



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

심리학석사학위 논문

Appreciative Leadership: Development and Initial  
Validation of Theory-driven  
Appreciative Leadership Scale

A 리더십: 이론에 기반한 A 리더십 척도 개발 및  
초기 타당화

2012 년 6 월

서울대학교 대학원

심리학과 조직심리학 전공

문혜진

## **Abstract**

The alleviated hierarchical nature of today's organizations has shifted research emphasis from the role-based leadership to the leader ability to take coordinated collective action (Collins & Porras, 1994; Pfeffer, 1997). Facing unprecedented changes in organizational context and amplified uncertainty, leaders are enquired to help interpret an ambiguous social reality, facilitating sense-making of a situation one is confronting in order to mobilize subordinate behaviors and to provide reassurance (Pfeffer, 1981). Above changes spontaneously highlighted the power of language use of leaders based on the idea that "the way people talk about the world has everything to do with the way the world is ultimately understood and acted in" (Eccles & Nohria, 1992, p. 29). In this vein, a new leadership theory, Appreciative Leadership has been developed by Whitney, Trosten-Bloom, and Rader (2010).

The current study aims for establishing an academic foothold for appreciative leadership which has been well acknowledged for its potential power through globally accumulated cases, willingly shared by organizational development practitioners. On top of the requests from the new working generation and actual changes observed in leaders today, an attractive theory with its ground on philosophy and behavioral principles became the major guideline in the development of the current, preliminary assessment tool of appreciative leadership. Deductively, a scale was developed to measure five

potential dimensions of appreciative leadership initially suggested in the conceptual theory: inquiry, illumination, inclusion, inspiration, and integrity. Data collected from 181 raters in the Korean business setting were used to factor analyze and further to test construct and predictive validity, and its discriminant validity in relation to authentic leadership which possesses theoretical differences while both theories stem their roots on positive psychology.

Both exploratory and confirmatory factor analyses revealed and confirmed 18 items reflecting three final dimensions with theoretically and empirically explainable merges within several latent factors: namely, inclusive inquiry, inspiring illumination, and integrity. Comparison with authentic leadership, as expected, portrayed a high correlation yet showed a distinguished size of effect on numerous organization-related variables, revealing the fact that significantly different mechanisms underlie the two similar leadership theories. In addition to the main findings, I conducted additional analyses to test relational predictive power of the newly refined dimensions of appreciative leadership on selected outcome variables for more specific speculations.

Lastly, academic implications, managerial applications, limitations of the current study and future research suggestions are thoroughly discussed.

Key words: Appreciative leadership, scale development, authentic leadership, convergent validity, predictive validity, PANAS, team cohesiveness

Student number: 2010-20110

## **TABLE OF CONTENTS**

<b>INTRODUCTION.....</b>	<b>1</b>
--------------------------	----------

LITERATURE REVIEW.....	4
------------------------	---

BACKGROUND AND PHILOSOPHY (Appreciative Inquiry)

INTRODUCTION TO APPRECIATIVE LEADERSHIP

THEORETICAL DIMENSIONS: 5 I's OF APPRECIATIVE LEADERSHIP

WHAT IS APPRECIATIVE LEADERSHIP

### **STUDY 1**

#### **DEVELOPMENT OF APPRECIATIVE LEADERSHIP SCALE:**

##### **Item development and factor analyses**

RESEARCH OBJECTIVES.....	17
--------------------------	----

STUDY 1-1: ITEM GENERATION.....	18
---------------------------------	----

DEDUCTIVE CREATION

INDUCTIVE SUPPLEMENTATION

FACE VALIDITY

STUDY 1-2: FACTOR ANALYSES.....	22
---------------------------------	----

DATA COLLECTION

METHODS: OVERVIEW

DESCRIPTIVE ANALYSIS

EXPLORATORY FACTOR ANALYSIS

CONFIRMATORY FACTOR ANALYSIS

REFINEMENT OF APPRECIATIVE LEADERSHIP:

A THREE DIMENSIONAL CONSTRUCT

**STUDY 2: INITIAL VALIDATION**

**APPRECIATIVE, AUTHENTIC, AND SERVANT LEADERSHIP:**

**How they converge and discriminate**

RESEARCH OBJECTIVES.....36

LEADERSHIP COMPARISONS AND CONVERGENT VALIDITY.....38

    SERVANT LEADERSHIP

    AUTHENTIC LEADERSHIP

APPRECIATIVE AND AUTHENTIC LEADERSHIP:

REVIEW AND INCREMENTAL PREDICTIVE VALIDITY.....49

HYPOTHESES DEVELOPMENT.....50

    METHODS

    MEASURES

    DATA ANALYSES

    RESULTS

ADDITIONAL ANALYSIS.....72

**GENERAL DISCUSSION**

THEORETICAL AND PRACTICAL IMPLICATIONS.....75

LIMITATIONS.....76

FUTURE RESEARCH OPPORTUNITIES.....77

**REFERENCES.....79**

**APPENDICES**

**국문초록**

## LIST OF TABLES

TABLE 1. Summary of 5 I's: Definitions and key practices.....	15
TABLE 2. Sample items from the full scale reflecting each dimension: inquiry, illumination, inclusion, inspiration and integrity.....	21
TABLE 3. Demographic characteristics of the study sample.....	23
TABLE 4. Rotated pattern matrix.....	26
TABLE 5. Factor correlation matrix.....	27
TABLE 6. Summary of items retained (see Table 9 for detailed descriptions)....	27
TABLE 7. Comparison of <i>A Priori</i> Appreciative Leadership Scale factor structure.....	30
TABLE 8. The final three-factor structure: Factor loadings, item-total correlation, reliabilities, mean and standard deviation of retained items.....	31-2
TABLE 9. Summary of operational definition of refined factors.....	36
TABLE 10. Conceptual comparisons of servant and authentic leadership based on the appreciative leadership theory.....	37
TABLE 11. Comparing representative servant leadership theories and components extracted.....	39
TABLE 12. Comparing representative authentic leadership theories and components extracted.....	42
TABLE 13. Means, standard deviations, and correlations.....	62
TABLE 14. Mean, standard deviation, and correlations among leadership constructs.....	63
TABLE 15. Hypotheses 2 and 3: Correlations.....	65
TABLE 16. Hypotheses 4 to 8. Correlations.....	68

## LIST OF FIGURES

FIGURE 1. From problem solving to appreciative inquiry.....	4
FIGURE 2. Conceptual framework.....	28
FIGURE 3. Conceptual models being compared in Study 1-2.....	30
FIGURE 4. CFA Measurement model outcome.....	31
FIGURE 5. Results of SEM testing Hypothesis 2.....	66
FIGURE 6. Results of SEM testing Hypothesis 3.....	67
FIGURE 7. Results of SEM testing Hypotheses 4 and 5.....	69
FIGURE 8. Results of SEM testing Hypotheses 6 and 7.....	70
FIGURE 9. Results of SEM testing Hypotheses 8.....	70
FIGURE 10. Results of SEM for additional analysis.....	74

## **I. Introduction**

Leadership is no longer a simple description of individual characteristics but rather a depiction of “dynamic, shared, relational, strategic, global, and a complex social dynamic(Avolio, Walumbwa, & Weber, 2009, p.423).” The increased complexity and uncertainty of the business environment not only has facilitated organizational learning for sustainable growth but also challenged previous understanding of effective strategies including leadership styles(Caligiuri, 2006).Moreover, the changed inquiries of the new workforce provided further evidence for the crucial needs for evolved knowledge on management skills.

As a recent strand, positivity has emerged in the field of organizational studies, as a number of scholars concerned the limitations of the deficit- or problem solving-oriented approach(Seligman, 1999; Seligman & Pawelski, 2003). The brew of positivity contributed to broadening the scope of theory-development, drawing on a number of meaningful differences in the field(Fineman, 2006). One of the streams significantly influenced by the positive movement in organizational studies is leadership. Over the last 20 years, the ‘new leadership’ approach(Bryman, 1999), including transformational, visionary, servant, authentic and ethical leadership, and change and self leadership in relatively recent years, has come to dominate much of the scientific literature on leadership(see Kanste, Miettunen, & Kyngas, 2006; Yukl, 1999). The new paradigmatic movement provoked changes in competency frameworks resulting in the shifted emphasis on the moral, emotional, and relational dimensions associated with leadership effectiveness(Bolden & Gosling, 2006; Reed, Vidaver-Cohen, & Colwell, 2011) from

the simple relationship between competency inputs and performance outputs. Such changes partially alleviated criticisms over traditional leadership theories regarding excessive reliance on the leader while overlooking other potential contextual factors. However, despite advances positive leadership theories have made, continued progress must be made in seeking a more integrative leadership theory that pays an adequate regard for once overlooked leadership elements while clarifying the effective competencies.

In this thesis, I introduce a new and more integrative positive leadership theory in which philosophies and behaviors of leaders co-create the world views with subordinates while connecting them to a larger community. The current study attempts to develop a new scale for appreciative leadership and validate it through comparison with other similar leadership constructs. Major aims are to test if theoretical superiority and uniqueness of appreciative leadership is evident empirically and to fill the critical shortfall of it which is the excessive dependency on field experience. This attempt provides not only an empirical development of the appreciative leadership but also a systematic comparison with other leadership constructs by attaining discriminant and predictive validity.

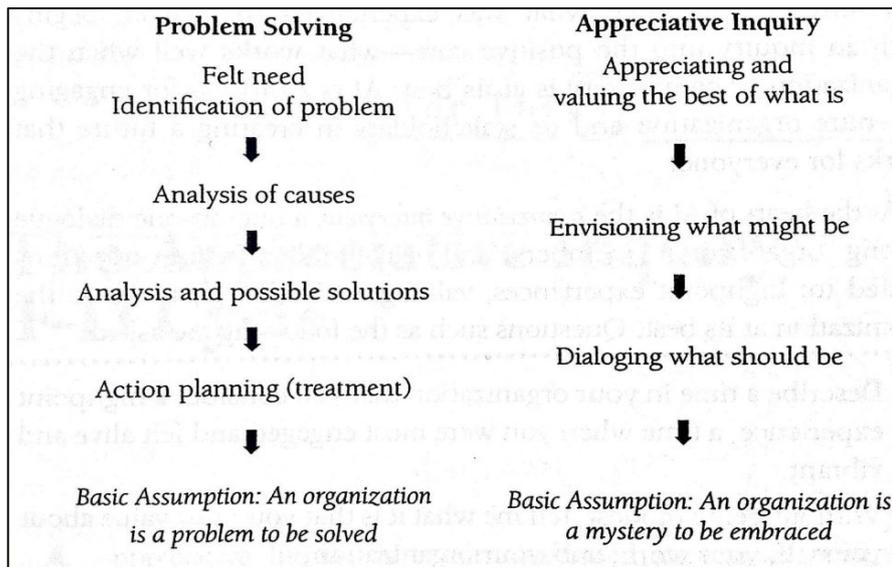
Before statistically testing my hypotheses, I begin by introducing the concept of appreciative leadership that has been first proposed by Whitney, Trosten-Bloom, and Rader in 2010. In order to enhance the understanding of its basic assumptions and philosophies, Appreciative Inquiry, the root practice, is foremost reviewed, and the five conceptual dimensions are thoroughly described. Study 1 focuses on the development of

the scale. Study 1 is composed of two parts where the first part describes the process of item creation and edition while the latter part provides statistical analyses discovering psychometric properties of appreciative leadership. In Study 2, attempts are made to explore the effect of appreciative leadership on subordinates. Hypotheses are developed in order to figure out if appreciative leadership is a convergent yet still discriminant construct in relation to other positive leadership constructs, servant and authentic leadership. In addition, study 2 sought appreciative leadership's predictive power over selected variables, varying from attitudes to emotions, controlling for a target leadership, authentic leadership which possesses both theoretical relevancy and differences. Outline of an agenda for future research and summaries of limitations of the current research then follow.

## I. Literature Review

### Background and Philosophy (Appreciative Inquiry)

David Cooperrider in 1987 developed a prominently outstanding tool called Appreciative Inquiry(AI), which attained much attention for being successful in shifting its focus from seeking solutions for a problematic organizational behavior to changing how people think and how they work together(Bushe & Kassam, 2005). AI conceives a constructive union by sharing stories about past, present, and future capacities(Cooperrider & Whitney, 2011) based on “the idea of the social construction of reality(Cooperrider & Whitney, 2005, p.7).” Questions shed light on the direction human systems head toward, and metaphors create images in the mind. With a strong belief in the power of language, AI aims at discovering the positive core in people and organizati



<Figure 1. From problem solving to appreciative inquiry(Cooperrider & Whitney, 2005, p.13)>

-on, “a mystery to be embraced(Cooperrider & Whitney, 2005, p. 13).” The effectiveness of AI has been empirically demonstrated through various case studies held in diverse contexts and environment (see [www.appreciativeinquiry.case.edu/](http://www.appreciativeinquiry.case.edu/) for case studies).

Three decades of history of AI richen and deepen understanding of more complex and holistic practices and its mechanisms. Yet at the same time, AI had raised some remarkable qual -ity debates over its function as a side shadow, psychological distancing(Fitzgerald, Oliver, and Hoxsey, 2010; Schimet et al., 2000). As been demonstrated in figure 1, AI’s strong belief in the positive has been warned for its vulnerability to extreme polarization in terms of emotion and cognition, thus possibly result in overlooking neutral to negative consequences containing critical cues. Despite the on-going debates, AI has certainly established a meaningful contribution to enhanced awareness of “censored” emotions and repressed strengths at workplace(Fitzgerald et al., 2010), implying its potential power in initializing positive changes with an adequate management of the context.

### **Introduction to Appreciative Leadership**

With a hope for provision of a powerful guidance in the dynamic environmental changes, appreciative leadership, driven by philosophies embedded in AI principles, is introduced and is increasingly gaining global popularity. Whitney and her colleagues(2010) found major changes in the business environment from the characteristics of the rising generation, the diversity of organizational composition, and

the forms of institutions. Stressing the needs for holistic, sustainable approaches, they(2010) have operationally defined Appreciative Leadership as “the relational capacity to mobilize creative potential and turn it into positive power – to set in motion positive ripples of confidence, energy, enthusiasm, and performance – to make a positive difference in the world(p. 3).” The remarkable strengths of appreciative leadership are as following. First, appreciative leadership is visible since it is largely behavior-based. Most of the other positive leadership theories highly depend on evaluator’s intrapersonal cognition and feelings, appreciative leadership specifies leader behaviors by reflecting managerial aspects associated with decision-making, problem-solving and direction-giving. Although philosophies and worldviews drive such behaviors, specific behaviors described in the theory make it easier and clearer to assess and develop leadership skills. Second, appreciative leadership concerns various levels of organizational construct: interpersonal, team and organization or community level. Whilst positive leadership theories often place a special emphasis on building quality interpersonal relationships, the appreciative leadership theory is especially geared toward the optimization of hierarchical relationships (leader-subordinate) to promote individual, group and organization goals.

Now, based on Whitney and colleagues’(2010) conceptual framework, I reviewed theoretical subscales constituting appreciative leadership.

## **Theoretical Dimensions: 5 I's of Appreciative Leadership**

### **Inquiry**

The first appreciative leadership strategy introduced is inquiry which considers both the act of asking questions and the valence and aim of the questions themselves. Whitney et al. (2010) argued that appreciative leaders habitually ask positive questions for the purpose of learning how people and tasks are like when they are at their best. The power of inquiry lies with “the willingness and ability to ask questions(Whitney et al., 2010, p. 29)” which challenge the status quo without damaging interpersonal relatedness and innate value-systems. Appreciative leaders are expected to choose what to ask while displaying personal care and celebrating positive performance. Specific practices recommended are to ask more while telling less, to turn negative issues into positive questions and to engrave values into questions.

In fact, asking questions had long been studied in social and consumer psychology as several studies reported the power of asking intentions in changing focal behaviors(e.g., Fedman & Lynch, 1988; Godin, Sheerman, Conner, & Germain, 2008). Models such as the theory of planned behavior(TPB; Ajzen, 1991) or social cognitive theory(SCT; Bandura, 1997) construe that human intention, which is usually streamed by questions being asked, is a key predictor of a subsequent action(Godin et al., 2008). Inquiry behaviors in appreciative leadership not only affect individual subordinate's intentions but also expect a broader range of influence with its strong belief in the tendency of people or perhaps organizations to grow in the direction highlighted (through questions)(Whitney, 2007). Given that the coherence between questions and

actions are non-conscious and automatic(Fitzsimons & Williams, 2000), asking for opinion strengthens intentions of subordinates; moreover, positively valenced or value-embedded questions may potentially change subordinate behaviors as well as the underlying viewpoint. Taken together, inquiry is a unique feature appreciative leadership has and can be operationalized as asking value-embedded questions which has power to switch and broaden ways of approaching the issues faced.

### **Illumination**

Illumination is a metaphoric terminology which compares leaders' positively biased accenting behavior to the sun providing warmth and light. The effectiveness of illuminating behaviors emerges when leaders portray the willingness to see and to discover the secret core of successful experience and the potential within every individual and situation(Whitney et al., 2010). Four major practices mentioned are seeking and seeing potential energy, sharing best experiences, and "aligning the best of people and situations(p. 59)."

While strength-oriented coaching in the workplace is a relatively recent movement, the strength-centered approach has a long tradition in the field of counseling psychology(e.g., Gelso & Woodhouse, 2003). Two well-known, "complementary and mutually enriching(Wong, 2006)" perspectives are virtues-based and social constructionist perspectives. While social constructionist therapies believe in the power of language in altering perceptions(Hare-Mustin & Marecek, 1997), the virtues-based approach believes that discovering character strengths and virtues, thus contributing to

elevating the ultimate purpose of the therapy(Wong, 2006). Both perspectives are well blended in illumination behaviors of appreciative leadership since leaders' "strengths spotting" eventually creates a positive emotional environment which broadens and builds resources and possibilities(Fredrickson, 2009). Some of the recent managerial research on strengths development yielded consistent and promising outcomes; for instance, it was found that when managers create environments where employees have a chance to utilize their talents, enhanced work unit productivity and lowered turnover rates are evident(Clifton & Harter, 2002).

Some of the aimed consequences of effective appreciative leadership practices are a positive workplace climate and subordinate development. Appreciative leaders, using potent illuminating tactics, coach subordinates by magnifying their strengths while assuring confidence in their own capacity. Thus, a series of illuminating practices can be described as follower development tactics which are based upon the power of strength-focused, shared group-view and encouraging use of language.

### **Inclusion**

Inclusion, an intentional engagement with people when planning the future, is a fundamental strategy for appreciative leadership especially in today's highly diverse workforce(Whitney et al., 2010). Appreciative leadership theory specifies the list of those to be invited to all the issue-relevant and interested people who may be affected by the decisions made or the consequences. Leaders' conscious inclusion of people in collaborative decision making processes is "essential for ensuring resources, fostering

commitment, and successfully creating a future that works for all(Whitney et al., 2010, p. 89).” In such a manner, including behaviors of appreciative leaders resemble the role of boundary spanners described in a theory of relational coordination suggested by Gittell(2003):

“Boundary spanner roles can be designed to include contact with every party that is involved in a particular work process, with sufficient time to engage in conversation with each party. Through physical movement and conversation, boundary spanners can build shared goals, shared knowledge, and mutual respect with each person involved in the work process, and then from the base seek to build those connections among the participants themselves(p. 287).”

Appreciative leaders, as skilled boundary spanners, aim at building mutual sharing of goals, values and information; yet at the same time, they place a greater consideration on procedural method as they become responsible for building a safe environment for active participation from anyone. Notable gains of inclusion include psychological safety and positive changes, which appear to be an oxymoron at first glance yet are actually on the line of continuum. Leaders’ receptiveness and encouragement promote safety to speak up to anyone with various levels of interest, consequently fostering proactive contribution which often goes beyond initial expectation.

Given the mutually influencing relationship between positive emotions and new knowledge creation(Fredrickson, 1998, 2001), one is expected to observe an interactive upward spiral resulting in a high level of individual and organizational performance(Lee, Caze, Edmondson, & Thomke, 2003) as well as creation of greater chances of innovation. Seeking of innovation, beyond expansion of sources, is reflected

in a number of practices Whitney et al. (2010) suggested: connect improbable pairs, invite improbable participation, and conduct the Appreciative Inquiry Summit. Such practices are effective in highlighting the power of dependency as discovering collective core competencies or strengths. Based on the recent findings viewing the ability to embrace opposing value systems as a hallmark in organizational excellence (Brown & Eisenhardt, 1997; Tushman & O'Reilly, 1996, 1997), widening sources of contribution, even from those with improbable or competing grounds, seems promising. Thus, all in all, leaders' inclusion plants a sense of belongingness in those who are invited and encourages seeking of shared goals through collaborative support and contributions.

