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MASTER OF BUSINESS ADMINISTRATION

**THE EFFECT OF SHARED LEADERSHIP ON
JOB CRAFTING AND KNOWLEDGE SHARING**

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of the University of Ulsan
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THE EFFECT OF SHARED LEADERSHIP ON JOB CRAFTING AND KNOWLEDGE SHARING

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THE EFFECT OF SHARED LEADERSHIP ON JOB CRAFTING AND KNOWLEDGE SHARING

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ABSTRACT

Shared leadership is increasingly important in today's organizations. One of my goals for this study is to exam the need of and effect of shared leadership in team workplace. One another main purpose is to investigate the relationship and effect between shared leadership and team member's proactive behavior and extra-role behavior such as job crafting and knowledge sharing, with psychological empowerment tested for the potential mediating effects on the relationship. Research hypotheses were developed and tested using SEM. To test the hypotheses, data were collected from 184 employees, working in teams of organizational in South Korean companies.

The results show that shared leadership has positive effect on team members' job crafting and knowledge sharing, and shared leadership strong promote psychological empowerment, what's more, psychological empowerment fully mediates the relationship between shared leadership and job crafting and knowledge sharing. The study represents some contributions and managerial implications for organizations to improve the members' effectiveness among team.

Key Words:

Shared Leadership, Psychological Empowerment, Job Crafting, Knowledge Sharing

CHAPTER 1. INTRODUCTION

1.1. Background

If we are talking about what current era looks like, then probably it can be described as two words--complex and challenging. Similar point of view, there are two consistent themes that emerged from scholars as the greatest challenges for current and future leaders, it was the pace of change and the complexity of the challenges faces (Petrie, 2014). We can hear a growing call for restructuring organizations around teams, usually ones that are multifunctional, fluid, and more boundaryless.

Because of being faced with uncertainty and fast-changing environments, and work tasks are becoming increasingly complex, the organizations have adopted team-based work structures to respond to these challenges (Morgeson, DeRue & Karam, 2010). In corresponding, restructuring in organizations arousing the question in management: are traditional leadership theories and approaches still adapting and working well? Many scholars (Avolio, Jung, Murry, & Sivasubramaniam, 1996; Carson, Tesluk, & Marrone, 2007; Pearce, 1997; Pearce & Sims, 2002; Pearce & Conger, 2003; Yukl, 1999) clearly pointed out traditional leadership ideas are difficult to adapt to the demands of the turbulent new era, organizations need shared leadership, which not as a series of characteristics or abilities of individuals at the top of the organization but as a dynamic function that emerges out of people who are bound together by some form of group task or goal.

Ostensibly, it is becoming more difficult for any single individual to possess all of the skills and abilities required to competently lead organizations today (O'Toole, Galbraith, & Lawler, 2002). As O'Toole et al. affirmed that, frequently, organizations learn the hard way that no one individual can save a company from mediocre performance—and no one individual, no matter how gifted a leader, can be “right” all the time. Pearce (2007) pointed out, “As organizations have steadily progressed into the knowledge economy we can no longer rely on simple notions of top–down, command-and-control leadership, based on the idea that workers are merely interchangeable drones” (p. 355). Yukl (2010) claimed that “Some essential leadership processes in teams include building commitment for shared objectives, identifying effective performance strategies and organizing team

activities, enhancing member skills and role clarity, building mutual trust and cooperation, identifying and procuring needed resources, maintaining confidence and optimism, and facilitating external coordination” (p. 386).

Besides, researches show that shared leadership in various teams (ex., self-managed work team, cross-functional work team, virtual team, R&D team) are effectiveness in team performance (Carson et al., 2007; Crouch & Yetton, 1988; Dachler, 1984; Heifetz, 1994; Pearce & Conger, 2003; Yukl, 2008). A review of the literature indicates that while shared leadership has been practiced in some form for centuries, research on the subject is still in its infancy.

1.2. Problem Statement

Throughout leadership history, scholars interested in leadership have approached the development of an understanding of leadership from variety of perspectives. Starting with the “Great Man” theory of leadership, which posited that great leaders were born with a set of personal qualities that destined them to be “great leader”. Then during 1920s, the trait approach was one of the first systematic attempts to study leadership, research concentrated on determining the specific traits that clearly differentiated leaders from followers (Bass, 1990). Following the study of leaders and personal traits, the focus turned to a variety of themes, such as skills approach which focus on personality characteristics (Katz, 1955), style approach which emphasizes the leaders’ behavior, situational approach which was developed by Hersey and Blanchard (1969), focuses on leadership in conditions, and contingency theory (Fiedler, 1964, 1967; Fiedler & Garcia, 1987), which means it tries to match leaders to appropriate situations. Most of the mentioned approaches imprinted the mark of hierarchical leadership, that is, the relationship between leaders and followers is a top-down vertical relationship. Most existing research on leadership has largely focused on vertical leadership which emphasizes the behaviors of one appointed leader (Yukl, 2010). The predominant view on leadership has been recognized as a process of one leader influencing his or her followers in inspirational ways.

Yukl (2010) pointed out that the preference of the heroic leadership has seriously influenced the theory development and research of effective leadership (p. 432). Pearce

and Sims (2000) claimed that most of the work on leadership has been conducted on vertical leadership in which one individual projects downward influence on individuals. But as organizations become increasingly complex, however, vertical leadership may not be the most effective way to lead organizational teams. Also, due to the increasing emphasis on team-based knowledge work that involves a variety of intellectual capital, the need for team leadership research is increasingly emerging (Houghton, Neck, & Manz, 2003). For example, Pearce and Sims (2002) found that another form of team leadership, shared leadership, was more effective than was the traditional process of vertical leadership. Others have similarly discussed the effect that shared leadership can have team effectiveness (see Avolio, Jung, Murry, & Sivasubramaniam, 1996; Barry, 1991; Klenke, 1997; Yukl, 1999). Bligh, Pearce and Kohles (2006) stated briefly that one promising development in the area of team leadership is shared leadership.

Shared leadership is seen as a group process by which leadership is distributed among, and stem from, team members (Pearce & Sims, 2000). Similarly, Burke, Fiore and Salas (2003) described shared leadership as a leadership process in which the leadership function is dynamically transferred within the team (p.104). Pearce and Conger (2003) defined shared leadership as: “a dynamic interactive influence among individuals in group for which the objective is to lead one another to the achievement of group or organizational goals or both (p. 1).” Others have defined it as (a) leadership distributed among organizational units (Rawlings, 2000); and (b) a management model based on a philosophy of shared governance, in which those performing the work are the ones who best know how to improve the process (Jackson, 2000; Spooner, Keenan, & Card, 1996). Although a variety of definitions of shared leadership have recently been offered, there are underlying similarities among the differing approach. Invariant among these is the notion that, as teams are increasingly composed of members who are multifunctional and highly skilled, coordination within the team may be improved if the team takes advantage of individual member strengths in teams of leadership (Burke et al., 2003).

Widespread interest in psychological empowerment comes at a time when global competition and change require employee initiative and innovation (Drucker, 1988). Over three decades ago, scholars began arguing that decentralized power structures, similar to shared leadership, create an empowering environment in which organizations can derive

the most value from their employees (Hackman & Oldham, 1980; Manz & Sims, 1980). In recent years, however, theory and research has shifted away from viewing empowerment as a structural element of organizations toward viewing empowerment as a psychological state reflecting one's overall sense of control over work that is triggered by decentralized power structures (Conger & Kanungo, 1988). Specifically, Thomas and Velthouse (1990) and Spreitzer (1995) defined psychological empowerment as consisting of four work-related cognitions: meaning (i.e., perceived fit between the requirements of a task and one's personal values, goals, and beliefs), competence (i.e., perceived capability to perform a specific task), impact (i.e., sense of personal influence and ownership over group or organizational outcomes), and self-determination (i.e., sense of choice in initiating and overseeing task processes and actions).

Proactivity has emerged as a principal topic of interest among organizational researchers and practitioners in recent years (e.g., Campbell, 2000; Dyne, Ang, & Botero, 2003). Today, it is emphasized that a competitive organization needs proactive employees who act quickly and efficiently before events escalate (Griffin, Neal, & Parker, 2007). Proaction is like most other work behavior: It is a function of both individual dispositions and the work environment. Thus, it can be harvested, grown, and sustained via appropriate approaches to selecting, training, liberating, and inspiring. Scholars have suggested that "there is value in examining similarities across different proactive behaviors to draw lessons for understanding both the specific manifestations and the general phenomenon of proactivity" (Grant & Ashford, 2008, p. 5).

Employee can engage in proactive activities as part of their in-role behavior in which they fulfill basic job requirements, extra-role behaviors can also be proactive, such as efforts to redefine one's role in the organization (Crant, 2000). Extra-role behavior becomes one of the important outcomes because a successful organization needs employees that will do more work than their usual tasks---that will produce something surpasses the expected performance (Armanu, Djumilah, & Khusniyah, 2016).

Job crafting is a specific form of proactive work behavior that refers to the process of employees redefining and reimagining their job designs in personally meaningful ways (Wrzesniewski & Dutton, 2001). These crafting behaviors, in turn, can influence the meaningfulness of the work. As job crafting is initiated by employees themselves, it has

been described as an individualized, bottom-up, and proactive approach to job redesign, compared to top-down and “one-size-fits-all” approaches that are initiated by the organization (Demerouti & Bakker, 2014; Grant & Parker, 2009; Parker, 2014; Parker & Ohly, 2008). While research on job crafting has rapidly increased over the past decade, this study creatively assumed shared leadership will strong effect on job crafting.

As the knowledge is the most important factor in today’s organizations, the facilitation of the creation, sharing, and the utilization of knowledge becomes more and more important (Ipe, 2003). Knowledge sharing as an extra-role behavior, consequently, acknowledged as a critical employee behavior in knowledge-based work. Knowledge sharing is an important part of building knowledge-based competitive advantage (Argote & Ingram, 2000; Kogut & Zander, 1992).

Although nearly 20 years, many of the studies on shared leadership had been done, most of them went on team level (see Bang, 2008, 2013; Chiu, 2014; Lee, 2011, 2016; Hole, 2014; Mathieu, 2015; Manz & Alves, 2007; Pearce & Hoch, 2010; Wang, Waldman, & Zhang, 2014; Ullah & Park, 2013; Wood & Fields, 2007), or used shared leadership as a mediator (see Yoonhee, Cho, 2014). And as a review of the concepts previously mentioned, i.e., job crafting and knowledge sharing, indicates that numerous studies have been conducted on the relationship among the variables at leadership area. However, research on the relationships among shared leadership, psychological empowerment, job crafting and knowledge sharing are extremely scanty.

Accordingly, this study examines the effect of shared leadership as an independent variable on job crafting and knowledge sharing as dependent variables. This study also try to find out whether psychological empowerment a mediating role between the independent variable and the dependent variables.

1.3. Research Objectives

This study aims to confirm the impact of shared leadership on job crafting, knowledge sharing and psychological empowerment and this is the first empirical study explored about the relationship. This study also investigates how shared leadership affects job crafting and knowledge sharing. Moreover, this study will build the link in research among the relationship through the role of psychological empowerment.

For these aims, this study can be seen as a pioneering study exploring the effect of shared leadership on team members' work proactive behavior and extra-role behavior, and members' psychological empowerment as a mediator variable in these relationships, especially based on South Korea's context.

1.4. Research Questions

Using the aforementioned research objectives, the following questions were set and their answers are explored.

- 1) Does shared leadership affect the team member's job crafting?
- 2) Does shared leadership affect the team members' knowledge sharing?
- 3) Does shared leadership affect the team members' psychological empowerment?
- 4) Does psychological empowerment affect team members' job crafting and knowledge sharing?
- 5) Does members' psychological empowerment in teams have a mediating role among the relationships?

1.5. Outline of Dissertation

There are five chapters in this thesis. Chapter one presents an introduction of the study, including background, problem statement, purpose targeted and research questions setting.

Chapter two, literature review, specifically, focused on shared leadership, theoretical bases, definitions, and compare shared leadership with other related constructs, and the relationship between shared leadership and vertical leadership. Also, psychological empowerment, job crafting and knowledge sharing are discussed.

Chapter three consists hypotheses development and research model based on theory, seven hypotheses are presented based on research model.

Chapter four shows information about the methodology. Procedure and respondents, method used and also provides results from hypotheses testing.

The final chapter provides a conclusion and discussed the contribution, including theoretical and practical implication, also mentioned limitation and future ways.

CHAPTER 2. LITERATURE REVIEW

2.1. Shared Leadership

The “increasing disillusionment” in heroic, individualist models of leadership led to the concept of leadership that is shared throughout the organization (Bolden, 2011; Day & Harrison, 2007; Horner, 1997). Although the idea of sharing influence is not new, it has recently gained prominence leading to an explosion of theories including.

Shared leadership, the notion that individuals within a group can share leadership functions, has gained traction among both scholars and practitioners recently (Drescher, Korsgaard, Welpe, Picot, & Wigand, 2014).

Traditionally, organizations have focused on a top-heavy, heroic model of leadership in order to extract work-product from their employee (Pearce & Manz, 2005). It is ever more difficult for any one person to have all aspects of knowledge work, and abilities required for all aspects of knowledge work (Pearce, 2004), the shift toward team-based knowledge work is even more obviously. Besides, considering the global expansion, intra-industry and inter-industry restructuring, whereas hierarchical leadership based on top-down practices are becoming less important, the team members are getting emerged as important co-creators of leadership (Fletcher & Kaufer, 2003). No wonder organizations today are drawn to the benefit of leadership that is shared, rather than concentrated in a single, charismatic individual (Goldsmith, 2010). Thus, shared leadership, by virtue of its use of the combined best of leaders’ abilities, is being tested as one possible solution for meeting these challenging business needs (Fitzsimon, James, & Denyer, 2011).

2.1.1. Theoretical Bases of Shared Leadership

The notion of shared leadership is deeply rooted in the organizational literature. Despite strong historical emphasis on a command-and-control approach to leadership, alternative perspectives did appear in the 20th century. One of the first to write about leadership coming from sources other than the designated leader was Mary Parker Follett (Pearce & Sims, 2002; Pearce & Conger, 2003). Numerous scholars agree that the origin of shared leadership in the literature starts from Follett’s “Law of the situation”.

