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ORIGINAL ARTICLE

Predictors of effective job performance: An empirical examination through employee-related factors

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Abstract

Purpose: This study investigates the effect of employee-related factors (i.e. emotional intelligence, goal orientation, and learning orientation) on employee performance, using moderated mediation approach, where proactive personality plays the role of a moderator, while creativity plays a mediator's role. We aim to identify the mediating effect of creativity on performance with self-related factors so that their relationship is being moderated by moderator. **Methodology:** For hypotheses testing, we collected data from a sample of 162 Pakistan-based employees, working in the telecommunication sector. We adopted statistical techniques, such as CFA, EFA, along with mediation, and moderation techniques using AMOS. **Findings:** Results indicate that emotional intelligence, along with both goal and learning orientation have significant effect on employee performance. Creativity mediates the relationship of emotional intelligence, goal orientation, and learning orientation with employee job performance, while proactive personality moderates the relationships between independent and mediating variables. **Implications:** The results imply that the top management should assign higher priority to employee performance by focusing more on employee-level variables, which are major contributors to their creativity. **Originality:** Till now, no researcher has reported such type of empirical study in the Pakistani context. Thus, this study contributes to extant literature by contextualizing the predictors of effective job performance in the Pakistani corporate sector.

Key words: Emotional intelligence, employee creativity, employee learning orientation, employees goal orientation, job performance, proactive personality
JEL Classification: Research Paper

INTRODUCTION

Employee, employer, and workforce dynamics have drastically changed due to ethnographic, demographic, socioeconomic, and number of other related or interrelated factors over a period of time (Halford et al., 2016). Nowadays, organizations have to work even harder for competitive advantage (Won and Chelladurai, 2016), and thereby stay relevant in the market (Primc and Cater, 2016). Human resource (HR) is often considered as a major contributor in creating this competitive advantage for businesses worldwide (Sikora et al., 2016; Vivares-Vergara and Sarache-Castro, 2016), as collectively their performances combine and make organizational performance as a whole (Obeidat et al., 2016).

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Performance could have different definition with respect to different contexts (Myint and Aung, 2016). To the extent of most general and acceptable definition, we can say that it has been defined as accomplishing a task at hand subjective or/and objective, more efficiently and effectively, as per the defined rules and standards within the control over emotion, being ably supported by ethical and professional boundaries (Myint and Aung, 2016). There are multiple antecedents of employees' job performance in organizations (Hsieh, 2016; Menges et al., 2017); while some are constant, others are dynamic (Davcik and Sharma, 2016; Wambua and Karanja, 2016), and still others, are related to industry standards and requirements. Several studies have been conducted to determine different factors affecting employee performance, both positively and negatively (e.g. Bradler et al., 2016; Janssen and Yperen, 2004; NaranjoValencia and Jiménez-Jiménez, 2016). However, only a few studies have been conducted in which, creativity has been considered as a mediator to anticipate expected change in employee performance (de Stobbeleir and Ashford, 2011).

Relationship of job performance with personality-related variables, that is, emotional intelligence of employees (Altındağ and Kösedağı, 2015), goal orientation (Porath and Bateman, 2006), learning orientation (Calantone et al., 2002), and creativity (Zhang and Bartol, 2010b) has been scholarly proven.

In fact, extant researchers have claimed that there's a positive relation between emotional intelligence and performance (Cote and Miners, 2006), and between goal orientation and employee performance (Janssen and Yperen, 2004). Although number of researchers concluded that creativity does effect emotional intelligence, job performance and goal orientation positively, but, we believe that studies looking to examine the mediating effect of creativity between emotional intelligence along with goal orientation on employee performance have been limited (Moss and Ritossa, 2007). According to Gong, et al (2009) and Calantone et al. (2002) learning orientation (also considered as personality-related variable) positively effects individual creativity and performance. Although researchers like Baker and Sinkula (1999a) have studied the relationship between learning orientation and organization performance, yet there is shortage of empirical studies on impact of learning orientation on employee's performance. Focusing on the gaps identified in literature, we study creativity as a mediator between learning orientation and employee job performance.