### **Inspiration**

Work motivation involves employees' cognitive appraisals regarding affirmative behaviors to take, relevant amount of effort to be exerted, and ways to overcome obstacles to better perform (Baron, 1991; Pinder, 1998). However, the unprecedented demands derived from the current dynamics of today's organizations added complexity and challenges onto traditional theories of employee motivation (Cairncross, 2002; Ireland & Hitt, 1999). Appreciative leadership theory, partially answering the above request, proposes that inspiration, fostered by inquiry, opens the source of life by unleashing latent potentials. Whitney et al. (2010) argued respected leaders are attentive and willing to learn what inspires people in what way. With lessons learned, appreciative leaders create a shared vision which vitalizes the workplace.

A special emphasis is made on the importance of leaders being firmly grounded in the realities of the world. This assumption is derived from the possible shortfall which the positivity of appreciative leadership may possess: being unrealistically optimistic(see Weinstein, 1980). Grounds in realities make it more possible yet less worrisome when provoking creativity, assuring hope, and encouraging collaborative performance through acts of inspiration. Key practices include telling inspiring stories, sharing hopes and dreams which involve way power(Luthans & Avolio, 2003), and setting and sharing a life-affirming organizational purpose.

One distinguished tactic which appreciative leadership theory employs is storytelling. Boje(1995) describes the organization as a mixture of stories and competing interpretations of such stories. Although stories, cases and episodes themselves have always been a great source for qualitative approach in the field of organizational studies, the storytelling organization which facilitates storytelling activities is a relatively recent concept rooted in Narrative Psychology. As storytelling gains support on its positive effect(Sarbin, 1986), organizational storytelling has been highlighted as an effective strategic tool that changes organizational culture and enhances performance(Harris & Barnes, 2005). According to accumulated literature, storytelling is effective when confirming shared experiences, encouraging commitment, co-creating an organizational vision, facilitating sense-making and driving organizational changes(e.g., Boyce, 1996; Fleming, 2001; McKee, 1997). Detailed description on storytelling is later provided in Study 2.

Using the above effective methods of creating organizational vision,

appreciative leaders intentionally choose to be positive and aim to activate “energy, confidence, and hope”(Whitney et al., 2010, p. 152) by promoting a life-affirming purpose. Dreaming of transcendence, appreciative leaders provide elevated purposes which encourage members to apply their strengths, giving their best.

### **Integrity**

Although integrity has become a major concept discussed in leadership theories, a clear understanding of its definition still lacks(Rieke & Guastello, 1995), deriving a number of interchangeable terms such as honesty and conscientiousness(Becker, 1998). Integrity in appreciative leaders shares Simons’ definition of “behavioral integrity”(BI) rather than self-perceived integrity. BI, a match between the values and morals leaders held and the actual values revealed through their behaviors, has attained much attention for its positive influence on subordinates’ trust, commitment, and respect(Simons, 1999). Although Simons’ definition provided a behavioral approach of leader integrity, integrity in appreciative leadership theory does not limit its boundary to leaders being transparent and consistent with their values. According to Becker(1998), integrity is “commitment in action to a morally justifiable set of principles and values .....(p. 157-158).” Becker’s approach broadens the boundary of integrity by arguing that leaders’ moral justification is “based on a universal truth or reality rather than an agreed-upon set of morals or values by an individual or group(Becker, 1998 as cited in Parry & Proctor-Thomson, 2002).” In accordance with Becker’s idea, Whitney et al.(2010) introduced integrity as leaders’ responsible behavioral reflections of their core values while making

conscious decisions serving the whole.

The second aspect of integrity in this theory is engaged with empowerment of principled performance in teams and organization. This involves teaching, assessing, and recognizing(Whitney et al., 2010) followers' performance in accordance with principles, both personally and collectively. Leaders' ability to discover and identify shared principles eventually makes assessment easier and less conflictual and builds a foundation for collaboration.

Likewise rest of the four I's, assessment of integrity involves leader behaviors including decision making, relationship-building, and keeping the congruence between words and actions. Integrity is considered as a virtue(Audi & Murphy, 2006), a discrete component of good character(MacIntyre, 1984; Palanski & Yammarino, 2007), rather than a cluster of behaviors or skills practiced. Thus, it is a relatively implicit construct which heavily relies on evaluators' subjective standards as is true when considering virtues such as morality, consciousness, or honesty. For this reason, measuring leaders' integrity and ethics has its key limitation in measuring subordinates' perception of their leaders' integrity instead of the actual possession of it(Riggio, Zhu, Regina, & Maroosis, 2010). Thus, while rest of the four behavior-oriented factors constituting appreciative leadership are expected to be in continuum, integrity is expected to be seen as a discrete factor which is set as a base-line virtue while it is distinguishable from the rest. Hence, considering the above issues, integrity in appreciative leadership is operationalized as the fundamental virtue which aligns values and leader behaviors with an aim of serving good for the wholeness.

<Table 1. Summary of 5 I's: Definitions and key practices >

<b>5 I's</b>	<b>Definition</b>	<b>Key practices</b>
Inquiry	Develop a habit of asking positive questions to learn how people and things work when they are at their best	<ul style="list-style-type: none"> <li>• Boost ask-to-tell ratio (ask more tell less) (p)</li> <li>• Practice The Flip (turn negative issues into positive questions) (p)</li> <li>• Ask value-based questions (1)</li> <li>• Engage in team inquiry (t)</li> <li>• Prepare success-oriented status reports (t)</li> <li>• Create a culture of inquiry (o)</li> </ul>
Illumination	Discover strengths of people and transform raw (or underdeveloped) potentials into positive results	<ul style="list-style-type: none"> <li>• Positive self-talk (p)</li> <li>• Strengths spotting (1)</li> <li>• Appreciative coaching (1)</li> <li>• Appreciative check-ins (t)</li> <li>• Root cause of success analysis (t)</li> <li>• Create a positive emotional environment (o)</li> </ul>
Inclusion	Consciously engage with people to co-create the future	<ul style="list-style-type: none"> <li>• Expand the inner dialogue (p)</li> <li>• Level the playing field (p)</li> <li>• Issue the invitation (1)</li> <li>• Connect improbable pairs (1)</li> <li>• Invite improbable participation (t)</li> <li>• Accommodate conversational differences (t)</li> <li>• The Appreciative Inquiry summit (o)</li> </ul>
Inspiration	Unleash latent potential by offering directions and vision for a better state and fostering innovation	<ul style="list-style-type: none"> <li>• Choose to be positive (p)</li> <li>• Tell story (p)</li> <li>• Be generous with appreciation (1)</li> <li>• Share hopes and dreams for the future (1)</li> <li>• Foster hope by planning the path forward (t)</li> <li>• Reenchant the workplace (t)</li> <li>• Organize to a life-affirming purpose (o)</li> </ul>
Integrity	Be true to oneself while purpose, principles, practices, priorities, and processes congruently serve wholeness of the organization.	<ul style="list-style-type: none"> <li>• Engage in conscious decision making (p)</li> <li>• Be true to oneself (p)</li> <li>• Empower principled performance (1)</li> <li>• Foster righteous relationship (1)</li> <li>• Measure success by leader's principles (t)</li> <li>• Make the most of mistakes (t)</li> <li>• Work in service to the whole (o)</li> <li>• Account for the triple bottom line (o)</li> </ul>

Notes. (p)=personal (1)=one-to-one (t)=team or group (o)= whole organization

### **What is Appreciative Leadership?**

Definitions of conceptual dimensions prepare for a more elaborated definition of appreciative leadership. Various behaviors described as above become cues revealing how appreciative leadership is a mixture of two basic leadership styles: directive leadership and participative leadership. Asking valued questions and engaging people in decision making processes, for instance, reflect the directive leadership style, for these specific behaviors are geared at seeking team members' compliance with directions to be headed toward (Bass, 1990; Bass, Valenzi, Farrow, & Solomon, 1975). Moreover, becoming initiative and facilitating, appreciative leaders actively manage team members' interactions (e.g., Sagie, 1996). On the other hand, coaching individual team members to maximize underdeveloped strengths, seeking collective wisdom, and co-creating visions well represent the participative leadership style, for it is defined as sharing of problem solving processes with adequate provision of consultation (Amabile, Schatzel, Moneta, & Kramer, 2004; Bass, 1990). Through effective intervention, rather than simple provision of direction, team leaders attempt to provide cues for team members to manage themselves (Wageman, 2001) to accomplish their shared objectives (Sauer, 2011).

Overall, appreciative leadership describes leaders as those who are capable of effectively exerting an integrative mixture of competing leadership styles, participative consulting and direction giving. Here, appreciative leadership can be operationalized as 'a set of positive leadership behaviors which facilitate a constructive co-creation of the future as aligning strength-based individual growth and shared value system with organizational goal of seeking the good for the whole.'

## **II. Study 1**

### **Development of Appreciative Leadership Scale**

#### **: Item Development and Factor Analyses**

##### **Research Objectives**

Since Whitney et al.(2010) created the appreciative leadership theory based on empirical observations, the theory itself is very compelling and its effectiveness seems promising. However, without a validated measurement, the incremental outcomes of appreciative leadership as a new leadership theory cannot be proven scientifically. Theory-relevant leader behaviors specified in the text(see p.55, 85, 119, 154, and 193 for summarized charts for each subscale) enable readers to self-check or self-improve; yet, practices themselves are context-free and somewhat ambiguous to be carried in execution. Thus, development of a reliable and valid measurement must proceed in order to clarify subscales composing appreciative leadership and empirically explore its effectiveness of it. Although preliminary and culturally restricted, attempts are made to generate items and validate the newly developed scale. Study 1-1 describes how items were initially created and edited, and Study 1-2 illustrates statistical results from both exploratory and confirmatory factor analyses.

Before moving onto detailed description on each step, remarks must be made on restrictions upon usage context. Although Whitney et al.(2010) did not specify the position level of appreciative leaders, for the current assessment purposes, it is more reliable to specify the position level of leaders, considering contextual variations they

are in charge of, given that empirical work focused on executive-level managers and/or CEOs is known to possibly reduce applicability for situations most middle level, or “regular” managers need to face on a daily basis(Dean, Beggs, & Keane, 2010). As described earlier, appreciative leadership behaviors include not only individual consideration but also provision and sharing of team and organizational goals. Thus, team leaders, who are especially responsible for developing individual team members, fostering interactions within the teams(Ancona & Caldwell, 1992; Sarin & McDermott, 2003), and linking teams with organization(Nurick & Thamhain, 2006) seem to be an adequate position of leaders to be assessed. Thus, for the current scale development, respondents were asked to rate their team leaders in order to prevent individual level or team level considerations from being disregarded.

### **Study 1-1: Item Generation**

Initial item pool generating processes commonly involve researcher’s choice of methods based on how much conceptual clarity of the subject is achieved, either theoretically or empirically. Methods that can be applied include the inductive method and the deductive method. While the deductive method, often called “logical partitioning,” requires literature review and concrete theoretical definitions of each key concept, the inductive method heavily relies on data collected from the field in order to explore components composing each subscale. Since the appreciative leadership theory operationally defines 5 I’s in detail and states the relationships among them, I decided to elect a deductive method as a major approach which enables clarification of boundaries

among theoretical subscales. As described below, items are first generated deductively. Plus, given creative yet metaphoric construct definition, an inductive method was added in order to enhance contextual specification of items inductively created.

### **Deductive Creation**

The deductive approach was taken when generating initial items to assess how leaders demonstrate behaviors or skills recommended in the appreciative leadership theory. This specific type of approach requires an understanding of the phenomenon of interest through a thorough review of the literature to develop the theoretical definition of the construct to be investigated. The definition then becomes a guide for the development of items (Schwab, 1980). In this study, appreciative leadership is defined as ‘a set of positive leadership behaviors which facilitate a constructive co-creation of the future as aligning strength-based individual growth and shared value system with organizational goal of seeking the good for the whole.’

The following two textbooks, mainly the former, became the theoretical guideline: *Appreciative Leadership: Focus on What Works to Drive Winning Performance and Build a Thriving Organization* (Whitney et al., 2010) and *Appreciative Leaders: In the Eye of the Beholder* (Schiller et al., 2001). Initial content creation was based on a theoretical conceptualization of Whitney et al.’s (2010) five dimensions which comprise appreciative leadership: Inquiry, Illumination, Inclusion, Integrity, and Inspiration. Also, key practices for each dimension as listed in Table 1 were used as a more specified guideline. Special efforts were made in order to translate and deliver

original poetic terms adequately since the poetic nature often makes conceptual comprehension less accurate when explanation is limited.

Incorporating structured item development strategies(Devellis, 1991), ten to twelve sample items were developed for each of the five factors. Item generation basically adapted a rule of one-to-one matching between a key practice and an item; however, a number of practices which require an adaptation of newly suggested programs were excluded because the scale has a primary purpose of assessing current leader behaviors not necessarily after intervention. And I attempted to compose each item fully reflecting the construct of interest without creating possibilities of double-interpretation(DeVellis, 1991).

Following was a discussion with a project team composed of professors and graduate students regarding theoretical relevancy, adequacy, redundancy and wording of each item. A total of 56 items were developed and reviewed for further revision.

### **Inductive Supplementation**

In order to enhance contextual specification of created items, semi-structured interviews were designed. Eighteen interviewees were contacted and asked to provide opinions and related cases experienced, after being given descriptions on each factor. Interviewees were encouraged to provide rich descriptions on contexts and situations where they found their leader behavior “appreciative.” In addition, considering situational complexity in the real business setting, interviewees freely added their opinions on realistic restrictions, general acceptability, and effectiveness across situations. Interview outcomes were thoroughly content analyzed and contextual cues

derived were reflected in several items with troublesome ambiguity. Reviews and editions considered quality and repetitively depicted contextual conditions in regard with actual revelation of positive effects of each of the 5 I's. Finally, 8 items were edited, 6 items were deleted, and 4 new items that were found to be meaningful were added. After processing these series of revision, 54 revised items were then delivered to face validity processes.

### Face Validity

In an attempt to assess what newly invented items appear to measure, face validity was tested through classification of randomly ordered 54 items to one of five categories, given operational definitions. The purpose of this procedure was to either

<Table 2. Sample items from the full scale >

Latent variable	Sample items
Inquiry	1) Ask team members what they think their strengths are.
Illumination	10) Focus on exerting strengths of the team members harmoniously when allocating work within the team.
Inclusion	12) Reflect opinions of the maximum number of people who are involved in pertinent issues when making decisions.
Inspiration	14) Request team members to prioritize future directions and goals of the team or organization.  23) Frequently narrate successful experiences of organization or of mine when communicating with team members.
Integrity	39) Keep my words all the time.  41) Consider mistakes that go against team's shared principles critical problems.

delete or reconsider items that were not considered to be loaded as predicted. Six students from the faculty participated in the categorization procedure. They were given definitions and key practices of each subscale and asked to complete the classification without any discussion. The categorized outcomes were then delivered to the researcher, and comparisons were made in order to discover areas of confusion. Results revealed disagreement among more than two raters in 23 items out of 54 items. Through discussion, 7 items with ambiguity or redundancy were additionally deleted and 10 items were revised again, leaving 47 items ready for factor analyses.

## **Study 1-2: Factor Analyses**

### **Data collection**

The analyses reported here are based on data collected through self-report surveys. A total of 210 full-time employees were contacted and 86% of the surveys were collected. Respondents were employed in various organizations based in Korea and were asked to rate their team leaders on appreciative leadership behaviors. Both on-line and off-line(paper-pencil method) survey systems were available; Detailed description on the survey composition is provided in Study 2. Of a total of 210 respondents, 113 completed(26 incomplete surveys were excluded) the survey through an on-line website. For the remaining 78 respondents, surveys were distributed and collected on the site(3 failed to complete). Respondents were guaranteed confidentiality in a cover letter or in person when requested. Organizational settings varied from university major companies(134), administration offices(9), consulting companies(8), to financial

firms(37). Of 188 cases collected, 7 cases with unreliable responses were excluded, leaving 181 cases for further analyses. The average age of participants was 36.71 years with the mean work experience of 10.36 years.

Widely accepted recommendations for item-to-response ratios range from 1:4(Rummel, 1970) to 1:10(Schwab, 1980). However, in most cases, some more recent research has found that a sample size of 150 observations is sufficient when conducting exploratory factor analysis if item intercorrelations are reasonably strong(Guadagnoli & Velicer, 1988), and a sample size of 200 has been commonly recommended for confirmatory factor analysis(Hoelter, 1983). Hence, although slightly under recommended cutoff criterion, two groups of 141 cases meeting an item-to-response ratio of 1:3 were derived in order to conduct both exploratory factor analyses and confirmatory factor analyses respectively. Group division involved a random distribution from the total case pool, minimizing overlap.

<Table 3. Demographic characteristics of the study sample>

Variable	Team members		
	N (# data missing)	Mean	SD
Age	188(4)	36.71	7.59
Tenure	188(5)	10.36	7.22
Organization classification	1 = 134		
	2 = 9		
	3 = 8		
	4 = 37		

(1= major companies; 2= school administration; 3=consulting; 4=finance)

### **Methods: Overview**

Based on the following three reasons, I decided to use an exploratory factor analysis(EFA) to first examine the psychometric properties and then to perform a confirmatory factor analysis(CFA) to confirm the structure despite existence of a theoretical framework: 1) items are newly generated, ready to be reduced; 2) high cross-loadings on observed variables are expected since factors are conceptually highly correlated; and 3) the psychometric properties of an Asian sample may exhibit unique patterns.

### **Descriptive Analysis**

Item correlations and other descriptive statistics were foremost examined. The item correlations were moderately high, varying from .23 to .74, indicating not severe yet mild concerns for multicollinearity issues over several items. Collinearity statistics Tolerance values(.117 to .425) and VIF(2.351 to 8.559) values also supported the above concerns. Item number 34 with a tolerance value of 0.117 and a VIF value of 8.559 was reviewed and eliminated due to the high redundancy with item number 24.

### **Exploratory Factor Analysis**

Exploratory factor analyse(Maximum likelihood method) with an oblique rotation(Direct Oblimin with Kaiser Normalization rotation(Delta=0)) were conducted in order to assume underlying factor constructs that are correlated to each other(Brown, Trevino, & Harrison, 2005; Fabrigar, Wegener, MacCallum, & Strahan, 1999).

## **Results**

Initial analyses yielded six eigen values greater than 1; yet, the primary factor accounted for 49.2% of variance, with some relatively minor factors. As Podaskoff and Organ(1986) warned, when there are valid relationships among the constructs examined, the first factor extracted often accounts for a large portion of the variance. In the current study, dimensions of appreciative leadership are theoretically closely related and should be intercorrelated to each other; thus, the above results were well expected and appeared to be influenced by shared variability due to the legitimate relations among constructs being examined.

According to Tabachnick and Fidell's(1996) recommendation, items with factor loadings smaller than .40 and/or cross-loadings greater than .30 on more than two factors were eliminated sequentially. Plus, factors that only loaded two or less items were also eliminated(Thurston, 1947). Since each factor has to consist of three or more items in order to obtain adequate internal consistency reliabilities(Cook, Hepworth, Wall, & Warr, 1981; Floyd & Widaman, 1995), it was aimed to retain at least three items per factor from the original five-factor construct. Hence, two items slightly under cutoff values yet contributing to fulfilling the minimum number of constituting items were decided to be maintained for confirmatory factor analysis which followed afterwards. Finally, four items with low conceptual coherency were removed in order to enhance parsimony of the model. As shown in Table 4, the final model comprised of 18 items loading on three factors which explain 64.9% of the total variance. Of the retained items, four items assessing illumination and three items assessing inspiration constitute one

factor, named inspiring illumination. Five items measured integrity, and three items assessing inclusion and another three items assessing inquiry were again clustered together, representing a newly compounded factor, namely inclusive inquiry.

Cronbach's alpha values (.889, .850, .899, respectively) for each factor supported a good internal reliability, and for none of three scales would alpha increase by dropping any item.

<Table 4. Rotated Pattern Matrix>

	Factor 1	Factor 2	Factor 3
AL28	.865(2)		
AL20	.820(4)		
AL31	.715(2)		
AL21	.660(2)		
AL23	.611(4)		
AL19	.590(2)		
AL7	.557(4)		
AL43		.792(5)	
AL40		.639(5)	
AL42		.597(5)	
AL44		.555(5)	
AL11		.512(5)	
AL9			-.830(1)
AL12			-.704(3)
AL5			-.631(1)
AL26	.342		-.467(1)
AL8			-.450(3)
AL18	.368		-.422(3)
% variance	50.781	8.052	6.092
Composite reliability	.889	.850	.899

*Note.* Extraction Method: Maximum Likelihood;

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 10 iterations.