Follett (1924) wrote that one should not merely look to the designated leader for guidance, but rather that one should let logic dictate to whom one should look for guidance on the basis of individuals' knowledge of the situation at hand. While she did not expressly write on the idea of shared leadership, per se, she clearly suggested that the situation, not the individual, provides the basis of leadership (Pearce & Sims, 2002). According to Tae-Seob Yoo (2016), Follett's concept provided a completely different perspective from a traditional hierarchical leadership model, her idea was almost identical to contemporary ideas about shared leadership.

Emergent leadership is a second theoretical base of shared leadership (Pearce & Sims, 2002). Hollander (1961) developed the concept of emergent leadership refers to the phenomenon of leader selection by the members of a leaderless group. Pearce (1998, 2002) mentioned emergent leadership is typically concerned with the ultimate selection of an appointed leader, whereas the concept of shared leadership is linked to the "serial emergence" of multiple leaders over the life of the team.

The substitutes for leadership literature also provide a useful framework for understanding the concept of shared leadership (Pearce & Sims, 2002). The literature of substitutes for leadership suggests that certain conditions (e.g., highly routinized work or professional standards) may serve as substitutes for social sources of leadership. In this sense, shared leadership may serve as a substitute for more formal appointed leadership.

Manz and Sims (1991) called for super leadership perspective and self-leadership theory, with this type of leader, the focus is largely on the followers. According to Manz and Sims's view, who become "super leader", who can possess the strength and wisdom of followers, and power is more evenly shared by leaders and followers, thus, leaders and followers together represent the source of wisdom and direction (p.22-23). Self-leadership is a similar point, at individual level (Pearce, 2004). Extending this leadership style to team-level analysis, we can understand how shared leadership works.

From Follett (1924)'s *Creative Experience* to 1990s, the concepts or theories related to shared leadership were constantly emerging. As shown in <Table 1>, Pearce and Conger (2003) organized the theories and studies that influenced shared leadership, these theories and researches are mainly came from the field of leadership, management, psychology and sociology.

<Table 2-1> Background theories and concepts of shared leadership

Theory/Research	Key Issues	Representative Author
Law of the situation	Let the situation, not the individual, determine the “order”.	Follett (1924)
Human relations and social systems perspective	One should pay attention to the social and psychological needs of employee.	Turner (1933) Mayo (1933) Barnard (1983)
Role differentiation in groups	Members of groups typically assume different types of roles.	Benne & Sheats (1948)
Co-leadership	Concerns the division of the leadership role between two people---primarily research examines mentor and protégé relationship.	Solomon, Loeffer, & Frank (1953) Henman, & Bennis (1998)
Social exchange theory	People exchange punishments and rewards in their social interactions.	Festinger (1954) Homans (1958)
Management by objectives and participative goal setting	Subordinates and superiors jointly set performance expectations.	Drucker (1954) Erez & Arad (1986) Locke & Latham (1990)
Emergent leadership	Leaders can “emerge” from leaderless group.	Hollander (1961)
Mutual leadership	Leadership can come from peers.	Bowers & Seashore (1996)
Expectation states theory and team member exchange	Team members develop models of status differentials among themselves.	Berger, Cohen, & Zelditch (1972) Seers (1989)
Self-managing work teams	Team members can take on roles that were formerly reserved for managers.	Manz & Sims (1987, 1993)
Participative decision making	Under certain circumstances, it is advisable to elicit more involvement by subordinates in the decision-making process.	Vroom & Yetton (1973)

Vertical dyad linage/Leader member exchange	Examines the process between leaders and followers and the creation of in-groups and out-groups.	Graen (1976)
Substitutes for leadership	Situation characteristics (e.g., highly routinized work) diminish the need for leadership.	Kerr & Jermier (1978)
Self-leadership	Employees, given certain conditions, are capable of leading themselves.	Manz & Sims (1980)
Self-managing work teams	Team members can take on roles that were formerly reserved for managers.	Manz & Sims (1987, 1993)
Followership	Examines the characteristics of good followers.	Kelly (1988)
Empowerment	Examines power sharing with subordinates.	Conger & Kanungo (1988)
Shared cognition	Examines the extent to which team members hold similar mental models about key internal and external environment issues.	Klimoski & Mohammed (1994) Cannon-Bowers & Salas (1993) Ensley & Pearce (2001)
Connective leadership	Examines how well leaders are able to make connections to others both inside and outside the team.	Lipman-Blumen (1996)

Source: Pearce & Conger (2003). All those years: The historical underpinnings of shared leadership. In C. L. Pearce & J. A. Conger (Eds.), *Shared leadership: Reframing the hows and whys of leadership* (pp. 1–18). Thousand Oaks, California: Sage Publications.

2.1.2. Defining Shared Leadership

Shared leadership represents a fundamental shift away from the concept of unity of command (Wren, Bedeian, & Breeze, 2002) to a dynamic and emergent process (Denis, Langlely, & Sergi, 2012). Shared leadership involves maximizing all the human resources in an organization by empowering individuals and giving them an opportunity to take leadership positions in their areas of expertise.

Want to define shared leadership, first understand the term *shared*. The definition of *shared* is not unitary. Cannon-Bowers and Salas (2001) summarized this issue by again proposing four broad categories of what *shared* means. These are: Shared or overlapping, similar or identical, compatible or complementary, and distributed. Simply pointed out, “in any given team, some knowledge will have to be shared, other knowledge similar, and yet other knowledge distributed or complementary (p.199).”

Another issue is to recognize the terms often associated with shared leadership. In research literature, shared leadership, collective leadership, and distributed leadership are used interchangeably, while team leadership is commonly viewed as a slightly different stream of research (Avolio et al., 2009). About the concept about shared leadership, many scholars defined through different perspectives. Until now, there is no one consistency definition of shared leadership. From this point of views, the field of shared leadership is clearly still in its infancy can be seen. For fully reflect the understanding of different scholars, I sorted some representative definition of shared leadership since 2000 (see <Table 2>).

<Table 2-2> Definitions from previous studies of shared leadership

Scholars	Date	Definition used
Jackson	2000	A decentralized organizational structure; A balance of staff autonomy, managerial guidance, collaborative decision making and individual accountability; An environment that ensures excellence and dignity of the individual; A shared vision within the organization (p. 168).
Pearce & Sims	2002	Leadership that emanates from the members of teams, and distributed influence from within the team (p. 172).
Pearce & Conger	2003	A dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both. This influence process often involves peer, or lateral, influence and at other times involves upward or downward hierarchical influence (p. 1).
Fletcher & Kaufer	2003	Shared leadership is leadership as learning; Distributed and interdependent; embedded in social interaction (p.22).

Cox, Pearce, & Perry	2003	The condition in which teams collectively exert influence (p. 53).
Seers, Keller, & Wilkinson	2003	The extent to which more than one individual can effectively operate in distinctively influential role within the same interdependent role system (p. 79).
Burke, Fiore, & Salas	2003	A leadership process in which the leadership function is dynamically transferred within the team. The transference of the leadership function among team members in order to take advantage of member strengths (e.g., knowledge, skills, attitudes, perspectives, contacts and time available) as dictated by either environmental demands or developmental stage of the team (p. 104-105).
Houghton, Neck, & Manz	2003	A process through which individual team members share in performing the behaviors and roles of a traditional hierarchical leader (p. 124).
Avolio, Sivasubramaniam, Murry, Jun, & Garger	2003	How all members of a team collectively influence each other toward accomplishing its “goal” (p. 145).
Siebert, Sparrowe, & Liden	2003	How influence is not solely the prerogative of formal leaders but may be shared by members of the group or teams. Shared leadership thus bridges the distance between theories that focus on the effects of formal leaders on group performance and those that focus wholly on self-managing teams (p. 173-174).
Mayo, Meindel, & Pastor	2003	An approach that considers the role of mutual influence among team members as another source of leadership for the group (p. 193).
Hooker & Csikszentmihalyi	2003	A process of shared influence between and among individuals that can emerge in a group context as an alternate social source of leadership (p. 218).
Shamir & Lapidot	2003	A reciprocal influence processes among multiple parties (e.g., designated leader and his subordinates) in a systems contest (p. 236).
Locke	2003	A dynamic exchange of lateral influence among peers rather than vertical downward influence by an appointed leader (p. 271).

Pearce	2004	Simultaneous, ongoing, mutual influence process within a team that is characterized by “serial emergence” of official as well as unofficial leaders (p. 8).
O’Connor & Quinn	2004	Property of the whole system, as opposed to solely the property of individuals, effectiveness in leadership becomes more a product of those connections or relationships among the parts than the result of any one part of that system (such as the leadership) (p. 423).
Pearce & Manz	2005	Shared leadership occurs when all members of a team are fully engaged in the leadership of the team: shared leadership entails a simultaneous, ongoing, mutual influence process within a team, that involves the serial emergence of official as well as unofficial leaders (p. 133-134).
Wood	2005	The state or quality of mutual influence in which team members disperse the leadership role throughout the group, participate in the decision-making process, fulfill tasks traditionally reserved for a hierarchical leader, and, when appropriate, offer guidance to others to achieve group goals (p. 64).
Sanders	2006	A dynamic, collaborative, and emergent process of group interaction characterized by high levels of peer influence and the active display of collective leadership by the group as a whole.
Mehra, Smith, Dixon, & Robertson	2006	Shared distributed phenomenon in which several (formally appointed and/or emergent) leaders exist. Team has one or more leaders (p. 233).
Ensley, Hmieleski, & Pearce	2006	Team process through which leadership is carried out by the team as a whole rather than solely by a single designated individual (p.220).
Hiller, Day, & Vance	2006	The epicenter of shared leadership is the interaction of team members to lead the team by sharing in leadership responsibilities. Not a characteristic of a person, but involves the relational process of an entire team, group, or organization. As a process, shared leadership presumes that leadership can be embedded in the dynamics of a social system, and need not be constrained to acts of a heroic or charismatic individual (p. 388).

Carson, Telsuk, & Marrone	2007	An emergent team property that results from the distribution of leadership influence across multiple team members (p. 1218).
Small & Rentsch	2010	An emergent team process defined by the distribution of leadership functions among multiple team members (p. 203).
Hoch, Pearce, & Welzel	2010	A collective social influence process shared by team members and aimed toward the achievement of one or more common goals (p.105).
Goldsmith	2010	Maximizing all of the human resources in an organization by empowering individuals and giving them an opportunity to take leadership positions in their areas of expertise.
Zhou	2012	The distribution of leadership influence across multiple team members (p.671).
Wang, Waldman, & Zhang	2014	An emergent team property of mutual influence and shared responsibility among team members, whereby they lead each other toward goal achievement (p.182).
Nicolaides	2014	A set of interactive influence processes in which team leadership functions are voluntarily shared among internal team members in the pursuit of team goals (p. 924).
Hoch	2014	A situation where multiple team members engage in leadership and characterized by collaborative decision making and sharing responsibility for outcomes (p. 545).
Lee, Lee, & Seo	2015	An emergent team property that results from the distribution of leadership influences across multiple team members (p. 48).

Source: Author updated based on related previous studies.

To summarize, shared leadership definitions often include the term *team*, coupled with the concept of a process, property, or phenomenon. Shared leadership as a relational, collaborative leadership process or phenomenon involving teams or groups that mutually influence one another and collectively share duties and responsibilities otherwise relegated to a single, central leader (Koccolowski, 2010). Widest accepted definition from Pearce and Conger (2003), “A dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both” (p. 1). In this study, I am strongly willing to refer to Pearce

and Manz's (2005, p. 134) description:

“Shared leadership occurs when all members of a team are fully engaged in leadership of team: Shared leadership entails a simultaneous, ongoing, mutual influence process with a team, that involves the serial emergence of official as well as unofficial leaders.”

2.1.3. Shared and Vertical Leadership

Several decades of research on vertical leadership have identified a range of leadership behaviors that serve as currency in the exchange of influence among leaders and followers (Yukl, 2010). In shared leadership contexts, these strategies continue to be of relevant, with one important caveat: the agents of influence are often *peers* of the targets influence (Pearce & Sims, 2002). As pointed out by Pearce and Sims (2002), shared leadership is not mutually exclusive of vertical leadership. What's more, the extent that vertical and shared leadership are interconnected has yet to be clarified (Hoch, 2013; Pearce & Sims, 2002).

As mentioned before, the concept of shared leadership is a radical departure from traditional views of leadership. Vertical leadership may be viewed as an influence on team processes. In contrast, shared leadership is a team process where leadership is carried out by the team as whole, rather than solely by a single designated individual. To this end, vertical leadership is dependent upon the wisdom of an individual leader, whereas shared leadership draws from the knowledge of a collective. Further, vertical leadership takes place through a top-down influence process, whereas shared leadership flows through a collaborative process (Ensley, Hmieleski, & Pearce, 2006).

It has been suggested that vertical leadership may encourage shared leadership behavior (Pearce & Sims, 2002). In line with this postulation that assumes a positive relation of vertical and shared leadership behavior, several assumptions about positive influences of vertical leadership on shared leadership have been proposed (e.g., Bligh, Pearce, & Kohles, 2006; Hoch, 2013; Pearce & Manz, 2005; Pearce & Sims, 2002). Grille, Schulte and Kauffeld (2015) relied on data from 328 team members nested in 67 work teams and tried to test effective vertical leadership behavior is positively associated with shared leadership. The result shows team members who perceived their supervisors as prototypical engaged in more shared leadership behavior when their supervisors

showed more vertical leadership behavior.

As it were, possessing leader traits, skills, and behaviors is still potentially important to shared leadership. As Pearce (2004) pointed out, the role of the vertical leadership is critical to the ongoing success of shared leadership. Without ongoing support and maintenance from the vertical leader, shared leadership is likely to fail.

