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경영학 석사학위논문

**A study on the paradoxical mechanisms of  
empowering behaviors of leader on  
follower's work role performance**

리더의 임파워링 행위와 구성원의 직무역할성과  
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정 민 영

## **ABSTRACT**

# **A study on the paradoxical mechanisms of empowering behaviors of leader on follower's work role performance**

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This study examines two different intervening mechanisms of empowering behaviors of leader on follower's work role performance. Despite the current movement toward empowering and flexible organizational designs, the comprehensive role of leader on employee empowerment has been somewhat overlooked. While several studies have found positive outcomes of empowering behaviors of leader at work, there remain some points in question regarding the notion of whether more empowering behaviors of leader actually lead to more desirable outcomes. The present study starts from this notion and I suggest that empowering behaviors of leader may have two separate effects on followers'

psychological reactions; cognitively positive aspect (i.e. self-efficacy), and emotionally negative aspect (i.e. job induced tension). In turn, each different psychological reaction of employees will have different relationships with their work role performance.

On the one hand, one mechanism of empowering behaviors of leader as an enabling process is hypothesized to be positively related to follower's self-efficacy, and this may increase follower's work role performance. On the other hand, some features of empowering behaviors of leader such as delegation, and assuming responsibility to the followers which are called burdening process is hypothesized to be positively related to follower's job induced tension. Then, this negative psychological reaction would prevent followers to achieve optimal work role performance. In addition, drawing on the interactional framework of leadership, moderating effects of job characteristics (i.e. job autonomy) and follower's individual difference (i.e. goal orientation) are also hypothesized on the relationship between empowering behaviors of leader and two different psychological reactions of employees.

These hypotheses were tested with data collected from 226 leader-follower dyads in 11 firms and 6 research centers located in Republic of Korea. The results demonstrated that, as expected, empowering behaviors of leader was both positively related to follower's self efficacy and job induced tension. In turn, follower's self efficacy was positively related to work role performance (i.e. enabling process), while follower's job induced tension was negatively related to work role performance (i.e. burdening process). Unfortunately, moderating effects of job autonomy within the relationship between empowering behaviors of leader

and different two psychological reactions were not significant. In addition, among the moderating effects of follower's goal orientations within these relationships, only the moderating effects of performance avoidance goal orientation within the relationship between empowering behaviors of leader and follower's job induced tension was statistically significant at marginal significance level.

Based on the current empirical research, it is discussed that there are two contradictory mechanisms existed within the relation between empowering behaviors of leader and followers' work role performance. Moreover, follower's individual characteristics appeared to shape an important boundary condition within these mechanisms. These results indicate that a comprehensive understanding of empowering behaviors of leader is required to maximize the effectiveness of empowering behaviors of leader. As one of the most crucial and significantly researched topics in organizational studies, empowerment, especially empowering behaviors of leader toward their followers, still has much more issues to be explored and investigated. I hope this study can be highly conducive for studies on empowering leadership at the next level.

**Keywords:** empowering behaviors of leader, self efficacy, job induced tension, work role performance, mechanism of empowering behaviors of leader, interactional framework of leadership,

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## I. INTRODUCTION

Recently, due to competitive demands for higher performance, and need for more flexibility, empowerment has noticeably become “part and parcel of the lexicon” of organizational research and practice (Spreitzer, 2005). Empowerment enables employees to break out of inactive mindsets. It leads employees to take risks and enhance their performances by acquiring increased autonomy and self-responsibilities. More and more studies have investigated the relationship between empowerment and important work-related outcomes such as job satisfaction, team performance, and organizational productivity.

Druskat and Wheeler (2003) posited that effective leadership (i.e. specific set of behaviors of leader) is an important driver of successful employee empowerment. As one of the important empowerment practices, empowering leadership refers to *behaviors of the leader* that entails sharing power or allocates more responsibilities and autonomy to his or her employees (Kirkman, 1999; Pearce, 2002; Simsjr & Yun, 2009; Strauss, 1963). Several studies suggested that higher level of empowering behaviors of leader result in more positive work outcomes such as job satisfaction, managerial effectiveness, team performance, and creativity (Birdi, Patterson, Robinson, Stride, Wall, & Wood, 2008; Strauss, 1963; Spreitzer, 1995; Kirkman, Rosen, Tesluk & Gibson, 2004; Sparrowe, 1994; Spreitzer, 1997;

Zhang, 2010).

While most research has found positive outcomes of empowering behaviors of leader at work, there remain some points in question regarding the notion of whether more empowering behaviors of leader actually lead to more desirable outcomes. Several academic scholars cautioned the potential negative effects of unregulated employee empowerment (Ford, 1995; Forrester, 2000; Honold, 1997; Wilkinson, 1998). For instance, Conger and Kanungo (1988) noted that leader's unregulated empowerment practices may lead to overconfidence of employees and cause them to persistently make tactical or strategic errors. They also emphasized that future researches should deeply investigate such negative effects and detect whether an optimal degree of empowerment practice exists.

In line with this, even some researchers pointed that the confounding effect of employee empowerment might be due to its potential nonlinear pattern in nature (Bowen, 1992; Eccles, 1993; Forrest, 2000; Honold, 1997; Polley, 1994; Edward, 1998). That is, too much or too little empowerment, in a given situation, may be dysfunctional for optimal functioning (Liden, 2000). Along this notion, in their empirical study, Chua and Iyenger (2011) partially supported this idea. They demonstrated an inverted-U shaped relationship between degree of decision latitude granted from their leader (i.e. participative decision making is one of the dimensions of empowering behaviors of leader) and employees' perceived leadership

effectiveness. The authors summarized their finding as “giving employees unfettered freedom at work might backfire” (Chua & Iyenger, 2011, p. 879).

These notions and specific studies indicate that comprehensive understanding of effects of empowering behaviors of leader cannot be made without considering both positive and negative aspects of empowering behaviors of leader may have. Nevertheless, there has almost no empirical research which investigated both positive and negative aspects of empowering behaviors of leader at the same time with its outcomes, including follower’s job performances (i.e. work role performances). Therefore, the first objective of this study is to examine the existence of both positive and negative mechanisms within the relationship between empowering behaviors of leader and follower’s work role performances. Investigating this plausible mechanism would aid to comprehensive understanding of employee empowerment and its effects so that contribute to the expansion of study of empowerment.

In the present study, I suggest that divulged psychological aspects (cognitive aspect and affective aspect) of followers can be mediating mechanisms affected by two different features of empowering behaviors of leader. As an enabling process, empowering behaviors of leader may positively relate to follower’s self efficacy. On the other hand, as a delegating and assigning additive responsibility process, empowering behaviors of leader may also positively relate to follower’s job induced

tension through work stress. These two divulged paths can be explicated as positive and negative aspects of empowering behaviors of leader.

Moreover, from the interactional framework of leadership (Hughes et al., 2002), more comprehensive understanding of leadership can be achieved when we consider the function of all three elements which influence the effects of leadership on its outcomes; the leader (e.g. personality, position, specific behaviors, etc), the followers (e.g. values, norms, orientation, etc), and the situation (e.g. task, stress, environment, etc). Forrester (2000) posited that employee empowerment often fails because leaders fall short of differentiating degree of empowerment among employees. In line with this, several researches have indicated that follower's characteristic (i.e. need for autonomy, goal orientation) can be are potential situational variable which could affect the relationship between empowering behaviors of leader and individual performance (Yun, 2006; Moss, 2007).

In addition, beyond the interactive effect of empowering behaviors of leader and follower's individual difference to internal mechanisms, Den Hartog and Belschak (2012) suggested that job characteristics (i.e. job autonomy) can be one of forms of substitute for leadership (Kerr & Jermier, 1978). That is, some situational factors can enhance, neutralize or totally substitute of impact of leadership.

Nevertheless, few research of employee empowerment examined whether leaders should differentiate the degree of empowering behaviors

toward their followers depend on both characteristics of followers themselves or the characteristics of job they are encountered. Thus, second objective of this study is investigating the moderating effect of the individual trait of followers (i.e. goal orientation) and the job characteristics (i.e. job autonomy) within the relationship between empowering behaviors of leader and followers' work role performance.

## II. THORETICAL BACKGROUND

### *1. Leadership*

Leadership is a topic that has long excited interest in both field of academia and practice. Although issues about leadership have been a theme of speculation, scientific research on leadership starts in the twentieth century (Yukl, 2002). In the area of organization studies, leadership has conceptualized as two different focused views. From the perspective of organization theory, leadership mainly depicted as one of the systems of organization (Selznick, 1957). In their famous book, "*Leadership in administration*", Selznick (1957) defined leader as "an agent of institutionalization, offering a guiding hand to a process that would otherwise occur more haphazardly, more readily subject to the accidents of circumstances and history" (p. 27). In this sense, leader is primarily an expert in the promotion and protection of organization values. The authors stressed that prime function of leadership is the task of building special values and a distinctive competence into the organization (Selznick, 1957). In the view from the organization theory, the significance of features (i.e. traits, behaviors of leader) of leader and its effect is quite ignored.

On the other hand, from the perspective of organizational behavior studies, the predominant concern of the research has been on the determinants of "leadership effectiveness". Various leadership theories (see

table 1) have attempted to articulate what traits, abilities, behaviors, sources of power, or facets of situation determine how well a leader can influence behaviors and attitudes of their subordinates, ultimately lead to better outcomes of the firm (Yukl, 2006).

Table1. Categorization of leadership theory

<b>Focus</b>	<b>Leader</b>	<b>Follower</b>	<b>Relationship</b>	<b>Situation</b>
Related theory	Trait theory, Behavioral theory, Charismatic leadership, Transformational leadership, Empowering leadership, Servant leadership, Ethical leadership, Authentic leadership	Followership, Implicit leadership theory, Self-leadership	Leader member exchange theory, Shared leadership	Contingency theory, Situational leadership, Path-goal theory, Substitute for leadership,

Source: Son (2012)

Nonetheless, the exact term of leadership has long presented definitional problems for researchers and practitioners. The comment of the Stogdill (1974): “there are almost as many definitions of leadership as there are people who have attempted to define the concept”, indicated that precise and consistent meaning of the term, “leadership” is required in the area of

leadership studies. In his review of leadership, Yukl, one of the leading researchers in the field of leadership, proposed a general definition of leadership as “influence processes involving determination of the group’s or organization’s objective, motivating task behavior in pursuit of these objectives, and influencing group maintenance and culture” (1998, p.5). Along with this notion, Yun and his colleagues modified and regard leadership as a “process of personal influence: that is, when a person influences another (typically a leaders influencing a follower), leadership takes place” (Yun, 2006, p.377). Their definition of leadership simplified the general definition of leadership proposed by Yukl, and mainly focused on process of influence. In a similar but different vein, in this research, leadership is defined as “specific behavior set of leader as in process of personal influence.” Thus, specific behaviors of the leader are stressed in this research.

## ***2. Empowering leadership***

As one of the major types of leadership (e.g. aversive, directive, transactional, transformational/charismatic, empowering, see table 2 for more explanation of theoretical bases and representative behaviors) (Pearce & Sims, 2002), empowering leadership refers to behaviors of the leader that entails sharing powers, allocating more responsibilities and autonomy to their employees (Kirkman, 1999; Simsjr & Yun, 2009; Strauss, 1963). The

academic roots of empowering leadership are including the Ohio State leadership studies on “consideration” (e.g., showing concern for subordinates’ needs: Fleishman, 1953; supportive leadership: Bowers & Seashore, 1966; participative leadership studies: Locke & Schweiger, 1979; coaching, participating, and delegating behaviors covered in situational leadership theory: Hersey & Blanchard, 1969).

Conger and Kanungo (1988) argued that a view of empowerment as “sharing power” is incomplete and that this conceptualization must include the motivational effect of empowerment on subordinates. Building on this work, Thomas and Velthouse (1990) suggested a more complex model focused on subordinates’ intrinsic task motivation (Spreitzer, 2005).

Recently, literatures of empowering leadership studies have conducted on holding two different perspectives. One perspective, which is also center of this study, focuses on a set of managerial practices (e.g. work redesign, leader behavior) in which leader’s empowering behaviors take part a vital role – socio-structure perspective (Arnold et al., 2000; Conger & Kanungo, 1988; Manz & Sims, 1987; Strauss, 1963). The center of attention of another perspective is “Psychological empowerment”, cognitive motivational construct mirrored employee’s psychological reactions toward leader’s empowering behaviors –psychological perspective (Spreitzer, 1995, Thomas & Velthouse, 1990).

Table 2. Theoretical basis and representative behaviors of five types of leadership

<b>Leader type</b>	<b>Theoretical basis</b>	<b>Representative behaviors</b>
<b>Aversive Leadership</b>	Punishment research (e.g., Arvey & Ivancevitch, 1980)	Engaging in intimidation Dispensing reprimands
<b>Directive Leadership</b>	Theory X management (McGregor, 1960) Initiating structure behavior from Ohio State studies (e.g., Fleishman, 1953) Task-oriented behavior from Michigan studies (e.g., Bass, 1967)	Issuing instructions and commands Assigning goals
<b>Transactional Leadership</b>	Expectancy theory (e.g., Vroom, 1964) Equity theory (e.g., Adams, 1963) Path goal theory (e.g., House, 1971) Exchange theory (e.g., Homans, 1958)	Providing personal rewards Providing material rewards Managing by exception (active, and passive)
<b>Transformational Leadership</b>	Sociology of charisma (e.g., Weber, 1946, 1947) Charismatic leadership (e.g., House, 1977) Transforming leadership (e.g., Burns, 1978) Transformational leadership (e.g., Bass, 1985)	Providing vision Expressing idealism Using inspirational communication Having high performance Expectations
<b>Empowering Leadership</b>	Behavioral self-management (e.g., Thorenson & Mahoney, 1974) Social cognitive theory (e.g., Bandura, 1986) Cognitive behavior modification (e.g., Meichenbaum, 1977) Participative goal setting (e.g., Locke & Latham, 1990)	Encouraging independent action Encouraging opportunity thinking Encouraging teamwork Encouraging self-development Participative goal setting Encouraging self-reward

Source: Pearce & Sims, Jr. (2007)

According to Conger and Kanungo (1988), empowerment is a “process of enhancing feelings of self-efficacy among organizational

members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information.” Along with this, in their research, Thomas and Velthouse (1990) defined empowerment as “intrinsic task motivation resulting from a set of four task-related cognitions pertaining to an individual’s work role: task assessments (a) meaningfulness, (b) competence, (c) choice, and (d) impact. This conceptualization of cognitive elements of empowerment became the pre-stage of advent of Spreitzer’s (1995) psychological empowerment.

Spreitzer followed and modified the cognitive perspective of empowerment of Thomans and Velthouse (1990), and defined psychological empowerment as a motivational construct manifested in four cognitions: (a) meaning – “the value of a work goal or purpose, judged in relation to an individuals’ own ideals or standards” (Thomas & Velthouse, 1990), (b) competence – “individuals belief in his or her capability to perform activities with skill”(Gist & Mitchell, 1992), (c) self-determination – “individual’s sense of having choice in initiating and regulating actions” (Deci, Connell, & Ryan, 1989), and (d) impact – “degree to which an individual can influence strategic, administrative, or operating outcomes at work” (Ashforth, 1989). She argued that these four dimensions combine additively to build the construct of psychological empowerment. To put it in other way, lack of any single dimension could shrink the understanding of

overall degree of felt empowerment (Spreitzer, 1995).

Spreitzer (1995) developed and validated the concept of “Psychological empowerment” as seeking alternative perspectives on empowerment that differentiate the previously dominant studies of empowerment those are mainly focused on the empowering management practices (i.e. empowering behaviors of leader). Concept of psychological empowerment is rather paid attention to job incumbent (e.g. employee, follower) cognitions about those situational attributes such as management practices and work environment. More specific, as Spreitzer (1995) noted what is different in the psychological perspective of empowerment compared to managerial perspective of empowerment is that “they are viewed as enabling mechanisms that can facilitate the individual experience of empowerment.” In here, the term “they” refers to situational attributes of empowerment and “individual experience of empowerment” indicates the concept of psychological empowerment. This quote stresses out that the studies of comprehensive empowerment need to be poised to distinguish usage of empowerment as social structure perspective; which is the effect of managerial practices and work environments are domains of concern, and psychological perspective; main concerns are the individual’s cognitive motivational factors caused by structures and practices.

Recently, Seibert and colleagues (2011) provided the integrative framework of psychological empowerment in their meta-analytic work.

According to Seibert et al. (2011), high performance managerial practices, leadership, socio-political support and work design characteristics are contextual antecedents of psychological empowerment. They also noted that positive self-evaluation traits, human capital (i.e. knowledge, skill, ability) and gender are the individual characteristics which can be determinants of the psychological empowerment. Seibert and colleagues pay attention to factors of consequences of psychological empowerment as well. For the attitudinal consequences, job satisfaction, organizational commitment, job strain, and turnover intentions were considered. In addition, task performance, organizational citizenship behaviors, and innovations were regard as factors of behavioral consequences of psychological empowerment. The results of meta-analysis which used almost 284 studies as data sources supported their integrative framework of psychological empowerment. All antecedents of contextual and individual characteristics factors are positively correlated to psychological empowerment. Especially, male was more psychologically empowered than female according to their result. Factors of consequences including job satisfaction, organizational commitment, task performance, organizational citizenship behaviors and innovation were all positively correlated with psychological empowerment whereas strain and turnover intension were negatively and significantly correlated (see Seibert, Wang, & Courtwright (2011) for more information).