*Note.* 1 = inquiry; 2 = illumination; 3 = inclusion; 4 = inspiration; 5 = integrity

<Table 5. Factor correlation matrix>

Factor	1	2	3
1	1.00		
2	.566	1.00	
3	-.683	-.478	1.00

*Note.* Extraction Method: Maximum Likelihood, Rotation Method: Oblimin with Kaiser Normalization

The following table depicts the final items retained. Original item numbers and initial reference factors are provided.

<Table 6. Summary of Items retained: see Table 9 for detailed descriptions>

Eigen values >1.00	# items	Corresponding Classification
Factor 1	28, 20, 31, 21, 23, 19, 7	2, 4, 2, 2, 4, 2, 4
Factor 2	43, 40, 42, 44, 11	5, 5, 5, 5, 5
Factor 3	9, 12, 5, 26, 8, 18	1, 3, 1, 1, 3, 3

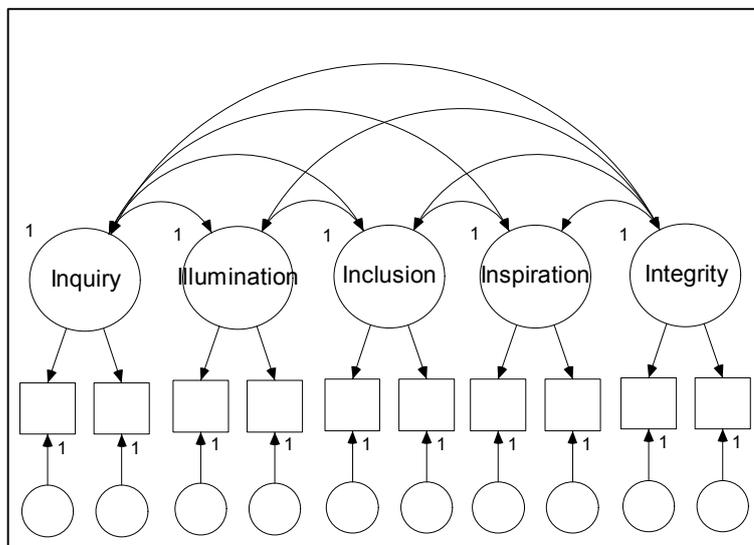
*Note.* 1 = inquiry; 2 = illumination; 3 = inclusion; 4 = inspiration; 5 = integrity

### Confirmatory Factor Analysis

A series of three confirmatory factor analyses(CFA) were conducted on 18 observed indicators listed in Table 6 to examine whether the original five factor model adequately explains appreciative leadership, using AMOS 7.0 maximum likelihood procedure(Arbuckle & Wothke, 1999). Using structural equation modeling(SEM), I sought a statistical criterion for evaluating how well the actual data fit a specific model of interest(DeVellis, 1991). Fit indices under consideration were as follows: comparative fit index(CFI), non-normed fit index(NNFI, also referred to as TLI), root mean square error of approximation(RMSEA), chi-square( $\chi^2$ ), and the ratio of the differences in chi-

square to the differences in degree of freedom( $\chi^2/df$ ). The psychometric properties of the scale were explored for internal consistencies achieving Cronhach's  $\alpha$  coefficient using SPSS 20.0.

Using Group 2, I compared the fit of three different factor models. Given that factors are correlated to each other by theory, the number of factors rather than order-structure was of interest in the model specification. The first model was a single factor model where all 18 items were loaded onto one factor, appreciative leadership itself. The second was a three factor model in which four factors were merged into two independent factors respectively(inclusion and inquiry into inclusive inquiry; and inspiration and illumination into inspiring illumination) while leaving one factor(integrity) as originally suggested. EFA results supported this three factor model. Finally, the last model was a five factor model(inquiry, illumination, inclusion, inspiratio



<Figure 2. Conceptual Framework>

-n, and integrity) as originally suggested by Whitney et al.(2010). In both multi-factor models, items were loaded onto their original respective factors and each factor was allowed to correlate with each other. In addition, to identify each model, the variance of each latent construct was fixed to a value of 1.0.

## Results

The fit statistics for the three models are shown in Table 7. Since the different factorial models are restricted versions of the full five-factor model, chi-square difference tests were performed in order to compare the relative fits. As shown below, the results of the chi-square difference test argue that the fit of the three-factor model is statistically superior to that of the single-factor model.

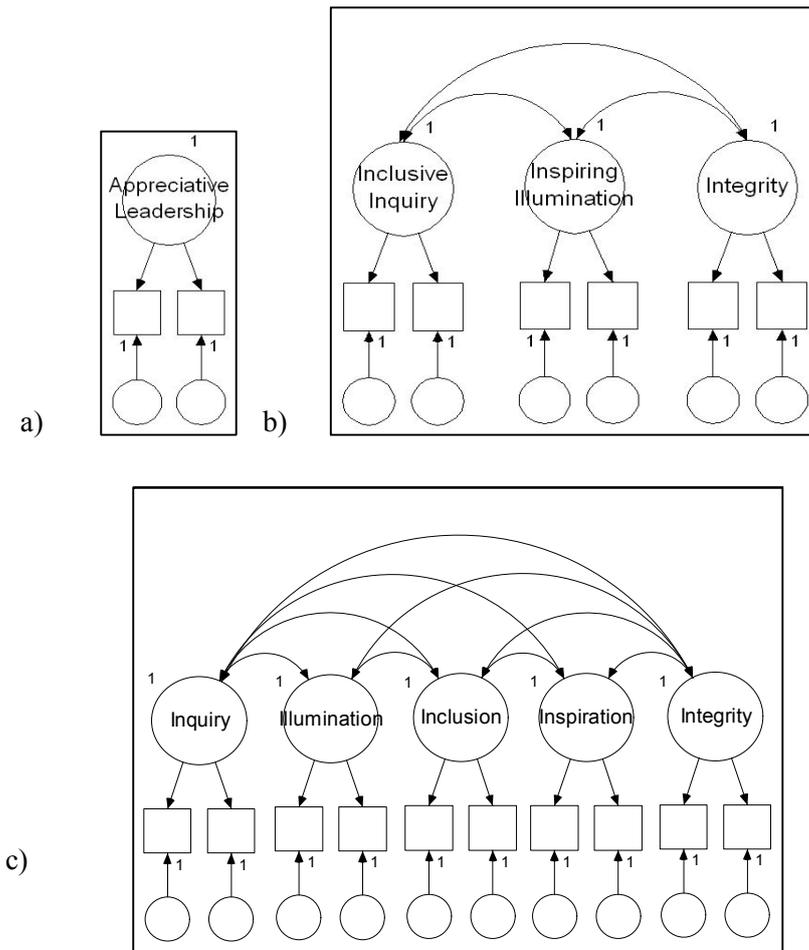
One vs. three

$$\chi_D^2(3) = \chi_M^2(135) - \chi_M^2(132) = 273.388 - 185.289 = 88.099, \quad p < .001$$

Three vs. five

$$\chi_D^2(7) = \chi_M^2(132) - \chi_M^2(125) = 185.289 - 173.612 = 11.677, \quad \text{not significant}$$

Therefore, the three-factor model was found to best capture the psychometric construct of appreciative leadership without violating basic assumptions made in maximum likelihood estimation methods. Fit statistics also indicated that the model displayed a good fit, both CFI and TLI values greater than 0.90 and an RMSEA value of 0.08 or less(Hu & Bentler, 1999). Note that the criterion values are used as guides, not as absolute measures of model fit. Hence, the three-factor model was retained here.



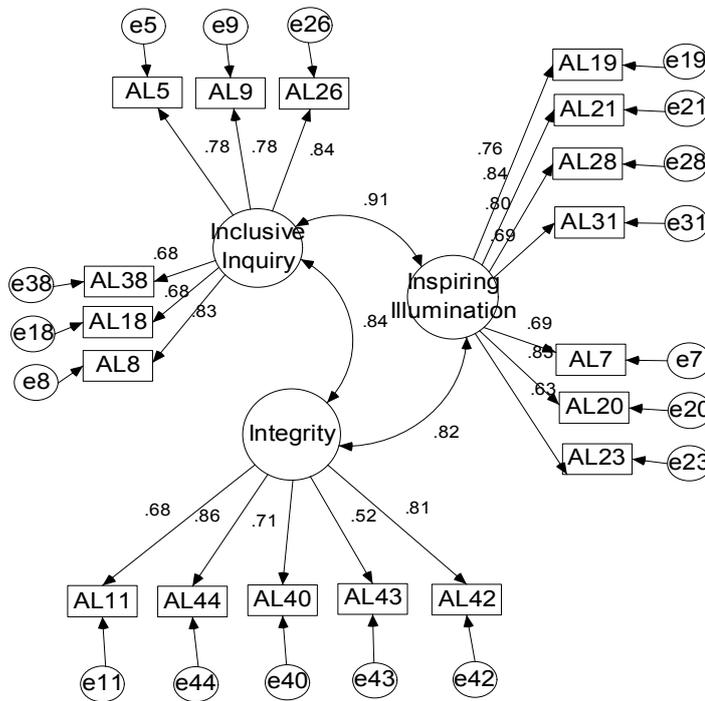
<Figure 3. Conceptual models being compared in Study 1-2>

<Table 7. Comparison of *A Priori* Appreciative Leadership Scale factor structure>

Structure	$\chi^2$	<i>df</i>	<i>p</i>	$\Delta\chi^2$	$\Delta_{df}$	TLI	CFI	RMSEA A
One-factor model	273.388	135	.000			.884	.898	.090
Three-factor model	185.289	132	.002	88.099	3	.949	.956	.060
Five-factor model	173.612	125	.003	99.776	10	.962	.969	.052

*Note.* All chi-square values are significant at  $p < .001$ ;  $n = 181$ ; the  $\Delta\chi^2$  is in relation to one-factor model. Model 1, all appreciative leadership items loaded on one latent factor; Model 2, hypothesized measurement model: items loaded on three latent factors as supported in EFA; Model 3, items loaded on five factors as originally suggested in appreciative leadership theory.

Based on the above conclusion, CFA results were reviewed using the three-factor model, the final measurement model. Figure 4 depicts standardized estimates of covariances among latent variables and factor loadings of loaded items.



<Figure 4.CFA Measurement model outcome>

Note. Standardized parameter estimates are reported. All estimates are significant at  $p < .001$

<Table 8. The final three-factor structure: Factor loadings, item-total correlation, reliabilities, mean and standard deviation of retained items>

Factor	Item#	Item	Factor loading	Item-total correlation	M	SD
Factor 1: inspiring illumination $\alpha = .889$	AL19	Can easily list the strengths of our team.	.757	.692	3.60	.99
	AL21	Discover latent strengths of the team members.	.836	.774	3.33	1.00
	AL28	Share and inform cases in which team members have exerted strengths.	.802	.708	3.31	.97
	AL31	Mainly talk about successes and	.686	.624	3.21	1.05

		achievements accomplished by team members.				
	AL7	Memo cases which depict attitudes or behaviors to be emulated and share with team members.	.692	.612	3.52	.99
	AL20	Tell team members about their happy lives.	.834	.743	3.23	1.08
	AL23	Frequently narrate successful experiences of organization or of mine when communicating with team members.	.633	.601	3.41	.92
Factor 2: integrity $\alpha = .850$	AL11	Manage team by focusing on overcoming my own weaknesses.	.677	.671	3.83	.91
	AL44	Let team members be certain of their own principles and criteria, and empower them to work accordantly.	.864	.751	3.45	.95
	AL40	My private self is identical to my public self.	.707	.611	3.68	.90
	AL43	Process my responsibilities based on my values and beliefs.	.521	.524	3.76	.83
	AL42	Consider being consistent with principles and value systems of own when team members achieve work satisfaction or pride.	.808	.752	3.57	.84
Factor 3: inclusive inquiry $\alpha = .899$	AL26	Prefer expressions containing positive values (i.e., happiness, unity, humility, etc.) when communicating with a team member.	.841	.759	3.51	1.02
	AL9	Ask the opinion of attendants during the team meetings	.778	.667	3.73	.92
	AL5	Listen to their opinion when communicating with team members.	.777	.683	3.66	1.03
	AL38	Listen to team members who offer deviant opinions.	.676	.579	3.50	.87
	AL18	Emphasize team members to collect each other's thoughts and cultivate team creativity.	.833	.775	3.59	.97
	AL8	Encourage team members to work through coordination and support.	.676	.631	3.78	.92

### **III. Refinement of appreciative leadership: a three-dimension construct**

Factor analyses indicated that three factors, rather than five factors, appear to be empirically distinct and well reflect appreciative leadership construct. Newly refined factors, inclusive inquiry, inspiring illumination, and integrity are also theoretically approachable and distinct from each other.

To illustrate each of the newly refined dimensions, “inclusive inquiry” describes a leader’s execution of a series of practices which facilitate oneness of team through enhanced communication among ingroup members. Appreciative leaders are motivated by the spirit of inclusion, and rituals of asking refreshing and value-embedded questions to anyone engaged in an issue, creating a coherent culture which ensures a sense of safety and belongingness. Because the ultimate goal of appreciative leadership is to engage with other members to create mutual goodness, leaders high in inclusive inquiry will constantly promote active participation and cooperation within followers which consequently enhance not only follower motivation but also high group performance.

Inspiring illumination describes a leader’s commitment to and skills in motivating followers by encouraging learning from successful moments and individual or group strengths. It is the belief in the power of positivity that challenges leaders’ ways of approach in follower development. Illumination and inspiration are highly interconnected since illumination itself, seeking possibilities of improvement from cases of success, is already inspiring and motivating for followers. When these two characteristics of appreciative leadership are combined, the range of influences expands

as leaders become more willing to and are actually capable of sensing positive potential in followers. Such leaders' illuminating and inspiring influences not only contribute to individual growth but also create a vision that can be collectively sought.

Integrity reflects the extent to which leaders show consistency in their values and deeds, at the individual level, while serving the whole through sound and ethical reasoning, at the higher level. Leaders with high levels of integrity become role models of great influence without intentional management skills. And their habitual consideration of "purpose, principles, practices, priorities, and processes [being] congruent throughout the entire organization"(Whitney et al., 2010, p. 162) makes it possible to exceed one-to-one influence to reach a principled movement toward the better whole-system. This alignment of an individual with a larger community with a shared belief and purpose creates community spirit with a positive momentum for change; thus, it can be concluded that integrity is both the fundamental basis and a driving force of enduring appreciative leadership influence.

Factor analyses using empirical data contributed to clarification of conceptual boundaries through the following two processes. First, clarification of distinctions and integration among factors resulted in omitting areas of overlap based on both theoretical and empirical scattering of an issue across more than two dimensions. Issues considered are flip in inquiry, sharing stories of best practices in illumination and life-affirming purpose in inspiration. Flip of habitual problems into affirmative topics resembles seeking and seeing positive potentials in illumination. In addition, sharing stories of successful cases in illumination, for instance, can be absorbed in inspiration because

although the storytelling method itself is considered a major source of inspiration with a variety of purposes. Lastly, life-affirming purposes included in inspiration are not conceptually distinct from serving higher goodness in integrity. In cases of overlap, centrality of the theme was considered foremost; therefore, omission was made on the side where the issue was handled relatively in a peripheral manner. Second, factor analysis results produced some downscale on several major issues because first, factor loadings, instead of conceptual significance, were considered to be one of the strongest cutoff criteria in analyses; second, the scale was developed for the purpose of assessing team leaders mainly in profit-making organizations. As a result, a number of leader behaviors that are highly transcendent or contextually restricted have been eventually excluded. For example, appreciative leaders aim at including the maximum number and variety of people to decision making and to serve the world. Although ideal, it is often beyond the scope of a single organization and discouraged for efficient management. Therefore, items depicting “involving all stakeholders” and “considering the effects on the natural environments” were included in the initial item pool generation, factor analyses failed to detect those statements as statistically significant. As a result, a heavy reliance on statistical probe contributed to refinement of conceptual framework while missing some unique details of the theory at the same time. Nevertheless, the newly developed scale is still useful in assessing appreciative leadership in business settings for assessment purposes.

<Table9: Summary of operational definitions of refined factors>

Factors	Refined Operational Definition
Factor 1: Inclusive Inquiry	Execution of a series of practices which facilitate oneness of team through enhanced communication among ingroup members.
Factor 2: Inspiring Illumination	Commitment to and skills in motivating followers by encouraging learning from successful moments and individual or group strengths.
Factor 3: Integrity	Revealing of consistency in values and deeds, at the individual level, while serving the whole through sound and ethical reasoning, at the higher level.

## **Study 2: Initial Validation**

### **Appreciative, authentic, and servant leadership: How they converge and discriminate**

#### **Research Objectives**

Study 2 demonstrates several attempts seeking further evidence of construct validity for the newly developed appreciative leadership scale(Hinkin, 1995). The process includes a) demonstrating convergent validity by seeking imperfect positive correlations with authentic leadership and servant leadership, respectively; b) examining incremental predictive validity of appreciative leadership by considering statistically significant loading values on variables that are derived from hypotheses when authentic leadership is controlled; and additionally, c) discovering which subscale of appreciative leadership predicts selected variables the most and whether it is relevantly explained by theory.

The following are overviews of the field of positive leadership theory and those

leadership constructs that are especially relevant to yet discriminant with appreciative leadership, the servant leadership and authentic leadership, with a special focus on the conceptual overlap and distinctions. Table 10 provides brief comparisons among the three leadership theories based on the core components of appreciative leadership.

<Table 10. Conceptual comparisons of servant and authentic leadership based on appreciative leadership theory>

	Authentic leadership	Appreciative leadership	Servant leadership
Similarity		Inquiry	Listening (*) Conceptualization (*)
		Illumination	Commitment to growth (**)
	Balanced Processing (*) Self-awareness (*) Internalized moral perspective (*)	Inclusion Inspiration Integrity	Foresight (*) Building community (*) Stewardship(*) Awareness
	Uniqueness	Relational transparency	Positive Deviance Storytelling Team level approach
			Empathy Healing Persuasion

*Note.* \* =partial overlap; \*\* =significant overlap

## Leadership

Despite its long history and scholarly interest, no single definition represents leadership since the operational definition varies largely according to researchers' perspective and the phenomenon of interest(Yukl, 1999). Tracking trends of leadership studies, Yukl(1999) summarized that leadership is defined in terms of “individual traits, behavior, influence over other people, interaction patterns, role relationships, occupation

of an administrative position, and perception by others regarding legitimacy of influence(p. 2).” Questioning what constitutes leadership highlighted the relevance of the follower needs and context(Avolio, 2007), and this violation of contextual stability brought some critical challenges in leadership research. Responsibly, leadership research has been and still is aiming to moving away from a hierarchical, leader-centric view to a more integrative approach where various levels of analysis and contextual factors are considered(Avolio, 2007; Johns, 2006). These intentional movements resulted in the blooming of more integrative and positive leadership theories.

### **Leadership comparisons and convergent validity**

#### **Servant Leadership**

Introducing his basic ideas on servant leadership, Greenleaf(1977) placed ‘going beyond one’s self-interest’ at the central position in leadership(Dierendonck & Nuijten, 2011). According to Greenleaf(1977), the key leadership behaviors which characterize leaders as servants include provision of growth opportunities to followers(Luthans & Avolio, 2003), persuasion and practice of the role of a steward for organization(Reinke, 2004). Based on the above ideas, Spears(1995) distinguished and named 10 characteristics that are noted as the essential elements of servant leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment, and building community. Within the organizational context, portrait of the servant leader depicted by Greenleaf reflects an individual who consistently seeks, listens to, and looks for better ways of accomplishing shared

objectives, adopting a “holistic” approach to work, promoting a sense of community and shared decision-making(Spears, 2004).

The original ideas and conceptual framework established by Greenleaf and Spears provided major tenets in servant leadership theory development; yet, many scholars have tackled the original construct, presenting different constructs derived from alternative approaches(i.e., see Akuchie, 1993; Farling, Stone, & Winston, 1999; Graham, 1991; Polleys, 2002). Some major studies and proposed potential dimensions are summarized in the table below(Barbuto & Wheeler, 2006; Graham, 1991; Laub, 1999; Patterson, 2003, Sims, 1997; Spears, 1995).