2.2. Psychological Empowerment

Psychological empowerment is conceptualized as an experienced psychological state or set of cognitions. Conger and Kanungo (1988) defined psychological empowerment as a process of heightening feelings of employee self-efficacy “through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information” (p. 474). Thomas and Velthouse (1990) argued that empowerment is multifaceted and that its essence cannot be captured by a single concept, they proposed four elements (meaning, competence, choice, and impact) that can promote the intrinsic motivation by further elaborating previous studies on psychological empowerment, and defined psychological empowerment as an intrinsic motivation of an individual caused through four cognitions reflecting individual’s familiarization to his/her work role. Later, Spreitzer (1995) developed a scale that can measure the four elements and psychological empowerment based on Thomas and Velthouse (1990)’s model.

Spreitzer (1995) defined empowerment as a process or psychological state manifested in four cognitions: meaning, competence, self-determination, and impact. Specifically, meaning concerns a sense of feeling that one’s work is personally important. Competence refers to self-efficacy, or belief in one’s ability to successfully perform tasks. Self-determination indicates perceptions of freedom to choose how to initiate and carry out tasks. Impact represents the degree to which one views one’s behaviors as making a difference in work outcomes. Spreitzer (1995) presented evidence that the four dimensions (meaning, competence, self-determination, and impact), although distinct, reflect an overall psychological empowerment construct. Thus, psychological empowerment is seen as an enabling process that enhances an employee’s task initiation and persistence (Conger & Kanungo, 1988).

Psychological empowerment encourages employees to think about their capabilities to accomplishing the jobs, develop the meaning of the task, and have the confidence to influence the organization through their work roles. Accordingly, the individuals psychologically empowered think they are competent, feel they can exert their influence to work and environment in meaningful ways, and behave actively, progressively, and independently (Spreitzer, 1995; Thomas & Velthouse, 1990).

Spreitzer (2008) concluded, based on her narrative review, that a supportive, trusting relationship with one's leader is an important contextual antecedent of psychological empowerment. In addition, Seibert, Wang, and Courtright (2011) examine all studies that include psychological empowerment and any positive form of leadership behavior, they reported that high performance management system such as an open information sharing, decentralization, shared decision making, and conditional reward is in positively related to the psychological empowerment.

2.3. Job Crafting

Crant (2000) defined proactive behavior as “taking initiative in improving current circumstances or creating new ones; it involves challenging the status quo rather than passively adapting to present conditions” (p. 436). Job crafting is a specific form of proactive work behavior that involves employees actively changing the (perceived) characteristics of their jobs (Tims & Bakker, 2010; Wrzesniewski & Dutton, 2001).

Crafting is spontaneous behaviors and behaviors focused on job development with the aim of change which individuals do to align the process of performing duties with preferences, motivations, and interests (Berg, Wrzesniewski, & Dutton, 2010; Bakker, Tims, & Derks, 2012). As job crafting is initiated by employees themselves, it has been described as an individualized, bottom-up, and proactive approach to job redesign, compared to top-down and “one-size-fits-all” approaches that are initiated by the organization (Demerouti & Bakker, 2014; Grant & Parker, 2009; Parker, 2014).

Job crafting was first formally defined by Wrzesniewski and Dutton (2001) as “the physical and cognitive changes individuals make in the task or relational boundaries of their work” (p. 179) and “the action employees take to shape, mold, and redefine their jobs” (p. 180). Wrzesniewski and Dutton (2001) argued for the existence of three forms

of job crafting. Task crafting refers to initiating changes in the number or type of activities one completes on the job (e.g., introducing new tasks that better suit one's skills or interests). Relational crafting involves exercising discretion about whom one interacts with at work (e.g., making friends with people with similar skills or interests). Cognitive crafting is distinct from task and relational crafting in that it involves altering how one "sees" one's job, with the view to making it more personally meaningful (e.g., making an effort to recognize the effect one's work has on the success of the organization or community).

In parallel, a number of researchers have proposed alternative conceptualizations of job crafting (Rudolph, Katz, Lavigne, & Zacher, 2017). For example, Leana, Appelbaum, and Shevchuk (2009) conceptualized job crafting as two dimensions: individual crafting and collaborative crafting. Petrou, Demerouti, Peeters, Schaufeli, and Hetland (2012) focused on daily job crafting, conceptualized job crafting as "seeking resources", "seeking challenges", and "reducing demands" (p. 1120). Lichtenthaler and Fischbach (2016) examined how promotion- and prevention-focused job crafting impacts the motivation of older employees to continue working beyond retirement age. The authors hypothesized that promotion-focused job crafting. The most widely known and adopted theoretical model was developed by Tims and Bakker (2010), who define job crafting as a form of proactive behavior that involves employees initiating changes in their (actual or perceived) job demands and resources to increase the fit between these job characteristics and their personal abilities and needs. Tims, Bakker, and Derks (2012) suggested that job crafting consists of four dimensions: Increasing challenging job demands involves performing behaviors such as asking for more responsibilities and volunteering for special projects. Decreasing hindering job demands entails performing behaviors that aim to minimize physical, cognitive, and emotional demands, such as reducing workload and work-family conflict. Increasing structural job resources includes performing behaviors that aim to increase the autonomy, skill variety, and other motivational characteristics of the job. Finally, increasing social job resources entails asking for feedback as well as advice and support from supervisors and colleagues.

However, Slemp and Vella-Brodrick (2013) argue that a measure of job crafting that directly addresses the cognitive component of job crafting is also needed. This is because

crafting cognitions about work is an important way in which individuals can shape their work experience (Wrzesniewski & Dutton, 2001). It also permits another avenue from which to exert some influence over one's job and may suit particular types of jobs or employees. Moreover, it allows employees to appreciate the broader effects of their work and to recognize the value that their job may hold in their life.

Overall job crafting and its dimensions were positively related to job satisfaction, work engagement, self-rated and other-rated work performance, and contextual performance (Rudolph et al., 2017). Through job crafting, employees can tailor their existing jobs to more closely align with their needs, values, and skill sets, producing a more internalized motivation for their work and thus creating a more enjoyable, engaging, and meaningful experience on the job.

2.4. Knowledge Sharing

Everybody knows “knowledge is power”, a slogan by Francis Bacon of 400 years ago. Knowledge has become the main motive force and source of the global economic development. As one knowledge-centered activity, knowledge sharing is the fundamental mean through which employee can contribute to knowledge application, innovation, and ultimately the competitive advantage of the organization (Jackson, Chuang, Harden, & Jiang, 2006). Knowledge sharing between employees and within and across teams allows organizations to exploit and capitalize on knowledge-based resource (Cabrera & Cabrera, 2005; Damodaran & Olphert, 2000).

In this study, in particular, my interest in understanding voluntary intend to knowledge sharing. I prefer to follow Cummings's (2004) definition as “the provision of task information and know-how to help others and to collaborate with others to solve problems, develop new ideas, or implement policies or procedures.” This definition is similar to Hansen and Hass's (2007) description of knowledge sharing as the provision or receipt of technical information, know-how and skills. Knowledge sharing involves interaction and communication among team members (Cohen & Bailey, 1997) and includes the implicit coordination of expertise or information about who knows what in the group (Faraj & Sproull, 2000). Knowledge sharing often involves mutual exchanges among individuals, including sending and receiving knowledge. It can occur via written

correspondence or face-to-face communications through networking with other experts, or documenting, organizing and capturing knowledge for others (Cummings, 2004; Pulakos et al., 2003). Although the term knowledge sharing is generally used more often than information sharing, researchers tend to use the term “information sharing” to refer to sharing with others that occurs in experimental studies in which participants are given lists of information, manuals, or programs.

As mentioned by Wang and Noe (2010), researchers have not reached consensus on the distinctions, if any, between knowledge and information. For example, Nonaka (1994) considers information to be just “a flow of messages” whereas knowledge is based on information and justified by one’s belief. Other researchers believe that all information is considered knowledge but knowledge is more than just information, i.e., knowledge includes information and know-how (e.g., Kogut & Zander, 1992; Machlup, 1980; Zander & Kogut, 1995). A another critical problem regarding the knowledge base in an organization is making employees willing to transfer knowledge from an employee to other workers or to the organization which totally explained by Bock, Zmud, Kim, and Lee (2005). This problem arises from the employee himself or the organization climate. An employee may be anxious that he will lose his power or value by sharing his knowledge. It is believed that, without a reward to compensate his apprehension, the employee prefers to retain the knowledge. An organization may be afraid of knowledge stealing by competitors or information overloading of its employees. These causes result in a challenging task for an employer to learn the employees’ motivation in knowledge sharing and ultimately to improve the employees’ behavior and perception to share more knowledge in order to benefit the organization.

Knowledge sharing in teams has been found to lead to superior team performance (Srivastava, Bartol, & Locke, 2006). This has been shown in different settings such as new product development teams (Madhavan & Grover, 1998), research and development teams and software development teams. Knowledge sharing in a team is not automatic, and the team’s leader has the potential to strongly influence the extent of knowledge sharing (Srivastava et al., 2006). For example, Farrell et al. (2005) investigated the joint effects of transformational leadership and senior managers’ team trust on knowledge sharing in organizations.

CHAPTER 3. HYPOTHESES & RESEARCH MODEL

3.1. Hypotheses Development

3.1.1. Shared Leadership and Job Crafting

Being proactive is about taking control to make things happen rather than watching things happen. It involves aspiring and striving to bring about change in the environment and/or oneself to achieve a different future (Grant & Ashford, 2008). Job crafting can be seen as a relatively new approach to proactive behavior of employees.

As mentioned by Wrzesniewski and Dutton (2001), there are three motivations for job crafting: need for control over job and work meaning, need for positive self-image, need for human connection with others.

If employees feel they have no freedom or opportunity to craft their jobs they are less likely to attempt to change some aspects of their jobs. Perceived opportunity to craft a job refers to the sense of freedom or discretion employees have in what they do in their job and how they do it (Wrzesniewski & Dutton, 2001). Thus, an important condition will be that employees have enough control over their work to perceive that they have the opportunity to enact their ideas or wishes.

Surprisingly, little research has dealt with leadership predictors of proactive behavior. Correspondingly, Wang, Demerouti and Blanc (2017) proposed that transformational and empowering leadership can promote positive job crafting and reduce negative job crafting through motivational processes. Erkutlu (2012) used data obtained from 420 team members from 21 commercial banks in Turkey, finding that shared leadership within a work team was positively related to team proactive behavior. The relationship of shared leadership with team proactivity is stronger in organizations with higher level of supportive culture. Esteves and Lopes (2017) did a quantitative analysis was conducted among a group of 325 Portuguese nurses, results indicate that the perception of an empowering leader was found to be strongly related with the increase of challenges in the work environment, and with the development of stronger relations with direct managers and co-workers, which are two job crafting dimensions.

Shared leadership reflects a situation where multiple team members engage in leadership and characterized by collaborative decision-making and shared responsibility

for outcomes (Hoch, 2013). Moreover, shared leadership resulted in higher levels of initiative and proactivity among team members, behaviors that have been linked to team performance (Furst, Blackburn, & Rosen, 1999; Townsend & DeMarie, 1998). In shared leadership, team members typically experience greater variety, feedback, task significance, and task identity, but the most important feature is the greater collective autonomy that individuals have over their activities (Williams et al., 2010). At the individual level of analysis, job autonomy has been identified as one of the most consistent determinants of proactive behaviors, such as proactive problem solving and idea implementation (Parker et al., 2006), personal initiative (Frese et al., 1996) and suggesting improvements (Axtell et al., 2000). Shared leadership allows team members the control and opportunity to manage their demands (variances) more actively. Therefore, it is expected that shared leadership will influence job crafting positively:

H1: Shared leadership is positively related to job crafting.

3.1.2. Shared Leadership and Knowledge Sharing

Leaders should play facilitating, mentoring and innovating leadership roles in order to stimulate employees to share, and thus to contribute to organizational learning and effectiveness (Yang, 2007).

Ipe (2003) showed that knowledge was the organization's most important strategic resource. As mentioned by Hendriks (1999), knowledge sharing is not communication, but related to the communication, so does information distribution. Knowledge sharing requires a good interaction between team members, more communication opportunities and willingness. When the differences of team members are too large, may hinder knowledge sharing among members (Liu & Jia, 2012).

In the strict sense, knowledge cannot be shared, so you can't freely distribute knowledge, unlike goods, it relies on a cognitive subject. Sharing knowledge is panacea for willing to sharing. A firm can successfully promote a knowledge sharing culture not only by incorporating knowledge in its business strategy, but also by encouraging and changing employee attitude and behaviors to promote willing and consistent knowledge sharing.

The nature of knowledge itself necessitates shared leadership. Traditional, more

hierarchical forms of leadership, which center on the individual in the formal leadership role as being the primary source of knowledge, skills, and answers to emerging problems, do not encourage optimal knowledge creation. When team members are encouraged to lead themselves and share influence with their peers in defining problems, making decisions, solving problems and identifying opportunities and challenges both now and in the future, creativity and innovation is more likely to result (Bligh et al., 2006).

As there are limits to an individuals' capacity to acquire and store knowledge, individuals often acquire specialized knowledge in a narrow field (i.e. chemistry or biology) which can create knowledge boundaries in a firm (Grant, 1996; Roth, 2003). Therefore, where one leader may have a depth of technical knowledge, they are at a knowledge disadvantage compared to the breadth of knowledge in the organization as a whole (Carson et al., 2007; Pearce & Conger, 2003). Shared leadership therefore allows organizations to gain a holistic understanding of a complex situation by drawing from multiple sources, thereby increasing the efficacy of leadership (Denis et al., 2012; Pearce & Conger, 2003). Ensley et al. (2006) suggested that shared leadership is a complete process on leadership and collective knowledge of a team which is worked out through a collaborative process, rather than only by a single designated individual. In addition, Bock and Kim (2002) also indicated that employees would have positive attitude to share knowledge if they believed that sharing knowledge could strengthen the relationship between themselves and others.