Emotional intelligence, employee goal orientation, and learning orientation all are variables related to personality, individual will, and self-motivation (Vande Walle et al., 1999). Proactive personality is a self-related variable, and has been defined as the individuals' ability to do constructive work, and thereby promote both innovation and creativity as a result (Grant and Ashford, 2008). This study also examines how proactive personality moderates the impact of emotional intelligence, goal orientation, and learning orientation on employee creativity. The problem statement of this study could be framed as: 'how emotional intelligence, coupled with goal and learning orientation effectively improve employee performance, with employee creativity playing the role of a mediator in the relationship in such a way that employee proactive behavior improves the strength of this relationship when high, and reduce the strength between variables when it is low.

In the process, we believe that this study would contribute to extant literature in number of ways. First, it would help in estimating how creativity mediates the impact of emotional intelligence, goal orientation, and learning orientation on employees' job performance, using one model and indirect effect. Second, proactive personality moderates relationship between independent variables (emotional intelligence, goal orientation, and learning orientation) and mediator (creativity). Third, how this mediating moderating relationship affects the job performance of employees. Further, this study would also enrich proactive personality literature, vis a vis its importance in businesses, and how it improves with severe need of nurturing and cherishing employee creativity at workplace to increase performance, which eventually leads toward organizational performance collectively.

Hypothesis and Theory

To remain competitive and to grow constantly in an ever-changing work environment, job performance is considered as a key indicator for both individual and organizational success. Many researchers have argued that performance is more related to personal or behavioral aspect of individuals' personality, which specifically affect the outcome (Porath and Bateman, 2006). The behavioral aspect (i.e. personal) of performance should be considered separately with other key factors that encompass all activities and intentions used by individuals to perform specific tasks at the workplace, whereby performance is viewed as a form of behavior itself. In fact, performance is an independent individual deliberation (Lee et al., 2004) that results in outcomes that are more of focused by organizations and corporate world.

On the other hand, creativity is more cognitive, and

represents the rational prospective of personality (Kim et al., 2010); it has frequently been used by many researchers (e.g. Barczak et.al., 2010; Farmer et al., 2003; Furnham, 2016; and Tierney and Farmer, 2004), and has been found to have an impact on employees' outcomes and performance (Kim et al., 2009; Tierney and Farmer, 2002). Creativity got its place in the list of variables, which performance of individuals and organizations as whole (Castro et al., 2012). Creative workforce development and maintenance are key for organizations to succeed, solve problems, and overcome difficulties (McAdam and McClelland, 2002a, 2002b). In fact, organizations depend on creative people and environment, which enriches the interaction in which, employees feel free to share their role in organizational success (Castro et al., 2012), ultimately using the same to generate newer ideas and products (McAdam and McClelland, 2002a), methods and strategies (Mayfield and Mayfield, 2008), resulting in improved individual and organizational performance (Moss and Ritossa, 2007; Bharadwaj and Menon, 2000). One of the most emerging variables, both in academia and the corporate world is emotional intelligence (Petrides, 2016). In the very beginning of the emergence of this concept, number of studies has been conducted on the educational sector (Goleman, 1996; Penrose et al., 2007). Later, it has been proven by scholars that the said variable actually impacts employees (Castro et al., 2012)

Studies relating to emotional intelligence date back to the 1990s (Mayer et al., 1999; 1990; Mayer and Geher, 1996; Salovey and Sluyter, 1997); later, (Goleman and Griese, 1996; Goleman, 1995b, 1996) studied the concept deep rooted from psychological prospective at the end of past century. Later on, a study of emotional intelligence was extended toward corporation and business world (Mayer et al., 2000) apart from academics specifically (Aradilla-Herrero et al., 2014; Di Fabio and Kenny, 2012) as per mentioned studies it's been scholarly proven that emotional intelligence is important for almost every field of study whether theoretical or practical, where there are people, there is emotional intelligence. We used four dimensional model of emotional intelligence proposed by Davies et al., 1998, previously developed by Mayer et al., 1999, which endorsed the concept of Goleman, 1995a, who believed that the success level of a person, after entering a workplace is even more dependent on emotional intelligence then on cognitive intelligence. Some of the dimensions of emotional intelligence proposed include the self-emotion appraisal, others' emotion appraisal, use of emotion, and regulation of emotion also used by Bryant and Malone, 2015; Gozukara, 2016; Hur et al., 2011; and Myint and Aung, 2016. Organizations prefer to use emotional intelligence, as it is associated with outcomes, such as employee attitude, performance, behavior, occupational stress, organizational commitment job stress, and more (Kafetsios and Zampetakis, 2008; Wong and Law, 2002). As both variables are related to the individuals' ability, it may be affirmed that emotional intelligence does affect employee performance positively (Wong and Law, 2002). Based on the review of literature thus far, we posit:

Hypothesis 1: Employee's creativity mediates the relationship between emotional intelligence and job performance.

Proactive people are self-motivated, they usually do not need external stimuli to get their work done. They generate opportunities, act as per requirement, take corrective measures, and continue till the work is done as per their expectations, and correct themselves too as and when required (Choi, 2007; Nito, 2005). Further, individuals with high proactive personality, tend to achieve their desired result by doing new and creative things, by understanding both themselves and others at the workplace (Chang et al., 2016). Several studies have shown that proactive personalities affect both emotional intelligence and creativity positively. Thus, we posit:

Hypothesis 2: Proactive personality moderates the relationship between emotional intelligence and creativity such that when proactive personality is high, relationship is more positive.

Collectively combining both mediating and moderating hypotheses (Edwards and Lambert, 2007), and as per the above-mentioned discussion framework formed in which creativity mediates the relationship of emotional intelligence and job performance, while proactive personality moderates the relationship of emotional intelligence and creativity. Employees having high emotional intelligence with high proactive personality can recognize, understand theirs and others' emotions, and act accordingly; they tend to be more motivated to achieve and accomplish their tasks and goals. That is why, they are more likely to be innovative and skillful to get the work done. Therefore, their performance levels are higher than those, who're low on emotional intelligence, and have low proactive personality. Thus, we posit:

Hypothesis 3: The relationship between emotional intelligence and employees performance is indirect and mediated by creativity which is conditional on proactive personality in such a way that relationship strengthen and more positive if proactive personality are high.

Goal setting has both positive and direct impact on individual satisfaction and organizational commitment (Locke and Latham, 1990). Goal orientation is related to individual will to achieve a certain milestone. Whittington et al., (2004), argued that a challenging goal will eventually improve performance, and is thereby positively associated with it. Goal difficulty on the other hand, triggers the challenge in an individual, and in turn, stimulates the need to accomplish a task (Whittington et al., 2004), for which, both creativity and innovation are required, eventually enhancing the individual's performance. We posit:

Hypothesis 4: Employee's creativity mediates the relationship between goal orientation and job performance.

Learning orientation is related to how an individual's mindset and motivation to learn a skill, competence, craft, or knowledge (VandeWalle et al., 1999). As per the social cognitive theory, "individuals acquire knowledge and skills through enactive mastery experience (i.e. direct experience of attaining a task or skill) and mastery modeling (i.e. observational learning from proficient models such as leaders)." Internal as well as external factors, coupled with situational and personal factors affect the acquisition of both skill and knowledge. Individuals with high learning orientation seek challenges, and try to do new and different things, which in turn, stimulate their need to learn and challenge themselves. Learning orientation is self-motivation and when individual is motivated, he used to think for innovative or creativity (as per discussed above) to get that motivation fulfill as per studies which enhance the performance for sure. The following hypothesis can be made by above discussion.

Hypothesis 5: Employee's creativity mediates the relationship between learning orientation and job performance.

Organizations work hard to keep their employees motivated (Nifadkar et al., 2012). There are different sources of motivation; one of them includes self-motivation (Lunenburg, 2011). It refers to "being results oriented and pursuing goals beyond what is required" (Lunenburg, 2011). Learning orientation and goal orientation both are self-related variables (Bauer et al., 2016); while one focuses on learning, and skills achievement mindset (Li and Shieh, 2016), the latter focuses on tasks and goals achievement (Hirst et al., 2009). Notably, both have impact on employee performance (Gong et al., 2009). Employees who have proactive personality tend to lean more toward learning, trying to achieve their set goals; in the process, they tend to be more creative and innovative. We therefore posit:

Hypothesis 6: Proactive personality moderates the relationship between learning orientation and employees' creativity.