However, although most conceptual papers have quality contributions, lack of consensus on the construct of servant leadership has created more differentiation than

<Table 11. Comparing representative servant leadership theories and components extracted >

Authors (year)	Components
Graham (1991)	Humility, relational power, autonomy, moral development of followers, and emulation of leaders’ service orientation
Spears (1995)	Listening, empathy, healing, persuasion, awareness, foresight, conceptualization, stewardship, commitment to growth, building community
Sims (1997)	Communicating honestly, being vulnerable, promoting a shared vision, using power to care others' needs, building up others, building community and collaboration
Laub (1999)	Values people, develops people, displays authenticity, builds community, provides leadership, shares leadership
Patterson (2003)	Agrapha love, humility, altruism, vision, trust, service, empowerment
Barbuto & Weeler (2006)	Added ‘calling’ on to the above ten factors; extracted five factors from empirical analyses: altruistic calling, emotional healing, wisdom, persuasion, organizational stewardship

integration in the literature(Barbuto & Wheeler, 2006). Scholarly efforts creating a more integrative scale are currently on-going, waiting for empirical replications. Despite under-established consensus, since Greenleaf(1970) and Spears(1995, 2002) still present the most accepted views, I decided to base Spears' descriptions on dimensions of servant leadership for comparatory purposes in this study, and to apply the scale empirically developed by Barbuto and Wheeler(2006) for assessment.

A review of the literature reveals much conceptual overlap between appreciative and servant leadership constructs, as well as some significant distinctions. As illustrated in Table 11, both theories view leaders as those who encourage serving a larger community through open communication with subordinates. Leaders described in both theories develop quality one-to-one interpersonal relationships without violating their role as a manager, helping followers to attain their fullest potential and become self-motivated(Manz & Sims, 1987). Plus, they demonstrate moral courage and integrity, displaying a high level of moral development and simultaneously inspiring followers to emulate them(Reed, Cohen, & Colwell, 2011). Through this virtuous cycle inspiration and motivation provocation, they aim at contributing positively to society as a whole. Hence, a strong positive relationship between appreciative leadership and servant leadership is expected.

Besides commonly shared concepts and ultimate aims, theories are distinctive in terms of their priorities and attitudinal stance. Servant leaders, unlike appreciative leaders, attempt to set one's highest priority in meeting the needs of those being led, including emotional states, motivational orientation, or extrinsic deprivation; thus, the

ability of handling follower emotions and persuading them become the major test of the leadership competence. On the other hand, appreciative leaders aim at co-creating the future in the power of positivity. In addition, compared to servant leaders, appreciative leaders are characterized for their active attitudinal stance since they not only care subordinates' needs but involve in active direction-giving and initiative actions. Through their dynamic practices, appreciative leaders create meaning by embedding values in every word and motion they choose. For instance, although listening from servant leadership theory quests upon leaders' open communication skills, it does not include asking positive questions which encompass the way of handling a situation faced, mostly negative.

All in all, it can be concluded that despite shared goals and aimed influences, appreciative leadership, through its more active, leader-driven use of language, seems more effective in sending signals about values and priorities of the organization (Peters, 1987; Pfeffer, 1981) without abandoning reassurance servant leadership may sufficiently provide. Sharing these patterns of explaining the differences, servant leadership, despite minimal differences, seems to be an included construct within appreciative leadership.

### **Authentic Leadership**

Repeated lapses in ethical judgment contributed to the recent leadership virtue on authenticity and authentic leadership (Walumbwa et al., 2008). Authenticity is defined as "owning one's personal experiences, be they thoughts, emotions, needs, preferences, or beliefs, processes captured by the injunction to know oneself" and acting in

accordance with the true self(Harter, 2002, p. 382). Correspondently to scholarly arguments viewing authentic leadership as more than just being true to self-motivated, researchers operationalized definitions of and sought psychometric constructs of authentic leadership. Authentic leadership is originally defined as “a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development(Luthans & Avolio, 2003, p. 243).” Authentic leaders with high awareness of their own strengths and weaknesses encourage a positive organizational culture contributing to the development of followers(Avolio & Gardner, 2005; Luthans, Youssef, & Avolio, 2007) which again becomes the genuine reflection of leadership effectiveness(Gardner, Avolio, Luthans, May & Walumbwa, 2005; Ilies, Morgeson, & Nahrgang, 2005). According to the most accepted multi-dimensional model suggested by Walumbwa et al.,(2008) authentic leadership consists of self-awareness, relational transparency, balanced processing of information, and internalized moral perspective.

<Table 12. Comparing representative authentic leadership theories and components extracted >

Authors (year)	Components
Ilies et al. (2005)	Self-awareness, unbiased processing, authentic behavior/acting, and authentic relational orientation
Shmir & Eilam (2005)	a) the role of the leader is a central component of their self-concept, b) they have achieved a high level of self-resolution or self-concept clarity, c) their goals are self-concordant, and d) their behavior is self-expressive
Walumba et al. (2008)	Self-awareness, relational transparency, balanced processing of information, internalized moral perspective

Self-awareness involves understanding strengths and weaknesses while being cognizant of leadership impact on others(Kernis, 2003). Relational transparency refers to presenting one's authentic self, including thoughts and emotions(Kernis, 2003), and balanced processing entails leaders being able to perform objective analyses (Gardner, et al., 2005). Lastly, internalized moral perspective illustrates the internalization and integrity of self-regulation(Ryan & Deci, 2003).

Two major themes overlap between authentic and appreciative leadership: leaders' ethics and integrity. Both leadership theories, like servant leadership theory, view leaders as ethical beings. As Parry(1998) proclaimed that "ethical values are indispensable to real leadership(p. 90)," the impact of ethical leadership on organizational effectiveness has long been noted and supported(Brenner and Molander, 1977; Mortenson et al., 1989). More specifically, ethical leadership is found to be effective by strengthening organizational culture and increasing employee effort(Mowday, Porter, & Steers, 1982). Also, on behalf of integrity, Ryan and Deci(2001) claimed that leaders' integrity, knowing and acting upon their core beliefs, values and strengths while encouraging others to do the same, promises high levels of subordinates' well-being and performance as well. This belief provided grounds for authentic leadership, placing its focus on leaders as ethical role models. Appreciative leadership theory similarly stresses the importance of integrity as Whitney et al.(2010) explains "appreciative leadership begins and ends with integrity(p. 158)," meaning when leaders lose faith in their words, other practices conducted become powerless.

Indeed, authenticity is included as a part of the fifth I, integrity; however,

differences emerge from the differed aims of leaders being integrative, for the appreciative leadership theory specifies its ultimate goal as ‘serving the whole’ rather than developing authentic subordinates. Major distinction between the two theories is revealed where authentic leadership expects indirect positive effects of leaders’ ‘leading by example’ on follower performance(Avolio et al., 2004). In fact, self-awareness is a unique feature authentic leadership theory carries. Although appreciative leadership assures the importance of leaders to be capable of utilizing their maximum strengths, the theory does not necessarily require leaders reflecting self-awareness on their own strengths and weaknesses through formal communications(Simons, 1999). Authentic leadership theory argues how much leaders convey their authenticity to others becomes a main factor that influences followers to work toward common goals or objectives(Clapp-Smith, Vogelgesang, & Avey, 2009). On the other hand, appreciative leaders aim at executing direct influence by carrying out meaningful strategies such as asking value-embedded questions, meaning-making, providing collective objectives, and including stakeholders into decision-making. Through above change-making practices, appreciative leaders may exhibit a more influential power to improve follower behaviors when considering how the way authentic leaders convey meanings and values may not be charismatic or inspirational to others(Avolio & Gardner, 2005; George, 2003).

### **Convergent Validity**

Based on the high correlations with the two leadership theories, I sought a convergent validity of appreciative leadership scale. In order to establish the convergent

scale, its bivariate correlation with scales which measure the same construct or with scales that one would expect to be associated with it is demonstrated. Specifically, correlations with Walumbwa et al.'s (2008) The Authentic Leadership Questionnaire and Barbuto and Wheeler's Servant Leadership Scale were assessed in the current study. Evidenced with theoretical convergence, I hypothesize that

*Hypothesis 1: Appreciative leadership will show a high positive correlation with authentic leadership and servant leadership, respectively.*

Below are illustrations of unique features of appreciative leaders based on the extensive review on other leadership theories. These become the major grounds for hypotheses development that will be followed after.

#### *Communication Contents and Underlying Beliefs: Positive Deviance*

The positive organizational scholarship (POS) perspective believes in the existence of alternative sources of meaning in work, which is beyond the socially defined meaning (Wrzesniewski, 2002). Such alternative meanings of work are found to be determined both internally (i.e., through individual intrinsic motivation) and externally (i.e., by the job) (Loscocco, 1989). The latter perspective highlights the power of working environment on work commitment (Kohn et al., 1983) which often results from effective leadership.

Deviance, within organizational behaviors, is defined as "intentional behavior

that significantly departs from norms(i.e., shared understandings, patterns or expected ways of doing things)”(Robinson & Bennett, 1995, as cited in Spreitzer & Sonenshein, 2003). According to Spreitzer and Sonenshein(2003), deviant behaviors involve actors’ intentional commitment and a signature departure from commonly accepted norms. Extraordinary actions that fall in the positive extreme of a normal curve have been named as positive deviance(Wilkins, 1964), and they have been included in the foundation of POS as an important mechanism enabling extraordinary results(Cameron, 2003). Appreciative leadership behaviors fulfill both characteristics Spreitzer and Sonenshein(2003) depicted, for appreciative leaders intentionally highlight the bright side of the situation and people, although the problem-focused approach is still predominant in field management. This intentional effort may fulfill the role of facilitators for positive behaviors, promising provision of intrinsic motivation in followers that is known to enhance seeking of novelty and challenges and extending of capacities(Deci & Ryan, 2000).

*Team level consideration: Tactics as a team leader*

Today’s organizations increasingly rely on the use of teams(Barley, 1990; Devine, Clayton, Philips, Dunford, & Melner, 1999; Hackman, 1990), a formalized hierarchical structure with a designated leader(Sauer, 2011). A work team’s success is largely affected by effective interactions among team members who are responsible(White & Lean, 2007). Given the positive emotional attachments team members have on their team and the fact that leaders facilitate beneficial

behaviors(Pearce & Herbig, 2004), researchers have investigated traits or leadership behaviors which are effective in these accounts. Accumulated research findings on the role and effective behaviors of team leaders suggest that team leaders are responsible for coaching team members, helping develop individual capabilities, fostering interactions, and telling others in the organization about the team's activities(Ancona & Caldwell, 1992; McDonough & Barczak, 1992; Sarin & McDermott, 2003). Plus, according to Nurick and Thamhain's(2006) findings, effective team leaders are capable of understanding the on-going interaction between organizational and individual behavioral variables, and thus may successfully minimize dysfunctional conflict(i.e., in roles or values) and create a safe climate for active participation.

As mentioned earlier, the appreciative leadership theory presents a variety of effective leadership practices which may have influenced throughout the individual level, team level, and organizational level. Although the appreciative leadership theory, as well as servant and authentic leadership, does not limit appreciative leaders to work team leaders, it has its power in linking an individual to a work team and to a larger community, in most cases the organization in regard with goals, values, and beliefs. Creating a supportive climate and culture at the team level, which is often more manageable for leaders, may alleviate difficulties that arise when reducing dysfunctional conflicts in individuals with minimal sense of belongingness. Thus, it is promising to find increased interactions between team members, consequently encouraging the team to operate in a more collaborative manner(Sarin & O'Connor, 2009).

*Communication method: Storytelling*

Among various approaches and constraints, a story, according to Bruner(1986), can be defined as “narrative deals with the vicissitudes of human intentions.” This approach stresses how stories consist of contextualized details and the way consequences are followed by character intentions(McGregor & Holmes, 1999). McGregor and Holmes(1999) identify the double meaning of storytelling as follows: 1) a narrative style of describing experiences in a coherent manner and 2) “a certain slippage from the realities of the episode” by bending and highlighting certain facts in an attempt to create a good story. The latter meaning is the major theme considered in the skeleton model developed by Schank and Abelson(1995) where they argue that a story construction process includes simplification of reality and “stretching of evidence” to conform to a simple skeleton theme. According to Bruner(1986), a story, after the above motivated actions of speakers, requires the audience to imagine, understand speaker intentions, and appreciate “particulars of time and space(Vitz, 1990)” and aims at enhancing believability and verisimilitude. After all, stories finally gain power through “context sensitivity”(Bruner, 1986) which delivers the speaker’s intention and alters the listeners’ memory and cognition. Higgins and Rholes(1978) discovered that storytelling alters memory by activating a biased encoding of information in a story-consistent manner. The above argument has also been experimentally supported with an enhanced memory of theme-consistent information(Ostrom, Lingle, Pryor, & Geva, 1980). Thus, a story realizes its potential energy when storytellers’ intentional directionality changes the perspective taken by the audience.

Storytelling in Illuminating and Inspiring behavior falls between these two meanings, for sharing stories involves a selective collection of stories of success and a detailed sharing of outstanding stories for the purpose of setting expectations for success.

### **Appreciative and authentic leadership: Review and Incremental Predictive Validity**

Given the overarching interest of the current study in understanding the potential role of appreciative leadership, I calculated regression weights through structural equation modeling seeking contributions the appreciative leadership may make when controlling authentic leadership. Instead of using hierarchical regression analyses, the structural equation modeling method was selected due to the sizable measurement errors of scales (Cheng, 2001) and the correlations between leadership variables and among dependent variables, originating from positively biased origins. SEM has been denoted for its superiority in examining a series of dependence relationships simultaneously (Cheng, 2001) and also in expanding the explanatory ability and statistical efficiency (Hair, Anderson, Tatham, & Black, 1998). Thus, I decided to design two separate structural models according to relevant hypotheses derived from two leadership theories: appreciative leadership and authentic leadership.

Reviews in Part 2-1 revealed the inappropriateness of targeting servant leadership when seeking meaningful incremental predictive power of appreciative leadership because appreciative leadership includes a great portion of servant leadership mechanisms. Therefore, authentic leadership, which possesses both theoretically considerable degree of overlaps and differences with appreciative leadership, was

selected as an adequate target variable for examining comparative explanatory abilities.

Following are hypothesis generations grounded on theoretical evidence. Direct comparison between two leadership theories helps building hypotheses seeking the predictive power of appreciative leadership on emotional experiences in workplace and subordinates' selective attitudes and behaviors, when controlling for authentic leadership.

### **Hypotheses Development: Incremental predictive validity**

#### **Emotion**

Behavioral scholars have long been arguing about the overarching influence of leaders on the moods and feelings of their followers. Humphrey(2002), for instance, even argued that management of the moods of group members is one of the major leadership functions. Emotions at the workplace, as well as the ability to manage moods, caught much attention as a number of empirical studies provided strong evidence for boosted level of performance when followers' moods are lifted (McColl-Kennedy & Anderson, 2002; Pirola-Merlo, Hartel, Mann, & Hirst, 2002) implying exertion of leadership effectiveness through influencing moods(Tsai, Chen, & Cheng, 2009). Besides enhanced follower performance, followers' experienced positive affect is also known to exert positive relations with enhanced motivation(Erez & Isen, 2002), job satisfaction(Thoresen, Kaplan, Barsky, Warren, & de Charmont, 2003), and well-being(Diener, Oishi, & Lucas, 2003) as well.

One of the major schemas through which leaders alter the moods of followers and emotional climate is by emotional contagion. Emotional contagion, according to

Hatfield, Cacioppa, and Rapson(1992), occurs when emotions spread from one person to another, mostly through mimicking of emotional expressions, implicit bodily language, or vocal tone. In a more recent research, Sy, Cote and Saavedra(2005) argued that when leaders are in a positive mood, group members, or followers, are more likely to experience more positive moods as well as to portray greater cooperation.

Although no empirical evidence supports positive relations with appreciative leadership and positive emotions, theory depicts a special emphasis laid upon the leaders' strong belief in the power of positivity. Creating a positive emotional environment (illumination), strength-spotting(illumination), sharing hope, and setting a life-affirming purpose (inspiration) provide evidence for leaders' intentional efforts to portray, arouse and maintain positive emotions. The above series of emotion-boosting leadership behaviors, as found in charismatic leadership, imply "positively biased cognitive schema"(Ashkanasy & Tse, 2000, p. 226) of appreciative leadership, positive interpretation and integration of information, with positive feelings toward environment(Spreitzer & Quinn, 1996). On the other hand, valuing transparency, authentic leaders are engaged with expression of true feelings, while trying to minimize displays of inappropriate emotions(Kernis, 2003; Walumbwa et al., 2008), portraying differing values on followers' mood management between two leadership theories.

In sum, considering appreciative leaders' genuine emotional attitudes and assuming presence of emotional contagion, it is reasonable to predict that appreciative leadership would provide an increase in level of prediction of positive emotions in the workplace, after statistically controlling for the predictive effects of the more established

leadership style, authentic leadership.

*H2: Appreciative leadership is positively related to leaders' expressed positive emotions and negatively related to leaders' expressed negative emotions.*

*H3: Appreciative leadership is positively related to followers' experienced (felt) positive emotions and related to follower's experienced (felt) negative emotions.*

## **OCB**

Organizational Citizenship Behavior(also refer to as OCB), “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization,”(Organ, 1988, p. 4) is often distinguished into interpersonally directed OCB(OCBI) and organizationally directed OCB(OCBO)(Williams & Anderson, 1991). While OCBI refers to behaviors often beyond assigned duties that benefit other organizational members, OCBO encompasses behaviors that benefit the organization in general. Another category emerged in relatively recent days is team-directed OCB; yet, as most organizations set teams as fundamental work groups, team members are often treated interchangeably with colleagues, obscuring the distinction between OCBI and OCBT.

By definition, positive relationship between both types of OCB's and organizational performance has been predicted(i.e., Podsakoff et al., 1997). Such prediction has been supported as studies confirmed the contribution of OCB, particularly,

helpfulness, to organizational productivity(Podsakoff & MacKenzie, 1997). Avolio et al.(2004) expected the positive effect of authentic leadership on OCB through identification processes(personal and social) in both direct and indirect ways. In the identical logic, Walumbwa et al.'s(2010) empirical results supported how authentic leadership significantly and positively predicted OCB when controlling for ethical and transformational leadership. However, given that authentic leaders expect positive behavioral changes in subordinates as they identify themselves with exemplary leaders, I suppose that appreciative leaders, with their active provision of a sense of belongingness to a greater unit, team or organization, will be more effective in elevating subordinates' willingness to perform extra-role behaviors. Therefore, I hypothesize that controlling for authentic leadership,

*H4: Appreciative leadership is positively related to OCBI .*

*H5: Appreciative leadership is positively related to OCBO.*

### **Efficacy**

According to Bandura(1986), self-efficacy, self-judgment in one's own capability to organize and execute a designated performance has been hypothesized to be facilitated by successful experiences, vicarious learning, persuasion, and external states or reactions(Bandura, 1982). Also, enhanced self-efficacy has long been investigated for its sound prediction or increased effort, persistence and actual performance level(Bandura, 1977).

As do transformational leaders, appreciative leaders increase followers' self-efficacy and confidence in performing a given task through coaching, mentoring and giving encouragement (Sun, Zhang, Qi, & Chen, 2011). Appreciative leaders believe in potentials in every follower; thus, they habitually seek strengths and potentials in followers and larger units, trying to encourage learning lessons from key to success, and engage every stakeholder in decision-making processes. Beyond leaders' acknowledgement of individual followers, empowerment of principled performance also contributes to enhanced general self-efficacy. Thus, considering the above list of self-efficacy boosting practices which appreciative leaders intentionally perform, it is predicted that, when controlling authentic leadership,

*H6: Appreciative leadership has a positive relation with followers' self-efficacy.*

In a similar vein, team efficacy, according to Bandura (1997), is the shared belief of team members in their joint capability of reaching a desired level of performance on given tasks. Appreciative leaders highlight not only individual success but group success in order to emphasize successful memories over painful memories of failure. The coherence between enhanced group motivation and accumulation of group success experiences has already been supported by a number of scholars (i.e., Zander, 1977). Plus, recognition of job interdependency, contributions to positive change and the belief in group potential or group creativity promise an enhanced group-efficacy as well. Thus, I predict that, again compared to authentic leadership,

*H7: Appreciative leadership has a positive relation with followers' team-efficacy.*

### **Team Cohesiveness**

Another resemblance between appreciative and transformational leadership manifests where both leadership theories create a collective identity through increasing the intrinsic meaning of work (Dubinsky, Yammarino, Jolson, & Spangler, 1995; Shamir, House, Arthur, 1993). Appreciative leaders exceed expected indirect influence derived from leading by example. They create meanings, manipulate value priorities and availability heuristics, and enhance the sense of unity. Thus, compared to the less leader-centric authentic leadership, appreciative leadership is expected to be effective in predicting higher-level relevant variables which reflect a collective identity and a sense of belongingness within individuals. In sum, I expect that, controlling authentic leadership,

*H8: Appreciative leadership has a positive influence on team-cohesiveness.*

### **Methods**

#### **Participants**

Of the 188 participants earlier described in Study 1, only 168 participants completed the full set of survey. After deletion of 6 sets of cases with insincere

responses, the average age of respondents was 36.66 with missing data of 4, and the average tenure was 10.40 with missing data of 7, which are not significantly deviant from the original pool of participants.