A another key aspect of shared leadership is that the team members share their distinct knowledge and it is through knowledge sharing that team members access and build on each other's ideas. Carson et al. (2007, p.1217) state: "...shared leadership can provide organizations with competitive advantage through...organizational resources brought to bear on complex tasks, in openness to reciprocal influence from others, and in the sharing of information." Different team members engage in shared leadership and their leadership works together simultaneously or sequentially, additive or in a compensatory way, across the different stages of a project or the team life cycle (Hoch, 2013). In shared leadership teams, the team members would have more "in-group" perspective while the interactions among them increased via the distributed influence in the teams (Huang, 2013). Moreover, Granitz and Ward (2001) pointed out that individuals would share their

knowledge and experience in “in-group” rather than “out -group”. In addition, Crossan, Lane, and White (1999) indicated that the team members’ interactions improved their knowledge or information sharing, and then integrated individual insight and knowledge to achieve the outcomes of learning in teams. From the above, this study suggests that shared leadership could enhance knowledge sharing in work teams.

Thus, it is reasonable to conclude that shared leadership will influence knowledge sharing positively:

H2: Shared leadership is positively related to knowledge sharing.

3.1.3. Shared Leadership and Psychological Empowerment

Psychological empowerment, which has ties to Bandura’s (1977, 1982) work on self-efficacy, is less concerned about the actual transition of authority and responsibility, but instead focuses on employee’s perceptions or cognitive states regarding empowerment. Here, the key is that individuals need to believe that they can perform their work on their own and as such, psychological empowerment can be defined in terms of motivational processes (Conger & Kanungo, 1988). Spreitzer (1995) defined empowerment as “increased intrinsic task motivation manifested in a set of four cognitions reflecting an individual’s orientation to his or her work role: Competence, impact, meaning, and self-determination” (p. 1443).

Several antecedents have been linked with positive feelings of psychological empowerment, including information about mission and performance, rewards for positive performance, low role ambiguity, strong sociopolitical support, strong access to information, and participative work climate (Spreitzer, 1995, 2008).

In the field of leadership, numbers of studies have shown the effect of different typology of leadership approaches to psychological empowerment. Mostly, several studies have shown that leadership empowerment will positively impact the psychological empowerment in the mind of an individual (e.g., Houghton & Yoho, 2005; Klerk & Stander, 2014). Fong and Snape (2015) based on data collected in Hong Kong found that empowering leadership was associated with psychological empowerment at both within-group and between-group levels. Several empirical studies (e.g., Avolio et al., 2004; Fuller et al., 1999; Kark et al., 2003) have demonstrated a positive relationship

between transformational leadership and followers' psychological empowerment. Zhu, May and Avolio (2004) developed a theoretical framework that maintains that employees' psychological empowerment mediates the relationship between leaders' ethical behaviors and employees' organizational commitment and trust in leaders. Shapira-Lishchinsky and Tsemach (2014) objected teachers and explored the mediating role of psychological empowerment on authentic leadership, organizational citizenship behaviors. Chen and Chang (2014) collected data in Taiwan and found that authentic leadership is positively related to employees' psychological empowerment, positive affect, and work engagement. In addition, psychological empowerment and positive affect are found to be positively related to work engagement, and psychological empowerment partially mediates the relationship between authentic leadership and work engagement. Li, Wu, Johnson, and Wu (2012) studied the impact of leadership on psychological empowerment in the context of China and his study found a positive relationship between the leadership and the psychological empowerment. In addition, a meta-analysis conducted by Eylon and Au (1999) suggest that intrinsic motivation mediates the link between the participative leadership behavior of supervisors and the organizational commitment of employees. Huang, Shi, Zhang and Cheung (2006) based on the data collected from 173 employees in two state-owned enterprises in China and found that participative leadership behavior was not associated with all of the dimensions of psychological empowerment. However, the analyses revealed that participative leadership behavior was positively related to the competence dimension of psychological empowerment. It is not difficult to trace that scholars already discover the ingenious relationship among kind of leaderships and psychological empowerment.

The leadership behaviors like guidance, identifying the individual work performance, and inspiring the team by his own action is likely to result in greater perceived control and the empowerment among subordinates (Menon, 2001). Spreitzer (1996) argued that employees who have larger support from their supervisor are likely to have higher level of empowerment.

Spreitzer's (1995, 1996, 2008) support and the review of the studies and researches focus on relationship between leadership and psychological empowerment as antecedents of lead me to consider shared leadership as a possible antecedent of psychological

empowerment as well.

Shared leadership encourages employee involvement and rejects the hierarchy, control, domination, and power that bureaucratic culture creates. Shared leadership stimulates members' participation in decision-making and teamwork and creates ongoing communication (Ensley et al., 2006; Pearce & Conger, 2003). In the perspective of shared leadership, members of the organization share mutual interests and create a shared environment. And with the characteristic of "serial emergence" of official as well as unofficial leader, shared leadership can be considered a manifestation of fully developed empowerment in team (Conger & Kanungo, 1988; Pearce, 2004). In another words, shared leadership approach is likely to facilitate empowerment by enhancing perceptions of meaningfulness, purpose, participate, self-determination and self-efficacy. Thus, the following hypothesis is proposed:

H3: Shared leadership is positively related to members' psychological empowerment.

3.1.4. Job Crafting, Knowledge Sharing and Psychological Empowerment

Psychological empowerment encourages employees to think about their capabilities to accomplishing the jobs, develop the meaning of the task, and have the confidence to influence the organization through their work roles. Gregory, Albritton and Osmonbekov (2010) suggested that employees experiencing psychological empowerment feel that their contributions are meaningful and that they possess the ability to shape their work environment. Empowered employees feel more comfortable and less constrained by their jobs, such that they are more likely to help others and be proactive in their jobs. Moreover, empowered employees feel more identified with their jobs that further motivate them to help organization. Spreitzer (1995) has identified the influence of psychological empowerment on employees' desired behaviors. Meaning instills employees to be committed and action focused. When employees feel their jobs as meaningful, they are more likely to collect information from various sources enthusiastically and spend more effort to solve the problems deliberately (Gilson & Shalley, 2004). Competence gives confidence to overcome all problems that are contingent to situations. Self-determination and impact also encourages diligence. When employees are more encouraged with high empowerment and autonomy, they tend to

display proactive behavior. For example, the feeling of empowerment motivates employees to share novel ideas and engage in change-oriented behaviors (Amabile, Conti, Coon, Lazenby, & Herron, 1996).

Specifically, employees' general motivational orientations affect job crafting (Amabile, Hill, Hennessey, & Tighe, 1994). Those with intrinsic motivations for working may engage in more expansive job crafting. Psychological empowerment, as an intrinsic motivation experience (Spreitzer, 1995), has been proposed activity, focus, initiative, resilience, and flexibility as the results in terms of behavior (Thomas & Velthouse, 1990), has been suggested positive effect on innovation, work engagement (Bhatnagar, 2012). Thus, it seems reasonable to assume that:

H4: Psychological empowerment is positively related to job crafting.

Similarity, scholars (e.g., Bock & Kim, 2002; Nicolai, Dana, Torben, & Mia, 2009) suggest intrinsic motivation to engage in knowledge sharing implies employees find the activity itself interesting, enjoying, and stimulating. Many empirical studies show intrinsic motivation promotes highly valued behavioral outcomes, such as creativity (Amabile, 1993), voice, and learning (Vallerand & Blssonnette, 1992; Vansteekiste, Simon, Sheldon, & Deci, 2004). It is reasonable to expect that intrinsic motivation will have the positive effects on knowledge sharing as it has on other behavioral outcomes.

In fact, empirically, researchers have consistently shown that the impact of motivational factors such as self-efficacy, development, and enjoyment often associated with intrinsic motivation enhance knowledge sharing (e.g., Bock, Zmud, Kim, & Lee, 2005; Burgess, 2005; Luk, Locke, & Bartol, 2007; Lin, 2007). Therefore, I expect that psychological empowerment is positively related to knowledge sharing:

H5: Psychological empowerment is positively related to knowledge sharing.

3.1.5. Mediating Role of Psychological Empowerment

In addition, there can be suggests that the relationship between shared leadership and job crafting and knowledge sharing will be explained by psychological empowerment. Psychological empowerment has a mediating effect between the organizational environment (input) and subsequent behaviors (output) (Chang, 2010). It is likely that the

more employees perceive an organization as providing continuous learning opportunities, empowerment, system connection, and strategic leadership, the more likely they will be psychologically attached to their organization (Joo & Shim, 2010).

Kim and Kim (2013) revealed employees' psychological empowerment partially mediated the relationship between leaders' moral competence and employees' task performance and organizational citizenship behaviors toward leaders. Kimura (2011) disclosed that psychological empowerment mediated relationships between structural empowerment, person organization fit, and their interaction effect on work engagement. Namasivayam, Guchait, and Lei (2014) indicated that psychological empowerment mediated the relationship between leader empowering behaviors and employee satisfaction, which consequently resulted in higher employees' organizational commitment levels and higher customer satisfaction. Sosik, Chun, and Zhu (2014) revealed that follower psychological empowerment mediated the differential interactive effects of leader charisma and constructive and destructive narcissism on follower moral identity.

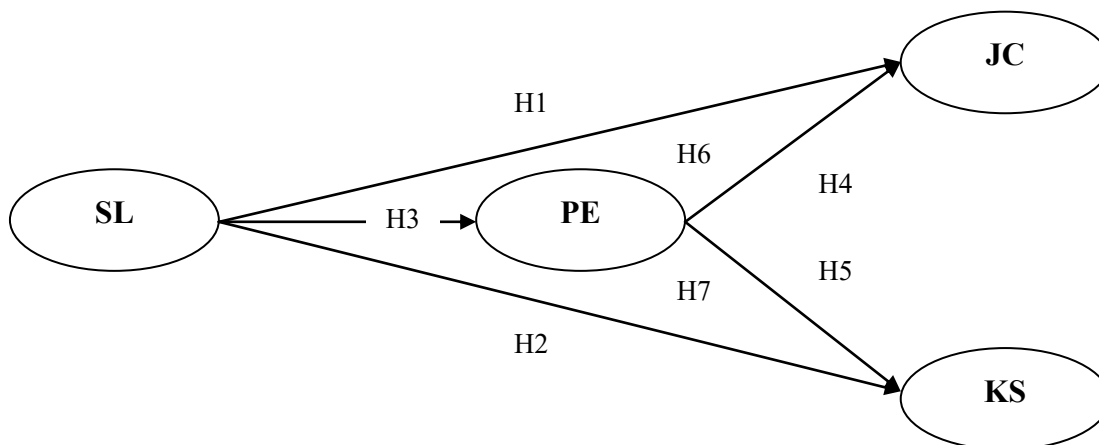
Psychological empowerment can mediate the influences of contextual factor such as leadership, on employees' work-related behaviors such as proactive behavior, in this study, I argue for the intervening role of psychological empowerment through which shared leadership influence proactive behavior, namely, job crafting and knowledge sharing. I propose that psychological empowerment may explain why employees display proactive behavior in response to shared leadership. Shared leadership as situational factors shape employees' understanding of enhanced engagement and collaborate over their works, which motivate them to feel a high level of psychological empowerment (Liao et al., 2009), in turn, employees are more likely to show change-oriented and sharing initiatives. Thus, the following hypothesis is predicted:

H6: Psychological empowerment mediates the relationship between the shared leadership and job crafting.

H7: Psychological empowerment mediates the relationship between the shared leadership and knowledge sharing.

3.2. Research Model

As I reviewed before, researches exist on the impact of leadership on psychological empowerment and the impact of psychological empowerment on proactive behavior. However, the research focus on shared leadership and individual outcomes is in its initial stage. It should be noted that few researches have been conducted to investigate the relationships among the variables of this research. Therefore, conducting a research of this nature in Fars Province Department of Physical Education can be regarded as an important step toward unveiling the relationship among shared leadership and team members' behavior and psychological empowerment. As described early, this study aimed to investigate the effect of shared leadership on job crafting and knowledge sharing and to exam the affective role of psychological empowerment in these relationships. <Figure 3-1> shows research model based on proposed hypotheses.



<Figure 3-1> Research model

Hypothesis 1. Shared leadership is positively related to job crafting.

Hypothesis 2. Shared leadership is positively related to knowledge sharing.

Hypothesis 3. Shared leadership is positively related to psychological empowerment.

Hypothesis 4. Psychological empowerment is positively related to job crafting.

Hypothesis 5. Psychological empowerment is positively related to knowledge sharing.

Hypothesis 6. Psychological empowerment mediates the relationship between the shared leadership and job crafting.

Hypothesis 7. Psychological empowerment mediates the relationship between the shared leadership and knowledge sharing.

CHAPTER 4. METHODOLOGY

4.1. Procedure and Respondents

4.1.1. Procedure

With the objective of and hypotheses proposed in this study, to test the conceptual framework, a questionnaire was made based on the available items of several authors including shared leadership scale (Hiller et al., 2006; Bang, 2013), psychological empowerment scale (Spreitzer, 1995), job crafting scale (Slemp & Vella-Brpdrick, 2013; Lim et al., 2014) and knowledge sharing scale (Bock et al., 2005). The questionnaire used five-point Likert Scales raking from 1 (strongly disagree) to 5 (strongly agree) to measure the validity of all the constructs. The demographic part mainly collected respondents' background information, some questions are open-ended.

Because shared leadership should be most appropriately developed for certain types of knowledge work that require team-based approaches (Pearce, 2004), the sample targeted team worker working in high-tech, knowledge-based enterprises in Ulsan Korea. Hence, the questionnaire was translated from English into Korean, mostly based on some Korean scholars' translated and tested version to ensure the effectiveness. In order to make sure the respondents' "team worker" identity and good response rates, all the questionnaires were distribute by personal or directed company email.

As a preliminary analysis, several steps were conducted to ensure instrument and data reliability and validity, fitness of construct model. All the tests and analyses are referenced and followed by universally utilized way in social science research.

4.1.2. Respondents

This study utilized an offline survey research design applied team members and team leaders from several companies in Ulsan, South Korea. Data for this study were obtained through door-to-door or directed mail from 17th August to 30th September. All respondents are working in team form at micro to large-scale enterprises in Ulsan Korea, because the study focuses on shared leadership's effect on team members' behaviors.