Hypothesis 7: Proactive personality moderates the relationship between goal orientation and employee's creativity.

Using Edwards and Lambert (2007) moderated mediating model and as per above-mentioned discussion for the 4th and 5th hypotheses, we believe that creativity does mediate the relationship of learning orientation and goal orientation (independent variables), and is intrinsically related to job performance (dependent variable). Proactive personality on the other hand, moderates the relationship of independent variables (learning orientation and goal orientation) with mediating variable (creativity). Employees, high on learning orientation with high proactive personality tend to be more active in learning new skills, and are more prone toward accepting change. They are more innovative and perform well, as opposed to those who do not possess these traits. Thus, we posit:

Hypothesis 8: The relationship between learning orientation and employees performance is indirect and mediated by creativity and is conditional to proactive personality in such a way that relationship strength increases and becomes more positive when proactive personality is high.

Again as per the 6th and 7th hypothesis and using model formed by Edwards and Lambert, (2007), Here study combines the moderator and mediator in same equation and come to the point that employees having proactive personality have an impact on their goal orientation which leads them toward achieving goals set by themselves as this is personality related variable so as per above-mentioned discussion, it is clear that high goal orientation makes employee motivated and wants to achieve certain limits for which they try separate ways than traditional working style and move toward creativity to achieve the task in optimistic and most promising way and ultimately their performance increases to higher level due to their inmate personality trait of achievement. As per discussion, the following hypotheses are formed.

Hypothesis 9: The indirect relationship between goal orientation and job performance through creativity is conditional on proactive personality such that this indirect relationship is more positive when employee having high proactive personality.

Based on the above hypotheses, Figure 1 shows the

conceptual framework of the study.

METHODOLOGY

Sample and Procedure

We collected data for this study from software, technology, and product development departments of Pakistan's Telecom sector. These telecom companies have been established in the country for more then 7-8 years; they usually launch new technologies and products to gain competitive advantage within the market, and thereby remain sustainable. Notably, employees from Zong, Jazz, and Telenor companies were randomly selected based on their availability. We distributed the questionnaire with a note explaining the requirement, and the nature of research. We assured them of confidentiality of their responses. Among two hundred questionnaires that were distributed through both emails and postal service, we received 162 responses, (i.e. about 81% response rate). Out of this, 58.6% were men and 41.4% were women. About 14.2% had 14 years of education, 63% got 16 years of education, while 22.8% have had 18 years or above level of education.

Measures

Seven-item Likert scale was used to measure the responses of all main variables. English language was used to conduct survey.

Emotional intelligence

Importantly, the questionnaire was adopted from Law et al., (2004) study; it consisted of 16 items, with equal distribution of 4 items each for self-emotion appraisal, other emotion appraisal, use of emotion, and regulation of emotion. Some of the sample items include "I really understand what I feel."

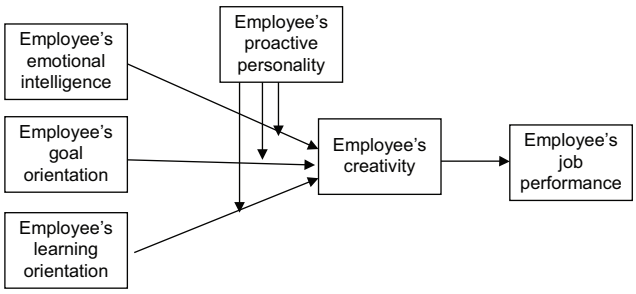

Figure 1: Theoretical framework

Goal orientation

An adopted questionnaire by Janssen and Yperen, (2004) was used consisting of 13 items, developed by Vande Walle et al. (1999). Sample items included "I prefer to work on projects where I can prove my ability to others." Cronbach α for this measurement scale was 0.716, therefore highly significant.