## **Measures**

### **Leadership Variables:**

#### *Appreciative Leadership*

Although preliminary, appreciative leadership was measured with 18 items derived from the exploratory factor analysis in Study 1-2. As illustrated, three meaningful factors were extracted: inclusive inquiry, inspiring illumination, and integrity. The internal consistency reliabilities for each subscale are .889, .850, and .899.

#### *Authentic Leadership*

The Authentic Leadership Questionnaire developed by Walumbwa et al.(2008) was included. This measure consists of 16 items consisting of four 4-item subscales: self-awareness, relational transparency, internalized perspective, and moral balanced processing. Confirmation of the four-factor structure was failed yet the data achieved an acceptable level of internal consistencies: self-awareness = .899; relational transparency = .798; internalized moral perspective = .812; and balanced processing = .823.

#### *Servant Leadership*

Servant leadership was measured with 13 items modified from the 23-item Servant

Leadership Scale developed by Barbuto and Wheeler(2006) based on the work of Spears(1995). The scale consists of five subscales: altruistic calling, emotional healing, persuasive mapping, wisdom, and organizational stewardship. The internal consistencies are .882, .893, .862, .882, and .849, respectively.

### **Outcome Variables**

A number of organizational outcome variables were selected in accordance with hypotheses. Measurement tools were selected based on accumulated validity and supplemented Korean culture specific items when necessary. Aside from affective organizational commitment which was measured with a 5-point response scale, all the rest dependent variables listed below were measured with a 7-point response scale from 1(strongly disagree) to 7(strongly agree). For each scale, I conducted factor analyses and computed Cronbach's alpha in order to assess reliability. Demographic variables, age, tenure, affiliated organization, and team, were collected with a written response.

#### *Affective Organizational Commitment*

Among three dimensions of organizational commitment proposed by Allen and Meyer(1993), four items included in affective commitment were selected. The internal consistency is .747. Since item-total statistics revealed a notable enhancement of Cronbach's alpha when item 1 is deleted, I decided to exclude item 1 for further analyses. Deletion of an item resulted in a Cronbach's alpha of .784.

### *OCB*

Of the two orientations of organizational citizenship behaviors, OCB-O was measured using 3 items from the OCB scale developed by Williams and Anderson(1991). As for the OCB-I scale, instead of adapting items from the OCB scale as above, modifications were borrowed from Shin and Lim(2010) in order to enhance contextual adequacy in the team setting. In addition, OCB-I was supplemented with 3 items reflecting Korean cultural attributes(Choi, 2003) were included. Additionally, 3 items measuring OCB-team were added. Since measurements from four different sources were combined, exploratory factor analysis was performed in order to see if distinctions among three dimensions were empirically reasonable. Using SPSS 15.0 factor analysis with maximum likelihood method, two factors were extracted, implying that OCB-I and OCB-team were not distinguishable unlike OCB-O. One of OCB-O items with significantly low item-total correlation(.289) was decided to be eliminated during the analysis. Thus, the internal consistencies of OCB-I and OCB-team, and OCB-O are .831, and .727, respectively.

### *Leader Effectiveness*

A total of 4 items asked respondents to directly evaluate leader effectiveness. A sample item is “my team leader demonstrates effective leadership in human resource management.” The internal consistency of the combined scale is .946.

### *Self-efficacy*

A total of 8 items on New General Self-Efficacy Scale(Chen, Stanley, & Eden, 2001) were reduced to 4 items. Translation and validation were provided by Kim(2007, unpublished). Slight wording changes were made. The internal consistency of the reduced scale is .932

### *Team-efficacy*

The original 6 items(Riggs & Knight, 1994) were reduced to 5 items. Of the 5, one item was reversed for better understanding, resulting in the inclusion of two reverse items among the total. Again, based on translation and validation provided by Kim(2007, unpublished), slight corrections were made. The internal consistency is .790.

### *Emotion*

Modification applied by Bono and Ilies(2006) was adopted in order to measure both follower-felt affect and leader emotional expression evaluated by follower. As admitted by modifiers, although the Positive and Negative Affect Schedule(PANAS; Watson, Clark, & Tellegen, 1988) was designed to measure felt emotions rather than to evaluate others' expressed emotions(Bono & Ilies, 2006), measurement restrictions may be attenuated for the following evidence supporting the stability of the scale: 1) the PANAS constructs are believed to include a basic structure for measuring affect (Watson & Tellegen, 1985) and 2) have demonstrated high reliability(Watson & Clark, 1994).

Thus, the original ten pairs of affect words(Watson et al., 1988) were delivered twice

consequently. English-Korean Translation and its validation were delivered by Lee, Kim and Lee's validation study of Korea Positive and Negative Affect Schedule(2003). Since their empirical results revealed some inconsistencies in factor analyses, an exploratory factor analysis was performed in order to see if current data also supports their results. Consistent with the validation results of the Korean version(Lee et al., 2003), a positive item, 'alert' is found to be included in the negative affect factor. Additionally, it was decided that two other positive affects 'excited' and 'determined' exhibiting high cross-loadings across both factors should be excluded from the analyses. These results were revealed in both felt and expressed emotion clusters. Internal reliabilities of felt positive and negative emotions and expressed positive and negative emotions are .914, .908, .912, and .903.

## **Data Analyses**

Analyses were performed using maximum likelihood estimation in AMOS 7.0 (Arbuckle & Wothke, 1999). Sets of structural models were designed with theoretically based relationships among the exogenous (appreciative and authentic leadership with a correlation in-between) and endogenous (dependent variables receiving paths) latent variables. Latent variables were specified to be unidimensional, and a single correlation was estimated between two leadership variables. Instead of constraining the factor loading, variances of both leadership variables were constrained to 1.0 for significance level estimation.

## **Results**

Table 13 contains the means, standard deviations, and correlations for all measures. All of the internal consistency estimates were above the .70 level (Nunnally & Bernstein, 1994), which is commonly accepted. Table 15 presented in the following page contains the overall means and standard deviations for each leadership dimensions and correlations among their mean values of them. As shown, the three dimensions of appreciative leadership were positively and significantly related to each other while they also portrayed positive relationships with the dimensions of both authentic and servant leadership with statistical significance. Correlation matrices of leadership constructs and dimensions well support Hypothesis 1, confirming strong positive relations.

<Table 13. Means, standardized deviations, and correlations>

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
1 OCB-O	5.74	1.05												
2 OCB-I/T	5.39	0.74	0.470**											
3 Expressed Positive E	5.72	0.90	0.091	0.392**										
4 Expressed Negative E	5.44	0.97	-0.098	-0.024	- 0.213**									
5 Felt Positive E	4.65	1.32	0.125	0.477**	0.701**	- 0.54								
6 Felt Negative E	3.28	0.87	- 0.229**	- 0.160*	- 0.023	0.602**	- 0.114							
7 Self-efficacy	1.76	0.71	0.349**	0.545**	0.312**	0.032*	0.484**	- 0.177*						
8 Team-efficacy	3.10	0.95	0.295**	0.479**	0.515**	- 0.105	0.614***	-0.168*	0.493**					
9 Team Cohesiveness	1.73	0.71	0.220	0.562**	0.477**	- 0.53	0.506**	-0.159*	0.400**	0.693**				
10 Authentic	3.67	0.70	0.169*	0.385**	0.667**	- 0.382**	0.427**	-0.129	0.288**	0.459**	0.473**			
11 Servant	3.52	0.79	0.165*	0.398**	0.649**	- 0.336**	0.437**	-0.117	0.284**	0.481**	0.526**	0.946**		
12 Appreciative	3.56	0.69	0.137	0.419**	0.650**	- 0.350**	0.500**	-0.161*	0.290**	0.473**	0.537**	0.881**	0.891**	

\*\* correlation is significant at the 0.01 level (2-tailed); \* correlation is significant at the 0.05 level (2-tailed)

<Table 14. Mean, standard deviation, and correlations among leadership constructs>

Leadership dimensions	mean	sd	1	2	3	4	5	6	7	8	9	10	11	12
1 integrity	3.792	0.69												
2 appreciative leadership inclusive inquiry	3.666	0.741	0.69**											
3 appreciative leadership inspiring illumination	3.378	0.795	0.70**	0.77**										
4 self-awareness	3.644	0.78	0.76**	0.78**	0.78**									
5 authentic leadership relational transparency	3.71	0.74	0.71**	0.70**	0.69**	0.80**								
6 authentic leadership internalized moral perspective	3.664	0.738	0.75**	0.70**	0.77**	0.81**	0.73**							
7 authentic leadership balanced processing	3.675	0.825	0.71**	0.78**	0.67**	0.85**	0.74**	0.75**						
8 altruistic calling	3.361	0.911	0.67**	0.76**	0.81**	0.82**	0.75**	0.78**	0.74**					
9 servant leadership organizational stewardship	3.512	0.794	0.59**	0.62**	0.74**	0.75**	0.63**	0.76**	0.63**	0.69**				
10 servant leadership emotional healing	3.392	1.058	0.67**	0.73**	0.76**	0.83**	0.73**	0.74**	0.77**	0.83**	0.73**			
11 servant leadership wisdom	3.667	0.862	0.73**	0.71**	0.68**	0.84**	0.71**	0.75**	0.77**	0.72**	0.69**	0.73**		
12 persuasive mapping	3.614	0.928	0.72**	0.70**	0.73**	0.84**	0.74**	0.77**	0.79**	0.77**	0.60**	0.74**	0.71**	

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

### **Additional Analysis 1: Discriminant Validity**

Due to the excessively high correlations among leadership constructs, I decided to seek at least a partial evidence for discriminant before moving onto testing predictive validity. Following Venkatraman's(1989) suggestions, that have been applied by Walumbwa et al.(2008), I conducted a comparison of models by testing chi-square differences of a model with a correlation between focal latent variables constrained to 1.0 to another with the unconstrained correlation. Testing discriminant validity of appreciative leadership with authentic leadership, the results met the discriminant validity criterion as a chi-square difference value of 79.61 (unconstrained correlation,  $\chi^2(526) = 1095.93$ ; constrained correlation,  $\chi^2(527) = 1175.54$ ; chi-square difference = 79.61,  $p < .01$ ) was significant at  $p$ -value less than 0.05(Joreskog, 1971). The same method was applied when establishing discriminant validity between appreciative and servant leadership. A chi-square difference(1) of 65.62 (unconstrained correlation,  $\chi^2(463) = 968.0$ ; constrained correlation,  $\chi^2(464) = 1033.66$ ; chi-square difference = 65.62,  $p < .01$ ) was found to be statistically significant.

### **Incremental Predictive Validity**

The following models were designated to examine the incremental predictive power of appreciative leadership across various variables when authentic leadership is controlled. The correlation between leadership variables varied from .92 to .95 across models. Note that possibilities remain for further improvement of the model fit to

become more parsimonious since non-significant paths exist between exogenous variables and some endogenous latent variables(Joreskog, 1993).

Table 15 illustrates a correlation matrix of dimensions of leadership theories and emotional experience at workplace, including both leaders' emotional expression observed by subordinates and subordinates' experienced(felt) emotions. High correlations between followers' felt emotions and leaders' expressed emotions in each valence(positive:  $r = .701, p < .01$ ; negative:  $r = .602, p < .01$ ) were found, which is consistent with Bono and Ilies'(2006) findings despite the absence of temporal distance between measures. These results provide initial support the mood contagion theory where respondent-followers, who are exposed to leaders expressing more positive emotions, tend to be in a more positive mood.

<Table 15. Hypotheses 2 and 3: Correlations >

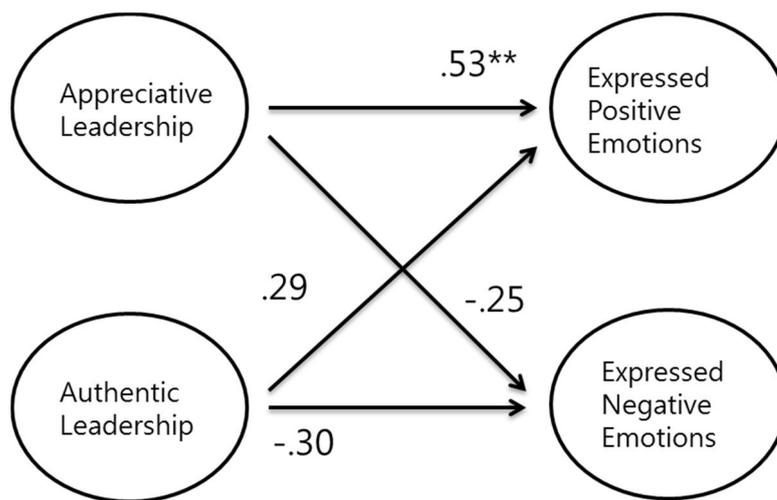
		1	2	3	4	5	6	7	8	9	10	11
1	Integrity											
2	Inclusive inquiry	.686**										
3	Inspiring illumination	.696**	.769**									
4	Self-awareness	.759**	.781**	.776**								
5	Transparency	.707**	.698**	.687**	.798**							
6	Moral perspective	.751**	.700**	.766**	.814**	.731**						
7	Balanced processing	.712**	.780**	.673**	.850**	.737**	.750**					
8	Expressed +	.559**	.565**	.625**	.614**	.604**	.627**	.598**				
9	Expressed -	-.391**	-.370**	-.250**	-.352**	-.335**	-.314**	-.408**	-.213**			
10	Felt +	.376**	.423**	.512**	.400**	.368**	.441**	.348**	.701**	-.054		
11	Felt -	-.185*	-.249**	-.059	-.071	-.127	-.122	-.178*	-.023	.602**	-.114	

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

\* . Correlation is significant at the 0.05 level (2-tailed).

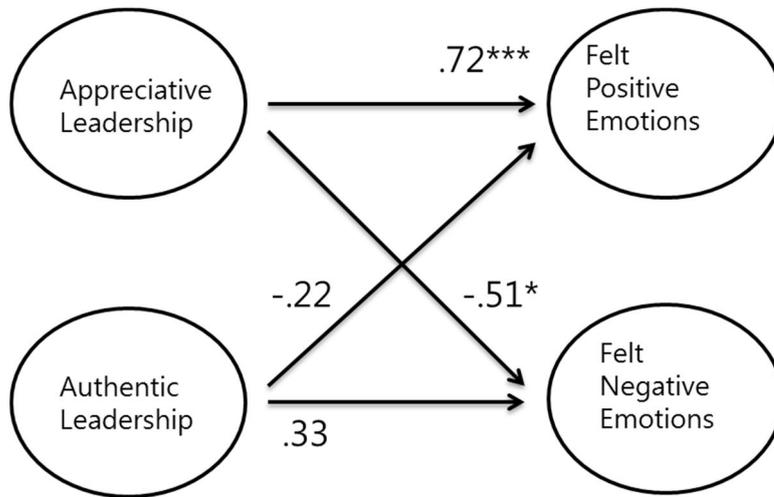
Testing Hypothesis 2 and 3, two separate structural models illustrated in Figure 5 and 6 were tested. Both models represented a moderate fit to the data: the former with Chi-square(1218, N=162) of 2322.58, with  $p < .001$ , RMSEA value of 0.075, CFI value of 0.821 and TLI value of 0.812; and the latter with Chi-square(1218, N=162) of 2183.1, with  $p < .001$ , RMSEA value of 0.070, CFI value of 0.839 and TLI value of 0.831.

As predicted by Hypotheses 2 and 3, appreciative leadership demonstrated strong positive relations with both leaders' expressed positive emotions and followers' felt positive emotions ( $\beta = .53$ ;  $\beta = .72$ , respectively) with a statistical significance at  $p < .05$ , largely supporting prediction of positive emotional experience. However, unlike positive emotions, both expressed and felt negative emotions were negatively predicted with a relatively weaker statistical power ( $\beta = -.25$ , *n.s.*;  $\beta = -.51$ ,  $p < .10$ , respectively). As a result, predictions on negative emotions in both Hypotheses 2 and 3 were not strongly



<Figure 5. Results of SEM testing Hypothesis 2>

Note. Results are standardized coefficients. \*  $p < .10$  (two-tailed); \*\*  $p < .05$  (two-tailed); \*\*\*  $p < .01$  (two-tailed)



<Figure 6. Results of SEM testing Hypothesis 3>

Note. Results are standardized coefficients. \*  $p < .10$  (two-tailed); \*\*  $p < .05$  (two-tailed); \*\*\*  $p < .01$  (two-tailed)

supported.

Overall, appreciative leadership was found to be effective in enhancing positive emotional expressions and experience while reducing negative emotional experience, revealing a relative effectiveness of strength-orientation over emotional transparency. The effect of appreciative leaders' cognitive and behavioral bias toward the positivity seems promising in terms of building positive climate, and correlations between followers' emotions and leaders' expressed emotions further support the collaborative influence of leaders' integrated expression and mood-boosting behaviors on followers' mood at workplace.

The following three sets of testing are to probe the predictive power of appreciative leadership on behaviors and attitudes with a varied level of reference, from self to organization. Overall, appreciative leaders, compared to authentic leaders, are

predicted to be more effective in enhancing variables of higher level of reference, given their unique effort to align followers to a greater unit, either team or the whole organization.

As shown below in Table 16, dependent variables are positively correlated at a moderate level.

<Table 16. Hypotheses 4 to 8: Correlations>

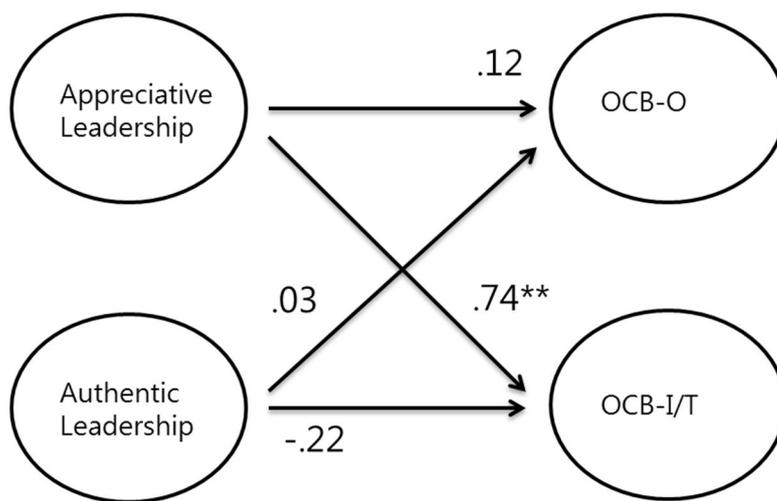
	1	2	3	4	5	6	7	8	9	10	11
1 Integrity											
2 Inclusive inquiry	.686**										
3 Inspiring illumination	.696**	.769**									
4 Self-awareness	.759**	.781**	.776**								
5 Transparency	.707**	.698**	.687**	.798**							
6 Moral perspective	.751**	.700**	.766**	.814**	.731**						
7 Balanced processing	.712**	.780**	.673**	.850**	.737**	.750**					
8 OCBO	.106	.162*	.107	.153	.191*	.163*	.104				
9 OCBI/T	.288**	.358**	.439**	.367**	.356**	.375**	.301**	.470**			
10 Self-efficacy	.265**	.269**	.261**	.261**	.223**	.326**	.246**	.349**	.545**		
11 Team-efficacy	.333**	.487**	.434**	.431**	.386**	.437**	.429**	.295**	.479**	.493**	
12 Team Cohesiveness	.384**	.510**	.521**	.428**	.396**	.452**	.466**	.562**	.562**	.400	.693**

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

\* . Correlation is significant at the 0.05 level (2-tailed).