For almost one and half months, a total of 200 surveys were sent by mail and direct delivery to the employees of work teams of Hyundai Heavy Industries, SK Group, Hanju

Corporate, or other high-tech and knowledge-based enterprises located in Ulsan Korea, 192 copies valid answers were recovered, show a response rate of about 96%, 8 surveys that did not properly answer were excluded, totaling 184 surveys of teams were analyzed.

As presented in <Table 4-1>, respondents had the following demographic characteristics: approximately 94% were male and 36.5% were aged between 36 and 40 years, 24.4% were 26-30 years old. In term of level of education, 75.5% had a bachelor's degree, respondents had a master or above degree are 14.1%, and 73.6% had job tenure less than 10 years. The average age of the participants was 36 years, and the average years of work experience was 4.6 years.

<Table 4-1> Descriptive statistics of study sample

Sample Characteristics		Frequency	Percent (%)
Gender	Male	173	94
	Female	11	6
Age	Under 25(include 25)	9	4.9
	26-30	46	24.4
	31-35	36	19.6
	36-40	67	36.5
	Over 40	26	13.6
Education	Junior high	8	4.3
	Junior college	11	6
	Bachelor	139	75.5
	Master or above	26	14.1
Department	HRM	37	20.1
	Planning/Strategy	21	11.4
	Finance	11	6.0
	Marketing	24	13.0
	R&D	64	34.8
Team Size	<5	32	17.4
	5-10	60	32.6

	11-15	47	25.5
	16-20	8	4.3
	>20	37	20.2
Job Duty in Team	Leader	9	4.9
	Member	174	94.6
Industry Category	Manufactory	156	84.8
	Service	24	13
	Others	4	2.2
Company Size	Large	134	72.8
	Middle and small	50	27.2

4.2. Methodology of Analysis

In this part, to test my theoretical model, to getting the findings of the analysis utilized to verify the relationships of each variable and the hypotheses, and the mediating effects of psychological empowerment, I used ordinary square regression in SPSS version19.0 and structural model analysis in AMOS version 20.0.

Since in the last section, frequency analysis and average analysis were used as basic statistical analyses to indentify the demographic characteristics of the respondents (show as <Table 4-1>). Then to verify the validity and reliability of the measurement instruments used in this study, firstly, I did KMO and Bartlett test and exploratory factor analysis, which is visible and mathematically used for the factor extraction method. Additionally, a reliability analysis was conducted using the Cronbach's α value to verify the reliability of measured variables in the analysis. Then next, to examine the validity of the instruments I conducted confirmatory factor analysis. Following, the correlation coefficients for the relationship between variables were presented.

Before hypotheses test, I try to make sure my model fitness. My theoretical model hypothesizes a partial mediation. However, I compared it with a full mediation model in order to figure out a model that best fits.

Then path analysis in SEM was conducted to identify the causal relationship in this study as hypotheses proposed. In particular, a three-step hierarchical panel was set up and estimate for each path was conducted to verify the mediating effect.

4.2.1. Measurement of Variables

Participants rated their shared leadership, psychological empowerment, job crafting, and Knowledge sharing using a five-point Likert scale that ranged from “strongly disagree” to “strongly agree”.

<Table 4-2> Composition of instrument

Variables	Sub-dimension	Question Number		Source
Shared Leadership	Planning & Organization	6	I.1-6	Hiller et al. (2006), Bang (2013)
	Problem Solving	7	I.7-13	
	Support & Consideration	6	I.14-19	
	Development & Mentoring	6	I.20-25	
Psychological Empowerment	Meaning	3	II.1-3	Spreitzer (1995)
	Competence	3	II.4-6	
	Self-determination	3	II.7-9	
	Impact	3	II.10-12	
Job Crafting	Task crafting	5	III.1-5	Slemp & Vella-Brodrick (2013), Lim et al. (2014)
	Cognitive crafting	5	III.6-10	
	Relational crafting	5	III.11-15	
	Dedication	5	IV.7-12	
	Absorption	6	IV.13-17	
Knowledge Sharing	Attitude toward knowledge sharing	5	V.1-5	Bock et al. (2005)
Demographic Characteristics	Gender, age, education, job position, job duty, job department, work age, team work age, team name, number of team members.	11	VI.1-11	
Total		70		

Shared Leadership (SL)

To measure shared leadership, I adapted the 25-item scale for assessing shared leadership that was developed and validated by Hiller et al. (2006) and used by Bang (2013) for Korean sample. Sub-dimensions are composed of 1) planning and organizing, 2) problem solving, 3) support and consideration, and 4) development and mentoring. For each dimensions, exactly, planning and organizing involves sharing in setting objectives, which includes participation in the decision-making process, goal setting, and determining how to use personnel and other resources in an efficient manner. Problem

solving involves sharing in identifying and diagnosing task-related problems, carefully using a team's combined expertise to analyze problems, and arriving at effective solutions. Support and consideration includes providing support to team members, acting patiently, fostering a collective team atmosphere, and listening to and encouraging other team members. Development and mentoring includes exchanging advice about careers, being positive role models to new team members, and learning from and teaching skills to other team members (Hiller et al., p.390).

Sample items including "Team members deciding how to go about our team's work", "Using our team's combined expertise to solve problems", "Encouraging other team members when they're upset", "Helping out when a team member is learning a new skill". Responses were recorded on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Psychological Empowerment (PE)

To measure psychological empowerment, the measuring instrument by Spteritzer (1995) was used. The instrument composed of 12 items in four factors of 1) meaning, 2) competence, 3) self-determination, and 4) impact. The measurements were on a five-point Likert scale. Representative items include "The job I do is very important to me", "I am confident about my ability to do my job", "I have significant autonomy for my job", and "My impact on what happens in my team is large".

Job Crafting(JC)

To measure job crafting, I used the 25-item scale for assessing job crafting that was developed and validated by Slemp and Vella-Brodrick (2013) and used and modified by Lim et al (2013) for Korean sample. Sub-dimensions including 1) tasking crafting, 2) cognitive crafting, and 3) relational. Sample items including "I introduce new approaches to improve my work", "I think about the ways in which my work positively impacts my life", "I make friends with people at work who have similar skills or interests".

Knowledge Sharing (KS)

To measure knowledge sharing, I used Bock et al.'s (2005) 5 items attitude to

knowledge sharing. Sample items like “My knowledge sharing with other team members is valuable to me”, “My knowledge sharing with other team members is a wise move”. Responses were recorded on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

4.2.2 Reliability and Validity

Reliability Analysis

The total 57 items are analyzed their reliability, which 25 items of shared leadership, 12 items of psychological empowerment, 12 items of job crafting and 5 items of knowledge sharing. The reliability of each constructs was tested by using Cronbach’s α value analysis. Table 6 shows out that the Cronbach’s α value of each constructs are ranged from .804 to .944 which all much higher than .60 (the lowest acceptable limit for cronbach’s α value).

<Table 4-3> Constructs’ reliability analysis

Variables	Number of items	Cronbach’s α
Shared Leadership	25	0.944
Psychological Empowerment	12	0.899
Job Crafting	15	0.900
Knowledge Sharing	5	0.804

Exploratory Factor Analysis (EFA)

For shared leadership construct, the results of the reliability analysis on a total four latent variables are as follows. Firstly, I did Kaiser-Meyer-Olkin, measure of sampling adequacy, is .917, close to 1. And Barlett’s test of Sphericity test is significant at $p=.000$. Thus, the shared leadership scale were suit and meaningful to do the factor analysis. The cronbach’s α coefficient was higher than 0.7, thereby indicating a highly reliable score (see <Table 4-5>). Furthermore, exploratory factor analysis was performed using principal component analysis for factor extraction and the Principal Component Analysis and Varimax method as the rotation method. As a result, all items in four factors were selected. According to almost factor loading value all higher than 0.6, abiding by

loadings $\pm .50$ or great are considered practically significant, so no factor be deleted. Additionally, the cumulative explanatory power of 63.974%, which reflected most of the information related to the original factor.

<Table 4-4> Exploratory factor analysis on shared leadership

Variables			Factor 1	Factor 2	Factor 3	Factor 4
Factor	Measurement items					
Shared Leadership	Planning & Organization	SL1	.642			
		SL2	.723			
		SL3	.759			
		SL4	.767			
		SL5	.736			
		SL6	.744			
	Problem Solving	SL7		.574		
		SL8		.643		
		SL9		.625		
		SL10		.628		
		SL11		.707		
		SL12		.690		
		SL13		.735		
	Support & Consideration	SL14				.750
		SL15				.796
		SL16				.697
		SL17				.724
		SL18				.676
		SL19				.747
	Development & Mentoring	SL20			.750	
		SL21			.796	
		SL22			.697	
		SL23			.724	
		SL24			.676	
		SL25			.747	
Cronbach's α coefficient			0.886	0.872	0.852	0.835
Explained variance(%)			43.181	7.851	6.743	6.199
Cumulative variance(%)			43.181	51.032	57.776	63.974
KMO = 0.917, barlett ($\chi^2 = 2844.250$, df = 300, $p = 0.000$)						

For psychological empowerment, the same steps went for test the construct reliability, the result shows in <Table 4-5>. The KMO value is.857 and Barlett's test of Sphericity is significant at $p=.000$, which indicate that factor analysis be suitable and useful with my data. Then an exploratory factor analysis with varimax rotation was used to see how selected items load on expected constructs to reduce data, totally 12 items all get higher than .500 value so all items were selected.

<Table 4-5> Exploratory factor analysis on psychological empowerment

Variables			Factor 1	Factor 2	Factor 3	Factor 4
Factor		Measurement items				
Psychological Empowerment	Meaning	PE1	.761			
		PE2	.774			
		PE3	.793			
	Competence	PE4		.751		
		PE5		.726		
		PE6		.659		
	Self- determination	PE7				.734
		PE8				.697
		PE9				.532
	Impact	PE10			.812	
		PE11			.881	
		PE12			.883	
Cronbach's α coefficient			0.853	0.829	0.884	0.807
Explained variance(%)			47.660	9.289	7.853	6.400
Cumulative variance(%)			47.660	56.949	64.802	71.202
KMO = 0.857, barlett ($\chi^2 = 1325.945$, df = 66, $p = 0.000$)						

For job crafting scale, the same steps went for test the construct reliability, the result shows in <Table 4-6>. The KMO value is.887 and Barlett's test of Sphericity is significant at $p=.000$, which indicate that factor analysis be suitable and useful with my data. Then as same, after varimax and principle method to test exploratory factor analysis to see whether factor loading is up to standard, four latent factors got the Cronbach's α coefficient are all higher than .800 thereby signifying very high reliability. As result, all items get high factor loading values so 15 items were selected.

<Table 4-6> Exploratory factor analysis on job crafting

Variables			Factor 1	Factor 2	Factor 3
Factor	Measurement items				
Job Crafting	Task Crafting	JC1	.760		
		JC2	.728		
		JC3	.657		
		JC4	.638		
		JC5	.707		
	Cognitive Crafting	JC6		.687	
		JC7		.662	
		JC8		.663	
		JC9		.826	
		JC10		.637	
	Relational Crafting	JC11			.682
		JC12			.757
		JC13			.665
		JC14			.718
		JC15			.770
Cronbach's α coefficient			0.818	0.846	0.818
Explained variance(%)			42.147	12.578	7.175
Cumulative variance(%)			42.147	54.725	61.900
KMO = 0.887, barlett ($\chi^2 = 1312.483$, df = 105, $p = 0.000$)					

For knowledge sharing scale, applied same steps to test, got one latent factor as having explanatory power of 56.674%, Cronbach's α coefficient was higher than .800 indicated high reliability (see in <Table 4-7>).

<Table 4-7> Exploratory factor analysis on knowledge sharing

Variables		Factor 1
Factor	Measurement items	
Knowledge Sharing	KS1	.795
	KS2	.600
	KS3	.678
	KS4	.829
	KS5	.833
Cronbach's α coefficient		0.804
Explained variance(%)		56.674
Cumulative variance(%)		56.674
KMO = 0.771, barlett ($\chi^2 = 315.691$, df = 10, $p = 0.000$)		

Additionally, all 5 items got their factor loading value of higher than .600, so no item was deleted. The KMO statistic was 0.804, which almost falls into the range of being good, that indicate I should be confident that factor analysis is appropriate for these data.

Confirmatory Factors Analysis (CFA)

For test the validity for scales and measurement model, I followed Anderson and Gerbing (1988)'s two steps analysis approach which test the measurement model fit and construct validity are first assessed using CFA and then the structural model is tested. So firstly, I carried on confirmatory factor analysis of overall measurement model, the result show in <Table 4-8>.

<Table 4-8> Overall confirmatory factor analysis

Construct	Measurement items	Regression coefficient	Standard regression coefficient	Standard error	t value	P value
Shared Leadership	SL1	1.153	.768			
	SL2	1.339	.889	.117	9.865	***
	SL3	1.163	.804	.121	11.019	***
	SL4	1.000	.734	.110	10.575	***
Psychological Empowerment	PE1	1.000	.665	.104	7.855	***
	PE2	.814	.630	.161	7.036	***
	PE3	1.133	.771	.184	5.712	***
	PE4	1.053	.615			
Job Crafting	JC1	1.000	.849	.102	10.442	***
	JC2	1.064	.814	.088	8.035	***
	JC3	.705	.601			
Knowledge Sharing	KS1	1.000	.640	.162	5.432	***
	KS2	.881	.449	.124	6.893	***
	KS3	.856	.493	.184	8.604	***
	KS4	1.580	.840	.179	8.659	***
	KS5	1.551	.859			
$\chi^2=197.960$, $df=94$, $\chi^2/df=2.106$, $p=0.000$, GFI=0.901, SRMR=0.047, RMSEA=0.078, CFI=0.923, NFI=0.902, IFI=0.924						

All items had standard regression coefficient >0.50, except for two items whose loadings were in the 0.449 and 0.493. Further, according to Kim and Mueller (1978), loadings above .30 are also considered acceptable. Moreover, all item loadings were highly significant and two times the standard error for the item, providing support for

convergent validity (Anderson & Gerbing, 1988). Thus, I conclude that the constructs used here are conceptually and empirically distinct constructs.