Although perspectives of empowering behaviors of leader are

possibly segregated as managerial practices and psychological empowerment, effects of empowering behaviors of leader has been investigated uniformly under the notion of “empowering behaviors of leader are beneficial.” Many research suggested that higher level of empowering behaviors of leader result in more desirable outcomes such as job satisfaction, affective commitment, managerial effectiveness, follower’s self leadership and creativity (Chen, 2007; Kirkman, 2004; Spreitzer, 1997; Zhang, 2010; Yun et al., 2006)

For example, recently, Vecchio and his colleagues (2010) found out that the empowering behaviors of leader are associated with higher employee job satisfaction and leader rated performance. They draw this result from the data collected by superior-subordinate dyads in 179 public high schools. More specifically, in this study, Vecchio and the other authors elaborated the positive effects of empowering leadership (i.e. encouraging independent action, providing opportunistic thinking, and enhancing cooperative action) on employee’s job satisfaction and performance through the mechanism of reduced dysfunctional resistance. As defined by Tepper et al. (2001), dysfunctional resistance reflects “defiance” which is acting as if one did not hear the request or acting as if one has forgotten the request. Dysfunctional resistances of employees are particularly confronting for leaders and organization because it has the potential to disrupt work flow, takes time, energy, and attention from other issues (Falbe & Yukl, 1992). In

this study, they argued that empowering leadership leads to higher employee's job satisfaction and performance through reducing negative effects of dysfunctional resistance of employees.

In addition, Zhang and Bartol (2010) linked the empowering leadership with individual's creativity via several intervening variables including follower's psychological empowerment, intrinsic motivation and creative process engagement. Using 367 survey data from professional employees and their supervisors they found out that empowering leadership is positively related to psychological empowerment, which in turn affected both intrinsic motivation and creative process engagement. Creative process engagement is the concept of employee involvement in creativity relevant cognitive processes which is composed of problem identification, information searching and encoding, and idea generation constructs (Zhang & Bartol, 2010). According to the result of their study, these two variables (i.e. intrinsic motivation and creative process engagement) then influence positively on creativity. Although the direct relationship between empowering behaviors of leader and creativity was not supported, this study contributed the expansion of both literatures of leadership and creativity by suggesting leadership can be one of the antecedents of individual creativity.

Empirical studies related to empowering behaviors of leader and its outcomes also conducted at the team level studies. For instance, Kirkman and Rosen (1999) found out that the actions of external leader, which

include leader's behaviors such as a) delegating responsibility to a team, b) soliciting and using team input when making decisions, c) enhancing team member's senses of personal control, d) encouraging team goal setting and self evaluation, e) expecting high team performance, and f) trusting the team; those behaviors are all in accordance with leader's empowering behaviors toward their followers, are positively related to follower's attitudinal outcomes including job satisfaction, organizational commitment and team commitment, through the mechanism of team empowerment. More specifically, by using data from the 111 work teams in four organizations, Kirkman and Rosen elaborated the result that behaviors of external leader enhance the follower's team empowerment experiences. Then, more empowered teams showed more productive and proactive performance than less empowered teams and had high levels of follower's job satisfaction, organization and team commitment as well. Although the focus of their study were conceptualizing the team empowerment (i.e. the concept which is composed of potency, meaningfulness, autonomy, impact), and finding out antecedents and consequences of team empowerment, it also provided the beneficial result that empowering behavior of leader consequently enhances the attitudinal outcomes of followers.

In addition, there was study showed that empowering behaviors of leader is positively related to performance through the processes of knowledge sharing and team efficacy. Srivastava and his colleagues (2006)

surveyed management teams in 102 hotel properties in States to investigate the intervening roles of knowledge sharing and team efficacy in the relationship between empowering behaviors of leader and performance. Marks, Mathieu and Zaccaro (2001) emphasized the notion that investigating two different mechanisms are needed for the comprehensive team level study. One is team process: the means by which members work interdependently to utilize various resources, and the other is team emergent state: cognitive, motivational and affective states of teams. In line with this notion, Srivastava and his colleagues treated knowledge sharing as intermediate mechanism of “team process” and considered team efficacy as “team emergent state” in their study. Result of the study showed that empowering leadership was positively related to both knowledge sharing and team efficacy, which, in turn, were both positively related to performance.

All the results of these studies indicated that empowering behaviors of leader are beneficial for individual and team outcomes, and ultimately it enhances the outcomes of organization. However, several academic scholars cautioned that the potential negative effects of unregulated empowering behavior of leader toward followers (Ford, 1995; Forrester, 2000; Honold, 1997; Wilkinson, 1998). Thus, in order to understand comprehensive process of empowering behaviors of leader and its effect on follower’s reaction and subsequent outcome, features of empowering behaviors of

leader thoroughly investigated (see table 4 for review the studies including measurement of empowering behaviors of leader).

In this study, I suggest that the effects of empowering behaviors of leader can be divulged into two ways, especially on cognitively positive ways (i.e. self-efficacy) and affectively negative ways (i.e. job induced tension). More specifically, enabling process of empowering behaviors of leader may positively relate to follower's self efficacy. On the other hand, specific features of empowering behaviors of leader such as delegation and increased responsibilities would be positively related to follower's job induced tension, which can be one of negative consequence of empowering behaviors of leader.

### ***3. Paradoxical mechanisms of empowering behaviors of leader***

#### ***3.1. Enabling process of empowering behaviors of leader through self efficacy***

Self-efficacy refers to personal judgment of “how well one can execute courses of action required deal with prospective situations” (Bandura, 1982, p. 122). This cognitive factor that leads motivational effects on individual's action has been studied extensively in organizational research (Bandura, 1997a; Gist & Mitchell, 1992; Stajkovic & Luthans, 1998). Ample studies have found that self-efficacy predicts several important work-related outcomes, such as job attitudes (Saks, 1995),

training proficiency (Martocchio, 1994), and also job performance (Stajkovic & Luthans, 1998). Specific self-efficacy beliefs are performance-related appraisals of an individual within a specific context, in other words, it explains how well one believes he or she can perform given the specific social context and the particular task (Stajkovic & Luthans, 1998a).

To explain the cognitively positive mechanisms of empowering behaviors of leader on whose follower's outcomes through self efficacy, Conger and Kanungo's empowerment theory is adapted. Especially, there are two reasons why this notion has been applied to framework of explanation. First reason is that this notion views empowerment as motivational construct which have a role on increasing individual's self efficacy. Secondly, the point of stressing out the managerial strategies and techniques within the empowerment process made pertaining this notion as a main framework of rationalization.

Conger and Kanungo (1988) noted in their seminal work of empowerment, "The empowerment process: integrating theory and practice", that empowerment can be viewed in two different ways. One perspective is viewing empowerment as a relational construct. In terms of relational dynamics, empowerment is "the process by which a leader or manager shares his or her power with subordinates" (p.473). In this context, power is considered as the possession of formal authority or control over organizational resources. For the managers, delegation and the

decentralization of decision making power are central to the empowerment notion, and for the employees, “employee participation” is equated as empowerment (Lickert, 1967).

However, Conger and Kanungo argued that this perspective does not adequately deal with the nature of empowerment in terms of experiences of followers. So they stressed out the other perspective beyond the concept of empowerment as relational construct. That is viewing the empowerment as a motivational construct. They argued that in this motivational sense, power refers to an intrinsic need for self-determination (Deci, 1975), or a belief in personal self efficacy (Bandura, 1986). According to this approach, “any managerial strategy or technique that strengthens this self-determination need or self efficacy belief of employees will make employees more powerful” (Conger & Kanungo, 1988, p. 473). In terms of empowerment as motivational construct, they proposed that empowerment is meaning to “enable” rather than simply to delegate something.

Based on Bandura’s self efficacy notion (1986), Conger and Kanungo conceptualized empowerment as a “process whereby an individual’s belief in his or her self efficacy is enhanced” (p. 474). That is, empowerment is *enabling process*. Specifically, they provide the five stages of empowering process in their work. First stage is the diagnosis of conditions within the organization that are responsible for feelings of powerlessness among subordinates. Second stage is the use of

empowerment strategies by the managers (i.e. empowering behaviors of leader) because of the conditions of stage one. These strategies are aimed to provide self efficacy information to employees in the stage three. As a result, subordinates are strengthening effort-performance expectancy or enhancing belief in personal efficacy. That is the stage four. And lastly, stage five is behavioral effects derived from employee's self efficacy.

Simplifying and applying this notion to the current research model, when leader engage empowering behaviors such as enhancing the meaningfulness of work, or expressing confidence in high performance toward their followers, then follower's self efficacy will be enhanced. In turn, increased self efficacy of followers may lead to positive work role performances such as task proficiency, adaptivity and proactivity.

### ***3.2. Burdening process of empowering behaviors of leader through job induced tension***

Empowering behaviors of leaders are originally intended to encourage followers to take initiatives and to manage and control their own behaviors. That is, the empowering leader emphasizes follower's self-management, rather than providing followers with orders and directive commands (Yun et al., 2006). In addition, empowering leaders also delegate significant authority and responsibilities relating to their follower's job, which was once regarded as a managerial prerogative (Mills & Ungson, 2003).

These empowering leaders and relating their empowering behaviors toward followers are generally perceived as always good. However, there are some points in question that this taken-for-granted norm; the notion that more empowering behaviors of leader will lead to more desirable outcomes of followers. There were several leadership scholars who previously warned the potential negative effects of unregulated employee empowerment toward followers (Ford, 1995; Forrester, 2000; Honold, 1997; Wilkinson, 1998). Even, Conger and Kanungo (1988) who keep the viewpoint of empowering practices as effective enabling process of followers had noted that leader's unregulated empowerment practices may lead to overconfidence of employees and cause them to make tactical or strategic errors. In line with this, there were some researchers who actually pointed out that the relationship between employee empowerment and followers work outcomes might be shaped as nonlinear pattern in nature (Bowen, 1992; Eccles, 1993; Forrest, 2000; Honold, 1997; Polley, 1994; Edward, 1998). Along with this notion, recently, Chua and Iyenger (2011) demonstrated an inverted-U shaped relationship between degree of decision latitude granted from their leader and follower's perceived leadership effectiveness. This specific research assumes that empowering behaviors of leader are not always resulting beneficial outcomes.

The principle of chain of command and its direction explained in classical organization theory provide potential implication for negative

effect of empowering behaviors of leader. According to the chain of command principle, “organizations set up on the basis of hierarchical relationships with a clear and single flow of authority from the top to the bottom should be more satisfying to members and should result in more effective economic performance and goal achievement than organizations set up without such an authority flow” (Rizzo et al., 1970, p.150). Applying this notion into empowering behaviors of leader, the leader’s empowering behaviors which provide extra authorities and responsibilities to followers may produce confounding perception of authority flow. In turn, this could cause perception of role stresses among the followers. In addition, several evidences (e.g. Ben-David 1958; Zawaki, 1963) indicated that multiple lines of authority accompanied with confounding role perception cause dissatisfaction of the members and loss of organizational efficiency and effectiveness (Rizzo et al., 1970).

Moreover, role theory says that, if the behaviors expected of an individual are inconsistent, those individuals will experience work related stress, turn into dissatisfied, and engage in less effectively. Ordinary, every position in a formal organizational structure should have a specified set of tasks and position responsibilities (Rizzo et al., 1970). Receiving extra authorities and responsibilities via empowering behaviors of leader which originally were not expected in their position, previously constructed followers’ role perception may be bothered, and in turn this may lead to

followers' role stresses such as role ambiguities and even role overload. According to role theory (Kahn et al., 1964), when individuals perceive high role ambiguities or role overload; both are types of role stresses, they would take the form of attempts to resolve the troubles to avoid the sources of stress, or to engage in defense mechanisms which distort the reality of the situation. Thus, role ambiguities or role overload stimulated from empowering behaviors of leader may increase the probability of dissatisfaction of followers from their roles, and it will possibly lead to experienced anxiety, job induced tension, or high work stress. These negative psychological aspects of followers could be related to negative consequences of followers work outcomes including work role performance.

In practical, when empowering behaviors of a leader occur more than it is needed, these behaviors of leader could be shown to followers as permissive behaviors of leader. Empowering leaders who emphasize too much of the self-management of followers may not even provide required directions or guidance to followers, advocating it as a one of processes of employee empowerment. However, failing to provide required directions and guidance to followers at the right time is equivalent to neglecting one of the important obligations as a leader position (Mills, 2003). In addition, sharing unconditional level of authorities and responsibilities may not be perceived to the followers as sharing them, but actually the assignment of them. This burden of responsibilities would not be what followers really

expected from empowerment.

All in all, mechanism of follower's experienced psychological negative reactions which are possibly drawn from empowering behaviors of leader is named as *burdening process* in the current study. Based on theoretical framework of classical theory and role theory, this burdening process of empowering behaviors of leader will be positively related to follower's job induced tension which is the feelings of strain and nervousness associated with work. Furthermore, it would be negatively related to follower's work outcomes including work role performances.

#### ***4. Work role performance***

Murphy and Jackson defined work roles as "the total set of performance responsibilities associated with one's employment" (1999: p.335). Building on the role theory and the identity theory, Ilgen and Hollenbeck (1991), and Welbourne and her colleagues (1998) developed the concept of role performance. According to role theory (e.g., Graen & Scandura, 1987; Katz & Kahn, 1978), employees enact multiple work roles. In addition, identity theory (Burke, 1991; Thoits, 1992) says that a subset of work roles highly valued by both the organization and the employees should be included in measures of role performance.

Griffin and coauthors (2007) developed the new model of employee's work role performance which is focusing on uncertain and

interdependent context of organization. In the view of distinction between formalized and emergent roles, they identify three different sub-dimensions of work role performance. The first, termed as “proficiency,” describes the extent to which an individual meets role requirements that can be formalized. They noted that it is possible to assess proficiency when the requirements of a work role are formalized because there is a clear standard against which these judgments can be made. The second dimension is “adaptivity,” describes the extent to which an individual adapts to changes in a work system or work roles. Finally, the third dimension is “proactivity,” describes the extent to which the individual takes self-directed action to anticipate or initiate change in the work system or work roles. Griffin and coauthor noted that adaptivity and proactivity are important whenever a work context involves uncertainty and some aspects of work roles that cannot be formalized.

In this study, follower’s work role performance including task proficiency, adaptivity, proactivity is the ultimate outcomes of process of empowering behaviors of leader and perceived follower’s two different mechanisms

Table 3. Recent frameworks addressing aspect of the performance domain

Authors	Aspect
Campbell et al., 1993	<p><b><i>Whole performance domain</i></b></p> <ul style="list-style-type: none"> <li>Job-specific task proficiency</li> <li>Non-job-specific task proficiency</li> <li>Written and oral communication proficiency</li> <li>Demonstrating effort</li> <li>Maintaining personal discipline</li> <li>Facilitating peer and team performance</li> <li>Supervision and leadership</li> <li>Management and administration</li> </ul>
Borman & Motowidlo, 1993	<ul style="list-style-type: none"> <li>Task performance</li> <li>Contextual performance</li> </ul>
Welbourne et al., 1998	<ul style="list-style-type: none"> <li>Job role performance</li> <li>Career role behavior</li> <li>Innovator role behavior</li> <li>Team role behavior</li> <li>Organizational role behavior</li> </ul>
Johnson, 2003	<ul style="list-style-type: none"> <li><b>Task performance</b></li> <li>Job-specific task proficiency</li> <li>Non-job specific task proficiency</li> <li>Written and oral communication proficiency</li> <li>Management and administration</li> <li>Supervision</li> <li>Conscientious initiative</li> <li><b>Citizenship performance</b></li> <li>Conscientious initiative</li> <li>Personal support</li> <li>Organizational support</li> <li><b>Adaptive performance</b></li> <li>Dealing with uncertain work situations</li> </ul>
Borman et al., 2001	<p><b><i>Citizenship performance</i></b></p> <ul style="list-style-type: none"> <li>Conscientious initiative</li> <li>Personal support</li> <li>Organizational support</li> <li>Helping behavior</li> <li>Sportsmanship</li> <li>Organizational loyalty</li> </ul>

Podsakoff et al., 2000	Organizational compliance Individual initiative Civic virtue Self-development
Pulakos et al., 2000	<b><i>Adaptivity</i></b> Handling emergencies or crisis situations Handling work stress Solving problems creativity Dealing with uncertain work situations Learning tasks, technologies, and procedures Demonstrating interpersonal adaptability Demonstrating cultural adaptability Demonstrating physical adaptability
Frese & Fay, 2001	<b><i>Proactivity</i></b> Personal initiative
Crant, 2000	General proactive behavior Context-specific proactive behavior
Parker et al., 2006	Proactive work behavior - Proactive problem solving - Proactive idea implementation
Morrison & Phelps, 1999	Taking charge

Source: Griffin, Neal & Parker (2007)

## ***5. Interactional framework of leadership***

### ***5.1. Job characteristic as situational factor***

From the several decades ago, substantial increase in research in the area of job design has been flourished (Hackman & Oldham, 1975; Fried & Ferris, 1987; Parker & Wall, 1998). Among the ample works of job design (i.e. Turner & Lawrence, 1965; Hackman & Lawler, 1971), conceptual framework of Job Characteristics Model (JCM) proposed by Hackman and Oldham (1975) is served as the impetus for many researches of job design.