The following structural model, testing Hypotheses 4 and 5, presented in Figure 7 also represented a moderate fit to the data, Chi-square(943, N=162) of 1842.19, with  $p < .001$ , RMSEA value of 0.077, CFI value of 0.825, and TLI of 0.806. As can be seen, Hypothesis 4 was supported with a statistical significance ( $\beta = .74, p < .05$ ) whereas

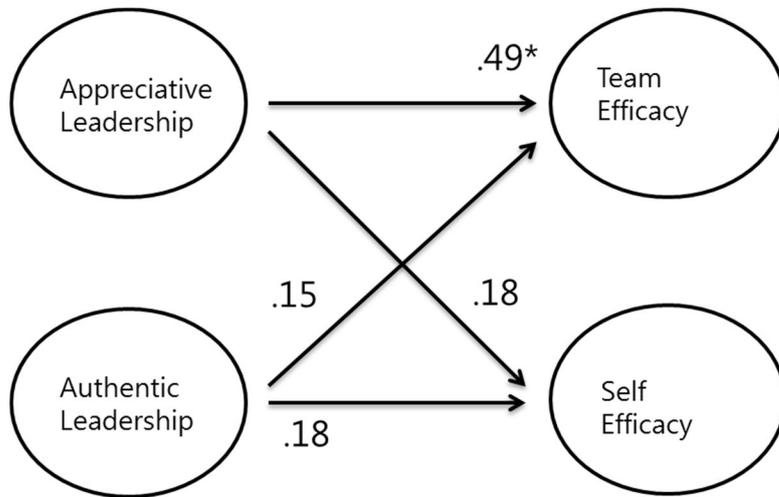
Hypothesis 5 was not supported. Although it failed to predict organization-level extra-role behaviors of subordinates, a strong prediction of OCBI/T well reflects the affirmative consequences of ‘team level consideration’ of appreciative leadership which has been reviewed earlier.



<Figure 7. Results of SEM testing Hypotheses 4 and 5>

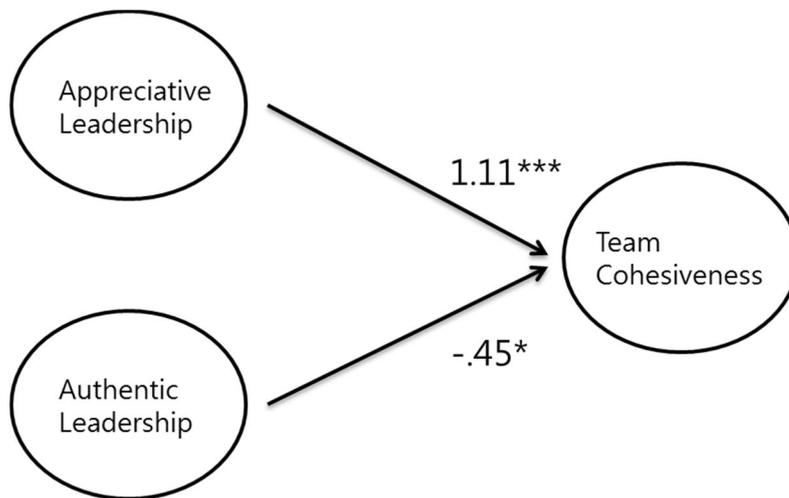
Note. Results are standardized coefficients. \*  $p < .10$  (two-tailed); \*\*  $p < .05$  (two-tailed); \*\*\*  $p < .01$  (two-tailed)

Finally, the following two structural models testing Hypotheses 6 to 8 also supported the incremental predictive power of appreciative leadership on team-level dependent variables, team-efficacy and team cohesiveness(Hypotheses 7 and 8). Although Hypothesis 6 predicting self-efficacy was rejected with  $\beta$  value of .18 which was not statistically significant, strong supports for both Hypotheses 7 and 8 were evident ( $\beta = .49, p < .10$ ;  $\beta = 1.11, p < .01$ , respectively). Again, the data fit models at a moderate level.



<Figure 8. Results of SEM testing Hypotheses 6 and 7>

Note. Results are standardized coefficients. \*  $p < .10$  (two-tailed); \*\*  $p < .05$  (two-tailed); \*\*\*  $p < .01$  (two-tailed)



<Figure 9. Results of SEM testing Hypotheses 8>

Note. Results are standardized coefficients. \*  $p < .10$  (two-tailed); \*\*  $p < .05$  (two-tailed); \*\*\*  $p < .01$  (two-tailed)

According to the above results, it can be inferred that when controlling for authentic leadership, appreciative leadership effectively predicts team-level variables

rather than individual or organizational variables. Two ways of interpretations are possible. First, appreciative leaders, compared to authentic leaders, are actually effective in creating collective identity in the team context. Another possible explanation is that the current and initial version of appreciative leadership scale is specified to assess team leaders in the team context. Thus, although individual perception or belief in the team, instead of team performance, was measured, the above strong results supported the widely accepted view that the leadership of the formal team leader is central to team effectiveness(e.g., Lim & Ployhart, 2004; Schaubroeck, Lam, & Cha, 2007). Although behaviors include all three levels of reference as the theory suggests, restrictions in leader positions may have yielded some bias.

## **Additional analysis 2: Dimensions of appreciative leadership**

Additional analyses were conducted in order to see which subscale uniquely predicts outcome variables which are known to be predicted by appreciative leadership when authentic leadership is controlled (Study 2). The above examination of three sets of structural equation modeling yielded that appreciative leadership predicted the following five organization relevant outcomes with statistical significance ( $p < 0.05$ ): leader trust, organizational citizenship behavior, subordinates' experienced positive emotions, leaders' expressed positive emotions, and team cohesiveness. However, models with a control variable used in Study 2 possess limitations in examining effectiveness of each subscale, for results yield the relative effect sizes only, and unidimensionality is assumed across latent variables with potential factor structures. Thus, to verify the relative influential power of each of the newly refined factors, one supplemental analysis was conducted.

It is meaningful to examine the predictive power of each subscale composing appreciative leadership for two reasons. First, as examined in Study 2, positive leadership structures are highly correlated both theoretically and empirically. Earlier, conceptual distinctions among theories made it possible to derive several meaningful hypotheses; yet, it was not possible to examine if the specific subscale contributed to the meaningful effect sizes. Second, since it was the first attempt to create an assessment tool for appreciative leadership, it is necessary to examine relationships between newly refined factor structures.

Using the data acquired in Study 2, analyses were performed using maximum likelihood estimation in AMOS 7.0 (Arbuckle & Wothke, 1999). A structural model was

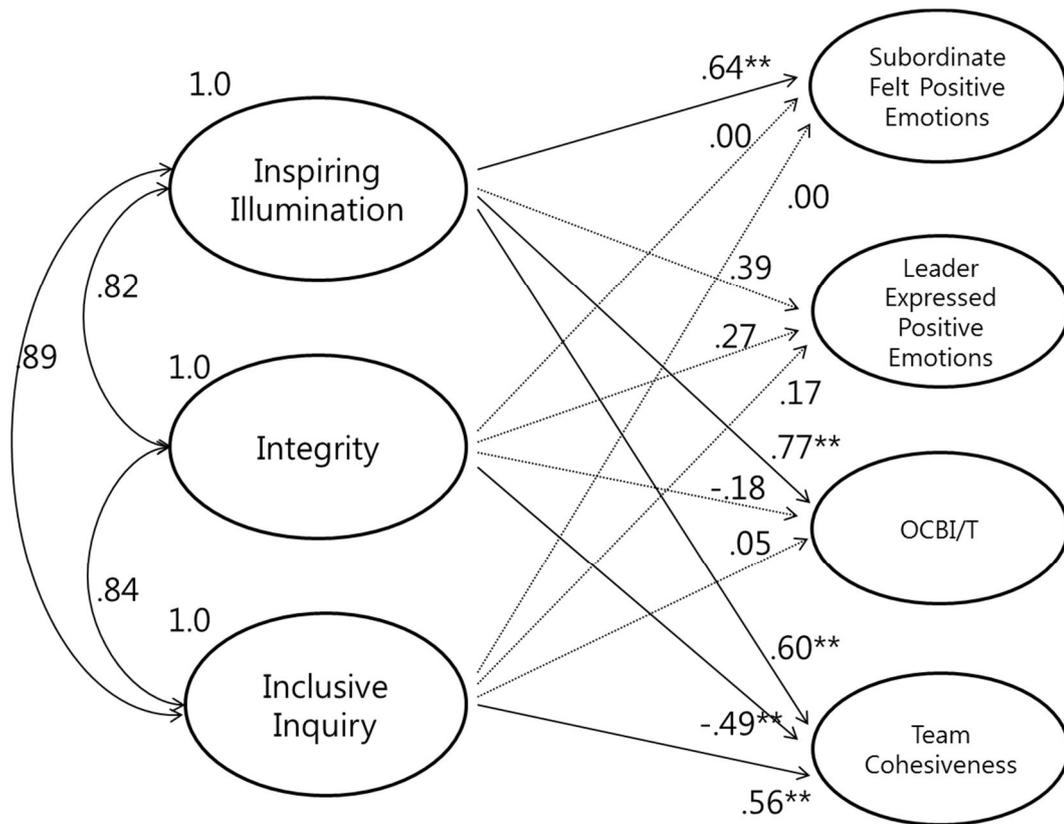
created with exogenous latent variables, three subscales being placed separately at this time allowing correlations in-between, and five endogenous latent variables, which are empirically derived from results of Study 2. The variance of each exogenous latent variable was constrained to 1.0, freeing constraints on an observed variable each, in order to test the significance level in all paths.

## **Results**

The SEM technique is considered more rigorous than stepwise regression techniques since all paths are measured simultaneously rather than one at a time (Clapp-Smith et al., 2009). Given that, this method was again selected since high correlations among independent variables may mislead the relative predictive power of each variable.

Conducting the above path analysis, fit indices, the CFI value of 0.873, TLI of .864 and RMSEA value of 0.066, supported an adequate level of fit of the model. Looking at the patterns of prediction, empirical results supported theoretical explanation. The first two variables under research interest were positive emotions, subordinates' experienced positive emotions and leaders' expressed positive emotions perceived by subordinates. As can be theoretically expected, inspiring illumination was significantly (latter marginally significant) related to both forms of positive emotions ( $\beta = .64, p < 0.05$ ;  $\beta = .39, p < .10$ , respectively). OCBI/T, again, was also significantly related to inspiring illumination ( $\beta = .77, p < 0.05$ ). These results are coherent with theory, for inspiring and illuminating leader behaviors attempt to inspire followers to move toward a collaborative organizational vision as providing chances to learn from

success and strengths. Finally, team cohesiveness is related to all three subscales while positively to both inclusive inquiry and inspiring illumination ( $\beta = .60, p < 0.05$ ;  $\beta = .56, p < 0.05$ ) and negatively to integrity ( $\beta = -.41, p < 0.05$ ) with statistical significance.



<Figure 10. Results of SEM for additional analysis>

Note. Results are standardized coefficients. \*  $p < .10$  (two-tailed); \*\*  $p < .05$  (two-tailed); \*\*\*  $p < .01$  (two-tailed)

#### **IV. General Discussion**

To date, evidence from various fields of research suggests a strength-based focus on development which relates to noteworthy gain in the form of outcomes which are often beyond individual development. Along with the line of research trends, Clifton and Harter(2003), after reviewing a recent poll presented by Gallup Organization(2002), found that employees view their leaders and the future of organization more positive when they perceive the leadership of the organization being focused on the strengths of individual. With its fundamental philosophies meeting the contemporary needs, Appreciative leadership has been recognized for potentials to be developed as a new leadership theory. As a preliminary attempt, the current study was driven by three primary research purposes: 1) to generate the item pool based on the appreciative leadership theory presented by Whitney et al.(2010), and develop and test the assessment tool, namely Appreciative Leadership Scale, 2) to test the convergent validity with pre-existing positive leadership concepts, servant and authentic leadership, and lastly to achieve predictive validity of appreciative leadership in relation to authentic leadership by examining statistically significant relationships with some relevant dependent variables.

To accomplish these objectives, a sample of 188 full-time employees from various workplaces composed of team units was employed to enhance the potential generalizability of the findings.

### **Theoretical and Practical Implications**

In the current study, appreciative leadership theory is approached from academic perspectives, seeking sound theoretical explanations and additional supporting evidence from pre-existing academic research. This way, the current study contributed to the research of appreciative leadership in three aspects. First, the development of the Appreciative Leadership Scale has implications for future development of appreciative leadership theory in the workplace. Being phenomenon-driven, appreciative leadership richly captures Whitney and colleagues' intuitions that are grounded on accumulated case studies reflecting secret keys to success in the real business settings. The shortage of empirical research will probably be much advanced with a sound measurement tool. A theory-driven appreciative leadership measure with initial support for its reliability validity is expected to be rigorously edited and replicated in the future, which will largely contribute to empirically examining the power of appreciative leadership.

Secondly, the current study attempted to provide in-depth academic reviews on each theoretical dimension of appreciative leadership. The process was especially in need, given that appreciative leadership theory is based on appreciative inquiry which is strong yet largely practitioner-based. Seeking of associated academic concepts and accumulated findings enhanced understanding underlying mechanisms of leader behaviors or activities introduced in the theory.

Finally, conducting empirical comparisons with related leadership constructs provided initial evidence for convergent and discriminant validity. As can be seen in the results of Study 2, the factor correlations between leadership variables exceeded .90,

implying a great degree of overlap in-between. However, different patterns of effects on numerous outcome variables support the distinctiveness of appreciative leadership among other leadership theories, entailing evidence for mutual exclusiveness. More specifically, comparing to authentic leadership, which seems to exhibit a large degree of similarities with appreciative leadership, on the basis of my preliminary findings, it has been supported that appreciative leaders were especially effective in creating positive workplace climate as well as enhancing team-level commitment and identification. These results reveal the necessity of developing leadership skills that are especially effective in team settings which most firms prefer in the current days.

### **Limitations**

Despite the contributions of the current research, it is not without limitations. Major limitations of the current study are in the sampling procedure and the limited sample size. Despite efforts to diversify organizational settings of participants, a dominant portion of the sample is from profit-making companies in considerable size with a formalized hierarchical structure with a designated team leader. Thus, although mixed in number of settings, respondents were restricted to those who are affiliated in a work team with a direct team leader to be evaluated. Therefore, possibilities remain open where different samples may result in differed loading structure. In addition, due to the limited size of sample, the same data was used for multiple analyses, limiting the power and reliability of the results. Nonetheless, the current study does provide preliminary scale development and validation, opening opportunities for further

development, which is limiting yet meeting the initial aim of the current research.

Another potential problem is that the results presented here are not freed from possible presence of common method bias because self-report method with no temporal distance between assessments of team leaders' leadership behaviors and self-reports of work-related variables were elected for convenience issues. Social desirability and positive elusion could become of issue that may lead to biased results. Therefore, a greater sample size from various organizational settings would allow for more sophisticated results of analysis that have a greater power of generalization.

Third, as can be found in the correlation matrix, the correlation among leadership constructs is excessively high. Although this issue has been earlier mentioned and partially resolved through achieving discriminant validity, the correlation value seems still inadequate. Employment of a larger sample or non-transactional data collection may resolve this issue, providing a greater evidence for the distinctiveness of appreciative leadership from other constructs.

Finally, in order to deepen the understanding of the nature of multi-level issues of leadership, it is desirable to investigate how appreciative leadership operates at diverse levels to influence key outcomes (Schriesheim, Neider, & Scandura, 1998; Yammarino, Dionne, Chun, & Dansereau, 2005). Following the above approach, the current study employed various scales concerning not only the individual level but also the team and organization level influences. However, despite varied levels of concerns, level of analysis was restricted to the individual level, for all variables were collected at the individual level, asking for individual's belief and perspective toward oneself, team

or organization. Much may be learned by investigating within or between group variations in appreciative leadership with respect to key outcomes by aggregating matched data sets.

### **Future Research Opportunities**

Developing a sound scale is difficult and time-consuming (Schmitt & Kilmoski, 1991). Examination of appreciative leadership construct, conceptually and empirically, still resides in the infant stage, waiting for active development and exploration from diverse perspectives and in various organizational cultures. Future research is necessary to further assess the discriminant, convergent, and predictive validity of the scale. More systematic comparison with other leadership constructs employing a greater sample size should be followed given the high correlations yielded in the current study. Furthermore, based on the strong predictive power of inspiring illumination through the additional analysis, it seems necessary to additionally look for discriminant validity across other leadership constructs such as transformational leadership. In order to develop appreciative leadership as a distinct and unique theory, efforts should be made to confirm its property.

In addition, besides seeking more outcome variables significantly related to appreciative leadership, future researchers are fortunate to explore whether every subscale works at the same level. In other words, examination must progress discovering if certain 'I' precedes the rest. Since it was beyond the scope of the current study, the relationships among subscales were explained as highly correlated constructs, and

providentially, these tendencies were well-explained and supported by theory. However, if “appreciative leadership begins and ends with integrity (Whitney et al., 2010, p. 158),” for instance, effectiveness of the remaining two latent variables should be largely influenced by the extent to which leaders show behavioral integrity. This is beyond the scope of correlation but a cause-and-effect relation can be hypothesized.

Finally, organizations may look for leadership development opportunities which would enhance managers’ appreciative leadership skills. The measure developed in the current study may be essentially used for pre- and post-assessment of appreciative leadership attributes.

## Reference

- 김안드레아 (2004). 조직에 대한 신뢰, 보상의 공정성, 그리고 지식공유의도의 관계에 관한 연구. 서울대학교 석사 학위 논문.
- 김명언, 이영석 (2000). 한국기업조직에서 부하가 상사에 대해 갖는 신뢰와 불신의 기반. 한국심리학회지: 사회문제, 6(3), 99-120.
- 박원우, 류승민, 안성익 (2007). 상사로부터의 신뢰인식과 부하의 조직신뢰 간 관계에서 상사신뢰의 매개효과. 경영학연구, 36(3), 679-704.
- 박민호 (2011). 상사의 리더행동이 부하의 조직시민행동에 미치는 영향에 대한 연구: 리더행동 차별화(differentiation)의 조절효과와 공정성지각의 매개효과를 중심으로. 서울대학교 석사학위 논문.
- 이현희, 김은정, 이민규 (2003). 한국판 정적 정서 및 부정적 정서 척도 (Positive Affect and Negative Affect Schedule; PANAS)의 타당화 연구. 한국심리학회지: 임상, 22(4), 935-946.
- 임성만 (2004). 조직 신뢰와 구성원 신뢰의 기반요인 및 관계성. 서울대학교 박사학위 논문.
- 최창희 (1994). 조직시민행동의 차원 규명, 그리고 조직공정성 및 개인주의-집단주의 성향과의 관계. 서울대학교 석사학위 논문.
- Ajzen, I. (1991). The theory of planned behaviour. *Organisational Behaviour and Human Decision Processes*, 50, 179-211.
- Amabile, T. M., Schatzel, E. A., Moneta, G. B., & Kramer, S. J. (2004). Leader behaviors and the work environment for creativity: Perceived leader support. *Leadership Quarterly*, 15, 5-32.
- Ancona, D. G., & Caldwell, D. F. (1992). Bridging the Boundary: External Activity and Performance on Organizational Teams. *Administrative Science Quarterly*, 37, 634-665.
- Antonakis, J., Avolio, B.J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor fullrange leadership theory using the Multifactor

- Leadership Questionnaire. *Leadership Quarterly*, 14, 261–295.
- Arbuckle, J. L., & Wothke, W. (1999). *Amos 4.0 users' guide*. Chicago: Smallwaters Corporation.
- Ashkanasy, N., & Tse, M. (2000). Transformational leadership as management of emotion: A conceptual review. In N. M. Ashkanasy, C. E. Haertel, & W. J. Zerbe (Eds.), *Emotions in the workplace: Research, theory, and practice* (pp. 221–235). Westport, CT: Quorum Books/Greenwood Publishing Group.
- Avolio, B. J. (2007). Promoting more integrative strategies for leadership theory-building. *American Psychologist*, 62 (1), 25-33.
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *Leadership Quarterly*, 16, 315-338.
- Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *Leadership Quarterly*, 15, 801-823.
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: current theories, research, and future directions. *The Annual Review of Psychology*, 60, 421-449.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1982). Self-efficacy mechanisms in human agency. *American Psychologist*, 37, 122-147.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Barbuto, J. E. Jr., & Wheeler, D. W. (2006). Scale development and construct clarification of servant leadership. *Group & Organization Management*, 31, 300-326.
- Barley, S. R. (1990). The alignment of technology and structure through roles and networks. *Administrative Science Quarterly*, 35, 61–103.
- Baron, R. A. (1991). Motivation in work settings: Reflections on the core of organizational research. *Motivation and Emotion*, 15, 1–8.