The overall model χ^2 is 197.960 with 94 degrees of freedom. The p -value associated with this result is .000. The value for RMSEA is .078, low and below the .08 guideline, the SRMR with a value of .047, below even the conservative cutoff value of .05, and normed χ^2 , which is 2.106 (197.960/94=2.106), a number smaller than 2.0 is considered very good and between 2.0 and 5.0 is acceptable. Thus, the CFA results suggest that measurement model provides a reasonably good fit and thus it is suitable to proceed to further examination of the model results.

Correlation for the Variables

<Table 4-9> Mean, standard deviations and bivariate correlation

Variable	Mean	Sd	1	2	3	4	SL	PE	JC	KS
1. Gender	1.06	0.24	1							
2. Education	2.99	0.61	-.148*	1						
3. Department	3.75	1.79	-.080	.138	1					
4. Industry	1.19	0.54	.291**	-.177*	.178*	1				
5. SL	3.69	0.57	.003	.017	.032	.000	1	-	-	-
6. PE	3.63	0.61	-.084	.154*	.092	-.154*	.534**	1	-	-
7. JC	3.54	0.60	-.049	-.025	.021	-.056	.377**	.539**	1	-
8. KS	3.57	0.53	.099	.054	.123	-.022	.339**	.401**	.307**	1

** . Correlation is significant at the 0.01 level (2-tailed), N=184

* . Correlation is significant at the 0.05 level (2-tailed), N=184

The correlations among the latent variables included in the research model are shown in <Table 4-9>. The correlations of latent variables were highly statistically significant. Inter-correlations show that shared leadership significantly and positively correlations with job crafting ($r=.377$, $p<0.01$), knowledge sharing ($r=.339$, $p<0.01$), and psychological empowerment ($r=.534$, $p<0.01$). Additionally, the table also shows that psychological empowerment positively correlates with job crafting ($r=.539$, $p<0.01$), knowledge sharing ($r=.401$, $p<0.01$).

4.2.3. Structural Equation Model (SEM)

As initial assessment, to make sure the mediate effect, the research model was compared with an alternative model and the results for these two models are presented in <Table 4-10>.

<Table 4-10> Summary of model fit for structural equation modeling

Model	χ^2	df	<i>p</i>	χ^2/df	RMSEA	RMR	CFI	TLI
Partial Mediating	2984.737	1498	.000	1.992	0.076	0.073	0.879	0.877
Full Mediating	2857.483	1496	.000	1.910	0.071	0.069	0.903	0.901

My assumed research model is the partially mediating model mentioned in Chapter 3 (see Figure <3-1>), by setting the nested model as full mediating model, compared the fit indicates, easily to find that full mediating model is more fit-able, Specifically, full mediating model's RMR value lower than partial mediating model; CFI value above .90 is usually associated with a model fits well, full mediating model's CFI value is better than partial mediating model; TLI value approach 1 is better, full mediating model has a higher TLI value which suggest a better fit than a partial mediating model with a lower value. What' more, $\Delta\chi^2 = 127.254$ with 2 degree of freedom difference (standard of χ^2 difference: $\Delta\chi^2/1 > 3.84$) which is significant at $p < .05$ (Anderson & Gerbing, 1988; Bae, 2015) means full mediating model was better fit. Since then, I concluded that the research model which I proposed as partial mediating model is more parsimonious than the alternative model as full mediating model.

4.2.4. Hypotheses Testing

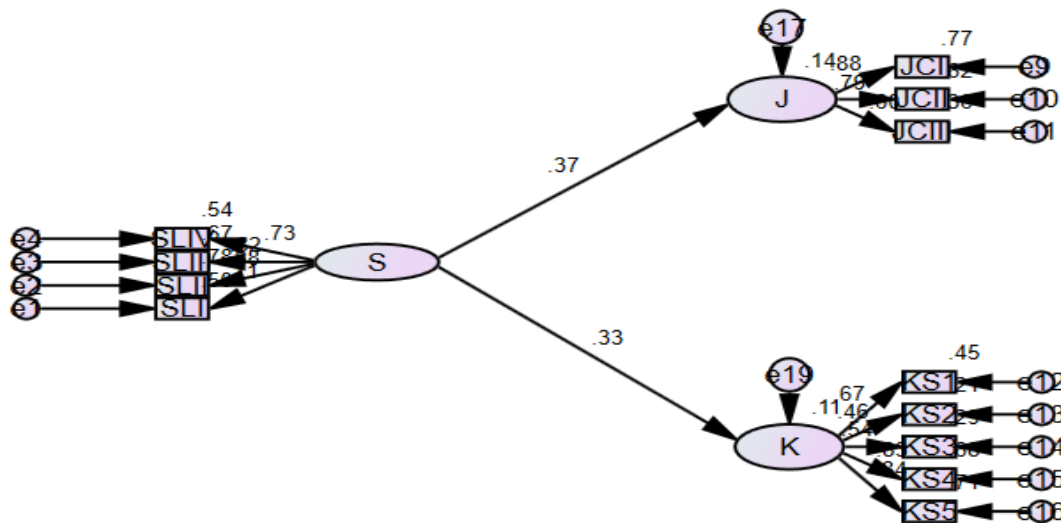
To test my hypothesis, I adopted Holmbeck (1997)'s SEM analysis approach, since SEM strategy is particularly useful when one has multiple indicators for the latent variables under investigation (Holy & Smith, 1994).

Holmbeck's approach divided into three steps, assuming that there is a latent predictor variable A, an hypothesized latent mediator variable B, and a latent outcome variable C, first assess the fit of the direct effect (A→C) model (Hoyle & Smith, 1994), assuming an adequate fit, than tests the fit of the overall A→B→C model. Assuming that the overall model provides an adequate fit, the A→B and B→C path coefficients are examined, at

this point, $A \rightarrow C$, $A \rightarrow B$, and $B \rightarrow C$ paths (as well as the $A \rightarrow B \rightarrow C$ model) should all be significant in the directions predicted. The final step in assessing whether there is a meditational effect is to assess the fit of the $A \rightarrow B \rightarrow C$ model under two conditions, (a) when the $A \rightarrow C$ path is constrained to zero, (b) when the $A \rightarrow C$ path is not constrained (p. 602). Following Holmbeck (1997)'s approach, I did my test as three steps.

Firstly, panel 1 model was made to verify shared leadership's direct effect to job crafting and knowledge sharing. As the result shows in <Table 4-11>, all paths be significant in the direction predicted.

<Figure 4-1> No mediating model with standard regression weights (panel 1)



<Table 4-11> Analysis results for panel 1

Paths	Estimate	Standard regression weight	S.E.	C.R.	p-value
SL→JC	.531	.372	.123	4.311	***
SL→KS	.366	.331	.105	3.485	***

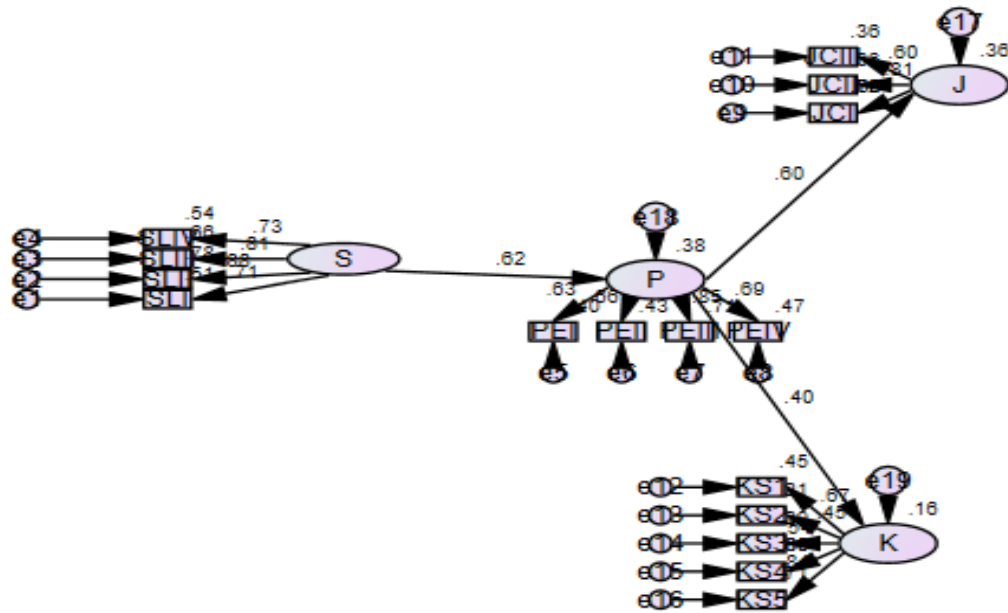
Consistent with hypothesis 1, shared leadership accounted for significant amount of variance in job crafting. Estimate=.531, standard regression weight=.372 $p < .001$, which presents a significant positive effect, therefore hypothesis 1 was supported.

Hypothesis 2 states that shared leadership is positively related to knowledge sharing.

As show in <Table 4-11>, the SEM analysis results indicate that shared leadership effect knowledge sharing, estimate=.366, standard regression weight=.331, $p<.001$, therefore hypothesis 2 was supported.

Then as second step, I made a panel 2 model (full mediating model) which including three paths. In this panel, first, the path of psychological empowerment to job crafting can be test out, and second path is psychological empowerment effects on knowledge sharing. Third path is shared leadership effects on psychological empowerment. As another way to see, in panel 2, the path of shared leadership to job crafting and knowledge sharing are constrained to 0 (Bae, 2000, p. 371). And as shown in <Table 4-12>, all paths be significant in the direction predicted. Since now, hypotheses 3, 4, and 5 all been tested.

<Figure 4-2> Full mediating with standard regression weights (panel 2)



<Table 4-12> Analysis results for panel 2

Paths	Estimate	Standard regression weight	S.E.	C.R.	<i>p</i> -value
SL→PE	.709	.617	.124	5.733	***
PE→JC	.717	.603	.115	6.219	***
PE→KS	.382	.401	.094	4.077	***

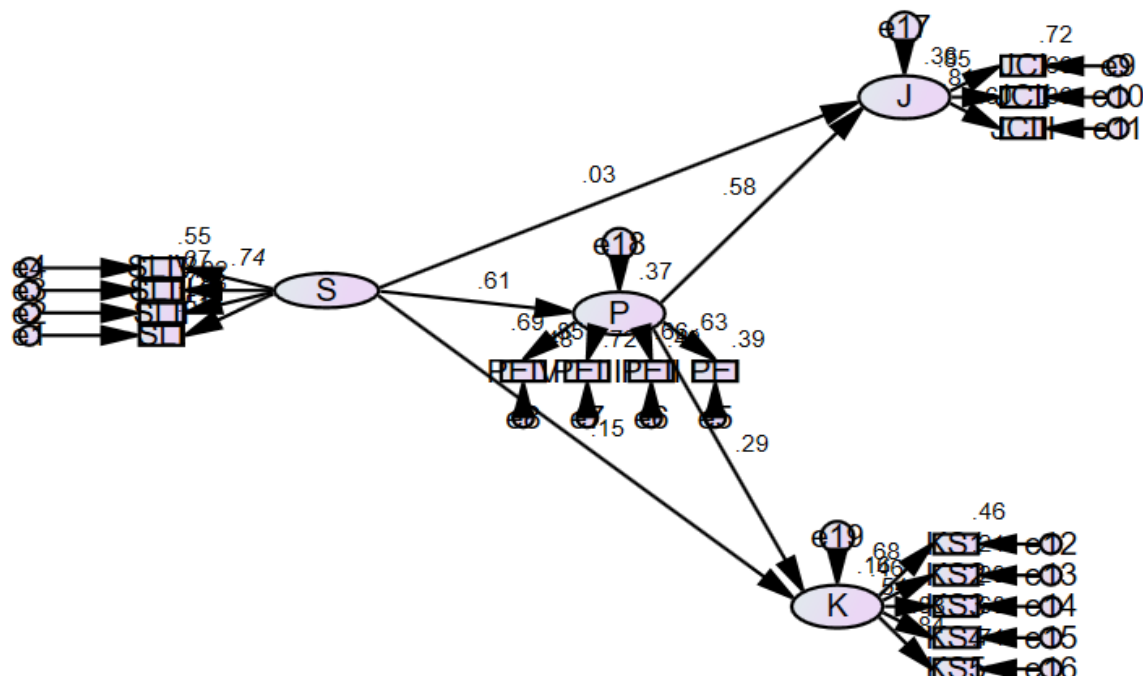
Hypothesis 3 states that shared leadership is positively related to psychological empowerment, as shown in <Table 4-12>, the SEM panel 2 analysis results indicate that shared leadership positively related to psychological empowerment was significant through estimate=.709, standard regression weight=.617, $p<.001$. Thus, hypothesis 3 was supported.

Hypothesis 4 predicted that psychological empowerment would be positively associated with job crafting. The results show a high significant and positive effect of psychological empowerment on job crafting, estimate=.718, standard regression weight=.603, $p<.001$.

Hypothesis 5 predicted that psychological empowerment would be positively associated with knowledge sharing. The path estimate=.382, standard regression weight=.401, $p<.001$, the result shows that psychological empowerment has a significant positive effect on knowledge sharing, thus, hypothesis 5 was supported.

In the third and final step, I made the panel 3 as full mediating model which linked shared leadership to job crafting and knowledge sharing, also psychological as mediator in the relationship between shared leadership and job crafting and knowledge sharing, so in this way, five paths are tested in this panel.