The JCM suggest that, essentially, enriched or complex jobs influence individual's job satisfaction, motivation, and work performance (Hackman & Oldham, 1975).

Job characteristic model assumed that five job characteristics such as skill variety, task identity, task significance, job autonomy, and feedback from job have effects on individual's psychological states (i.e. experienced meaningfulness of the work, experienced responsibility for outcomes of the work, and knowledge of the actual results of the work activities). According to JCM, these psychological states of individual, in turn affect work outcomes such as internal work motivation, growth satisfaction, overall job satisfaction, work effectiveness, and absenteeism. In addition, Hackman & Oldham (1975) proposed that knowledge and skill growth, need strength, and context satisfaction of individual moderate the both the relationship of job characteristics and psychological state, and psychological state and work outcomes relationships. Most of all, the very significant contribution of the JCM model to the literature of job design is introducing the motivational potential score (MPS). JCM states that the five core job characteristics can be combined into a single index: motivational potential score (MPS), and this score reveals the overall potential of a job to influence the individual's feelings and behaviors (Fried & Ferris, 1987). The formula is as follows,

$$\text{MPS} = \frac{\text{Skill variety} + \text{Task identity} + \text{Task significance}}{3} \times \text{Autonomy} \times \text{Job feedback}$$

Source: Fried & Ferris (1987)

Job autonomy, one of the dimensions of job characteristic model used in the current study for examining moderating effect of situational factor within the relation between empowering behaviors of leader and follower's psychological reactions, defined as the "degree to which the job or task provides substantial freedom, independence, and discretion to the individual in scheduling the work and determining the procedures to be used in carrying out" (Oldham & Hackman, 2010).

### ***5.2. Follower's goal orientation as follower's factor***

Goal orientation refers to individual difference for goal preferences in achievement setting (Nicholls, 1984). Although some researchers argue that the concept of goal orientation is a situational specific state related to the tasks or contexts, it has been mostly treated as a relatively stable dispositional factor of individuals in organizational research (Colquitt & Simmering, 1998). In management studies, goal orientation played crucial roles in researches of several work-related topics such as team building (e.g. Bunderson & Sutcliffe, 2003), organizational climate (e.g. Potosky & Ramakrishna, 2002) and leadership (e.g. Janssen & Van Yperen, 2004).

According to Dweck and colleagues (1988), goal orientation is classified to two types. One is learning goal orientation, to develop one's competence by acquiring new skills and mastering new situations in achievement settings. The other is performance goal orientation, to

demonstrate and validate one's competence by seeking favorable judgment or avoiding negative judgments from others. A research of VandeWalle (1997) contributed to the distinction of dimensions of performance goal orientation. VandeWalle refined performance goal orientation into two facets. Performance goal orientation which is seeking favorable judgment from others by assertively demonstrating one's ability toward the tasks called performance prove goal orientation. In contrast, performance goal orientation focuses on avoiding negation of one's ability or competence toward the tasks, and circumventing a negative judgment from others called performance avoidance goal orientation (VandeWalle, 1997). These three typologies of goal orientation: learning goal orientation, performance-prove goal orientation, and performance avoidance goal orientation have been generally used in organizational studies.

Individual who adopt learning goal orientation view the achievement situation as the chance for their development. It is argued that a learning goal orientation will lead to more task-focused, adaptive, mastery oriented behaviors, while a performance goal orientation will lead to ego-focused, instrumental, and defensive behaviors (Bunderson, 2003; Dweck, 1988). These arguments are supported by several previous studies. Utman's (1997) meta-analysis revealed that learning goal orientation is positively correlated with task performance. Especially, the result of positive relationship between learning goal orientation and performance is salient

with complex tasks. On the contrary, performance goal orientation was negatively associated with negative outcomes such as maladaptive performance strategies and feelings of helplessness (Midgley & Middleton, 2001). Payne et al., (2007) recently conducted the meta-analysis of goal orientation in nomological net. In their research, antecedents, proximal outcomes, and distal outcomes of each three distinctive goal orientation dimension have been investigated comprehensively (see Payne, Youngcourt & Beaubien, 2007 for more information).

### III. HYPOTHESES DEVELOPMENT

#### **Empowering behaviors of leader and follower's self efficacy**

Empowering behaviors of leader refers to behaviors of the leader that entails sharing powers, allocating more responsibilities and autonomy to their employees (Kirkman, 1999; Kirkman, 1997, 2009, Strauss, 1963). According to Ahearne and colleagues' (2005) conceptualization, specific set of empowering behaviors of a leader include, a) enhancing the meaningfulness of work, b) fostering participation in decision making, c) expressing confidence in high performance, and d) providing autonomy from bureaucratic constraints. As mentioned above, many research suggested that higher level of empowering behaviors of leader result in more desirable outcomes (Chen, 2007; Kirkman, 2004; Spreitzer, 1997; Zhang, 2010).

From the perspective of Conger and Kanungo's (1988) empowerment theory, managerial strategy or techniques that strengthen self-determination need or self efficacy belief of followers make them more powerful. In terms of empowerment as motivational constructs, they proposed that empowerment is meaning to "enable" rather than simply to delegate something. Based on Bandura's self efficacy notion (1986), Conger and Kanungo conceptualized empowerment as a "process whereby an individual's belief in his or her self efficacy is enhanced" (p. 474). Specific

study of Ahearne and colleagues (2005) empirically supported this assumption that empowering behaviors of leader is positively related to follower's self efficacy. Using 231 sales peoples in the pharmaceutical field as data sample, they found out that leader empowering behaviors (LEB) lead to both employee's self efficacy and adaptivity, and in turn these two mediating variables influenced higher sales performance and ratings of customer satisfaction. From this reasoning and previous empirical work, hypothesis is set as following,

*Hypothesis 1. Empowering behaviors of leader are positively related to follower's self-efficacy.*

### **Follower's self-efficacy and work role performance**

According to White (1959), the term "Competence" is defined as the degree to which an individual can perform task activities skillfully when he or she tries. Along this definition of competence, when someone's competence is high, he or she can effectively complete the tasks compared to someone who have low competence. Bandura, who is the creator of social cognitive theory, studied the term "self-efficacy" under this notion of "competence" (Thomas & Velthouse, 1990). Bandura (1977) detected that low self efficacy leads to individual to avoid situations which require the relevant skills in order to conquer certain tasks. Then, these avoiding

behaviors of individuals tend to prevent an individual from facing up to fears, building competency, and improving competencies. This passive orientation toward the tasks or work roles of individuals will be negatively related to individuals work role performance. In contrast, individual who have high self efficacy tend to engage in initiating behaviors, high effort, and persistence in the faces of obstacles, thus high self efficacy will positively relate to individual's performances such as academic performance, task, and work role performances. From this reasoning and previous empirical work, hypothesis is set as following,

*Hypothesis2. Follower's self-efficacy is positively related to follower's work role performance.*

### **Mediating effect of follower's self-efficacy**

Bandura suggested that individual's self efficacy could be enhanced through positive emotional support, words of encouragement, and positive persuasion, models of success with whom people identify, and experience mastering a task (Arnold et al., 2000, Conger, 1989). Regarding the assertions of Bandura's model, empowering behaviors of leader may increase follower's sense of efficacy toward their jobs. When leader engage in empowering behaviors toward their followers, they feel more efficacious regarding the supports of their model: leader, who experienced relatively

more success than them in their organization. In this situation, in addition, followers could perceive freer atmosphere when they adapt their performance strategies on their jobs.

Self efficacy has its ability to increase follower's performances as followers exert more task effort, become more persistent, and try to learn how to cope with task-related obstacles (Chebat & Kollias, 2000). As confirmed from the meta-analysis of Stajkovich and Luthans (1998), self efficacy shows robust and positive correlations with subsequent performances including task performances (Aherne et al., 2005). From this rationalizing, therefore, the current study set following hypothesis as follows,

*Hypothesis3. Follower's self-efficacy mediates the relationship between empowering behaviors of leader and follower's work role performances.*

### **Empowering leader behaviors and follower's job induced tension**

As mentioned above, when the behaviors expected of an individual are inconsistent, those individuals will experience work related stress. Receiving extra authorities and additional responsibilities via empowering behaviors of leader which originally were not expected in their position, follower's role perception may be bothered, and in turn this can be lead to

follower's role ambiguities and role overload. As one of work stressors, role overload describes situations in which employees feel that there are too many responsibilities or activities expected of them relative to given the time available, their abilities, and other constraints (Rizzo, House, & Lirtzman, 1970). Numerous researches have suggested that role stressors lead detrimental effects on employee attitudes and increase strain responses (e.g., O'Driscoll & Beehr, 1994; Stordeur, D'hoore, & Vandenberghe, 2001). According to role theory (Kahn et al., 1964), when individuals experience role ambiguities or role overload, probability of dissatisfaction of followers from their roles will be increased, and it will be lead to experienced job induced tension. In here, job induced tension is defined as the feelings of strain and nervousness associated with work. Derived negative outcomes such as role ambiguities or role overload from burdening process of empowering behaviors of leader will naturally lead to follower's job induced tension.

*Hypothesis4. Empowering behaviors of leader are positively related to follower's job induced tension.*

### **Follower's job induced tension and work role performance**

According to the COR theory (Hobfoll, 1989; Hobfoll, 2002 ), people who experience strain become motivated to examine the cause of their resource

loss and to find ways in which they can protect their remaining resources from further depletion. This procedure could hinder the using other resources which are critical to engage in follower's work role performance such as cognitive resources and positive mood for intriguing creative problem solving. Thus, job induced tension which is by-product of empowering behaviors of leader will reduce the level of individual work role performance. Previous meta-analysis showed that the work stress including job induced tension is related to low levels of individual task performance (Gilboa et al, 2008). Based on the preceding discussion of theory, empirical evidence, hypothesis set as following:

*Hypothesis5. Follower's job induced tension is negatively related to follower's work role performance.*

### **Mediating effect of follower's job induced tension**

Unconditional level of empowering behaviors of leader such as unregulated sharing authorities or responsibilities and emphasizing boundless self-management to followers can be cause of particular workplace stressors as mentioned above (Jackson, 1985; Kelloway, 2005). These authorities and responsibilities shared from a leader may confuse subordinates' original roles and positions, further who exactly responsible for the specific task. If people do not know the exact degrees of their

authority and what is expected of them, and who is mainly responsible of

Table4. Measurement of empowering leader behaviors adopted in recent studies

Author / Article	Dimension	Focused level	Comments
<p>1. Arnold et al., (2000), Journal of Organizational Behaviors, “The empowering leadership questionnaire: the construction and validation of a new scale for measuring new behaviors”</p>	<p><b>Empowering Leadership Questionnaire (ELQ)</b> : Developed 5 dimension: 1. Leading by example 2. Coaching 3. Informing 4. Participative management 5. Showing concern → Second order term as ELQ</p>	<p>Team &amp; Individual</p>	<p>Definition : External leader who is actually not a member of the team Measure was used in Srivastava et al (2006), Academy of Management Journal, “Empowering leadership in management teams: effects on knowledge sharing, efficacy, and performance”</p>
<p>2. Ahearne, Mathieu &amp; Rapp (2005), Journal of Applied Psychology, “To empower or not to empower your sales force?”</p>	<p><b>Leadership empowerment behavior</b> : Developed in Sales context - 4 dimension : 1. Enhancing the meaningfulness of work 2. Fostering participation in decision making 3. Expressing confidence in high performance 4. Providing autonomy from bureaucratic constraints → Single composite score as LEB</p>	<p>Individual</p>	<p>Definition: LEB involves the process increasing 1) employee’s feelings of self-efficacy, 2) control, 3) removing conditions that foster a sense of powerlessness, 4) allowing them freedom →It leads to employee’s self efficacy and adaptability Measure was developed based on study of Conger &amp; Kanungo, 1988, Hui ,1994, Thomas &amp; Tymon, 1994,</p>

<p>3. Kirkman &amp; Rosen (1997), Research in Organizational Change and Development, “A model of work team empowerment”</p>	<p><b>External leader behavior 14 items</b> : Developed (part of 14 items are exposed)</p> <ol style="list-style-type: none"> <li>1. Team leader agreed or disagreed that he or she gave a team many responsibilities.</li> <li>2. Asked the team for advice when making decisions.</li> <li>3. Controlled much of the activity of the team (R).</li> <li>4. Allowed the team to set its own goals.</li> <li>5. Stayed out of the way when the team worked on its performance.</li> <li>6. Told the team to expect a lot from itself.</li> <li>7. Trust the team.</li> </ol> <p>→ Single composite score as external leader</p>	<p>Team</p>	<p>Measure was used in Kirkman &amp; Rosen (1999), Academy of Management Journal, “Beyond the self-management: Antecedents and consequences of team empowerment”</p>
<p>4. Seokhwa Yun, Jonathan Cox, Henry, P. Sims, Jr. (2006), Journal of Industrial Relations, “The influence of leader behaviors on follower self-leadership: an application of HLM”</p>	<p><b>Leadership Strategies Questionnaire II (LSQII) (Cox &amp; Sims, 1996)</b> <b>: Borrowed</b></p> <ol style="list-style-type: none"> <li>1. Encourage independent action</li> <li>2. Interactive/ Self-goal setting</li> <li>3. Encourage self natural reward</li> <li>4. Encourage Opportunity think</li> <li>5. Encourages teamwork</li> </ol> <p>→ Each dimension has been analyzed independently</p>	<p>Team</p>	<p>Relationship of each 5 dimensions of empowering leadership scale and each dimension of Self leadership scale has been analysed.</p>

<p>5. Seokhwa Yun, Jonathan Cox, Henry P. Sims, Jr. (2006), Journal of Managerial Psychology, “The forgotten follower: contingency model of leadership and follower self-leadership</p>	<p><b>Leadership Strategies Questionnaire II (LSQII) (Cox &amp; Sims, 1996) : Borrowed</b></p> <ol style="list-style-type: none"> <li>1. He urges me to assume responsibilities on my own</li> <li>2. He advices me to solve problems when they pop up without always getting his stamp of approval.</li> <li>3. He encourages me to search for solutions to my problems on the job without his supervision.</li> <li>4. He encourages me to find solutions to my problems at work without his direct input.</li> <li>5. He encourages me to work together with other managers who report to him.</li> <li>6. He advises me to coordinate my efforts with other managers who report to him.</li> </ol> <p>→ Single composite score as EL</p>	<p>Team</p>	<p>Definition: Leader who mainly engages in empowering followers</p>
<p>6. Zhang &amp; Bartol, (2010), Academy of Management Journal, “Linking empowering leadership and employee creativity: the influence of psychological empowerment, intrinsic motivation, and creative process engagement.”</p>	<p><b>Ahearne et al.’s (2005) 12 item measure : Borrowed</b></p> <ol style="list-style-type: none"> <li>1. Enhancing the meaningfulness of work</li> <li>2. Fostering participation in decision making</li> <li>3. Expressing confidence in high performance</li> <li>4. Providing autonomy from bureaucratic constraints</li> </ol> <p>→ Second order term</p>	<p>Individual</p>	<p>Definition: Process of implementing conditions that enable sharing power with an employee by delineating the greater decision-making autonomy, expressing confidence in the employee’s capabilities, and removing hindrances to performance.  → It leads to employee’s psychological empowerment.  Further, it has positive relationship with employee’s intrinsic motivation and creative process engagement.</p>

<p>7. Vecchio, Justin, &amp; Pearce, (2010), Leadership Quarterly, “Empowering leadership: An examination of mediating mechanisms within a hierarchical structure”</p>	<p><b>Modified from Manz &amp; Sims (1987,1990,1995) + Pearce &amp; Sims (2002) : Modified 10 items</b></p> <ol style="list-style-type: none"> <li>1. Encouragement of independent employee behavior</li> <li>2. Fostering of opportunistic thinking</li> <li>3. Cooperative action</li> </ol> <p>→ Single order term</p>	<p>Individual</p>	<p>Definition: Empowering leadership as behaviors that share power with subordinates (focused on self-directedness)</p> <p>Used employee resistance as a mediator – functional employee resistance, dysfunctional resistance</p>
<p>8. Konzak, Stelly, &amp; Trusty (2000), Education and psychological measurement, “Defining and measuring empowering leader behaviors: development of an upward feedback instrument”</p>	<p><b>Leader empowering behavior questionnaire (LEBQ) : Developed based on previous works</b></p> <ol style="list-style-type: none"> <li>1. Delegation of authority</li> <li>2. Accountability</li> <li>3. Encouragement of self-directed decision making (plan, goal, procedure)</li> <li>4. Encouragement of self-directed problem solving (take initiative)</li> <li>5. Information sharing,</li> <li>6. Skill development</li> <li>7. Coaching for innovative behavior</li> </ol> <p>→ 6 factor model shows the best model fit (17 items)</p>	<p>Individual</p>	

<p>9. Chen et al., 2011, Journal of Applied Psychology, “Motivating and De-motivating Forces in Teams: Cross-Level Influences of Empowering Leadership and Relationship Conflict”</p>	<p>Study 1: Manipulation in experimental study. In the high empowering leadership condition, behaviors such as  → Team leader expressing confidence in the team’s ability to carry out its task successfully,</p> <ol style="list-style-type: none"> <li>1. Allowing the team to self-manage its work.</li> <li>2. Make decisions on its own.</li> <li>3. Highlighting the relevance of their task to the school’s leadership.</li> </ol> <p>In contrast, in the low empowering leadership condition, behaviors such as  → Expressing doubts about the team’s ability to carry out its task successfully,</p> <ol style="list-style-type: none"> <li>1. Prohibiting the team from making decisions without the leader,</li> <li>2. Closely monitoring the team’s work,</li> <li>3. Informing the team that the school’s leadership would likely rely on the leader’s rather than the team’s recommendations</li> </ol> <p>Study 2 : Kirkman &amp; Rosen (1997), - 14 items</p>	<p>Team</p>	<p>Team motivating state : Empowering leadership  Team de-motivating state : Relationship conflict  Psychological empowerment and affective commitment was used as mediators</p>
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them, they will hesitate to act (Sawyer, 1992) and thus hard to concentrate on their work role. This will lead to the decrease in individual work role performance.

