The Mann Gulch Disaster. *Administrative Science Quarterly*, *38*(4), 628. https://doi.org/10.2307/2393339

Xue, Y., Li, X., Liang, H., & Li, Y. (2020). How does paradoxical leadership affect employees' voice behaviors in workplace? A leader-member exchange perspective. *International Journal of Environmental Research and Public Health, 17*(4), 1162–1185.

Yang, Y., Li, Z., Liang, L., & Zhang, X. (2019). Why and when paradoxical leader behavior impact employee creativity: Thriving at work and psychological safety. *Current Psychology*. https://doi.org/10.1007/s12144-018-0095-1

Zhang, M. J., zhang, & Law, K. S. (2021). Paradoxical Leadership and Innovation in Work Teams: The Multilevel Mediating Role of Ambidexterity and Leader Vision as a Boundary Condition. *Academy of Management Journal*. https://doi.org/10.5465/amj.2017.1265

Zhang, W., Liao, S., Liao, J. and Zheng, Q. (2021). Paradoxical Leadership and Employee Task Performance: A Sense-Making Perspective. *Frontiers in Psychology*, 12. doi:https://doi.org/10.3389/fpsyg.2021.753116.

Zhang, Y., Waldman, D. A., Han, Y.-L., & Li, X.-B. (2015). Paradoxical Leader Behaviors in People Management: Antecedents and Consequences. *Academy of Management Journal*, *58*(2), 538–566. https://doi.org/10.5465/amj.2012.0995