- Bass, B. M. (1990). *Bass and Stodgill's handbook of leadership: Theory, research, and managerial applications*. New York, NY: Free Press.
- Bass, B. M., Valenzi, E. R., Farrow, D. L., & Solomon, R. J. (1975). Management styles associated with organizational, task, personal, and interpersonal contingencies. *Journal of Applied Psychology, 60*, 720–729.
- Becker, X. (1998). Integrity in organizations: beyond honesty and conscientiousness. *Academy of Management Review, 23*(1), 154-161.
- Bobocel, D. R., Agar, S. E., Meyer, J. P., & Irving, P. G. (1998). Managerial accounts and fairness perceptions in conflict resolution: Differentiating the effects of minimizing responsibility and providing justification. *Basic and Applied Social Psychology, 2*, 133–143.
- Bobocel, R. B., & Zdaniuk, A. (2005). How can explanations be used to foster organizational justice? In J. Greenberg & J. A. Colquitt (Eds.), *Handbook of organizational justice* (pp. 469–498). Mahwah, NJ: Erlbaum.
- Bolden, R., & Gosling, J. (2006). Leadership competencies: time to change the tune?. *Leadership, 2* (2), 147-163.
- Bono, J. E., & Ilies, R. (2006). Charisma, positive emotions and mood contagion. *The Leadership Quarterly, 17*, 317-334.
- Brenner, S., & Molander, E. (1977). Is the ethics business changing?. *Harvard Business Review, 55* (1), 57-71.
- Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes, 97*, 117–134.
- Brown, S. L., & Eisenhardt, K. M. (1997). The art of continuous change: linking complexity theory and time-paced evolution in relentlessly shifting organizations. *Administrative Science Quarterly, 42*, 1-34.
- Bryman, A. (1999) Leadership in organizations. In S. R. Clegg, C. Hardy, & W. R. Nord (Eds.), *Managing Organizations. Current Issues* (pp. 26-42). Sage: London.
- Butler, J. K. (1983). Reciprocity of trust between professionals and their secretaries. *Psychological Reports, 53*, 411-416.
- Burke, C. S., Stagl, K.C., Klein, C., Goodwin, G.F., Salas, E., and Halpin, S. (2006). What Type of Leader Behaviors Are Functional in Teams? A Meta Analysis. *Leadership Quarterly, 17*, 288–307.

- Cairncross, F. (2002). *The company of the future*. Boston: Harvard Business School Press.
- Cameron, K. (2003). Organizational Virtuousness and Performance. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive Organizational Scholarship: Foundations of a New Discipline* (pp. 48-65). San Francisco: Berrett-Koehler.
- Chen, F., Bollen, K. A., Paxton, P., Curran, P. J., & Kirby, J. B. (2001). Improper solutions in structural equation models: causes, consequences, and strategies. *Sociological Methods and Research, 29*, 468-508.
- Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a new general self-efficacy scale. *Organizational Research Methods, 4*, 62-83.
- Cheng, E. W. L. (2001). SEM being more effective than multiple regression in parsimonious model testing for management development research. *Journal of Management Development, 20*(7), 650-667.
- Clapp-Smith, R., Vogelgesang, G. R., & Avey, J. B. (2009). Authentic leadership and positive psychological capital: the mediating role of trust at the group level analysis. *Journal of Leadership & Organizational Studies, 15*(3), 227-240.
- Clifton, D. O., & Harter, J. K. (2002). Investing in strengths. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive Organizational Scholarship: Foundations of a New Discipline* (pp. 111-121). San Francisco: Berrett-Koehler.
- Collins, J. C., & Porras, J. I. (1994). *Built to last: Successful habits of visionary companies*. New York: HarperBusiness.
- Cook, J.D., Hepworth, S.J., Wall, T.D. & Warr, P.B. (1981). *The experience of work*. San Diego: Academic Press.
- Cooperrider, D. L., & Whitney, D. (2005). *Appreciative Inquiry: A Positive Revolution in Change*. Berrett-Koehler Publishers, Inc.: San Francisco.
- Dean, K. L., Beggs, J. M., & Keane, T. P. (2010). Mid-level managers, organizational context, and (un)ethical encounters. *Journal of Business Ethics, 97*, 51-69.
- Devine, D. J., Clayton, L. D., Philips, J. L., Dunford, B. B., & Melner, S. B. (1999). Teams in organizations: Prevalence, characteristics, and effectiveness. *Small Group Research, 30*, 678-711.
- De Vries, R. E., Van den Hooff, B., & De Ridder, J. A. (2006). Explaining knowledge sharing: The role of team communication styles, job satisfaction, and

- performance beliefs. *Communication Research*, 33(2), 115–135.
- Den Hartog D. N., Van Muijen J. J. & Koopman P. L. (1997) Transactional versus transformational leadership: an analysis of the MLQ. *Journal of Occupational and Organizational Psychology*, 70, 19–34.
- Devellis, R. (1991). *Scale development: Theory and applications*. London: Sage.
- Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual Review of Psychology*, 54, 403–425.
- Dubinsky, A. J., Yammarino, F., Jolson, M. A., & Spangler, W. D. (1995). Transformational leadership: An initial investigation in sales management. *The Journal of Personal Selling & Sales Management*, 15 (2), 17–31.
- Eccles, R. G., & Nohria, N. (1992). *Beyond the hype: Rediscovering the essence of management*. Boston: Harvard Business School Press.
- Erez, A., & Isen, A. M. (2002). The influence of positive affect on the components of expectancy motivation. *Journal of Applied Psychology*, 87, 1055–1067.
- Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluation of the use of exploratory factor analysis in psychological research. *Psychological Methods*, 4, 272–299.
- Feldman, J. M., & Lynch, J. G. (1988). Self-generated validity and other effects of measurement on belief, attitude, intention, and behavior. *Journal of Applied Psychology*, 73, 421–435.
- Fineman, S. (2006). On being positive: concerns and counterpoints. *Academy of Management Review*, 31 (2), 270-291.
- Fitzgerald, S. P., Oliver, C., & Hoxsey, J. C. (2010). Appreciative inquiry as a shadow process. *Journal of Management Inquiry*, 19(3) 220-233.
- Fitzsimons, G. J., & Williams, P. (2000). Asking questions can change choice behavior: Does it do so automatically or effortfully? *Journal of Experimental Psychology: Applied*, 6, 195–206.
- Fredrickson, B., (1998). What good are positive emotions? *Review of General Psychology*, 2, 300-319.

- Fredrickson, B. (2001). The role of positive emotions in positive psychology: the broaden-and-build theory of positive emotions. *American Psychologist*, 56, 21-226.
- Gallup Organization. (2002). Workplace poll. Internal Research Document, July.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). "Can you see the real me?" A selfbased model of authentic leader and follower development. *Leadership Quarterly*, 16, 343-372.
- George, B. (2003). *Authentic leadership: Rediscovering the secrets to creating lasting value*. San Francisco: Jossey-Bass.
- Gerbing, D. W., & Anderson, J. C. (1987). Improper solutions in the analysis of covariance structures: their interpretability and a comparison of alternate respecifications. *Psychometrika*, 52, 99-111.
- Gittell, J. H. (2002). A theory of Relational Coordination. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive Organizational Scholarship: Foundations of a New Discipline* (pp. 279-295). San Francisco: Berrett-Koehler.
- Gordin, G., Sheerman, P., Conner, M., & Germain, M. (2008). Asking questions changes behavior: mere measurement effects on frequency of blood donation. *Health Psychology*, 27(2), 179-184.
- Guadagnoli, E., & Velicer, W. F. (1988). Relation of sample size to the stability of component patterns. *Psychological Bulletin*, 103, 265-275.
- Hackman, J. R. (1990). *Groups that work (and those that don't)*. San Francisco, CA: Jossey-Bass.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate Data Analysis*, 5<sup>th</sup> ed., Prentice Hall, Englewood Cliffs: NJ.
- Harvey, R. J., Billings, R. S., & Nilan, K. J. (1985). Confirmatory factor analysis of the job diagnostic survey: Good news and bad news. *Journal of Applied Psychology*, 70, 461-468.
- Hatfield, E., Cacioppa, J., & Rapson, R. L. (1992). Emotional contagion. In M. S. Clark (Ed.), *Review of personality and social psychology: Emotion and social behavior* (pp. 151-177). Newbury Park, CA: Sage Publications.
- Hoelter, J. W. (1983). The analysis of covariance structures: Goodness-of-fit indices. *Sociological Methods and Research*, 11, 325-344.

- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariances structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling, 6*, 1-55.
- Humphrey, R. H. (2002). The many faces of emotional leadership. *The Leadership Quarterly, 13*, 493-50
- Ilies, R., Morgeson, F. P., & Nahrgang, J. D. (2005). Authentic leadership and eudaemonic well-being: Understanding leader-follower outcomes. *Leadership Quarterly, 16*, 373-394.
- Ireland, R. D., & Hitt, M. A. (1999). Achieving and maintaining strategic competitiveness in the 21st century. *Academy of Management Executive, 13*, 43-57.
- John, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review, 31*, 386-408.
- Joreskog, K. G. (1993). Testing structural equation models. In K. A. Bollen & J. S. Lung (Eds.), *Testing structural equation models* (pp. 294-316). Newbury Park, CA: Sage.
- Kanste, O., Miettunen, J., & Kyngas, H. (2006). Psychometric properties of the Multifactor Leadership Questionnaire among nurses. *Journal of Advanced Nursing: Research Methodology, 57*(2), 201-212.
- Kernis, M. H. (2003). Toward a conceptualization of optimal self-esteem. *Psychological Inquiry, 14*, 1-26.
- Kline, R. B. (2005). *Principles and Practices of Structural Equation Modeling*. New York: Guilford.
- Lee, F., Caza, A., Edmonson, A., & Thomke, S. (2003). New knowledge creation in organizations. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive Organizational Scholarship: Foundations of a New Discipline* (pp. 194-206). San Francisco: Berrett-Koehler.
- Legace, R. R. (1991). An exploratory study of reciprocal trust between sales managers and salespersons. *Journal of Personal Selling & Sales Management, 11*(2), 49-58.
- Lim, B., & Ployhart, R. E. (2004). Transformational leadership: Relations to the five-factor model and team performance in typical and maximum contexts. *Journal of Applied Psychology, 89*, 610-621.
- Luthans, F., & Avolio, B. (2003). Authentic leadership development. In K. S. Cameron,

- J. E. Dutton, & R. E. Quinn (Eds.), *Positive Organizational Scholarship: Foundations of a New Discipline* (pp. 241-258). San Francisco: Berrett-Koehler.
- Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive advantage*. New York, NY: Oxford University Press.
- MacIntyre, A. (1984). *After virtue*, (2nd ed.) Notre Dame, IN: University of Notre Dame Press.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). New York: McGraw-Hill.
- Manz, C. C., & Sims, H. P., Jr. (1987). Leading workers to lead themselves: The external leadership of self-managing work teams. *Administrative Science Quarterly*, 32, 106-128.
- McColl-Kennedy, J. R., & Anderson, R. D. (2002). Impact of leadership style and emotions on subordinate performance. *The Leadership Quarterly*, 13, 545-559.
- McDonald, R. P. (1985). *Factor Analysis and Related Methods*. Hillsdale NJ: Erlbaum.
- McDonough III, E. F., & Barczak, G. (1991). Speeding Up New Product Development: The Effects of Leadership Style and Source of Technology. *Journal of Product Innovation Management*, 9, 44-52.
- Meindl, J. R., & Ehrlich, S. B. (1987). The romance of leadership and the evaluation of organizational performance. *Academy of Management Journal*, 30 (1), 91-109.
- Mortenson, R. A., Smith, J. E., & Cavanagh, G. E. (1989) The importance of ethics in job performance: an empirical investigation of manager's perceptions. *Journal of Business Ethics*, 8, 253-260.
- Mowday, R. T., Porter, L. M., & Steers, R. M. (1982). *Employee-Organizational Linkages: The Psychology of Commitment, Absenteeism, and Turnover* (Academic Press, New York).
- Muenjohn, N., & Armstrong, A. (2008). Evaluating the structural validity of the multifactor leadership questionnaire (MLQ), capturing the leadership factors of transformational-transactional leadership. *Contemporary Management Research*, 4(1), 3-14.
- Norrgren, F., & Schaller, J. (1999). Leadership Style: Its Impact on Cross-Functional Product Development. *Journal of Product Innovation Management*, 16, 377-384.

- Nurick, A. J., & Thamhain, H. J. (2006). Developing Multinational Project Teams. In D.L. Cleland and R. Gareis (Eds.). *Global Project Management Handbook: Planning, Organizing and Controlling International Projects*, (2d ed.), New York: McGraw Hill.
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.
- Palanski, M. E., & Yammarino, F. J. (2007). Integrity and leadership: Clearing the conceptual confusion. *European Management Journal*, 25, 171–184.
- Parry, K. W., & Proctor-Thomson, S. B. (2002). Perceived integrity of transformational leaders in organisational settings. *Journal of Business Ethics*, 35, 75-96.
- Parry, K. W. (1998). The new leader: A synthesis of leadership research in Australia and New Zealand. *Journal of Leadership Studies*, 5(5), 82-105.
- Pearce, C. L., & Herbig, P. A. (2004). Citizenship behavior at the team level of analysis: the effects of team leadership, team commitment, perceived team support, and team size. *Journal of Social Psychology*, 144, 293–310.
- Peters, T. J. (1978). Symbols, patterns, and settings: An optimistic case for getting things done. *Organizational Dynamics*, 7, 3-23.
- Pfeffer, J. (1981). Four laws of organizational research. In A. Van de Ven and W. Joyce (Eds.), *Perspectives on organization design and behavior* (pp. 409-418). New York: Wiley.
- Pfeffer, J. (1997). *New directions for organization theory: Problems and Prospects*. New York: Oxford University Press.
- Pinder, C. A. (1998). *Work motivation in organizational behavior*. Upper Saddle River, NJ: Prentice Hall.
- Pirola-Merlo, A., Härtel, C., Mann, L., & Hirst, G. (2002). How leaders influence the impact of affective events on team climate and performance in R&D teams. *Leadership Quarterly*, 13, 561–581.
- Reed, L. L., Vidaver-Cohen, D., & Colwell, S. R. (2011). A new scale to measure executive servant leadership: development, analysis, and implications for research. *Journal of Business Ethics*, 101, 415-434.
- Rempel, J. K., Holmes, J. G., Zanna, M. P. (1985). Trust in close relationship. *Journal of Personality and Social Psychology*, 49(1), 95-112.

- Rieke, M. L., & Guastello, S. J. (1995). Unresolved issues in honesty and integrity testing. *American Psychologist, 50*, 458-459.
- Riggio, R. E., Zhu, W., Regina, C., & Maroosis, J. A. (2010). Virtue-based measurement of ethical leadership: the leadership virtues questionnaire. *Consulting Psychology Journal: Practice and Research, 62*, (4), 235-250.
- Riggs, M. L., & Knight, A. J. (1994). The impact of perceived group success-failure on motivational beliefs and attitudes: A causal model. *Journal of Applied Psychology, 79*(5), 755-766.
- Robinson, S. L., & Bennett, R. J. (1995). A typology of deviant workplace behaviors: a multidimensional scaling study. *Academy of Management Journal, 38*, 555-572.
- Rummel, R. J. (1970). *Applied factor analysis*. Evanston, IL: Northwestern University Press.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-78.
- Sagie, A. (1996). Effects of leader's communication style and participative goal setting on performance and attitudes. *Human Performance, 9*, 51-64.
- Sarin, S., & McDermott, C. (2003). The Effect of Team Leadership on the Learning and Performance of Cross-Functional Product Development Teams. *Decision Sciences 34*(4), 707-739.
- Sarin, S., & O'Connor, G. C. (2009). First among equals: the effect of team leader characteristics on the internal dynamics of cross-functional product development teams. *The Journal of Product Innovation Management, 26*, 188-205.
- Sauer, S. J. (2011). Taking the reins: the effects of new leaders status and leadership style on team performance. *Journal of Applied Psychology, 96* (3), 574-587.
- Schiller, M., Riley, D., & Holland, B. M. (2001). *Appreciative Leaders: In the Eye of the Beholder*. Lima, OH: Taos Institute Publications.
- Schmitt, N. W., & Klimoski, R. J. (1991). *Research methods in human resources management*. Cincinnati: South-Western Publishing.
- Schaubroeck, J., Lam S. S., & Cha. S. A. (2007). Embracing transformational leadership: Team values and the impact of leader behavior on team performance. *Journal of Applied Psychology, 92*, 1020-1030.

- Schriesheim, C. A., Neider, L. L., & Scandura, T. A. (1998). Delegation and leader-member exchange: Main effects, moderators, and measurement issues. *Academy of Management Journal*, *41*, 298-318.
- Schwab, D. P. (1980). Construct validity in organization behavior. In B. M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior* (Vol. 2, pp.3-43) Greenwich, CT: JAI Press.
- Scott, D. (1981). The Development of Four New Organizational Measures of Trust. In D. F. Ray (Ed.), *The Relationship Between Theory, Research, and Practices: An Assessment of Fundamental Problems and Their Possible Resolutions* (pp. 107-109). Mississippi State, MS, Southern Management Association.
- Seligman, M. E. P. (1999). The president's address. *American Psychologist*, *54*, 559-562.
- Seligman, M. E. P., & Pawelski, J. O. (2003). Positive Psychology: FAQs. *Psychological Inquiry*, *14*, 159-169.
- Shamir, B., House, R. J., & Arthus, M. B. (1993). The motivation effects of charismatic leadership: A self-concept based theory. *Organization Science*, *4*, 577-593.
- Spears, L. C. (1995). *Reflections on leadership: How Robert K. Greenleaf's theory of servant leadership influenced today's top management thinkers*. New York: John Wiley.
- Spreitzer, G. M., & Quinn, R. E. (1996). Empowering middle managers to be transformational leaders. *Journal of Applied Behavioral Science*, *32*, 237-261.
- Spreitzer, G. M., & Sonenshein, S. (2002). Positive Deviance and Extraordinary Organizing. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive Organizational Scholarship: Foundations of a New Discipline* (pp. 207-224). San Francisco: Berrett-Koehler.
- Steiger, J. H. (1990). Structural model evaluation and modification: an interval estimation approach. *Multivariate Behavioral Research*, *25*, 173-180.
- Sun, L., Zhang, Z., Qi, J., & Chen, Z. X. (2011). Empowerment and creativity: a cross-level investigation. *The Leadership Quarterly*, *23*, 55-65.
- Sy, T., Côté, S., & Saavedra, R. (2005). The contagious leader: The impact of the leader's mood on the mood of group members, group affective tone, and group processes. *Journal of Applied Psychology*, *90*, 295-305.
- Tejeda M. J., Scandura T.A., & Pillai R. (2001). The MLQ revisited: psychometric properties and recommendations. *Leadership Quarterly*, *12*, 31-52.

- Thoresen, C. J., Kaplan, S. A., Barsky, A. P., Warren, C. R., & de Charmont, K. (2003). The affective underpinnings of job perceptions and attitudes: A meta-analytic review and integration. *Psychological Bulletin*, *129*, 914–945.
- Thurston, L. L. (1947). *Multiple factor analysis*. Chicago: University of Chicago Press.
- Tsai, W., Chen, H., & Cheng, J. (2009). Employee positive moods as a mediator linking transformational leadership and employee work outcomes. *The International Journal of Human Resource Management*, *20*, 206–219.
- Tushman, M. L., & O'Reilly, C. A. (1996). Ambidextrous organizations: managing evolutionary and revolutionary change. *California Management Review*, *38*(4), 8-30.
- Tushman, M. L., & O'Reilly, C. A. (1997). *Winning through innovation: A practical guide to leading organizational change and renewal*. Boston: Harvard Business School press.
- Van den Hooff, B., & Hendrix, L. (2004). Eagerness and willingness to hare: the relevance of different attitudes towards knowledge sharing. Paper presented at the Fifth European Conference on Organizational Knowledge, Learning and Capabilities: Innsbruck, Austria.
- Venkatraman, N. (1989). Strategic orientation of business enterprises: the construct, dimensionality, and measurement. *Management Science*, *35*(8), 942-962.
- Wageman, R. (2001). How leaders foster self-managing team effectiveness: Design choices versus hands-on coaching. *Organization Science*, *12*, 559–577.
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: development and validation of a theory-based measure. *Journal of Management*, *34*(1), 89-126.
- Watson, D., & Clark, L. A. (1997). Extraversion and its positive emotional core. In R. Hogan, J. A. Johnson, & S. R. Briggs (Eds.), *Handbook of Personality Psychology* (pp. 767-793). San Diego: Academic Press.
- Watson, D., & Tellegen, A. (1985). Toward a consensual structure of mood. *Psychological Bulletin*, *98*, 219-235.
- Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, *54*, 1063-1070.