Learning orientation

Seventeen items scale questionnaire used for study was adopted by Calantone et al., 2002, commitment to learning, shared vision, open-mindedness, and intra-organizational knowledge sharing were sub-divisions which is highly significant. Sample items included "There is a commonality of purpose in my organization."

Proactive personality

Shorter version of Bateman and Crant, (1993), used by Seibert et al., (1999) and Trifiletti et al., (2009), which consisted of 10 items, and was highly significant. Sample items included "If I see something I don't like, I fix it."

Creativity

Questionnaire consisted of 4 items, adopted from Gozukara, (2016). Sample items included "I suggest new and better ways to achieve goal or objectives" which is highly significant.

Job performance

Performance measured using 4 items scale, adopted from Smit et al., (2016), which is highly significant. Sample items included "Were you feeling hardworking?"

Control variable

We also used demographical factors, such as gender, age, and education for analysis, as many previous researches showed that these demographic factors are associated with both performance (Brackett et al., 2006) and creativity. For example, Zhang and Bartol, (2010a), of individuals. Gender was coded 1 for men and 2 for women. Age was divided into brackets (i.e., 1 = 21-30, 2 = 31-40, 3 = 41-50, and 4 = 51 and above) while education (1 = 14 years, 2 = 16 years, and 3 = 18 years of above) was also used as control variable.

Statistical Analysis

Data were analyzed using SPSS 21 and AMOS of same version. First of all data screening took place by eliminating incomplete or biased responses then Cronbach was

calculated to test scales reliability which was 0.853, good and satisfactory. EFA was performed using SPSS giving KMO value 0.78, which showed that sample was adequate for a study with Bartlett's test of sphericity, which was highly significant at.000. The correlation values among valuables were measured using SPSS software; further, the reliability of variables was measured using Cronbach alpha reliability statistical test [Table 1].

Conformity factor analysis was performed before testing the relationship between constructs (by putting independent variables [emotional intelligence, goal orientation, and learning orientation], dependent [employee performance], and mediating variables [creativity] in measurement model) to check the validity of constructs, $\chi 2$/d.f, RMSEA, IFI, TLI, CFI, and goodness of fit indices (GFI) were employed to test the fit at $P < 0.01$. Please see the results/values of said GFI in Table 2 where all values are satisfactory and within the range of acceptable limits. GFI indicates that the measurement model is strong enough and ready for structural model test and subsequently for hypotheses testing.

After measurement model testing, the next stage included structural model testing, where the theoretical model of the study was statistically tested. Figure 2 depicts the standardized beta weights of all theorized relationships between independent and dependent variables. Here, all direct and indirect relations were statistically tested; the same model was subsequently being used for the hypotheses testing.

Hypothesis Testing

To test hypotheses, we started with mediation, which predicts that employees' creativity mediates the relationship of emotional intelligence with job performance, goal orientation with job performance, and learning orientation with job performance. As per H1 which says that creativity mediates the relationship between emotional intelligence and performance statistical indices shows that $\beta = 0.497$, $P < 0.001$ when no mediation takes place, while $\beta = 0.282$, $P < 0.05$ when creativity mediated the relationship additionally bootstrapping showed that there is a significant (again $P < 0.001$) partial mediation between independent and dependent variable using creativity as mediator. While testing H4, it's been observed that $\beta = 0.219$, $P < 0.05$ when direct relationship was tested between goal orientation and performance whereas $\beta = 0.185$, $P < 0.05$ when mediator introduced, although both values were highly significant and there should be some kind of mediation between said variables as per Baron and Kenny's (2012) approach but bootstrapping showed a non-significant value $P < 0.229$ that implied no mediation was possible using creativity between goal orientation and performance. As per H5 creativity mediates the relationship of learning orientation and performance. Again, we took values $\beta = 0.382$, $P < 0.001$ when there is no mediator present while putting the effect of mediator between the relationship calculated values is $\beta = 0.152$, $P < 0.05$. This time bootstrapping showed significance of relationship at $P < 0.001$. Table 3 contains the direct and indirect effects (beta weights) among independent and dependent variables.