<Figure 4-3> Partial mediating model with standard regression weights (panel 3)



<Table 4-13> Analysis results for panel 3

Paths	Estimate	Standard regression weight	S.E.	C.R.	p-value
SL→JC	.042	.030	.144	.289	.772
SL→KS	.170	.154	.126	1.356	.175
SL→PE	.693	.608	.125	5.562	***
PE→JC	.698	.581	.144	4.859	***
PE→KS	.284	.293	.114	2.502	.001

<Table 4-14> Direct, indirect and total effect

Dependent variable	Independent variable	Direct effect	Indirect effect	Total effect
SL	PE	.608(.693)***		.608(.693)***
SL	JC	.030(.042)	.353(.484)***	.383(.526)***
SL	KS	.154(.170)	.178(.197)**	.332(.367)**
PE	JC	.581(.698)***		.581(.698)***
PE	KS	.293(.284)*		.293(.284)*

1) Standardized parameter estimate (unstandardized parameter estimate)

2) * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

As shown in <Table 4-13>, once the path of shared leadership to dependent variables are not constrained, the paths are not fit and significant. In another word, the previously significant shared leadership to job crafting and knowledge sharing paths are reduce to close to 0 and non-significance(shared leadership to job crafting, estimate=.042; shared leadership to knowledge sharing, estimate=.170). When the mediator is taken into account, the shared leadership' direct effect to job crafting and knowledge sharing are reduce compare with no mediator model (panel 1). According to Holmbeck (1997), if there is meditational effect, the addition of the A→C path is reduced to non-significance. As table shows, can improve psychological empowerment as a mediator affects the relationship between shared leadership and job crafting and knowledge sharing.

In a full mediation process, the effect is 100% mediated by the mediator, that is, in the presence of the mediator, the pathway connecting the intervention to the outcome is

completely broken so that the intervention has no direct effect on the outcome (Gunzler, Chen, Wu, & Zhang, 2013), in this way, for this study, psychological empowerment fully mediates the path between shared leadership and job crafting, also knowledge sharing. Thus, hypothesis 6 and 7 were supported.

<Table 4-15> Summary of the result of hypotheses test

Hypotheses	Results
H1. Shared leadership is positively related to job crafting.	Accepted
H2. Shared leadership is positively related to knowledge sharing.	Accepted
H3. Shared leadership is positively related to psychological empowerment.	Accepted
H4. Psychological empowerment is positively related to job crafting.	Accepted
H5. Psychological empowerment is positively related to knowledge sharing.	Accepted
H6. Psychological empowerment mediates the relationship between the shared leadership and job crafting.	Accepted
H7. Psychological empowerment mediates the relationship between the shared leadership and knowledge sharing.	Accepted

CHAPTER 5. DISCUSSION & CONCLUSION

5.1. Discussion

To paraphrase Lao Tzu, “the wicked leader is he whom the people despise, the good leader is he whom the people reverse, but the great leader is he of whom the people say, ‘we did it together’”. Co-creation is a frequently-used word nowadays, and more and more scholars focus on the leader’s capability to shape the context in the collaboration with employees (Spreitzer, 2006), that is, shared leadership can play a part.

By investigating a previous study on shared leadership, reviewing the theoretical bases of shared leadership, there are some valuable contributions to conceptual development on leadership and employee’s behaviors. Although lots of scholars focused on the role of shared leadership on team level outcomes, this study has paid attention to the relationship between shared leadership and team members’ proactive behavior and extra-role behavior on individual level in empirical studies.

This study views shared leadership as the appropriate form of leadership in the recent organizational environment (Pearce et al. 2004). This study tested whether shared leadership has a significant positive effect on team members’ job crafting and knowledge sharing, and analyzed the mediating effect of psychological empowerment between the relationship of shared leadership and job crafting, as well as the and knowledge sharing. The research results are as follows.

The result of testing the effects of shared leadership on job crafting and knowledge sharing indicated that shared leadership presents a positive significant and direct effect on job crafting and knowledge sharing. Besides, the result proved that shared leadership has a positive effect on psychological empowerment, generally, the results indicate that, the more team members feel shared leadership around in team, the more of them experience psychological empowerment, what’ more, the more of them exhibit willing to crafting job and sharing knowledge.

Psychological empowerment functioned as a full mediating role in the relationship between shared leadership and job crafting and knowledge sharing. The results of preceding empirical studies on shared leadership presented a corresponding result.

5.1.1. Theoretical and Practical Implication

As I proposed that the emergence of shared leadership in team will promote the proactive work behavior and extra-role behavior of team members and also improve individual performance by enhancing the team members' empowerment. This study examining a part of the mechanism within the relationship between shared leadership and job crafting and knowledge sharing can be highly significant from the perspective of contributing to accumulating knowledge about the relatively limited shared leadership on the process of influencing team members' behavior. The implications of this study from a theoretical aspect are as follows.

First, by highlighting the importance of shared leadership in today work environment, this work provides additional theoretical scaffolding supporting the notion that shared leadership as one possible solution for meeting these challenging business need, by virtue of its use of the combined best of leader's abilities (Godsmith, 2010).

Additionally, this study is one of the first to theoretically explicate and empirically test the relationship between shared leadership and team individual level outcomes as proactive behavior and extra-role behavior. The results are shared leadership was indicated as posing a significant positive effect on team members' job crafting and knowledge sharing, shared leadership within teams is confirmed as an important input variable of team members' proactive and extra-role behavior. Besides, the result proved shared leadership has strong positive effect on psychological empowerment. Since, shared leadership can be seen as an important and effective antecedent for motivation and encouragement for team members.

Third, the improvement mechanism of team members' proactive and extra-role behavior and of shared leadership is identified. Existing empirical studies on shared leadership lacked research into shared leadership that positively affects team members' proactive work behavior and extra-role behavior in a direct or an indirect manner. In this study, by testing the mediating effect of psychological empowerment, the path through which shared leadership influences team members' proactive behavior and extra-role behavior was identified. In particular, psychological empowerment plays a full mediating role in the relationship which means psychological empowerment is an important indicator to team members' proactive and extra-role behavior. This study indicates that

shared leadership within teams activates psychological empowerment and presents the result that this activation improves team members' proactive and extra-role behavior.

The following is a discussion on the implication at both the leadership and the organizational levels based on the practical aspects presented in this study.

For leaders, leaders need more precise shared leadership skills such as helping members to feel a sense of shared responsibility, cultivating a climate in which member feel free to take initiative on assignments, using a teams' combined expertise to analyze problems. Sincere motivation and influence in helping members to feel a sense of shared responsibility and using a team's combined expertise to analyze problems, and arriving at effective solutions. In addition, leaders need to realize that their shared leadership may leave a great legacy in developing people as future leaders. Because single leader's shared leadership can enhance member's psychological empowerment, organizations should realize that share leadership arouse in team is the key antecedent of team members' proactive behavior and extra-role behavior. Actually, early in 1959, Peter Drucker predicted the movement toward team structures in future organizations along with the emergence of the knowledge worker, a terms he coined at the time. Implicit in the adoption of teams is the need for management of teams as well as an understanding of the relevance of different management approaches to enhance performance. Also, my findings support the idea that teams experience shared leadership as they become more effectiveness. Therefore, consistent with Pearce's (2007) idea, shared leadership can be regarded as the next important steps to leadership development, especially for the potential importance of shared leadership for the functioning and effectiveness of groups in today's knowledge work environment.

For managers, the results of this study should encourage movement beyond the largely individualistic thinking that characterizes popular perspectives on leadership effectiveness and development. Current approaches emphasize the personal qualities (e.g. traits, behaviors, life experiences, values) of individual leaders as being paramount to leadership effectiveness. Appoint the right people to designated leadership positions (Fiedler, 1987), the thinking goes, and ensure they have access to the appropriate training and developmental opportunities and all that remains to be done is sit back and reap the benefits. The results of this study, however, suggest that the personal qualities and

developmental opportunities of individuals only tell part of the story with respect to leadership effectiveness. It is also important to better understand the shared leadership capabilities of groups, and how these capabilities might be enhanced.

Besides, organizations could develop shared leadership in work teams in order to increase the team members' proactive and extra-role behavior, especially, job crafting and knowledge sharing. In addition, since psychological empowerment has a mediation effect between shared leadership and team members' job crafting and knowledge sharing, it could be inferred that if a team could increase psychological empowerment among team members, it would be effectively increase the impact of shared leadership on team members' job crafting and knowledge sharing.

What's more, majority of the few exiting researches about shared leadership have looked only at Western World, South Korea as a representative developed Southern country, in this wave of economic globalization, driving firms in varying markets toward new forms and new modes of organizing with teams being central to this perspective. Based on Korean sample, this study focus on employee worked in team form at different companies, the result shows shared leadership exists and well growing with high potential in organizations, and employee work in team form where full of shared leadership will with high initiative and sharing spirit in South Korea. We should aware that shared leadership frame has its contribution and universality nowadays.

5.1.2. Limitation and Future Research

As a study at the individual level, this work aimed to reveal the relationship between leadership and motivation using relatively new concepts still under development and variables that have attracted new interest.

First, the research sample of this study is 184 team members. Although the research participates are collected in knowledge work team in companies in same geographic area, doubt exists regarding whether or not errors exist in the data because they were collected from various companies and various teams. Therefore, the future research can survey in a single organization to control for external contextual.

Second, since the focus of this study was to examine whether shared leadership influence team members' proactive and extra-role behavior, this study does not consider

the dynamic process of shared leadership. There are various shared leadership measurements which demonstrates that the topic can be approached from different perspectives. Therefore, the future studies should examine the effects of shared leadership with other measurements and identify whether the results change with the use of different measurements. One suggestion is make a survey which sustain a period that can make participants are followed over time, to find out what kind of dynamic influence was went on by implanting shared leadership in team.

Third, several scholars suggested combing vertical and shared leadership is the future of leadership development (e.x., Pearce & Sim, 2002; Pearce, 2004; Ensley, Hmieleski, & Pearce, 2006), for future study, how does one effectively utilize both shared leadership and other popular leadership construct is a good research topic, for example, what if shared leadership and authentic leadership or transformation leadership exist in team same time? What kind of effects can be expected?

5.2. Conclusion

The results of the study suggest that shared leadership directly enhances team members' job crafting and knowledge sharing. Moreover, shared leadership can positive influence team members' psychological empowerment. Shared leadership can be deduced as developing one's psychological empowerment in the team, promoting team members' proactive and extra-role behavior. However, shared leadership can be considered a manifestation of fully developed empowerment in team, psychological empowerment can cause stronger desire to team members' crafting the job and sharing the knowledge.

Therefore, organizations should encourage team leaders to engage in shared leadership behaviors. In doing so, try to make all members fully engaged in the leadership of team and are not hesitant to influence and guide their fellow team members in an effort to maximize the potential of the team as a whole.

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APPENDIX 1: SURVEY (ENGLISH)

Dear Sir/ Madam:

I wish for you and your firm's everlasting prosperity.

I appreciate for your precious time.

My name is Wang Jue, and now I am preparing a postgraduate dissertation at the Ulsan University in Korea.

I am asking your help for this questionnaire concerning the shared leadership and employee behavior in teams of Korean companies. I would appreciate it if you fill out the questionnaire with your valuable opinion.

I promise that the questionnaire will be used exclusively for my study. If you have an interest in the results of this survey, I will send them to you on your request.

Sincerely thanks for your support again!

Aug, 2017

Research Supervisor: Professor Dr. Kim Hae-Ryong, Professor of Human Resource Management, Dean of Business Administration Graduate School, Ulsan University, Korea

Researcher: Wang Jue, Postgraduate Student, Department of Human Resource Management, Business Administration Graduate School, Ulsan University, Korea

I. The following 25 statements that describe how you may think about shared leadership happened in your team right now. Use the scale below to indicate your level of agreement or disagreement with each statement.

Shared Leadership		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Team members plan how the work gets done.					
2	Team members allocate resources according to team's priorities					
3	Team members organize tasks so that work flows more smoothly.					
4	Team members decide how to go about our team's work.					
5	Team members set our team's goals.					
6	Team members provide helpful input about team's work plan.					
7	Team members decide on best course of action when problems arise.					
8	Team members diagnosis problems quickly.					
9	Team members use our team's combined expertise to solve problems.					
10	Team members find solutions to problems affecting team performance.					
11	Team members identify problems before they arise.					
12	Team members develop solutions to problems.					
13	Team members solve problems as they arise					
14	Team members provide support to team members who need help.					
15	Team members show patience toward other team members.					
16	Team members encourage other team members when they are upset.					
17	Team members listen to complaints and problems of team members.					
18	Team members foster a cohesive team atmosphere.					
19	Team members treat each other with courtesy.					

20	Team members exchange career-related advice among our team.					
21	Team member help to develop each other's skills.					
22	Team member learn skills from all other team members.					
23	Team members are positive role models to new members of the team.					
24	Team members instruct poor performers on how to improve.					
25	Team members help out when a team member is learning a new skill.					

II. The following 12 statements are about how you may feel psychological empowerment in your team. Use the scale below to indicate your level of agreement or disagreement with each statement.

Psychological Empowerment		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	The job I do is very important to me.					
2	My job activities are personally meaningful to me.					
3	The work I do is meaningful to me.					
4	I am confident about my ability to do my job.					
5	I am self-assured about my capabilities to perform my work activities.					
6	I have mastered the skills necessary for my job.					
7	I have significant autonomy in determining how I do my job.					
8	I can decide on my own how to go about doing my work.					
9	I have considerable opportunity for independence and freedom in how I do my job.					
10	My impact on what happens in my team (department) is large.					
11	I have a great deal of control over what happens in my team (department).					
12	I have significant influence over what happens in my team (department).					

III. The following 15 statements are about how you may view your job in a new way. Use the scale below to indicate your level of agreement or disagreement with each statement.

Job Crafting		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I introduce new approaches to improve my work.					
2	I change the scope or types of tasks that I complete at work.					
3	I introduce new work tasks that I think better suit my skills or interests.					
4	I choose to take on additional task at work.					
5	I give preference to work tasks that suit my skills or interests.					
6	I think about how my job gives my life purpose.					
7	I remind myself about the significance my work has for the success of the team (organization).					
8	I remind myself of the importance of my work for the broader community.					
9	I think about the ways in which my work positively impacts my life.					
10	I reflect on the role my job has for my overall well-being.					
11	I make an effort to get to know people well at work.					
12	I organize or attend work related social functions.					
13	I organize special events in the workplace. (e.g., celebrating a co-worker's birthday)					
14	I choose to mentor new employee (officially or unofficially).					
15	I make friends with people at work who have similar skills or interests.					