From this framework, the current study expects that empowering behaviors of leader might also have negative relationship between follower's work role performance to a certain level because of derived job induced tension from burdening process of empowering behaviors of leader. Therefore, based on the preceding discussion of theory, empirical evidence, and suggested possible mechanisms, hypothesis set as following:

*Hypothesis 6. Follower's job induced tension mediates the relationship between empowering behaviors of leader and follower's work role performance.*

### **Job characteristic as a moderator**

As one of the related theories in the category of situational leadership, the substitutes-for-leadership theory focuses on situational factors that enhance, neutralize, or totally substitute for leadership (Avolio et al., 2009). Kerr & Jeremier (1978) first proposed the concept of substitutes-for-leadership theory to address the romance effects of the situational factors those are replacing the role of leadership. Avolio and colleague (2009) provided the practical example of concept of substitutes-for-leadership

theory in their work as following: “A group of people engaged in electronic brainstorming using technology, such as a group decision support system, may operate as though there was a participative leader who was leading the group, but in fact, leadership comes from the operating rules for using the system to engage” (p.436).

After the theory was proposed, a substantial amount of researches have been investigated whether there are substitutes for leadership which respect to impacts on employee’s work related outcomes. In their research, Manz and colleague (1980) found out that individual’s self efficacy is one of the attitudinal factors of substitutes for leadership. In addition, Dionne and colleagues (2002) comprehensively examined the moderating effects of task variability, organizational formulation, organizational inflexibility, and lack of control on the relationship between leadership behaviors and group effectiveness. Although the authors found little support for the theory in their study, they suggested that continuously seeking the factors of substitutes of leadership by engaging empirical studies would aid to support the theory (Dionne et al., 2002).

Specifically, Howell and colleagues (2007) propose that the degree of independent role of followers in their jobs can be a possible factor that examining the boundary conditions for the effects of substitutes for leadership. Following the suggestion of Howell and colleagues (2007), while they originally focused on the sampling of professional worker who

function in highly independent roles, the current study suggests that the individual's perception of degree of independence (i.e. job autonomy) could replace the role of leadership. Job autonomy is the "degree to which the job or task provides substantial freedom, independence, and discretion to the individual in scheduling the work and determining the procedures to be used in carrying out". When the job autonomy is high, individual's degree of self-determination is naturally increased, in turn it would aid to increase intrinsic motivation of individual. In addition, high authorities, high degree of control, and high responsibilities of followers are the features resulted by increased one's job autonomy.

As the positive reactions could be derived from high job autonomy, so the negative reactions could be resulted from high job autonomy as well. Hartog and colleague (2012) noted that "high autonomy implies a less-prescribed environment with fewer cues, in which employees are expected to figure more out for them-selves" (p. 195). These challenging situations such as additional expectation from others, and increased responsibilities resulted from higher degree of job autonomy, possibly lead to follower's job induced tension. These psychological reactions are similar to the reaction patterns when the follower's are engaged in empowering behaviors from their leaders. Thus, the current study suggests that job autonomy, one of the important job characteristics in organization, could be the factor that substitutes for empowering behaviors of leader.

According to this logic, the impacts of empowering behaviors of leader on different psychological reactions of followers would be salient when the job autonomy is low rather than job autonomy is high. More specifically, if job autonomy is low, the positive relationship between empowering behaviors of leader and follower's self efficacy (i.e. enabling process) will be stronger rather than job autonomy is high. In addition, if job autonomy is low, the positive relationship between empowering behaviors of leader and follower's job induced tension (i.e. burdening process) will be stronger rather than job autonomy is high.

*Hypothesis7. Job autonomy moderates the relationship between empowering leader behavior and follower's self-efficacy. When the job autonomy is low, empowering leader behavior influences more strongly on follower's self-efficacy; when the job autonomy is high, empowering leader behavior influences more weakly on follower's self-efficacy.*

*Hypothesis8. Job autonomy moderates the relationship between empowering leader behavior and follower's job induced tension. When the job autonomy is low, empowering leader behavior influences more strongly on follower's job induced tension; when the job autonomy is high, empowering leader behavior influences more weakly on follower's job induced tension.*

## **Follower's goal orientation as a moderator**

### *Learning goal orientation as a moderator*

The effectiveness of empowering behaviors of leader could be contingent on the context. According to interactional framework of leadership, follower's traits can be one of the significant situational moderators (Yukl, 2002; Yun et al., 2006). Ford and Fottler (1995) noted that "Since the workforce is so diverse, managers should recognize that some employees are better suited for empowerment than others". In line with this, Forrester (2000) argued that the reason why organizational empowerment initiatives often lack its effectiveness is because they take a "one-size-fits all empowerment approach", which fails to make a distinction between the employees' capabilities and desires to be empowered. Since features of empowering behaviors of leader such as delegating significant responsibilities to followers or encouraging participative decision making on the important tasks emphasize followers to engage in self-influence to master their own situation, I suggest that follower's goal orientation, the individual dispositional trait of goal preferences in achievement situation would be a potential moderator on the relationship between empowering behaviors of leader and follower's two different psychological reactions.

Individual who have learning goal orientation believe that their ability can be developed, and thus ardently puts in the effort needed to develop such ability. That is, they seek to develop themselves by acquiring

new skills and mastering new solutions. Prior meta-analysis regarding goal orientation demonstrated that learning goal orientation has positively correlated with both follower's desired attitudinal and performance outcomes: self efficacy, job performance (Payne, 2007). Researchers in educational psychology suggested that the reason why individuals with a high learning goal orientation have an advantage on those outcomes is that they predispose self-regulation strategies in pursuit of their mastery focus (Ames, 1988; Miller, 1993).

In line with this notion, VandeWalle and colleagues (1999) found specific self-regulation tactics that individuals with learning goal orientation have. Specifically, they found a positive relationship between the learning goal orientation of employee and sales performance, this relationship being fully mediated by three self-regulation tactics: goal setting, effort, and planning. As reported by the authors, individuals with learning goal orientation improved their performance by setting higher level of self-set goals, engaging in more intended effort, and developing more effective plans for performance success compared to individuals who have performance goal orientation.

They also noted that the effectiveness of these tactics will particularly be prominent when individuals are faced with a challenging situation, because individuals who have learning goal orientation regard this situation as an opportunity for growth and development. Specifically, in these

situations, individuals with learning goal orientation pursue an “*adaptive*” response pattern in that they show persistence, escalate efforts, engage in solution-oriented self instruction, and moreover enjoy the challenge itself (VandeWalle, 1999). When leaders engage in empowering behaviors such as delegating decision making, giving significant autonomy and responsibilities, and especially emphasizing self-management to their followers, it can be perceived to those followers as a challenging situation. Since followers who have learning goal orientation not only enjoy the challenging situation but also are equipped with high self regulation strategies that are effective under the situation of self management; a more challenging situation will be beneficial for those who have learning goal orientation. Whole the adaptive response pattern and result from the procedure: mastering the tasks, would aid to increase follower’s self efficacy and decrease perceived job induced tension of follower who have learning goal orientation.

#### *Performance goal orientation as a moderator*

Individual who have performance goal orientation believe that their ability and intelligence are predetermined (Payne et al., 2007). This perspective is derived from the concept of implicit beliefs about the stability of intelligence (Dweck, 1986). Contrast to the incremental theory of ability; belief that ability can be developed through efforts, an entity theory of

ability is the belief that intelligence is a global trait fixed or uncontrollable (VandeWalle et al., 2001). The view of entity theory of ability supposes that the ability is difficult to develop, and effort is not considered as a mean for improving performance. According to the research of VandeWalle and colleagues (2001), individual who have performance goal orientation tend to uphold the perspective of entity theory of ability. That is, they do not prefer to seek to develop themselves by acquiring new skills and mastering new solutions rather than try to focus on demonstrating one's competence by gaining favorable judgment about the tasks from others: performance prove goal orientation, or avoiding negative judgment from others: performance avoidance goal orientation.

These features of performance goal orientation and its relation with follower's work-related outcomes have been examined by several studies (Payne et al., 2007). In their experimental research, Rawsthorne and colleague (1999) found out that individual who have performance goal orientation undermines their intrinsic motivation toward task compared to individual who have learning goal orientation. Prior meta-analysis conducted by Utman (1997) demonstrated that performance goal orientation is associated with individual's negative outcomes such as maladaptive performance strategies. Moreover, recent meta-analysis (Payne et al., 2007) provided the nomological net of goal orientation showed that performance avoidance goal orientation is negatively and significantly correlated with

need for achievement, self-efficacy and even several dimensions of big five personality such as agreeableness and emotional stability while performance prove goal orientation showed inconsistent relations with those variables. In addition, result of the study also showed that both performance goal orientations are negatively correlated with degree of self-set goal level, and feedback seeking behaviors while learning goal orientation is positively correlated with those variables. According to the study, not only the variables of cognitive aspects mentioned above, performance goal orientations are also positively related with state-anxiety.

These results of performance goal orientations and its negative relationship with work outcomes could be explained as mental framework that goal orientation create (Dweck & Leggett, 1988; Elliott & Dweck, 1988). Individuals with performance goal orientations view demanding tasks as a threat. When they face such tasks, they tend to focus on the risk of failure that would demonstrate their inadequate ability. In those situations, thus, these individuals pursue a “*maladaptive*” response pattern such as withdrawing from the task, making negative ability attributions, reporting decreased interest in the task, and keeping incessant psychological tension (i.e. job induced tension). These interpretations and response patterns become especially salient when individuals face up to challenging task.

Several dimensions of empowering behaviors of leader can be perceived to those followers as a challenging situation. Since followers who

have performance goal orientation do not enjoy to engage in those challenging situations and even try to avoid those situations, a more challenging situation will be detrimental for those who have performance goal orientation. Whole the maladaptive response pattern would reduce follower's self efficacy but increase perceived job induced tension of follower when their leader engage them to empowering behaviors. Therefore, based on the preceding discussion of theory, empirical evidence, and suggested possible mechanisms, hypothesis set as following:

*Hypothesis9a. Follower's learning goal orientation moderates the relationship between empowering behaviors of leader and follower's self-efficacy, such that the positive effects of empowering behaviors of leader on follower's self efficacy will be stronger when the follower's learning goal orientation is high rather than follower's learning goal orientation is low.*

*Hypothesis9b. Follower's performance prove goal orientation moderates the relationship between empowering leader behavior and follower's self-efficacy, such that the positive effects of empowering behaviors of leader on follower's self efficacy will be weaker when the follower's performance prove goal orientation is high rather than follower's performance prove goal orientation is low.*

*Hypothesis9c. Follower's performance avoidance goal orientation moderates the relationship between empowering behaviors of leader and follower's self-efficacy, such that positive effects of empowering behaviors of leader and follower's self-efficacy will be weaker when the follower's performance avoidance goal orientation is high rather than follower's performance avoidance goal orientation is low.*

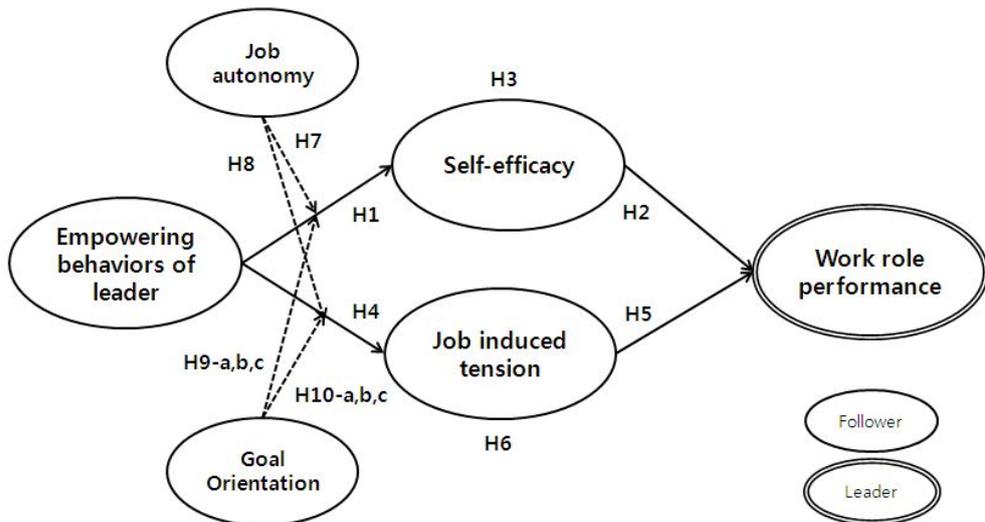
*Hypothesis10a. Follower's learning goal orientation moderates the relationship between empowering behaviors of leader and follower's job induced tension, such that the positive effects of empowering behaviors of leader on follower's job induced tension will be weaker when the follower's learning goal orientation is high rather than follower's learning goal orientation is low.*

*Hypothesis10b. Follower's performance prove goal orientation moderates the relationship between empowering leader behavior and follower's job induced tension,, such that the positive effects of empowering behaviors of leader on follower's job induced tension will be stronger when the follower's performance prove goal orientation is high rather than follower's performance prove goal orientation is low.*

*Hypothesis10c. Follower's performance avoidance goal orientation*

*moderates the relationship between empowering behaviors of leader and follower's job induced tension, such that the positive effects of empowering behaviors of leader on follower's job induced tension will be stronger when the follower's performance prove goal orientation is high rather than follower's performance prove goal orientation is low.*

Figure 1. Research Model



## **IV. METHOD**

### **1. Sample and data collection**

In order to test the hypothesized model of current study, a pairs of survey package which included follower survey and supervisory survey was distributed to 11 firms and 6 research centers located in Republic of Korea. Two types of questionnaires were used, one for the employees and the other for their immediate supervisors who are in the position of the head of the group or the team; the one who followers perceive him/her as their leader. Collecting survey data from two different information sources allows separation of evaluating the predictors and the outcome variable of the current model so that minimize the same-source bias in measurement (Podsakoff, Mackenzin, Lee & Podsakoff, 2003). Specifically, variables of empowering behaviors of the leader, self efficacy, job induced tension, job autonomy, and goal orientation were measured from the questionnaires for followers, whereas measure for followers' work role performance was drawn from the questionnaires for supervisor.

The author asked to manager of human resource department of the firms and the research centers to distribute the two different types of questionnaires to supervisors and their followers respectively. After responding the surveys in voluntary manner, supervisors and followers who participated to the surveys were asked to seal the questionnaire and return

them to manager of human resource department. The questionnaires were initially distributed to 120 leaders and 260 followers of 120 work groups, but a total of 104 leaders (response rate: 86.7%) and 240 followers (response rate: 92.3%) of 104 work groups participated in this survey. After eliminating the questionnaires with unreliable data and those of including missing variables, data from 104 leaders and 226 followers from 104 groups were used for final analysis.

Among responded followers, 67% were male with the mean age of 35.45 (SD = 7.76). 31.4% of them had higher degrees from graduate schools, 53.1% had undergraduate degrees, 9.3% graduated from two-year technical college, and 6.2% finished their high school curriculum. The responded followers were composed of followers with four different position ranks: 69.9% were rank-and-file employees, 17.7% were associates, 10.6% were managers, and 1.8% were associate senior managers. On average, followers had worked in their organization for 5.46 years (SD = 6.19).

Supervisors of the subordinates, leader, also provided their demographic information. Among responded leaders, 86% were male with the mean age of 46.13 (SD = 8.11). Education levels of the leaders were as follows: 54.9% of them had completed their graduate schools, 38.1 % had undergraduate degrees, 3.5% graduated from two-year technical college, and 3.5% were high school graduates. Among the leaders, 10.2% were higher rank than senior managers, 17.7% were associate senior managers,

49.6% were managers, and 22.6% were composed of lower rank than managers. The average organizational tenure of the leader was 14.06years (SD = 9.69).

## **2. Measures**

The specific measures used for analyzing the current research model are described below. Before setting the survey, all measures used in this study had translated from English to Korean and then translated back into English by several bilingual graduate students to ensure equivalency of meaning (Brislin, 1980). As reported above, empowering behaviors of leader, self efficacy, job induced tension, job autonomy, and each dimension of goal orientation were measured from the followers, while work role performance used as dependent variable in the present study was rated by the leaders.