Proactive personality converted into categorical variable from continuous variable to check its moderating effect on independent and mediating variables linkage as per Aguinis et al., (2005), after performing model fit. Mediation was performed using proactive low and high

Table 1: Correlations among variables

Variables	Cronbach	Emotional intelligence	Goal orientation	Learning orientation	Creativity	Performance	Performance
Emotional intelligence	0.88						
Goal orientation	0.71	0.092	(0.825)				
Learning orientation	0.82	0.538**	0.120*	(0.896)			
Creativity	0.79	550**	0.130*	568**	(0.832)		
Performance	0.82	0.722**	0.309**	0.679**	888**	(0.867)	
Proactive personality	0.77	0.723**	0.144*	712**	809**	0.857**	(0.899)

Notes: Cronbach's α is in parenthesis at intersecting point of variable. **Correlation is significant at the 0.01 level. *Correlation is significant at the 0.05 level

category at different level of relationships in model as discussed by Nito, (2005), also mentioned by Preacher et al., (2007), while Edwards and Lambert, (2007), used this approach in which moderation could be occur at any level of relationship in the model (X --> Y --> Z) or direct (X --> Z). Group moderation was performed on overall model.

The relationship between emotional intelligence and creativity was significant and positive before moderation was introduced as shown in model diagram before. As per H2 categorical moderator (proactive personality) was added, statistical values show when there is low proactiveness at $\beta = 0.252$ but when there are high proactiveness values moved up at $\beta = 0.379$, both values are at significance level of $P < 0.05$. The hypothesized relationship that learning orientation's has positive impact on creativity and this relationship is moderated by proactive personality, is proven by indices which show $\beta = 0.054$ at $P < 0.05$ when there is low proactive personality but value is still positive and increased to $\beta = 0.295$ at significance level of $P < 0.05$ when there is high proactive personality. As H6 said that goal orientation relationship with creativity moderates by proactive personality. As discussed above in mediation that there is no mediation present between goal orientation and performance using creativity so this moderation was also found non-significant.

In addition, it has been observed that relationship between creativity (moderator) and performance (dependent variable) was also moderated by proactive personality and values depict that $\beta = 0.133$ at $P < 0.05$ when there is low proactive personality while value was still significant at $P < 0.05$ and positive when proactive personality is high with weights of $\beta = 0.279$.

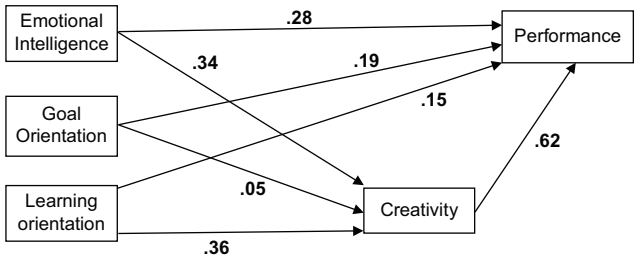

Figure 2: Research model (standardized estimates)

Table 2: Model fit indices

	CMIN/DF	GFI	CFI	RMSEA	IFI	TLI
Proposed model indices	2	0.89	0.95	0.042	0.95	0.93

Stats show that as per H3 that relationship between emotional intelligence and employees performance is indirect and mediated by creativity is conditional on proactive personality, when tested indices show that $\beta = 0.165$ at $P < 0.001$ level of significance when proactiveness is low while $\beta = 0.279$ at significance level of $P < 0.001$.

The relationship between learning orientation and employees performance is indirect and mediated by creativity as discussed in H8 and is conditional to proactive personality in such a way that relationship strength calculated was $\beta = 0.155$ at $P < 0.05$ and become more positive when proactive personality is high with $\beta = 0.174$ at $P < 0.05$ [Table 4].

H9 indicated that relationship between goal orientation and job performance through creativity is conditional on proactive personality such that this indirect relationship is more positive when employee having high proactive personality was not found to be significant so no further calculated.