V. The following 5 statements are about how you may feel knowledge sharing. Use the scale below to indicate your level of agreement or disagreement with each statement.

Knowledge Sharing	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
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1	My knowledge sharing with other team members is good					
2	My knowledge sharing with other team members is harmful.					
3	My knowledge sharing with other team members is an enjoyable experience.					
4	My knowledge sharing with other team members is valuable to me.					
5	My knowledge sharing with other team members is a wise move					

VI. Demographic characteristics.

For all of the background questions please tick one box only.

1. Gender: ①Male() ②Female()

2. Age: _____

3. Education: ①Junior college degree () ②High school certificates ()
③ Bachelor degree() ④ Master degree() ⑤Doctoral degree or above ()

4. Lifetime Tenure: _____

5. Title: ① Staff () ② Jr. Manager() ③Manager() ④Sr. Manager()
⑤Director () ⑥ Others: _____

6. Industry:_____

7. Job duty in team: ① Leader in team () ② Member in team ()

8. Department: ①Administrations() ②Planning/Strategy() ③Sales/Marketing()
④R&D() ⑤ HRM/HRD ⑥Others: _____

9. Team Tenure: _____

10. Please indicate how many people are in your current work team _____

11. Team Name _____

APPENDIX 2: SURVEY (KOREAN)

■ 설문지 ■

안녕하십니까?

본 설문지는 ‘공유리더십이 구성원의 행동에 미치는 영향’에 대해 알아보는데 연구의 목적이 있습니다.

귀하께서 응답해 주신 모든 내용은 본 연구 이외의 다른 어떤 목적에도 사용되지 않을 것이며, 무기명으로 응답해 주신 여러분의 의견은 컴퓨터를 이용 하여 통계처리 되므로 절대적으로 비밀이 보장됩니다.

귀하께서 답변해 주시는 내용 하나 하나는 본 연구에 소중한게 활용될 것이오니 다소 시간이 걸리시더라도 모든 질문에 빠짐없이 기입해 주시길 부탁드립니다. 본 조사의 내용은 통계법 제33조에 의거 비밀이 보장되며, 통계목적 이외에는 절대 사용되지 않습니다. 귀하의 도움에 깊이 감사드리며, 설문에 응해주셔서 진심으로 감사드립니다.

귀중한 시간에 소중한 의견에 다시 한 번 감사드립니다.

2017년 8월

지도교수 : 울산대학교 대학원 경영학과 김해룡 교수

연구자 : 울산대학교 대학원 경영학과 왕각 석사과정

(E-mail: wj373902393@mail.ulsan.ac.kr)

□ 설문 작성 방법 □

1. 본 설문지의 작성 소요시간은 약 10-15분입니다.
 2. 한 문항을 너무 오래 생각하지 마시고, 모든 문항에 빠짐없이 답변해 주시길 부탁드립니다.
 3. 각 문항은 맞고 틀린 답이 없으며, 자신의 생각을 솔직하게 답변해 주시면 됩니다.
 4. 서로 비슷한 내용이라 여겨지더라도 빠진 문항 없이 답변 해 주시기 바랍니다.
-

I. 다음은 소속된 팀 내의 **공유리더십**에 관한 것입니다. 아래 내용을 잘 읽으시고 귀하께서 느끼시는 바를 가장 잘 나타내는 숫자에 체크(V)하여 주시기 바랍니다.

번호	문항	전혀 아니다	그렇지 않다	보통 이다	그렇다	매우 그렇다
1	우리 팀은 함께 업무가 원활히 흘러갈 수 있도록 업무를 조정한다.	①	②	③	④	⑤
2	우리 팀은 함께 팀의 업무를 어떤 식으로 해나갈 것인지에 대해 정한다.	①	②	③	④	⑤
3	우리 팀은 함께 팀의 전체적인 업무 계획에 대한 유용한 의견을 제시한다.	①	②	③	④	⑤
4	우리 팀은 함께 팀의 업무 완수를 위한 계획을 수립한다.	①	②	③	④	⑤
5	우리 팀은 함께 업무 우선순위에 따라 필요자원을 배분한다.	①	②	③	④	⑤
6	우리 팀은 함께 팀의 목표를 수립한다.	①	②	③	④	⑤
7	우리 팀은 함께 당면한 문제를 빠르게 분석한다.	①	②	③	④	⑤
8	우리 팀은 함께 문제 해결을 위하여 팀 전체의 전문성을 활용한다.	①	②	③	④	⑤
9	우리 팀은 함께 팀 성과에 영향을 끼칠 문제들에 대한 대안을 모색한다.	①	②	③	④	⑤
10	우리 팀은 함께 문제 발생 시 최적의 대응 방안을 결정한다.	①	②	③	④	⑤
11	우리 팀은 문제가 발생하기 전에 미리 파악한다.	①	②	③	④	⑤
12	우리 팀은 함께 문제에 대한 해결 방안을 개발한다.	①	②	③	④	⑤
13	우리 팀은 함께 문제가 발생하면 이를 해결한다.	①	②	③	④	⑤
14	우리 팀은 팀 구성원들에 대해 참을성 있게 대한다.	①	②	③	④	⑤
15	우리 팀은 팀 구성원이 화가 났거나 기분이 안 좋을 때 격려해준다.	①	②	③	④	⑤
16	우리 팀은 함께 서로 뭉칠 수 있는 팀 분위기를 조성한다.	①	②	③	④	⑤
17	우리 팀은 함께 도움이 필요한 구성원에게 지원을 제공한다.	①	②	③	④	⑤
18	우리 팀은 팀 구성원들의 불만과 문제를 경청한다.	①	②	③	④	⑤
19	우리 팀은 상호간에 예의를 갖춰 대한다.	①	②	③	④	⑤
20	우리 팀은 다른 구성원들이 스킬(skill)을 배양할 수 있도록 돕는다.	①	②	③	④	⑤

21	우리 팀은 다른 구성원으로부터 업무 스킬을 배운다.	①	②	③	④	⑤
22	우리 팀은 다른 구성원들이 새로운 스킬을 배울 때 도와준다.	①	②	③	④	⑤
23	우리 팀은 구성원들 간경력과 관련된 조언을 공유한다.	①	②	③	④	⑤
24	우리 팀은 새로운 팀 구성원에게 긍정적인 롤 모델로서 역할을 수행한다.	①	②	③	④	⑤
25	우리 팀은 성과가 저조한 구성원에게 어떻게 개선해야 하는지 지도한다.	①	②	③	④	⑤

II. 다음은 귀하가 팀 내에서 느끼는 **심리적 임파워먼트**에 관한 내용입니다. 아래 내용을 잘 읽으시고 귀하께서 느끼시는 바를 가장 잘 나타내는 숫자에 체크(V)하여 주시기 바랍니다.

번호	문항	전혀 그렇지 않다	그렇지 않다	보통이다	그렇다	매우 그렇다
1	내가 수행하고 있는 업무는 나에게 매우 중요하다.	①	②	③	④	⑤
2	나의 직무상 업무활동은 개인적으로 나에게 의미가 크다.	①	②	③	④	⑤
3	내가 수행하고 있는 일은 나에게 의미가 있다.	①	②	③	④	⑤
4	나는 나의 업무능력에 자신감을 가지고 있다.	①	②	③	④	⑤
5	나는 나의 직무를 수행하는데 있어서 나의 역량에 대해 자신이 있다.	①	②	③	④	⑤
6	나는 나의 직무에 필요한 스킬(skill)을 가지고 있다.	①	②	③	④	⑤
7	나는 나의 업무를 수행하는데 상당한 재량권을 가지고 있다.	①	②	③	④	⑤
8	나는 업무처리 방법을 스스로 결정할 수 있다.	①	②	③	④	⑤
9	나에게 독자적인 업무처리 기회가 주어진다.	①	②	③	④	⑤
10	우리 부서에서 나의 영향력은 크다.	①	②	③	④	⑤
11	나는 우리 부서에서 일어나는 일에 대해 상당한 통제력(권한)을 가지고 있다.	①	②	③	④	⑤
12	나는 우리 부서에서 업무처리 결정에 상당한 영향력을 가지고 있다.	①	②	③	④	⑤

III. 다음은 귀하가 생각하는 **잡 크래프팅**에 관한 문항입니다. 아래 내용을 잘 읽으시고 귀하께서 느끼시는 바를 가장 잘 나타내는 숫자에 체크(V)하여 주시기 바랍니다.

번호	문항	전혀 그렇지 않다	그렇지 않다	보통이다	그렇다	매우 그렇다
1	나는 일을 더 잘하기 위해 새로운 방식을 시도해 본다.	①	②	③	④	⑤
2	필요에 따라 맡은 업무의 범위나 종류를 변경해 가며 일한다.	①	②	③	④	⑤
3	내 능력이나 흥미를 더 잘 활용할 수 있는 새로운 업무를 시도해 본다.	①	②	③	④	⑤
4	일을 할 때 추가적인 업무를 기꺼이 맡는다.	①	②	③	④	⑤
5	내 능력이나 흥미가 잘 반영될 수 있는 업무를 우선시 한다.	①	②	③	④	⑤
6	내 일이 내 삶의 목적과 어떻게 연결될 수 있는지 생각한다.	①	②	③	④	⑤
7	내 일이 우리 사회에 기여하는 바를 생각한다.	①	②	③	④	⑤
8	나는 업무처리 방법을 스스로 결정할 수 있다.	①	②	③	④	⑤
9	내 일이 내 삶에 어떤 긍정적인 영향을 미칠 수 있는지 생각한다.	①	②	③	④	⑤
10	내 일이 내 삶의 행복에 어떤 역할을 하는지 생각한다.	①	②	③	④	⑤
11	직장에서 사람들과 잘 지내려고 노력한다.	①	②	③	④	⑤
12	업무와 관련된 친목활동과 모임 등을 주도하거나 적극적으로 참석한다.	①	②	③	④	⑤
13	직장에서 특별한 이벤트(예, 동료의 생일 파티)를 주도한다.	①	②	③	④	⑤
14	공식적으로나 비공식적으로 기꺼이 후배나 신입직원의 멘토가 된다.	①	②	③	④	⑤
15	회사에서 나와 유사한 기술이나 흥미를 가진 사람들과 가깝게 지내려고 노력한다.	①	②	③	④	⑤

V. 다음은 귀하가 생각하는 지식 공유에 관한 문항입니다. 아래 내용을 잘 읽으시고 귀하께서 느끼시는 바를 가장 잘 나타내는 숫자에 체크(V)하여 주시기 바랍니다.

번호	문항	전혀 그렇지 않다	그렇지 않다	보통이다	그렇다	매우 그렇다
1	조직의 동료/팀 멤버와 나의 지식 공유는 좋다.	①	②	③	④	⑤
2	조직의 동료/팀 멤버와 나의 지식 공유는 위협하다.	①	②	③	④	⑤
3	조직의 동료/팀 멤버와 나의 지식 공유는 흥미로운 경험이다.	①	②	③	④	⑤

4	조직의 동료/팀 멤버와 나의 지식 공유는 나에게 가치가 있다.	①	②	③	④	⑤
5	조직의 동료/팀 멤버와 나의 지식 공유는 현명한 행동이다.	①	②	③	④	⑤

VI. 다음은 인구통계학적 특성에 관한 질문입니다, 본 설문분석에 필요한 기초 사항입니다. 아래 내용을 체크(V)하여 주시고 “()”에 직접 기입하여 주십시오.

1	나이	()세				
2	성별	①남	②여			
3	직급	①사원	②주임/대리	③ 과장	④ 차장	⑤부장 이상
4	직책	①팀장	②팀원			
		①인사/지원	②기획/전략	③재무/회계	④영업/마케팅	⑤R&D/기술
5	직무	⑥기타()				
6	업종	①제조업	②서비스업	③기타()		
7	학력	①고졸	②전문대졸	③대졸	④대학원졸	
8	팀원 수	()명				
9	근무기간 (현재 팀)	()년				
10	총 경력	()년				
11	팀 명	()				

————— 응답해 주셔서 대단히 감사합니다 —————

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ABBREVIATIONS

SL	Shared Leadership
PE	Psychological Empowerment
JC	Job Crafting
KS	Knowledge Sharing

ABSTRACT IN KOREAN

공유리더십이 잡크래프팅과 지식공유에 미치는 영향 -심리적 임파워먼트의 역할

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왕 각

본 연구는 팀의 공유리더십이 잡크래프팅과 지식공유에 미치는 영향에 관한 연구이다. 또한, 연구는 이 관계에서 매개역할을 하는 심리적 임파워먼트의 영향력을 밝히고자 한다.

본 연구의 주목적은 공유리더십이 팀원들에게 내재화 되어 팀원간 공유된 변혁적 리더십으로 발전되는 되었을 때의 영향력을 검증하는 것이다.

이를 위해 아래와 같은 가설을 세우고 국내 6개 기업 팀의 구성원 184명을 대상으로 연구를 실시하였다.

첫째, 공유리더십은 잡크래프팅에 긍정적인 영향을 줄 것이다.

둘째, 공유리더십은 지식공유에 긍정적인 영향을 줄 것이다.

셋째, 공유리더십은 심리적 임파워먼트에 긍정적인 영향을 줄 것이다.

넷째, 심리적 임파워먼트는 잡크래프팅에 긍정적인 영향을 줄 것이다.

다섯째, 심리적 임파워먼트는 지식공유에 긍정적인 영향을 줄 것이다.

여섯째, 심리적 임파워먼트는 공유리더십과 지식공유의 관계를 매개할 것이다.

일곱째, 심리적 임파워먼트는 공유리더십과 잡크래프팅의 관계를 매개할 것이다.

수집된 자료는 사용하여 통계분석을 실시하였다, 분석 결과 가설에서 예측했던 바와 같이 공유리더십이 팀원들의 잡크래프팅 및 지식공유에 긍정적인 영향을 미치는 것으로 나타났다. 또한, 심리적 임파워먼트는 완전 매개 하는 것으로 나타났다. 연구결과를 바탕으로 연구의 한계점 및 향후 연구방향이 논의되었다.