***Empowering behaviors of leader*** Empowering behaviors of leader was assessed using four multi-item subscales adapted from Ahearne, Mathieu and Rapp (2005). The multiple items of the scale are referring to leader's behaviors toward their followers (See table 3 for review for recently used measure of empowering behaviors of leader). Ahearne and colleagues elaborated that they have developed this measure on the basis of the conceptual work of empowerment theory of Conger and Kanungo (1988),

the empirical work of Hui (1994), and the interpretive model of empowerment of Thomas and Tymon (1994). The measure is focused on (a) enhancing the meaningfulness of work (three items, example item : “My manager helps me understand how my objectives and goals relate to that of the company”), (b) fostering participation in decision making (three items, example item : “My manager makes many decisions together with me”), (c) expressing confidence in high performance (three items, example item : “My manager believes that I can handle demanding tasks”), and (d) providing autonomy from bureaucratic constraints (three items, example item : “My manager allows me to do my job my way”). In their study, Ahearne et al. (2005) noted that the subscales of the measure revealed a single underlying dimension of empowering behaviors. Thus, they averaged the four scale scores and created a single composite score as “Leadership empowerment behaviors” and used it in their research model.

In the current study, following the procedure of Ahearne and colleagues, “Empowering behaviors of leader” measure was created as a single composite score averaged the four subscales. However, initially the LEB scales were adopted to a pharmaceutical sale context only and also several items were eliminated (in the end, 10 out of 12 items were aggregated as LEB measure in the study of Ahearne and colleagues (2005), an exploratory factor analysis was conducted using the SPSS 19.0 package in order to confirm whether the factor structure of the scale was congruent

with the originally proposed one. Factor analysis with Principle component methods and Quartimax rotation were used in the consideration of possible correlations among the sub-factors of the measurement. The analysis results are presented in Table 5. Despite the coexistence of 4 different subscales, result showed that all 12 items loaded on one factor in line with the initially proposed result (Ahearne et al., 2005). All 12 items were therefore aggregated as one composite score and used as measure of empowering behaviors of leader (Cronbach's  $\alpha = .96$ ).

***Self efficacy*** Self-efficacy was measured using an eight-item developed by Chen et al (2001). In this study, self-efficacy is the variable that indicates follower's motivational arousal as a cognitive reaction stimulated by empowering behaviors of leader. Self-efficacy measure which is used in this study had developed focused on the extent to which followers felt confident about their job skills and capabilities. Items are on a 7-point Likert-type scale, ranging from 1 (strongly disagree) to 7 (strong agree). Sample items include, "In general, I think that I can obtain outcomes that are important to me." Result of factor analysis is presented in table 6. (Cronbach's  $\alpha = .94$ ).

***Job induced tension*** Six-item job induced tension scale was used for measure follower's tension stimulated by features of empowering behaviors

of leader. The scales were originally subscales of Anxiety Stress Questionnaire (House and Rizzo, 1970). Job induced tension scale measured follower's perceptions of pressures and frustrations stemming from their work. Items are on a 7-point Likert-type scale, ranging from 1 (very mild) to 7 (very strong). Sample items include, "My job tends to directly affect my health", "I work under a great deal of tension" (Cronbach's alpha = 0.80). The result of factor analysis is presented in Table 7.

***Work role performance*** The nine items for measuring individual level of follower's work role performance (i.e. individual task proficiency, task adaptivity, task proactivity) were either generated by Griffin et al. (2007) or adapted from the measures of citizenship behavior (Smith et al., 1983) and also from extra-role behaviors (Van Dyne & LePine, 1998). After engaging pilot test and exploratory factor analysis with employees in three different organizations, Griffin and coauthors (2007) confirmed the validity of the work role performance measure in their study. In present study, work role performance of the follower was rated by their direct supervisor on a 7-point Lickert-type scale, ranging from 1 (strongly disagree) to 7 (strongly agree). Sample measures are "This employee completed his/her core tasks well using the standard procedure" (i.e. task proficiency), "This employee coped with changes to the way he/she have to do his/her core tasks" (i.e. task adaptivity), and "This employee come up with ideas to improve the way in

which his/her core tasks are done” (i.e. task proactivity). Factor analysis with Principle component methods and Quartimax rotation were applied in the consideration of possible correlations among the sub-factors of the work role performances. The analysis results are presented in Table 8. Result showed that all 9 items are loaded on one factor. Thus, all 9 items were averaged as one composite score and used as measure for work role performances (Cronbach’s alpha =.94).

***Job autonomy*** Three-items scale job autonomy measure based on Hackman and Oldham’s (1980) Job Diagnostic Survey was used for assess the follower’s perceived job autonomy in their work place. Items are on a 7-point Likert-type scale, ranging from 1 (strongly disagree) to 7 (strongly agree). Sample item include “The job gives me considerable opportunity for independence and freedom in how I do the work”. Result of factor analysis is presented in table 9 (Cronbach’s alpha =.84).

***Goal orientation*** Subordinate’s goal orientation was assessed by using a thirteen items from Brett and VandeWalle (1999). Items are on a 7-point Likert-type scale, ranging from 1 (strongly disagree) to 7 (strongly agree). Brett and VandeWalle argued that the construct of goal orientation is composed of three different constructs: learning goal orientation, performance -prove goal orientation, and performance avoidance goal

orientation. Based on Dweck's (1986) two typologies of goal orientation, Vandewalle (1997) refined performance goal orientation into two facets which are performance goal orientation and performance avoidance goal orientation. Recently, these three dimensions of goal orientation are generally used in organizational literature. Five items were used for measuring follower's learning goal orientation. Sample items included "I am willing to select a challenging work assignment that I can learn a lot from", "I often look for opportunities to develop new skills and knowledge". Both performance-prove goal orientation and performance-avoidance goal orientation was measured with four items each. Sample items for performance-prove goal orientation include "I prefer to work on projects where I can prove my ability to others", "I like to show that I can perform better than my coworkers". Sample items for performance-avoid goal orientation include "Avoiding a show of low ability is more important to me than learning a new skill", and "I prefer to avoid situations at work where I might perform poorly". As in the case of measure of empowering behaviors of leader and work role performance, exploratory factor analysis was performed to confirm whether the items used in the current study measured each corresponding dimensions of goal orientation or not. The result of the analysis reported in Table 10. Result showed that 13 items are appropriately loaded on their designated three different factors. Therefore all items composing the goal orientation factors; 5 items for learning goal orientation

(Cronbach's alpha = .90), 4 items for performance goal orientation (Cronbach's alpha = .90), and 4 items for performance avoidance goal orientation (Cronbach's alpha = .86) were included in the final analysis.

***Control variables*** Five demographic variables of follower; age, gender, education level, job position, and organizational tenure, that could influence the results were controlled. Age was measured in years. Gender was measured as dichotomous variable coded as 0 for female and 1 for male. Education level was measured as continuous variable coded as 1 for high school graduates, 2 for two-year technical college graduates, 3 for the one who have undergraduate degree, 4 for the one who complete their education from graduate schools. Job position was also measured as continuous variable coded as 1 for rank-and-file employees, 2 for associates, 3 for managers, and 4 for associate managers. Finally organizational tenure of followers was measured as the number of years that a follower had been in the organization.

Table 5. Factor analysis of the items measuring the empowering behaviors of leader

Items	Factor loading 1	$\alpha$
1. My manager helps me understand how my objectives and goals relate to that of the company.	<b>.80</b>	0.96
2. My manager helps me understand the importance of my work to the overall effectiveness of the company.	<b>.84</b>	
3. My manager helps me understand how my job fits into the bigger picture.	<b>.84</b>	
4. My manager makes many decisions together with me.	<b>.88</b>	
5. My manager often consults me on strategic decisions.	<b>.83</b>	
6. My manager solicits my opinion on decisions that may affect me.	<b>.76</b>	
7. My manager believes that I can handle demanding tasks.	<b>.82</b>	
8. My manager believes in my ability to improve even when I make mistakes.	<b>.86</b>	
9. My manager expresses confidence in my ability to perform at a high level.	<b>.80</b>	
10. My manager allows me to do my job my way.	<b>.76</b>	
11. My manager makes it more efficient for me to do my job by keeping the rules and regulations simple.	<b>.80</b>	
12. My manager allows me to make important decisions quickly to satisfy customer needs.	<b>.84</b>	
Eigen Value	8.07	
Pct of VAR (%)	67.22	
Cum of VAR (%)	67.22	

*N* = 226. Bolded numbers represent factor loadings greater than .40 on the corresponding factor.

Table 6. Factor analysis of the items measuring the self-efficacy

Items	<u>Factor loading</u> 1	$\alpha$
1. I will be able to achieve most of the goals that I have set for myself.	<b>.77</b>	0.94
2. When facing difficult tasks, I am certain that I will accomplish them.	<b>.83</b>	
3. In general, I think that I can obtain outcomes that are important to me.	<b>.87</b>	
4. I believe I can success at most any endeavor to which I set my mind.	<b>.85</b>	
5. I will be able to successfully overcome many challenges.	<b>.87</b>	
6. I am confident that I can perform effectively on many difficult tasks.	<b>.89</b>	
7. Compared to other people, I can do most tasks very well.	<b>.83</b>	
8. Even when things are tough, I can perform quite well.	<b>.81</b>	
Eigen Value	5.68	
Pct of VAR (%)	70.99	
Cum of VAR (%)	70.99	

*N* = 226. Bolded numbers represent factor loadings greater than .40 on the corresponding factor.

Table 7. Factor analysis of the items measuring the job induced tension

Items	<u>Factor loading</u> 1	$\alpha$
1. My job tends to directly affect my health.	<b>.60</b>	0.80
2. I work under a great deal of tension.	<b>.73</b>	
3. I often take my job home with me in that I think about it while I am away from work	<b>.78</b>	
4. I often feel fidgety or nervous as a result of my job.	<b>.77</b>	
5. If I had a different job, my health would probably improve.	<b>.59</b>	
6. Problems associated with my job have kept me awake at night.	<b>.78</b>	
Eigen Value	3.04	
Pct of VAR (%)	50.80	
Cum of VAR (%)	50.80	

*N* = 226. Bolded numbers represent factor loadings greater than .40 on the corresponding factor.

Table 8. Factor analysis of the items measuring the work role performance

Items	Factor loading 1	$\alpha$
1. This employee carried out the core parts of her/his job well.	<b>.85</b>	0.94
2. This employee completed her/his core tasks well using the standard procedures.	<b>.77</b>	
3. This employee ensured her/his tasks were completed properly.	<b>.77</b>	
4. This employee adapted well to changes in core tasks.	<b>.87</b>	
5. This employee coped with changes to the way s/he have to do her/his core tasks.	<b>.88</b>	
6. This employee learned new skills to help her/his adapt to changes in her/his core tasks.	<b>.82</b>	
7. This employee initiated better ways of doing her/his core tasks.	<b>.88</b>	
8. This employee comes up with ideas to improve the way in which her/his core tasks are done.	<b>.82</b>	
9. This employee made changes to the way his/her core tasks are done.	<b>.80</b>	
Eigen Value	6.19	
Pct of VAR (%)	68.72	
Cum of VAR (%)	68.72	

$N = 226$ . Bolded numbers represent factor loadings greater than .40 on the corresponding factor.

Table 9. Factor analysis of the items measuring the job autonomy

Items	Factor loading 1	$\alpha$
1. I have significant autonomy in determining how I do my job.	<b>.82</b>	0.84
2. I can decide on my own how to go about doing my work.	<b>.90</b>	
3. I have considerable opportunity for independence and freedom in how I do my job.	<b>.89</b>	
Eigen Value	2.26	
Pct of VAR (%)	75.48	
Cum of VAR (%)	75.48	

$N = 226$ . Bolded numbers represent factor loadings greater than .40 on the corresponding factor.

Table 10. Factor analysis of the items measuring the goal orientations

Items	Factor loadings			$\alpha$
	1	2	3	
<b>Learning goal orientation</b>				
1. I am willing to select a challenging work assignment that I can learn a lot from.	<b>.82</b>	.12	-.15	0.90
2. I often look for opportunities to develop new skills and knowledge.	<b>.81</b>	.13	-.16	
3. I enjoy challenging and difficult tasks at work where I will learn new skills.	<b>.86</b>	.23	-.12	
4. For me, development of my work ability is important enough to take risks.	<b>.85</b>	.15	-.05	
5. I prefer to work in situations that require a high level of ability and talent.	<b>.76</b>	.38	-.04	
<b>Performance prove goal orientation</b>				
6. I like to show that I can perform better than my co-workers.	.30	<b>.81</b>	.08	0.90
7. I try to figure out what it takes to prove my ability to others at work.	.35	<b>.84</b>	.10	
8. I enjoy it when others at work are aware of how well I am doing.	.17	<b>.89</b>	.12	
9. I prefer to work on projects where I can prove my ability to others.	.39	<b>.74</b>	.11	
<b>Performance avoidance goal orientation</b>				
10. I would avoid taking on a new task if there was a chance that I would appear rather incompetent to others.	.04	.13	<b>.81</b>	0.86
11. Avoiding a show of low ability is more important to me than learning new skills.	-.14	.07	<b>.79</b>	
12. I am concerned about taking on a task at work if my performance would reveal that I had low ability.	-.25	.17	<b>.83</b>	
13. I prefer to avoid situations at work where I might perform poorly.	-.15	.02	<b>.85</b>	
<hr/>				
Eigen Value	3.86	3.00	2.08	
Pct of VAR (%)	29.68	23.04	21.57	
Cum of VAR (%)	29.68	52.73	74.30	

$N = 226$ . Bolded numbers represent factor loadings greater than .40 on the corresponding factor.

### **3. Analytical strategy**

The whole hypotheses of the present study were tested by using structural equation modeling with LISREL (Version 8.71). Structural equation modeling presents a simultaneous test of a total system of variables in a hypothesized model and therefore enables evaluation of the extent to which the model is consistent with data (Byrne, 1994).

Anderson and Gerbing's (1989) two step analytical strategy was adopted to test the hypothesized model (See figure 1 for the specific research model) of the current study. According to two step analytical strategy, the measurement model was first examined using confirmatory factor analysis without including control variables. Secondly, structural model was conducted for estimating the fit of the hypothesized model based on the measurement model. In this stage, structural model indicates hypothesized mediating estimation model, which amounts to the hypothesized model designated in Figure 1 without the interaction terms (H7 – H10). All control variables were loaded on the two intervening variables and dependent variable with designated path.

For the analysis of moderation effect of both situational (i.e. job autonomy) and follower (i.e. goal orientations) factors within the relationship between empowering behaviors of leader and intervening variables, structural equation model (hypothesized moderating estimation model) was run as suggested by Ping (1995) with including the four

interaction terms (i.e. EBL×job autonomy; EBL×LGO; EBL×PPGO; EBL×PAGO). Before generating the all interaction terms, empowering behaviors of leader, job autonomy, learning goal orientation, performance prove goal orientation, performance avoidance goal orientation variables were mean-centered so that minimize the potential collinearity problems (Aiken & West, 1991). Then all four interaction terms were included as an antecedent of two intervening variables, and its model fit and Chi-square were compared to initial structure model (moderating estimation structure model without designated paths of interaction terms). According to Cortina et al. (2001), a significant Chi square change between two models indicates that one or both of the moderation effects are significant.

## V. RESULTS

### 1. Descriptive statistics

Table 11 presents the means, the standard deviations, and the inter-correlations of variables which were used in the analysis for testing the current research model. As shown in the table, empowering behaviors of leader was positively correlated not only with follower's self efficacy but also job induced tension. Work role performance was not significantly correlated with empowering behaviors of leader.

Table 11. Means, standard deviations, and inter-correlation

Variable	Mean	S.D.	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Age	35.45	7.76	-												
2. Gender	.67	.47	.29***	-											
3. Education	3.10	.81	.18**	.05	-										
4. Position	1.44	.75	.38***	.06	.12 <sup>†</sup>	-									
5. Tenure	5.46	6.19	.61***	-.01	-.01	.43***	-								
6. EBL <sup>a</sup>	5.21	1.06	.12	.18**	.11 <sup>†</sup>	.01	-.02	-							
7. Self efficacy	5.32	.85	.32***	.17**	.14*	.12 <sup>†</sup>	.12 <sup>†</sup>	.47***	-						
8. Job induced tension	4.15	1.03	.01	.02	.08	-.03	-.10 <sup>†</sup>	.15*	.11 <sup>†</sup>	-					
9. Job autonomy	4.69	1.10	.34***	.13*	.11 <sup>†</sup>	.23***	.22***	.39***	.49***	.14*	-				
10. LGO <sup>b</sup>	5.25	.97	.05	.17**	.12 <sup>†</sup>	-.02	-.14*	.46***	.61***	.10 <sup>†</sup>	.28***	-			
11. PPGO <sup>c</sup>	5.24	1.09	.01	.16*	.06	.05	-.05	.44***	.53***	.13 <sup>†</sup>	.25***	.54***	-		
12. PAGO <sup>d</sup>	3.88	1.24	.05	.07	-.09	.08	.03	-.02	-.12 <sup>†</sup>	.26***	.02	-.24*	.15*	-	
13. WRP <sup>e</sup>	5.37	.92	.03	-.02	.23***	.05	-.06	.03	.21***	-.06	.04	.18**	.08	-.15*	-

Note.  $N = 226$ , <sup>†</sup>  $p < .01$ ; \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < 0.01$  (two-tailed), <sup>a</sup> Empowering behaviors of leader, <sup>b</sup> Learning goal-orientation, <sup>c</sup> Performance prove goal orientation, <sup>d</sup> Performance avoidance goal orientation, <sup>e</sup> Work role performance.