Table 3: Mediation effects

Relationship	Total effect	Direct with mediation
Creativity mediates emotional intelligence and performance	0.497**	0.282***
Creativity mediates goal orientation and performance	0.219**	0.185**
Creativity mediates learning orientation and performance	0.382***	0.152**

Table 4: Moderation effects

Relationships	Proactive low	Proactive high
Emotional intelligence --> creativity	0.252**	0.379**
Learning orientation --> creativity	0.054**	0.295**
Creativity ---> performance	0.133**	0.369**
Emotional intelligence -->performance	0.165***	0.279***
Learning orientation --> performance	0.155**	0.174**

Notes: ***P<0.01; **P<0.05; and *P<0

DISCUSSION

This study formulated and tested moderated mediation model of employee performance in which proactive personality treated as moderator and creativity as mediating variables. Using sample of 162 respondents, we assume that proactive personality does mediate the relationship of emotional intelligence with creativity and learning orientation with creativity. This is also proved that creativity acts as a mediator between emotional intelligence and performance, as it mediated the relationship of learning orientation and performance. Hypothesis related to goal orientation was found non-significant for mediator so further estimation was not authentic perform under this study design. In addition, proactive personality also found to be mediated the relationship between creativity and performance which was not proposed in hypothesis.

Theoretical Implications

This study contributes in several ways to the literature. First, further investigation on moderated mediation model using proactivity and creativity with other individual-related factors (Nito, 2005). We theoretically hypothesized and then proved empirically that creativity actually mediates the relationship of emotional intelligence with performance and learning orientation of employees with their performance. Emotional intelligence is associated with change in organization (Weymes, 2002), and we established a direct relationship of emotional intelligence with employee creativity. We also proved that motivational job related factors like proactive personality strengthen the relationship between emotional intelligence and creativity of an employee that results in more productive outcomes.

Second, learning orientation, which is also self-related motivational factor of employees, was found to be positively associated with creativity; when moderated by proactive personality again effect positive effect found and impact on performance is still positive and significant. This study contributes to the learning orientation literate by showing direct relationship with creativity and motivational job-related variables, it has also been contributed that individually learning orientation may effect creativity but with proactive personality, this affects more signifies and impacts increase with other unstated factors considered constant.

Third, goal orientation is directly associated with performance which has been proven emphasized by the current study (Porath and Bateman, 2006) and effect of mediator has also been found.

Fourth, study also contributes to the literature of creativity by empirically testing that proactive personality moderated the relationship of creativity and performance (Kim et al., 2010) by approximately 36% increase when there is high proactiveness practice by employee.

Fifth, in addition to mediated relationship through creativity, this study shows that proactive personality directly moderates the relationship of emotional intelligence with performance (Law et al., 2008) and learning orientation with performance (Baker and Sinkula, 1999b) by almost increase from approximately 16.5% and 15.5% to 27.9% and 17.4%.

Practical Implications

In terms of practical practices, emotional intelligence and performance are two essential and important factors associated change in organizational and innovative performance same does goal and learning orientations. Proactive personality (Porath and Bateman, 2006) and creativity (Mafakheri et al., 2016) are two pretty critical and emerging yet stable traits related to employees. Organizations nowadays require more diverse, creative, and proactive personality approached employees to remain stable and competitive that's why they have to focus on these traits and our finding backing up with organizational development and change with feedback. Organizations should create climate and environment which is supportive for creativity and proactiveness and accept initiation and ideas generation from every hierarchical level to channel efforts and performance in positive and right direction. Meanwhile, managers and supervisors especially pay attention to employees' creative and innovative needs with enhancement in learning and goal orientation by supporting and encouraging them to get sustainable and long-term benefits.

Limitations and Directions for Future Research

The study encounters several limitations too. First, although we design framework based on theory, literature, and discussion. Future researched must design framework before literature study to be less biased and more logical and practical.

Second, responses for this study were collected from three organizations which might affect the generalizability as responses from same department might not be more accurate or biased due to position and level. It is recommended to get responses from different departments within organization and choose more than 1 industry to work with in this way

comparison between industries can also estimate.

Third, though our study focuses on individual related factors, to add more knowledge and practicality purpose future researches should collect data on collective or teamrelated factors within organizations such as team proactive approach, team performance, and/or team creativity rather than individual or self-related personality variables.

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CONFLICTS OF INTEREST

This is to bring to your kind consideration that this research work has no conflicts of interest.

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