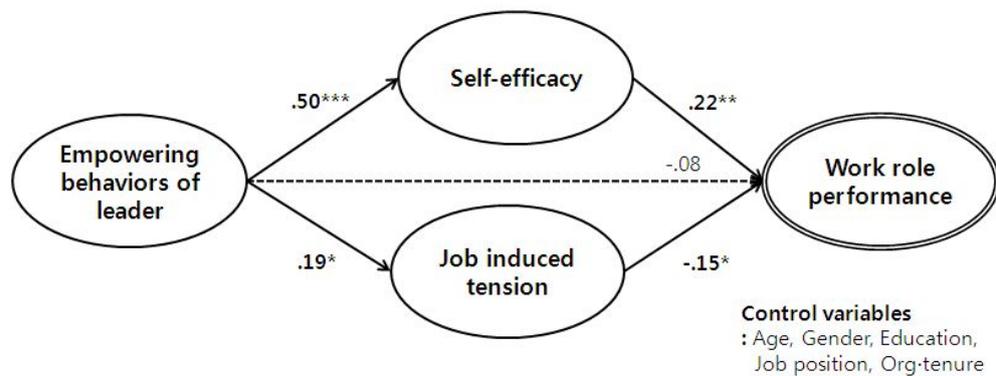
## 2. Hypotheses testing

Following the Anderson and Gerbing's (1989) two step analytical strategy, measurement model was examined in advance to test the structural models. To gauge the model fit, Chi-square ( $\chi^2$ ) values are reported as the index of absolute fit, which evaluates the extent to which the covariance estimated in the designated model match the covariance in the measured variables (Kline, 1998). Moreover, comparative fit index (CFI), incremental fit index (IFI), and the root mean square error of approximation (RMSEA) were reported to assess the model fit. These indexes indicate the extent to which a research model offers an improved overall model fit compared to a null model in which the correlations among observed variables are assumed to be zero (Zhang & Bartol, 2010). According to SEM scholars, (Medsker, Williams, & Holahan, 1994; Hu & Bentler, 1999), for both CFI and IFI; approximations of the population value for the single model, values greater than or equal to .90 considered indicative of good fit. In addition, a favorable value for RMSEA; measure of the average standardized residual per degree of freedom, is less than or equal to .08, and value less than or equal to .10 are considered as fair (Browne & Cudeck, 1989).

The measurement model showed a good fit to the data ( $\chi^2[1196] = 2458.21, p < .001$ ; CFI = .95, IFI = .95, RMSEA = .07). This result provided the evidence that further examination of the structural modeling was rationalized. Thus, including the control variables to the model and loading

the designated paths among variables as hypothesized way, mediating estimation model was conducted. Mediating estimation model results suggested that the hypothesized model fit the data well ( $\chi^2[1425] = 2926.46$ ,  $p < .001$ ; CFI = .95, IFI = .95, RMSEA = .07). Figure 2 presents the overall mediating estimation model with path coefficients ( $\Delta\chi^2[229] = 468.25$ ,  $p < .001$ ).

Figure 2. Mediating estimation model



$N = 226$ ,  $\chi^2[1425] = 2926.46$ ,  $p < .001$ ; CFI = .95, IFI = .95, RMSEA = .07  
<sup>†</sup>  $p < .01$ ; \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < 0.01$  (two-tailed), Control variables are not shown for ease of presentation.

*Note.* Coefficient shown on the dotted line of direct path of empowering behaviors of leader and work role performance was drawn from the alternative mediating estimation model (for the specific model fit of alternative model, see Table 13).

Hypothesis 1 states that empowering behaviors of leader is positively related to follower’s self efficacy. This hypothesis was supported according to the result ( $\beta = .50$ ,  $p < .001$ ). Hypothesis 2, which states that follower’s self efficacy is positively related to leader rated follower’s work

role performance, was also supported ( $\beta = .22, p < .001$ ). Similar to this pattern, hypothesis 4, which states that empowering behaviors of leader is positively related to follower's job induced tension received support ( $\beta = .19, p < .05$ ). Hypothesis 6 says that follower's job induced tension is negatively related to leader rated follower's work role performance, and the result of the current study supports this hypothesis as well ( $\beta = -.15, p < .001$ ).

For analyzing the mediation effect of both follower's self efficacy and job induced tension between the empowering behaviors of leader and leader rated work role performances, work of Baron and Kenny (1996) and also recent related work of Kenny and colleagues (1998) were drawn. According to the way of Baron and Kenny's four stage mediation, establishing the role of any mediator in the relationship between independent variable and dependent variable involves meeting four conditions (for brevity of explanation, A, B, C will be used; A represents independent variable, B represents mediating variable, C represents dependent variable): 1) A is related to B, 2) B is related to C, 3) A is related to C, 4) the strength of the relationship between A and C is reduced when B is added to the model as a mediator. If applying this four stage mediation procedure to the current research model, (self efficacy alone as an example) 1) empowering behaviors of leader is related to self efficacy, 2) self efficacy is related to work role performance, 3) empowering behaviors of leader is

related to work role performance, 4) the strength of the relationship between empowering behaviors of leader and work role performance is reduced when self efficacy is added to the model as a mediator. Following this procedure, the direct path of empowering behaviors of leader to work role performance was added to the null mediating estimation model. As shown in Figure 2, this direct path was not significantly related ( $\beta = -.08, p > .01$ ), and also the fit of alternative model (adding direct path on the null model) was not improved compared to the initial mediating estimation model ( $\Delta\chi^2[1] = 1.02, n.s.$ ). This result indicates that our data did not satisfy the third and consequently fourth conditions specified by Baron and Kenny (1986).

However, Kenny and colleagues (1998) and Shrout and Bolger (2002) more recently noted that if there is a significant relationship between A (i.e. empowering behaviors of leader in the current model) and B (i.e. both self efficacy; (+) and job induced tension; (-) in the current model), and a significant relationship between B and C (i.e. work role performance in the current model), then even though A is not significantly related to C, the indirect effect of A on C is entailed (Kenny et al., 1998). Thus, according to the Holmbeck (1997), a mediation effects exists not only when the all four conditions of Baron and Kenny's are met but also if the third and consequently fourth condition specified by Baron and Kenny are not met, there is a indirect effect on A through C (Srivastava et al., 2006).

Thus, according to the more recent notion of researchers (Holmbeck, 1997; Kenny et al., 1998, Srivastava et al., 2006), Hypothesis 3 of the hypothesized model, which says that self efficacy mediates the positive relationship between empowering behaviors of leader and work role performance was supported. Moreover, Hypothesis 6, which states that job induced tension mediates the negative relationship between empowering behaviors of leader and work role performance was supported as well. This proves that empowering behaviors of leader have effects on follower's work role performance differently through both positive and negative mechanism.

In addition, the current study also employed Sobel test (Sobel, 1982) for analyzing mediation effect. Sobel test directly identifies the mediating effect (Mackinnon, Lockwood, Hoffman, West & Sheet, 2002) to validate the mediation between the independent variable and dependent variable. The Sobel test statistics is calculated with the regression coefficients and standard errors from the regression equations which represent the relation between independent variable and mediator and the relation between mediator and the dependent variable.

For the hypothesis 3, the result of Sobel test supports the positive mediating effects of self efficacy within the relationship between empowering behaviors of leader and follower's work role performance ( $Z$  score =2.65,  $p < .01$ ). Moreover, although it was statistically significant at marginal significance level, regarding the hypothesis 6, the result of Sobel

test supports the negative mediating effects of job induced tension within the relationship between empowering behaviors of leader and follower's work role performance ( $Z$  score = -1.68,  $p < .10$ ).

Table 12. Summary of model fit indexes

<b>Model test</b>	<b><math>\chi^2</math></b>	<b><i>df</i></b>	<b>CFI</b>	<b>IFI</b>	<b>RMSEA</b>
1. Measurement model	2458.21	1196	.95	.95	.07
2. Hypothesized mediating model	2926.46	1425	.95	.95	.07
3. Alternative model : Direct path from EBL to work role performance ( $\beta = -.08, p > .01$ )	2925.44	1424	.95	.95	.07

*Note. Chi-square values for the modes are significant at  $p < 0.001$*

For the analysis of moderation effect, testing the moderating estimation model was performed as suggested by Ping (1995). According to Cortina et al. (2001), a significant Chi-square change between null model, (including interaction terms without specific paths) and revised model (including interaction terms with hypothesized paths) indicates that one or both of the moderation effects are significant. Following this procedure, at first, null model for moderating estimation model was tested with adding all four interaction terms (i.e. EBL×job autonomy; EBL×LGO; EBL×PPGO; EBL×PAGO) without specific paths. The null model result indicated a good fit to the data ( $\chi^2[1647] = 3269.40, p < .001$ ; CFI = .94, IFI = .94, RMSEA = .06). Secondly, the model setting the paths of all four interaction terms as

antecedents of both self efficacy and job induced tension are examined. Result showed that Chi-square change between null model and revised model was not significant ( $\Delta\chi^2[8] = 6.87$  n.s.). According to Cortina et al. (2001) and principle of parsimony, thus, moderating estimation model is not proved better than null model.

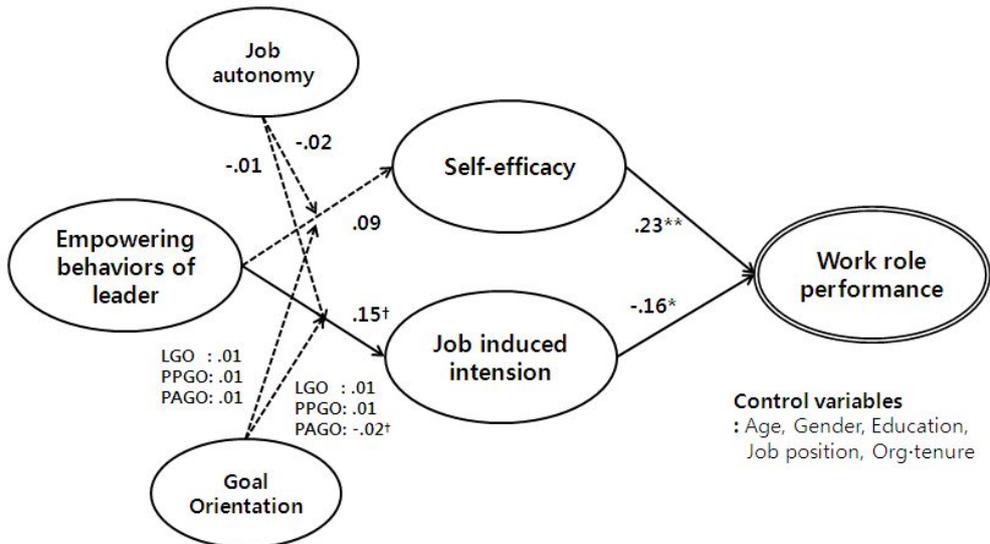
Nevertheless, fit of the moderating estimation model itself showed a quite good fit to the data ( $\chi^2[1639] = 3262.53$ ,  $p < .001$ ; CFI = .94, IFI = .94, RMSEA = .07). Figure 3 presents the overall moderating estimation model with all path coefficients. Based on this result, hypotheses 7 and 8, which state that there are moderating effect of job autonomy within the relationship between empowering behaviors of leader and self efficacy (H7:  $\beta = -.01$ , n.s.), and job induced tension (H8:  $\beta = -.02$ , n.s.) were not supported. Hypothesis 9-a and 10-a said that follower's learning goal orientation moderates the each relations between empowering behaviors of leader and self efficacy, and empowering behaviors of leader and job induced tension. However, the result of the data did not support both hypotheses (H9-a:  $\beta = .01$ , n.s.; H10-a:  $\beta = .01$ , n.s.). Similarly, two moderation effects of follower's performance prove goal orientation within the relationship between empowering behaviors of leader and self efficacy, and empowering behaviors of leader and job induced tension were not supported as well (H9-b:  $\beta = .01$ , n.s.; H10-b:  $\beta = .01$ , n.s.). Finally, hypotheses of moderation effect of follower's performance avoidance goal

orientation within the relationship between empowering behaviors of leader and self efficacy, and that of empowering behaviors of leader and job induced tension were examined. The results showed that moderation effect of performance avoidance goal orientation within the relation between empowering behaviors of leader and self efficacy was not supported (H9-c:  $\beta = .01$ , n.s.) whereas moderation effect of performance avoidance goal orientation within the relation between empowering behaviors of leader and job induced tension was statistically significant at marginal significance level (H10-c:  $\beta = -.02$ ,  $p < .01$ ). The specific patterns of these relationships are depicted in Figure 3.

### **3. Summary of the results**

Table 13 summarized the whole results of the hypotheses of the current study testing from the structural equation modeling.

Figure 3. Moderating estimation model



$N = 226$ ,  $\chi^2[1639] = 3262.53$ ,  $p < .001$ ; CFI = .94, IFI = .94, RMSEA = .06  
 $^{\dagger} p < .01$ ;  $* p < .05$ ;  $** p < .01$ ;  $*** p < 0.01$  (two-tailed), Control variables are not shown for ease of presentation.

Figure 4. Moderating effect of empowering behaviors of leader and performance avoidance goal orientation on job induced intension

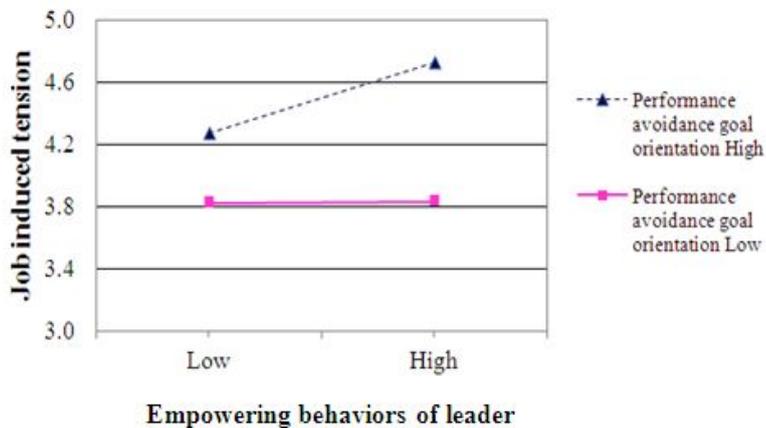


Table 13. Summary of the results of hypotheses

	<b>Hypothesis</b>	<b>Result</b>
<b>H1.</b>	EBL are positively (+) related to follower's self-efficacy.	Supported
<b>H2.</b>	Follower's self-efficacy is positively (+) related to follower's WRP.	Supported
<b>H3.</b>	Follower's self-efficacy mediates the relationship between EBL and follower's WRP.	Supported
<b>H4.</b>	EBL are positively (+) related to follower's job induced tension.	Supported
<b>H5.</b>	Follower's job induced tension is negatively (-) related to follower's WRP.	Supported
<b>H6.</b>	Follower's job induced tension mediates the relationship between EBL and follower's WRP.	Supported
<b>H7.</b>	Job autonomy moderates the relationship between EBL and follower's self-efficacy. When the job autonomy is low, EBL influences more strongly on follower's self-efficacy.	Not supported
<b>H8.</b>	Job autonomy moderates the relationship between EBL and follower's job induced tension. When the job autonomy is low, EBL influences more strongly on follower's job induced tension.	Not supported
<b>H9a.</b>	Follower's learning goal orientation moderates the relationship between EBL and follower's self-efficacy, such that the positive effects of EBL on follower's self efficacy will be stronger when the follower's learning goal orientation is high rather than follower's learning goal orientation is low.	Not supported
<b>H9b.</b>	Follower's performance prove goal orientation moderates the relationship between EBL and follower's self efficacy, such that the positive effects of EBL on follower's self efficacy will be weaker when the follower's performance prove goal orientation is high rather it is low.	Not supported
<b>H9c.</b>	Follower's performance avoidance goal orientation moderates the relationship between EBL and follower's self-efficacy, such that the positive effects of EBL on follower's self efficacy will be weaker when the follower's performance avoidance goal orientation is high rather than it is low.	Not supported
<b>H10a.</b>	Follower's performance learning goal orientation moderates the relationship between EBL and follower's job induced tension, such that the positive effects of EBL on follower's job induced tension will be weaker when the follower's learning goal orientation is high rather than it is low.	Not supported
<b>H10b.</b>	Follower's performance prove goal orientation moderates the relationship between EBL and follower's job induced tension, such that positive effects of EBL and follower's job induced tension will be stronger when the follower's performance prove goal orientation is high rather than it is low.	Not supported
<b>H10c.</b>	Follower's performance avoidance goal orientation moderates the relationship between EBL and follower's job induced tension, such that the positive effects of EBL and follower's job induced tension will be stronger when the follower's performance avoidance goal orientation is high rather than it is low.	Not Supported

## VI. DISCUSSION

### 1. Summary of the findings

One issue has been discussed conceptually, but until now has remained largely untested, is whether more empowering behaviors of leader always lead to more desirable outcomes. The current study starts from this question. Especially, this study tried to find out two possible and contradictory psychological mechanisms; one is positive and the other is negative path, when leader engage empowering behaviors toward their followers. The whole concept of the current study was named as “two faces of empowering leadership”. Moreover, in an effort to contribute the practical implications of empowering behaviors of leader in organization setting, the current study applied the interactional framework of leadership in the research model. Specifically, the influences of situational factors (i.e. job autonomy) and follower’s characteristics (i.e. goal orientations) have been considered within the relationship between empowering behaviors of leader and both psychological mechanisms. Using structure equation modeling (LISREL), fit of the whole hypothesized model was examined.

Drawing on the Conger and Kanungo’s empowerment theory, follower’s self efficacy was investigated as one of the positive mechanisms for rationalizing *enabling process* of empowering behaviors of leader. As hypothesized, empowering behaviors of leader was positively and

significantly related to follower's self efficacy (Hypothesis 1 was supported). In accordance with previous researches, follower's self efficacy was also had positive relationship with leader rated work role performances (Hypothesis 2 was supported). Moreover, the result of present research showed that empowering behaviors of leader indirectly and positively influence the follower's work role performances including task proficiency, adaptivity and proactivity (Hypothesis 3 was supported). This particular mechanism was supported by revised mediation effect asserted from Kenny and colleagues. Specifically, Kenny and colleagues noted that if there is a significant relationship between A and B, and a significant relationship between B and C, then even though A is not significantly related to C, the indirect effect of A on C is entailed (Kenny et al., 1998). Thus, the positive path of empowering behaviors of leader, as an *enabling process* through follower's self efficacy, to work role performances was supported. In addition, the result of Sobel test supports the positive mediating effects of self efficacy within the relationship between empowering behaviors of leader and follower's work role performance ( $Z$  score = 2.65,  $p < .01$ ).

Results of the current study also supported the *burdening process* of empowering behaviors of leader. Empowering behaviors of leader was positively related to follower's job induced tension (Hypothesis 4 was supported). Then, follower's job induced tension generated by empowering behaviors of leader is negatively related to work role performances

(Hypothesis 5 was supported). It means that job induced tension functions as a mediating factor within the relation between empowering behaviors of leader and work role performances. Thus, according to revised mediation effect version of Kenny and colleagues, hypothesis 6 was supported. In addition, although it was statistically significant at marginal significance level, regarding the hypothesis 6, the result of Sobel test supports the negative mediating effects of job induced tension within the relationship between empowering behaviors of leader and follower's work role performance ( $Z$  score = -1.68,  $p < .10$ ).

Moreover, based on the interactional perspective of leadership, the current study try to find out that whether job autonomy and follower's individual characteristic, goal orientations (learning goal orientation, performance prove goal orientation, performance avoidance goal orientation) are moderated the relations between empowering behaviors of leader and follower's two different psychological aspects. Not in accordance with assumption, all moderation hypotheses were not supported. Based on this result, hypotheses 7 and 8, which state that the there are moderating effect of job autonomy within the relationship between empowering behaviors of leader and self efficacy, and job induced tension were not supported (H7:  $\beta = -.01$ , n.s., H8:  $\beta = -.02$ , n.s.). Following hypothesis 9-a and 10-a say that follower's learning goal orientation moderates the each relations between empowering behaviors of leader and two different psychological aspects.

However, the result of the data did not support both hypotheses (H9-a:  $\beta = .01$ , n.s.; H10-a:  $\beta = .01$ , n.s.). Similarly, two moderating effects of follower's performance prove goal orientation within the relationship between empowering behaviors of leader and self efficacy, and empowering behaviors of leader and job induced tension were not supported as well (H9-b:  $\beta = .01$ , n.s.; H10-b:  $\beta = .01$ , n.s.). Finally, hypotheses of moderating effect of follower's performance avoidance goal orientation were examined. The results showed that moderating effect of performance avoidance goal orientation within the relation between empowering behaviors of leader and self efficacy was not significant whereas moderating effect of performance avoidance goal orientation within the relation between empowering behaviors of leader and job induced tension was statistically significant at marginal level (H9-c:  $\beta = .01$ , n.s., H10-c:  $\beta = -.02$ ,  $p < .01$ ).

## **2. Theoretical and practical implication**

The findings from the current study shed new light on the effect of empowering behaviors of leader on follower's work role performance in practice and theory.

First, as one of the first studies which empirically prove the both positive and negative relation of empowering behaviors of leader with work outcomes in the single study, the current study provides practical implications to managers. Since employee empowerment have been

regarded as a managerial practices which always leads to positive work outcomes, managers have been heavily captured on the notion that more empowering behaviors will result in more desirable outcomes (Chen et al., 2007; Sparrowe, 1994; Spreitzer et al., 1997; Spreitzer, 1995; Kirkman & Rosen, 1999, Kirkman et al., 2004; Zhang & Bartol, 2010). However, recent practical notions for empowerment have started to posit that empowerment may not bring about desirable outcomes all the time (Ford & Fottler, 1995; Forrester, 2000; Honold, 1997; Wilkinson, 1997). In fact, our empirical results demonstrated that empowering behaviors of leader, one of the categories of empowerment practices, has both positive and negative relationship with follower's work role performances. That is, in order to attain optimal function from empowering behaviors of leader, engaging unconditional level of empowering behaviors toward their followers might be dysfunctional. This fact ultimately challenges the notion, "the more empowerment, the better performance." Therefore, managers should be aware of the negative effects of empowering behaviors of leaders as well as its positive effects on follower's work role performances. Especially, result of current study showed that follower's job induced tension, defined as feelings of strain and nervousness associated with work, is derived from the result of leader's empowering behaviors. Specifically, a leader who engages in unconditional level of empowering behaviors to their follower may be regarded as a permissive leader. That is, followers may feel that those kinds

of leader is abdicating his or her responsibilities and duties, and passing them on to the followers. If this is the case, it would lead to decreased work role performance through increasing follower's job induced tension because it would bring followers to role ambiguity or increasing follower's role overload. Thus, managers always try to keep a balanced view when they engage in empowering behaviors toward followers.

Moreover, managers should consider their follower's trait when they engage in empowering behaviors. Followers differ in terms of the degree to which they wish to take autonomy or responsibility in conducting their tasks. In addition, their capability would differ when they actually face an empowering situation. In this sense, follower's goal orientations were investigated as plausible moderator which influence on the effect of empowerment procedure toward followers. I assumed followers who have higher learning goal orientation would strengthen the positive relationship between empowering behaviors of leader and follower's self efficacy. Moreover, those kinds of followers weaken the positive relationship between empowering behaviors of leader and job induced tension which is negative mechanism derived from the empowering leader behaviors. Even though these hypotheses were explained with follower's different activation levels of self regulating skills in a challenging situation (unique characteristics of goal orientations), unfortunately hypotheses were not supported in this study. Nevertheless, managers should notice the notion that

follower's traits can play a significant role when practicing employee empowerment.

Moreover, ultimately this study challenged the notion, "more-is-always-better". Following this notion, one more plausible theoretical base for explaining relation between empowering behaviors of leader and follower's work role performances is "TMGT (Too-Much-of-a-Good-Thing) effect" (Pierce & Aguinis, 2011) This is recently verified meta-theoretical view, that can be an overarching framework to support the plausible idea that potential curvilinear relation between empowering behaviors of leader and follower's task performance. The TMGT effect arises when a typically beneficial antecedent (e.g. leadership, personality, job design, firm growth rate, etc) reaches an inflection point, after which its relationship with a desired outcomes ceases to be linear and positive, yielding a curvilinear pattern. Simply put, too much of a good thing leads to an unexpected negative outcome. According to result of the present study, rejecting direct linear relationship between empowering behaviors of leader and follower's work role performances is because existing potential curvilinear relation between those two variables. The meta-theoretical view of "TMGT effect" could be good framework for explaining this phenomenon.

### **3. Limitations and future researches**

Although this research furthers our understanding of the

relationship between empowering behaviors of leader and follower's work role performances (i.e. task proficiency, task adaptivity, and task proactivity), the current study is not without limitations. The current research used a cross-sectional research design. This does not allow us to conclude the causal relationship in this model. It can be possibly assumed that leader provide more empowering behaviors to their followers who show higher level of work role performance. That is, followers who show higher work role performances may lead leaders to engage in more empowering behaviors. It is not unusual to doubt this possibility within the workplace. In fact, Leana (1986) found out in her study that leader's perceived follower's characteristics; capability, responsibility, and trustworthiness were positively related to degree of leader's delegation level. Although it was not exactly the performance factors, this study provided the possibilities that once perceived as consequences of empowering behaviors could be antecedents of empowering behaviors. It is not unusual to doubt this possibility within the workplace. Therefore, future research should test this causal relationship between empowering behaviors of leader and work role performances within longitudinal research design.

Furthermore, the present research is left with several unanswered questions that provide additional directions for future research on empowering behaviors of leader. First of all, searching for the proper moderating factors within the two mechanisms of empowering behaviors are

required. The last but not the least, the purpose of this study was investigating the plausible moderating effects of situational and follower's characteristic factors which influence the effects of empowering behaviors of leader. Drawing from the interactional perspective of leadership, job autonomy and follower's goal orientation was examined as a situational moderator and a follower's characteristic moderator respectively. Contrary to expectation, however, all hypothesized moderation effects in the current study were not supported. For the comprehensive understanding of empowering behaviors of leader on desirable outcomes, the appropriate factors that draw maximizing the enabling positive mechanism of empowering behaviors of leader and minimizing the burdening negative mechanism of leader behaviors should be explored.

Secondly, leadership scholars noted that the relationship between leader behaviors and performance is more complicated than simple enactment of behaviors (Srivastava, 2006). This complexity may not be an exception for empowering behaviors of leaders. Even though current study hypothesized this issue and found out that both follower's positive (i.e. self efficacy) and negative psychological reactions (i.e. job induced tension) were existed as mediating mechanisms within the relationship between specific leader behaviors and followers outcome variables, future research needs to seek out more plausible mechanisms that can explain the relation between empowering behaviors of leader and followers' work role

performances. Engaging empirical works on this topic will help to gain a more comprehensive understanding of empowering leadership. For example, though conceptually explained but empirically untested in this study, perceived follower's role overload or role ambiguity should be empirically investigated as one of the possible mechanisms which explain the relation between empowering behaviors of leader and work outcomes including follower's work role performances.

Thirdly, the question of how much empowerment is best always remains a paradox to be addressed by managerial judgment (Carnall, 1982). Since empowerment practices are often implemented with the hopes of overcoming worker dissatisfaction and reducing the costs of poor quality of work in order to achieve maximized individual or organizational outcomes (Klein et al., 2000) seeking out and providing the optimal degree of empowering behaviors are important role of leaders. Future researches should find out what degree of empowering behaviors of leader will be most beneficial to follower's work role performances. I suggest that activation theory - the theory which posits that both, very high and very low, levels of activation are assumed to decrease performance, whereas moderate levels of activation are likely to lead to the best performance (Gardner & Cummings, 1988) - could be a potential theoretical guidance for discovering the optimal degree of empowering behaviors of leader.

#### **4. Conclusion**

In their study titled “The Next Step of Empowerment”, Kirkman and Rosen (1999) examined a cross level study of empowerment and its mechanism leading to individual work outcomes. Yet, the current study suggest that unraveling the entangled relation between empowerment, especially focused on empowering behaviors of leader, and its individual work outcomes is a prerequisite step of empowerment studies. The current empirical research demonstrates that there are two contradictory mechanisms existed within the relation between empowering behaviors of leader and followers’ work role performance. This notion raised a question to general norms of empowerment, which, “the more empowerment, the better performance.”

Along with the general notion of empowerment, result of the present study showed that empowering behaviors of leader is positively related to follower’s self efficacy, which, in turn influence the followers’ work role performances positively. At the same time, however, empowering behaviors of leader is also positively related to follower’s job induced tension, which, in turn lead to negative effect of follower’s work role performance. The point of present study is not just to announce that empowering behaviors of leader is ambivalent concept which has “two faces”. Beyond that notion, the main purpose of the current study is that a comprehensive understanding of empowering behaviors of leader is required

to avoid fails when the leaders are engaging in empowerment practices toward their followers.

In a dyadic relationship, the leaders should maximize the enabling process of empowering behaviors, at the same time, they try to minimize the burdening process of empowering behaviors of leader with consideration of both situational factors and follower's individual characteristic. Therefore, leaders who engage in empowering behaviors should steadily search for situational factors and follower's traits which can lead to different levels of work role performances when followers are exposed to different degrees of empowering behaviors.

As one of the most crucial and significantly researched topics in organizational studies, empowerment, especially empowering behaviors of leader toward their followers, still has much more issues to be explored. I hope this study can be highly conducive for studies on empowering leadership at the next level.

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## APPENDIX

Excel with the SNU Business School!



(秘) 본 조사의 내용은 통계법 33조에 의거하여 비밀이 보장되며, 통계목적 외에는 사용되지 않습니다.

### 설문지 (상사용)

안녕하십니까?

저는 서울대학교 대학원 경영학과에서 인사조직을 전공하고 있습니다.  
바쁘신 중에도 이렇게 귀중한 시간을 내 주셔서 대단히 감사합니다.

본 설문은 조직에서 일어나는 다양한 현상에 관한 연구를 위해 설계되었습니다.  
설문에 대한 귀하의 응답내용은 오직 학술적 목적으로만 사용될 것입니다.  
모든 정보는 익명으로 처리되므로 특정 개인이나 부서, 또는 기업(조직)의 특성은 절대로 노출되지 않으며, 이로 인한 어떠한 불이익도 없을 것임을 약속 드립니다.

특히, 본 설문지는 귀하가 설문지를 배포한 구성원에 대한 귀하의 생각을 묻는 문항들로 구성되어 있습니다. 만일 귀하가 세 명의 구성원에게 설문을 배포하셨다면, 본 설문지 세 개를 각각 다른 구성원을 대상으로 작성해 주시기를 부탁드립니다.

귀하의 응답 하나 하나는 의미있게 사용될 소중한 자료이므로, 다소 지루하시더라도 성실한 작성을 부탁드립니다. 응답 하신 후에는 내용의 익명성을 위해 동봉한 봉투에 넣으신 후 밀봉하시어, 설문 조사를 부탁드립니다 분에게 전달해 주시면 감사하겠습니다.

1. 정답은 없습니다. 바람직한 것이 아니라 귀하의 실제 느낌이나 생각을 솔직하게 응답해 주시면 됩니다.
2. 긍정적 질문과 부정적 질문이 혼재되어 있습니다. 질문을 잘 읽고 응답해 주시기 바랍니다.
3. 연구설계로 인하여 유사하게 반복되는 문항이 있을 수 있습니다. 껴넘하지 마시고 모든 문항에 응답해 주시기 바랍니다.
4. 설문에 관한 의문사항은 아래 연락처로 문의하여 주시면, 성심성의껏 답변해 드리겠습니다.

2012년 4월

연구자: 서울대학교 대학원 경영학과 정민영 드림  
(전화: 010-7480-0902, Email: mycheong@snu.ac.kr)

지도교수: 서울대학교 경영대학 윤석화 교수  
(전화: 02-880-6935)

**PART I.** 귀하가 설문을 배포하신 구성원 중 1명 을 염두에 두시고 설문을 작성해 주시기 바랍니다. 일반적으로 바람직하다고 생각되는 것을 대답하지 마시고, 귀하의 실제 느낌이나 생각을 나타내는 정도에 ○표 또는 √표를 해 주시기 바랍니다.

항 목	정 도	전 혀 그 렇 지 않 다	그 렇 지 않 다	별 로 그 렇 지 않 다	보 통 이 다	약 간 그 렇 다	그 렇 다	매 우 그 렇 다
1. 이 직원은 직무의 핵심사항을 잘 수행한다	1	2	3	4	5	6	7	
2. 이 직원은 규정된 절차를 사용하여 자신의 핵심업무를 완수한다	1	2	3	4	5	6	7	
3. 이 직원은 자신의 과업이 올바르게 이행되었다고 확신한다	1	2	3	4	5	6	7	
4. 이 직원은 자신의 핵심업무에서 발생하는 변화에 잘 적응한다	1	2	3	4	5	6	7	
5. 이 직원은 핵심업무의 수행방식에서 발생할 수 있는 변화에 잘 대처한다	1	2	3	4	5	6	7	
6. 이 직원은 업무의 변화에 적응하기 위하여, 도움이 될 만한 기술을 학습한다.	1	2	3	4	5	6	7	
7. 이 직원은 자신의 핵심업무를 수행함에 있어 더 나은 방법을 찾아 주도적으로 행동한다.	1	2	3	4	5	6	7	
8. 이 직원은 자신의 핵심업무를 더 잘 이행할 수 있는 아이디어를 제안한다	1	2	3	4	5	6	7	
9. 이 직원은 자신의 핵심업무를 수행하는 방식에 변화를 준다	1	2	3	4	5	6	7	

**PART II.** 다음은 연구분석을 위해 꼭 필요한 사항들로 귀하가 아닌 귀하가 위에서 평가한 구성원에 관한 것입니다. 이 자료들은 통계적 목적 이외에는 절대 사용되지 않음을 다시 한번 강조 드립니다. 성실하고 정확한 답변을 부탁드립니다.

1.구성원의 연령	( ) 세 (한국나이로)	2.구성원의 결혼유무	①기혼( ) ②미혼( )
3.구성원의 성별	①남( ) ②여( )	4.구성원의 입사년도	(예: 1998년)
5.귀하와 구성원간의 근속기간	만 ( ) 년 ( ) 개월		
6.구성원의 직급	①사원( ) ②대리( ) ③과장( ) ④차장( ) ⑤부장 이상( )		

**PART III.** 다음은 설문을 작성하신 작성자 본인에 관한 내용들입니다. 연구분석에 꼭 필요한 사항들로써 작성하신 자료들은 통계적인 목적 이외에는 절대 사용되지 않음을 다시 한번 말씀 드립니다. 성실한 답변을 부탁드립니다.

1.연령	( ) 세 (한국나이로)	2.결혼유무	①기혼( ) ②미혼( )
3.성별	①남( ) ②여( )	4.부서(팀)명	
5-1. <u>조직(회사)</u> 에서의 근속기간	만 ( ) 년 ( ) 개월		
5-2. <u>현재(해당) 구성원</u> 과의 근속기간	만 ( ) 년 ( ) 개월		
6.학력	①고졸( ) ②전문대졸( ) ③4년제대졸( ) ④대학원졸( ) ⑤기타( )		
7.직급	①사원급( ) ②대리급( ) ③과장급( ) ④차장급( ) ⑤부장급이상( )		
8.직종	①사무관리직( ) ②영업직( ) ③생산기술직( ) ④연구개발직( ) ⑤전문직( ) ⑥기타( )		
9.고용형태	①정규직( ) ②계약직( ) ③임시직( ) ④파트타임직( ) ⑤기타( )		
10.업종	①제조업( ) ②금융업( ) ③유통업( ) ④건설업( ) ⑤정보통신업( ) ⑥서비스업( ) ⑦기타( )		

(秘) 본 조사의 내용은 통계법 33조에 의거하여 비밀이 보장되며, 통계목적 외에는 사용되지 않습니다.

## 설문지 (구성원용)

안녕하십니까?

저는 서울대학교 대학원 경영학과에서 인사조직을 전공하고 있습니다.  
바쁘신 중에도 이렇게 귀중한 시간을 내 주셔서 대단히 감사합니다.

본 설문은 조직에서 일어나는 다양한 현상에 관한 연구를 위해 설계되었습니다.  
설문에 대한 귀하의 응답내용은 오직 학술적 목적으로만 사용될 것입니다.  
모든 정보는 익명으로 처리되므로 특정 개인이나 부서, 또는 기업(조직)의 특성은 절대로 노출되지 않으며, 이로 인한 어떠한 불이익도 없을 것임을 약속 드립니다.

귀하의 응답 하나 하나는 의미있게 사용될 소중한 자료이므로, 다소 지루하시더라도 성실한 작성을 부탁드립니다. 응답 하신 후에는 내용의 익명성을 위해 동봉한 봉투에 넣으신 후 밀봉하시어, 설문 조사를 부탁드립니다 분에게 전달해 주시면 감사하겠습니다.

1. 정답은 없습니다. 바람직한 것이 아니라 귀하의 실제 느낌이나 생각을 솔직하게 응답해 주시면 됩니다.
2. 긍정적 질문과 부정적 질문이 혼재되어 있습니다. 질문을 잘 읽고 응답해 주시기 바랍니다.
3. 연구설계로 인하여 유사하게 반복되는 문항이 있을 수 있습니다. 껴넘하지 마시고 모든 문항에 응답해 주시기 바랍니다.

설문에 관한 의문사항은 아래 연락처로 문의하여 주시면,  
성심성의껏 답변해 드리겠습니다.

2012년 4월

연구자: 서울대학교 대학원 경영학과 정민영 드림  
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지도교수: 서울대학교 경영대학 윤석화 교수  
(전화: 02-880-6935)

**PART 1. 다음 문항들은 설문을 전달해 주신 귀하의 상사의 성향이나 행동에 관한 내용입니다. 귀하의 상사를 가장 잘 설명하고 있는 정도에 ○ 또는 √표하여 주시기 바랍니다.**

항 목	정 도	전혀 그렇지 않다	그렇지 않다	별로 그렇지 않다	보 통 이다	약간 그렇다	그렇다	매우 그렇다
<b>I-i</b>								
1. 나의 상사는 나의 목표와 회사의 목표가 어떻게 연관되어 있는지 이해할 수 있도록 도와준다		1	2	3	4	5	6	7
2. 나의 상사는 회사성과에 있어 나의 일이 얼마나 중요한 역할을 하는지 이해할 수 있도록 도와준다		1	2	3	4	5	6	7
3. 나의 상사는 회사의 전체적인 방향 속에서 나의 일을 이해할 수 있도록 도와준다		1	2	3	4	5	6	7
4. 나의 상사는 다양한 의사결정에 나를 참여시킨다		1	2	3	4	5	6	7
5. 나의 상사는 전략적 의사결정을 할 때 나와 자주 의논한다		1	2	3	4	5	6	7
6. 나의 상사는 나에게 영향을 미치는 의사결정을 할 때 나의 의견을 구한다		1	2	3	4	5	6	7
7. 나의 상사는 내가 어려운 과업을 잘 수행할 수 있다고 믿는다		1	2	3	4	5	6	7
8. 나의 상사는 내가 실수를 할 때조차도, 나의 능력이 나아질 수 있다고 믿는다		1	2	3	4	5	6	7
9. 나의 상사는 내가 어려운 업무를 수행할 수 있다고 확신한다		1	2	3	4	5	6	7
10. 나의 상사는 나의 직무를 내 방식대로 수행할 수 있도록 해준다		1	2	3	4	5	6	7
11. 나의 상사는 공식적인 규칙과 규정을 단순화하여 나의 업무가 보다 효율적으로 진행될 수 있도록 해준다		1	2	3	4	5	6	7
12. 나의 상사는 고객을 만족시킬 수 있도록 나에게 중요한 의사결정을 신속히 내릴 수 있게 해준다		1	2	3	4	5	6	7

**PART 2. 다음을 잘 읽고 귀하의 직무특성을 잘 설명하고 있는 정도에 ○ 또는 √표하여 주시기 바랍니다.**

항 목	정 도	전혀 그렇지 않다	그렇지 않다	별로 그렇지 않다	보 통 이다	약간 그렇다	그렇다	매우 그렇다
<b>II-i</b>								
1. 나는 업무를 어떻게 처리해야 하는지를 스스로 판단하여 결정할 수 있다		1	2	3	4	5	6	7
2. 나는 업무처리에 관한 재량권을 많이 갖고 있다		1	2	3	4	5	6	7
3. 나의 업무는 내가 알아서 결정할 수 있는 일들로 이루어져 있다		1	2	3	4	5	6	7

**PART III. 다음을 잘 읽고 귀하의 인식이나 행동성향을 가장 잘 설명하고 있는 정도에 ○ 또는 V표하여 주시기 바랍니다.**

항 목	정 도	전혀 그렇지 않다	그렇지 않다	별로 그렇지 않다	보통 이다	약간 그렇다	그렇다	매우 그렇다
<b>III-i</b>								
1. 나는 많은 것을 배울 수 있는 도전적인 일을 기꺼이 선택할 것이다	1	2	3	4	5	6	7	
2. 나는 종종 새로운 기술과 지식을 개발할 수 있는 기회를 찾는다	1	2	3	4	5	6	7	
3. 나는 새로운 것을 배울 수 있는 어렵고 도전적인 일을 즐긴다	1	2	3	4	5	6	7	
4. 업무능력을 개발하는 것이 중요하기 때문에 나는 기꺼이 위험을 감수한다	1	2	3	4	5	6	7	
5. 나는 높은 수준의 능력과 재능을 요구하는 일을 선호한다	1	2	3	4	5	6	7	
6. 다른 동료보다 내가 일을 더 잘한다는 것을 보여주고 싶다	1	2	3	4	5	6	7	
7. 회사에서 다른 사람에게 내 능력을 증명할 방법을 찾으려고 노력한다	1	2	3	4	5	6	7	
8. 나는 회사에서 다른 사람들이 내가 얼마나 잘하는지를 알아주는 것을 좋아한다	1	2	3	4	5	6	7	
9. 나는 다른 사람에게 내 능력을 입증할 수 있는 프로젝트를 선호한다	1	2	3	4	5	6	7	
10. 나는 다른 사람에게 무능력하다고 비취질 가능성이 있는 업무는 피할 것이다	1	2	3	4	5	6	7	
11. 새로운 기술을 배우는 것보다는 내 능력이 부족하다는 것을 보이지 않는 것이 더 중요하다	1	2	3	4	5	6	7	
12. 나는 내 능력이 부족하다는 사실이 드러날 수 있는 업무를 수행하는 것을 두려워한다	1	2	3	4	5	6	7	
13. 나는 내가 낮은 성과를 낼 수 있는 상황을 피하고자 한다	1	2	3	4	5	6	7	
<b>III-ii</b>								
1. 나는 내가 세운 목표를 대부분 달성할 수 있다	1	2	3	4	5	6	7	
2. 나는 어려운 업무를 맡더라도 끝까지 완수할 수 있다고 확신한다	1	2	3	4	5	6	7	
3. 일반적으로 나는 나에게 있어 중요한 일에 대한 성과를 얻을 수 있다	1	2	3	4	5	6	7	
4. 나는 내가 결정한 어떠한 시도에서도 성공할 것이라고 믿는다	1	2	3	4	5	6	7	
5. 나는 많은 도전들을 성공적으로 극복할 수 있다	1	2	3	4	5	6	7	
6. 나는 여러가지 어려운 업무들을 효과적으로 수행할 수 있다고 자신한다	1	2	3	4	5	6	7	
7. 다른 사람과 비교했을 때, 나는 대부분의 업무를 매우 잘 수행할 수 있다	1	2	3	4	5	6	7	
8. 상황이 어려울 때조차 나는 업무를 꽤 잘 수행할 수 있다	1	2	3	4	5	6	7	
<b>III-iii</b>								
1. 나의 일은 내 건강에 직접적으로 영향을 주는 경향이 있다	1	2	3	4	5	6	7	
2. 나는 아주 긴장한 상태로 일을 한다	1	2	3	4	5	6	7	

3. 나의 업무에 관한 생각은 귀가 후에도 이어진다	1	2	3	4	5	6	7
4. 나는 내 업무 때문에 종종 조바심이 나거나 불안하다	1	2	3	4	5	6	7
5. 내가 다른 직업을 갖는다면, 나의 건강은 아마도 더 좋아질 것이다	1	2	3	4	5	6	7
6. 업무 문제로 잠이 잘 오지 않는다	1	2	3	4	5	6	7

**PART III. 다음은 설문을 작성하신 작성자 본인에 관한 내용들입니다. 연구분석에 꼭 필요한 사항들로서 작성하신 자료들은 통계적인 목적 이외에는 절대 사용되지 않음을 다시 한번 말씀 드립니다. 성실한 답변을 부탁드립니다.**

1.연령	( ) 세 (한국나이로)	2.결혼유무	①기혼( ) ②미혼( )
3.성별	①남( ) ②여( )	4.부서(팀)명	
5-1. 조직(회사)에서의 근속기간	만 ( ) 년 ( ) 개월		
5-2. 현재(해당) 구성원과의 근속기간	만 ( ) 년 ( ) 개월		
6.학력	①고졸( ) ②전문대졸( ) ③4년제대졸( ) ④대학원졸( ) ⑤기타( )		
7.직급	①사원급( ) ②대리급( ) ③과장급( ) ④차장급( ) ⑤부장급이상( )		
8.직종	①사무관리직( ) ②영업직( ) ③생산기술직( ) ④연구개발직( ) ⑤전문직( ) ⑥기타( )		
9.고용형태	①정규직( ) ②계약직( ) ③임시직( ) ④파트타임직( ) ⑤기타( )		
10.업종	①제조업( ) ②금융업( ) ③유통업( ) ④건설업( ) ⑤정보통신업( ) ⑥서비스업( ) ⑦기타( )		

귀중한 시간을 내어 답변해 주셔서 대단히 감사합니다.

완성하신 설문지를 봉투에 넣은 후 밀봉하시어

설문 조사를 부탁드립니다. 분에게 주시면 감사하겠습니다.

# 국문초록

## 리더의 임파워링 행위와 구성원의 직무역할성과 사이에 존재하는 양면적 메커니즘에 관한 연구

서울대학교 대학원

경영학과 경영학전공

정 민 영

본 연구는 리더의 임파워링 행위로 인하여 발생할 수 있는 구성원의 양면적인 심리과정에 대하여 탐구한다. 근래의 유연한 조직 설계 및 조직 내의 활발한 임파워먼트 움직임에도 불구하고, 리더의 임파워링 행위에 대한 포괄적인 고찰은 한정되었다. 몇몇 기존의 연구들은 리더의 임파워링 행위와 직무관련 결과 변수들 간의 긍정적인 관계에만 집중하여, 학자들과 실무자들로 하여금 그렇다면 한 단계 높은 리더의 임파워링 행위는, 항상 한 단계 바람직한 결과를 불러 일으키는 것인가 라고 하는 규범적인 의문을 제시하게 하였다.

본 연구는 이러한 문제의식에서 출발하였으며, 저자는 본 논문에서

리더의 임파워링 행위는 구성원들로 하여금 서로 다른, 즉 양면적인 심리적 반응 (긍정적인 인지적 차원: 자아효능감; 부정적인 감정적 차원: 직무긴장)을 일으킬 수 있는 특징을 가지고 있음을 규명하고자 한다. 구성원으로 하여금 “가능하게 하는(enabling)” 메커니즘으로서의 리더의 임파워링 행위는, 구성원의 자아효능감과 긍정적인 관계를 가질 것으로 예측되며, 이로 인해 증가된 구성원의 자아효능감은 결과적으로 구성원의 직무역할성과와 긍정적인 관계를 가질 것으로 보인다. 한편, 위임 그리고 부가적인 책임부여와 같은 임파워링 행위의 일부 특징은, 본 논문에서 구성원들에게 “부담을 주는(burdening)” 메커니즘으로 명명되었으며, 이는 구성원의 직무 긴장과 긍정적인 관계를 가질 것으로 보인다. 이러한 직무긴장은 다시금 구성원의 직무 역할성과와 부정적인 관계를 가지는 것으로 예측된다. 더욱이 본 연구에서는 리더십의 상호작용적 프레임워크를 사용하여, 직무특성(즉, 직무자율성) 및 구성원의 특성(즉, 목표성향)이 리더의 임파워링 행위와 구성원의 심리적 메커니즘의 관계를 조절한다는 예측 또한 가설화된다.

본 연구의 가설들은 한국의 11 개 조직과 6 개 연구기관들로부터 수집된 226개의 리더-구성원 데이터쌍을 기반으로 검증 되었다. 예측한 바와 같이, 리더의 임파워링 행위는 구성원의 자아효능감과 긍정적인 관계를 가질 뿐만 아니라, 동시에 구성원의 직무긴장과도 긍정적인 관계를 갖는 것으로 나타났다. 나아가, 구성원의 자아효능감은 직무 역할성과에 긍정적인 관계를 (즉, 가능하게 하는 메커니즘), 직무긴장은

직무역할성과에 부정적인 관계를 갖는 것으로 나타났다 (즉, 부담을 주는 메커니즘). 리더의 임파워링 행위와 구성원의 심리적 반응사이를 조절하는 직무특성의 조절효과에 대한 가설은 지지되지 않았으나, 이 관계 사이에서 구성원의 성과회피 목표성향은 한계적으로나마 리더의 임파워링 행위와 직무긴장 사이의 관계를 조절하는 것으로 나타났다.

이러한 연구결과들로 볼 때, 리더의 임파워링 행위와 구성원의 직무역할성과사이에는 구성원의 양면적 심리적 메커니즘이 존재한다는 사실이 증명된다. 더욱이, 부분적이긴 하나 구성원의 특성(즉, 목표성향)이, 둘 간의 관계에 영향을 미치는 것으로 파악되므로, 앞으로 리더의 임파워링 행위를 통한 바람직한 결과의 최대화를 위한 상황적요소들에 더 많은 관심을 가질 필요가 있을 것이다.

조직심리 및 조직행동의 연구흐름에 있어서 중요하고도 의미있는 주제로써 연구되는 임파워먼트, 특히 리더의 임파워링 행위는, 여전히 더욱 많은 논의와 연구가 필요하다고 할 것이며, 이러한 과정에 있어 본 논문이 한 단계 발전된 임파워먼트 연구를 위한 노력의 일환으로 여겨지기를 바란다.

**주요어:** 리더의 임파워링 행위, 자아효능감, 직무긴장, 직무자율성, 목표성향, 직무역할성과, 리더 임파워링 행위의 메커니즘, 리더십의 상호작용적 프레임워크

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