- Weston, R., & Gore, P. A. (2006). A brief guide to structural equation modeling. *The Counseling Psychologist, 34*, 719-751.
- White, D. W., & Lean, E. (2007). The impact of perceived leader integrity on subordinates in a work team environment. *Journal of Business Ethics, 81*, 765-778.
- Whitney, D. (2007). Appreciative leadership and participatory planning. *Participatory Quarterly*.
- Whitney, D., Trosten-Bloom, A., & Rader, K. (2010). *Appreciative Leadership: Focus on What Works to Drive Winning Performance and Build a Thriving Organization*. McGraw-Hill.
- Wilkins, L. T. (1964). *Social deviance: social policy, action, and research*. London: Tavistock.
- Williams, L. J., & Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management, 17*, 601-617.
- Wrzesniewski, A. (2002). Finding positive meaning in work. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive Organizational Scholarship: Foundations of a New Discipline* (pp. 279-295). San Francisco: Berrett-Koehler.
- Yammarino, F. J., Dionne, S. D., & Chun, J. U., & Dansereau, F. (2005). Leadership and levels of analysis: A state-of-the-science review. *Leadership Quarterly, 16*, 879-919.
- Yukl, G. (1999) An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *Leadership Quarterly, 10*, 285–305.
- Zander, A. W. (1977). *Groups at work*. San Francisco: Jossey-Bass.

긍정적 리더십에 관한 설문

본 설문에 참여해 주시는 분께,

안녕하십니까,

바쁘신 중에 본 설문을 위해 소중한 시간을 내 주심에 깊은 감사를 드립니다. 본 설문조사는 긍정적 리더십의 다양한 측면들을 살펴봄으로써 귀하가 소속된 조직의 조직문화 발전에 도움을 드리고자 실시하고 있습니다.

각 문항에는 정답이 없으며 평소에 생각하신 바대로 솔직하게 응답하시면 됩니다. 예상되는 설문응답 소요시간은 **약 15-20분** 정도입니다.

모든 응답 내용은 부호화(coding)되어 처리되므로 귀하의 성실하고 진실된 응답은 철저히 비밀이 보장이 될 것이며, 연구 목적 이외에는 사용되지 않을 것입니다.

설문에 관하여 문의사항이 있으시면 서울대학교 조직심리학 연구실(02-880-9048)로 연락 주시기 바랍니다.

바쁘신 가운데에도 본 설문조사에 성실히 참여해 주심에 대해 다시 한번 진심으로 감사 드립니다.

2011년 12월

서울대학교 조직심리 연구실드림

02-880-9048

**I. 다음은 귀하의 팀/부서장의 리더십과 관련된 문항입니다.**

아래의 제시되는 질문들을 잘 읽고 평소 귀하의 팀/부서장의 행동을 가장 잘 나타내는 문항에 ○ 표시해주시기 바랍니다. 연구목적 이외에는 다른 용도로 사용되지 않음을 다시 한번 알려드립니다.

**나의 팀장(부서장)은,**

번호	문항	전혀 그렇지 않다	그렇지 않다	보통이다	그렇다	매우 그렇다
1	팀원들에게 팀원 스스로 생각하는 강점은 무엇인지 질문한다.	①	②	③	④	⑤
2	팀의 강점/장점을 발견하고자 구성원들에게 질문한다.	①	②	③	④	⑤
3	팀원들 개개인의 강점에 대해 잘 파악하고 있다.	①	②	③	④	⑤
4	팀원들에게 담당업무 수행을 통해 그들이 만들어낸 결과물이 가지는 장기적인 의미와 효과를 인식하도록 한다.	①	②	③	④	⑤
5	팀원들과 대화를 나눌 때 주로 팀원들의 이야기를 경청한다.	①	②	③	④	⑤
6	주로 팀원들에게 그들의 업무가 그들의 삶에 대해 어떤 의미를 갖는지에 대해 이야기한다.	①	②	③	④	⑤
7	본보기가 될 자세, 또는 행동이 담긴 좋은 글이나 사례를 팀원들과 공유한다.	①	②	③	④	⑤
8	팀원들에게 상호 협동과 지원을 통해 업무수행을 하도록 한다.	①	②	③	④	⑤
9	팀 회의 시간에 주로 참석자들의 의견이 어떤지를 묻는다.	①	②	③	④	⑤
10	팀원들의 개개인의 강점이 조화를 이루어 효과적으로 발현될 수 있도록 직무를 할당한다	①	②	③	④	⑤
11	자신의 강점을 잘 발휘하며 리더(팀장/부서장) 역할을 하고 있다.	①	②	③	④	⑤
12	의사결정 시 해당 사안과 관련이 있는 모든 사람들에게 의견개진에 참여할 것을 권한다.	①	②	③	④	⑤
13	정직이 가장 좋은 업무수행 전략이라고 강조한다.	①	②	③	④	⑤

14	팀원들에게 소속 <u>팀이나 회사의 발전방향과 목표</u> 를 염두에 두라고 한다.	①	②	③	④	⑤
15	팀원들에게 <u>회사전체의 이익</u> 을 함께 고려할 것을 강조한다.	①	②	③	④	⑤
16	팀원들에게 그들의 <u>자아실현과 성장</u> 에 대해 이야기한다.	①	②	③	④	⑤
17	여러 팀원들이 함께 이뤄낸 <u>성공 경험</u> 을 공유하게 한다.	①	②	③	④	⑤
18	팀원들이 서로의 지혜를 모아 <u>팀 전체의 창의성</u> 을 배양하도록 강조한다.	①	②	③	④	⑤
19	우리 <u>팀의 강점</u> 이 무엇인지 쉽게 열거할 수 있다.	①	②	③	④	⑤
20	팀원들에게 주로 <u>개인의 행복한 삶</u> 에 대해 이야기한다.	①	②	③	④	⑤
21	팀원들의 <u>잠재된 장점</u> 을 발견해준다.	①	②	③	④	⑤
22	팀원들에게 팀이나 회사가 처한 <u>문제의 심각성</u> 보다는 그것이 우리에게 제시해주는 <u>발전방향</u> 을 강조한다.	①	②	③	④	⑤
23	팀원들과 대화할 때 <u>과거 우리 회사나 리더가 경험한 성공사례</u> 에 대해 자주 이야기한다.	①	②	③	④	⑤
24	<u>자신의 강점</u> 이 무엇인지 잘 알고 활용한다.	①	②	③	④	⑤
25	팀원들이 각자의 <u>강점을 최대한 발현</u> 했을 때 가장 <u>좋은 수행</u> 을 보인다고 생각한다.	①	②	③	④	⑤
26	팀원과 대화할 때 주로 <u>긍정적 가치</u> 가 담긴 표현(예: 행복, 감사, 용화 등)을 사용한다.	①	②	③	④	⑤
27	우리 팀에게 <u>자연환경에 주는 영향</u> 도 고려해서 업무를 수행하게끔 한다.	①	②	③	④	⑤
28	팀원들의 <u>강점 발휘 사례</u> 를 공유한다	①	②	③	④	⑤
29	팀원들의 열성을 고무시키기 위해 주로 리더가 실제 경험한 바로부터 터득한 <u>교훈이나 지혜</u> 에 대해 진솔하게 얘기를 해준다.	①	②	③	④	⑤
30	팀원들이 <u>실수보다는 성공</u> 으로부터 얻은 교훈을 기억하도록 노력한다.	①	②	③	④	⑤
31	팀의 목표뿐만 아니라 우리 팀이 감당해야 할 <u>사회적 책임</u> 을 우선적으로 추구하라고 강조한다.	①	②	③	④	⑤

32	팀원들에게 <u>팀원들이 이루어낸 성공과 성취에 대한 이야기를</u> 주로 한다.	①	②	③	④	⑤
33	고참팀원들 <u>못지않게 일반사원이나 신입사원의 의견도 중요시</u> 하고 경청한다.	①	②	③	④	⑤
34	팀원들에게 그들의 <u>강점을 발휘할 수 있는 방법을</u> 알려준다.	①	②	③	④	⑤
35	나의 리더가 하고 있는 일은 그의 <u>삶의 비전과 밀접한 관련이</u> 있다.	①	②	③	④	⑤
36	그의 <u>가치관과 신념에 의거해서 의사결정을</u> 내린다.	①	②	③	④	⑤
37	우리 <u>회사와 관련된 모든 사람들 (소비자, 납품 업자, 사원, 주</u> 주 등을 포함)에게 <u>우리의 강점이 무엇인지</u> 알리려 한다.	①	②	③	④	⑤
38	튀는 의견을 내는 팀원에게 귀 기울인다.	①	②	③	④	⑤
39	한 번 한 말은 반드시 지킨다.	①	②	③	④	⑤
40	혼자 있을 때 보이는 모습과 공적인 자리에서 보이는 모습이 <u>일치한다.</u>	①	②	③	④	⑤
41	팀(조직)이 중시하는 <u>공유된 원칙을 위반하는 실수를 중요한</u> 문제로 받아들인다.	①	②	③	④	⑤
42	팀원들이 일을 할 때 <u>스스로의 원칙과 가치관에 따르는 것이</u> 일에 대한 <u>만족도나 자부심을</u> 가지는 데 중요하다고 생각한다.	①	②	③	④	⑤
43	리더 자신의 <u>원칙과 기준에 맞춰</u> 업무를 진행한다.	①	②	③	④	⑤
44	우리 팀원들 각자의 <u>원칙과 기준을</u> 분명히 하고, 그에 따라 일 을 처리하도록 <u>권한을 부여</u> 한다.	①	②	③	④	⑤
45	팀원들에게 업무에 대해 <u>질문하고 대화를 유도</u> 한다.	①	②	③	④	⑤
46	팀원 개개인의 <u>개인적 비전과 흥미에</u> 관심을 갖는다.	①	②	③	④	⑤
47	팀원들에게 맡은 일에 대해 <u>책임을 다 하는 좋은 본보기가</u> 되어준다.	①	②	③	④	⑤

**나의 팀장/부서장은,**

번호	문항	전혀 그렇지 않다	그렇지 않다	보통 이다	그렇다	매우 그렇다
1	팀원들과의 원활한 상호작용을 위해 팀원들로부터 의견을 구한다.	①	②	③	④	⑤
2	내게 조금이라도 도움을 주려고 늘 노력한다.	①	②	③	④	⑤
3	모든 직원들이 그들의 생각을 자유롭게 표현할 수 있도록 독려한다.	①	②	③	④	⑤
4	자신의 실수를 인정한다.	①	②	③	④	⑤
5	우리 회사가 주변을 배려하는 일을 할 필요가 있다고 믿는다.	①	②	③	④	⑤
6	자신이 중시하는 핵심 가치관에 근거하여 의사결정 한다.	①	②	③	④	⑤
7	의사결정을 내리기 전에 관련 자료들을 충분히 분석한다.	①	②	③	④	⑤
8	책임범위를 넘어서까지 나를 돕고 있다.	①	②	③	④	⑤
9	내가 심정적으로 어려움에 처해 있을 때 잘 도와주는 사람이다.	①	②	③	④	⑤
10	자신이 느끼는 감정을 진솔하게 표현한다.	①	②	③	④	⑤
11	자신이 정말 의도하는 바를 명확하게 말한다.	①	②	③	④	⑤
12	이해와 설득을 이끌어 내는 데 타고난 재능이 있다.	①	②	③	④	⑤
13	행동과 신념이 일치된 사람으로 보인다.	①	②	③	④	⑤
14	개인적인 어려움이 있을 때 기꺼이 상의할 수 있는 사람이다.	①	②	③	④	⑤
15	결론 내리기 전에 다양한 의견을 주의 깊게 듣는다.	①	②	③	④	⑤
16	앞으로 어떤 일이 일어날 지에 대해 예측을 잘 한다.	①	②	③	④	⑤
17	왜 내가 그 일을 해야 하는 지에 대해 잘 설명하고 있다.	①	②	③	④	⑤
18	자신이 지켜온 입장에 도전하는 의견이나 관점도 적극적으로 들으려 한다.	①	②	③	④	⑤
19	우리 조직이 사회에서 모범적인 역할을 할 필요가 있다고 믿는다.	①	②	③	④	⑤
20	팀원들에게 각자의 핵심 가치관에 따를 것을 적극 권유한다.	①	②	③	④	⑤

21	어려운 의사결정을 내릴 때에는 높은 윤리적 기준에 근거하여 내린다.	①	②	③	④	⑤
22	자신의 행동이 구성원들에게 어떤 영향을 미치는지 잘 알고 있다.	①	②	③	④	⑤
23	우리 조직이 하는 사업의 목표를 사회에 공헌할 수 있는 잠재력의 관점에서 생각한다.	①	②	③	④	⑤
24	특정한 업무수행을 요청할 때 그 이유를 설득력 있게 제공해준다.	①	②	③	④	⑤
25	구성원들이 리더(팀장 자신)의 능력을 어떻게 보고 있는지 정확하게 알고 있다.	①	②	③	④	⑤
26	진심을 말한다.	①	②	③	④	⑤
27	중요한 문제를 다룰 때 자신의 태도를 재검토해 봐야 할 시점을 알고 있다.	①	②	③	④	⑤
28	담당 조직에 어떠한 어려움이 발생하더라도 즉시 대응을 할 수 있도록 준비하고 있는 것 같다.	①	②	③	④	⑤
29	의사결정 이후에 일어날 상황을 예측하는 능력이 있다	①	②	③	④	⑤

Ⅱ. 다음은 귀하 본인에 대한 질문입니다

다음은 직장에서 보이는 귀하의 행동 및 태도에 관한 설문입니다. 각 문항에 대해 귀하의 의견과 일치하는 곳에 O표 해 주십시오.		전혀 그렇지 않다	그렇지 않다	보통이다	그렇다	매우 그렇다
1)	나는 정년까지 지금의 직장에서 보내고 싶다.	①	②	③	④	⑤
2)	나는 현재 근무하는 직장에서 가족애를 느낀다.	①	②	③	④	⑤
3)	나는 현재 근무하고 있는 직장에 대하여 강한 소속감을 느끼지	①	②	③	④	⑤
4)	못하고 있다.					
5)	나는 현재 근무하는 직장에 대하여 정서적으로 강한 애착을 느끼지 못하고 있다.	①	②	③	④	⑤

다음은 직장에서 보이는 <u>귀하의 행동 및 태도에 관한 설문</u> 입니다. 각 문항에 대해 귀하의 의견과 일치하는 곳에 O표 해 주십시오.	전혀 그렇지 않다	그렇지 않다	별로 그렇지 않다	보통이다	약간 그렇다	그렇다	매우 그렇다
	①	②	③	④	⑤	⑥	⑦
1) 요청을 받지 않고도 동료의 일을 돕는다.	①	②	③	④	⑤	⑥	⑦
2) 동료 직원의 문제나 고민을 듣기 위해 시간을 낸다.	①	②	③	④	⑤	⑥	⑦
3) 새로 입사한 직원을 도우려 노력한다.	①	②	③	④	⑤	⑥	⑦
4) 나는 팀원들의 일을 도와서 우리 팀 프로젝트에 차질이 없도록 해준다.	①	②	③	④	⑤	⑥	⑦
5) 나는 자발적으로 팀장의 일을 돕는다.	①	②	③	④	⑤	⑥	⑦
6) 근무 시간 중에 개인적인 전화를 오래하지 않는다.	①	②	③	④	⑤	⑥	⑦
7) 불평이 있더라도 말하지 않고 맡은 바 업무를 수행한다.	①	②	③	④	⑤	⑥	⑦
8) 근무 시간 중에 부당하게 쉬지 않는다.	①	②	③	④	⑤	⑥	⑦
9) 부서원의 경조사(결혼, 백일, 회갑, 장례, 문병 등)에 적극 참석한다.	①	②	③	④	⑤	⑥	⑦
10) 주위 사람들에게 회사를 적극 홍보하고 자랑한다.	①	②	③	④	⑤	⑥	⑦
11) 결근한, 또는 피치 못한 사정이 있는 동료의 일을 대신 해준다.	①	②	③	④	⑤	⑥	⑦
12) 나는 내가 세운 목표를 성공적으로 달성할 수 있다.	①	②	③	④	⑤	⑥	⑦
13) 나는 어떠한 어려운 업무를 맡더라도 끝까지 완수할 수 있다고 확신한다.	①	②	③	④	⑤	⑥	⑦
14) 일반적으로 나는 내게 중요한 업무에 있어서 좋은 결과를 얻을 수 있다.	①	②	③	④	⑤	⑥	⑦
15) 나는 어려운 상황에서도 맡겨진 업무를 잘 수행할 수 있다.	①	②	③	④	⑤	⑥	⑦

Ⅲ. 다음은 귀하의 소속 팀에 대한 질문입니다

귀하가 소속된 팀에 관한 설문입니다.

각 문항에 대해 귀하의 의견과 일치하는 곳에 O표 해 주십시오.

	전혀 그렇지 않다	그렇지 않다	별로 그렇지 않다	보통이다	약간 그렇다	그렇다	매우 그렇다
1) 우리 팀은 비슷한 업무를 수행하는 다른 팀과 비교할 때 능력이 떨어진다.	①	②	③	④	⑤	⑥	⑦
2) 우리 팀의 팀원들은 뛰어난 업무능력을 가지고 있다.	①	②	③	④	⑤	⑥	⑦
3) 우리 팀의 팀원들 중 몇 명은 능력이 부족하기 때문에 해고되어야 한다.	①	②	③	④	⑤	⑥	⑦
4) 우리 팀은 매우 효과적으로 업무를 수행하고 있다	①	②	③	④	⑤	⑥	⑦
5) 우리 팀은 어떠한 어려운 일을 말더라도 성공적으로 해낼 능력을 지니고 있다.	①	②	③	④	⑤	⑥	⑦
6) 우리 팀원들은 근무 시간 이외에도 같이 시간을 보내고 싶어한다.	①	②	③	④	⑤	⑥	⑦
7) 우리 팀원들은 근무 시간 이외에도 같이 어울린다.	①	②	③	④	⑤	⑥	⑦
8) 우리 팀원들은 자주 회식을 갖는다.	①	②	③	④	⑤	⑥	⑦
9) 우리 팀원들은 개인적으로 행동하는 것보다 팀으로 뭉치는 것을 좋아한다.	①	②	③	④	⑤	⑥	⑦

VI. 다음은 소속 회사에 대한 질문입니다.

귀하가 소속된 회사에 관한 설문입니다.

각 문항에 대해 귀하의 의견과 일치하는 곳에 O표 해 주십시오.

	전혀 그렇지 않다	그렇지 않다	별로 그렇지 않다	보통이다	약간 그렇다	그렇다	매우 그렇다
1) 나는 우리 회사가 내가 노력한 만큼 인정해준다고 생각한다.	①	②	③	④	⑤	⑥	⑦
2) 나는 우리 조직의 경영정책이 일관성 있다고 생각한다.	①	②	③	④	⑤	⑥	⑦
3) 나는 우리 조직이 시행하는 경영정책에 대해 알고 싶을 때, 언제라도 무엇이든지 확인할 수 있다.	①	②	③	④	⑤	⑥	⑦
4) 나는 우리 조직에서 모든 경영정책 결정이 투명하게 이루어	①	②	③	④	⑤	⑥	⑦

어진다고 생각한다.							
5) 우리 회사의 인사는 합리적으로 이루어진다고 생각한다.	①	②	③	④	⑤	⑥	⑦
6) 우리 회사는 인간 존중 경영을 실천하기 위하여 구성원들을 인격적으로 대한다고 생각한다.	①	②	③	④	⑤	⑥	⑦
7) 모든 점을 고려할 때, 나는 조직에 대해 신뢰감을 가진다.	①	②	③	④	⑤	⑥	⑦

**VI. 다음은 귀하의 팀/부서장을 향한 귀하의 생각에 대한 질문입니다.**

각 문항에 대해 귀하의 의견과 일치하는 곳에 O표 해 주십시오.	전혀 그렇지 않다	그렇지 않다	별로 그렇지 않다	보통이다.	약간 그렇다	그렇다	매우 그렇다
	①	②	③	④	⑤	⑥	⑦
1) 나는 업무와 관련된 문제들을 상사와 자유롭게 논의하며, 그로 인한 불이익을 두려워하지 않는다.	①	②	③	④	⑤	⑥	⑦
2) 나는 상사가 나를 공정하게 대할 것임을 전적으로 믿는다.	①	②	③	④	⑤	⑥	⑦
3) 만약 내가 사소한 실수를 했더라도 상사는 기꺼이 나를 이해하고 용서할 것이다.	①	②	③	④	⑤	⑥	⑦
4) 나의 상사는 업무 이외의 인생상담 및 조언을 해준다.	①	②	③	④	⑤	⑥	⑦
5) 나의 상사는 깊이 있는 전문지식으로 정확한 판단과 지시를 내려준다.	①	②	③	④	⑤	⑥	⑦
6) 나의 상사는 편안한 대화의 상대가 되어주며, 남의 얘기를 타인에게 함부로 전하지 않는다.	①	②	③	④	⑤	⑥	⑦
7) 나의 상사는 자기 부서원에 대한 오타리 역할을 한다.	①	②	③	④	⑤	⑥	⑦
8) 나의 리더는 <u>사람관리</u> 에 있어서 효과적인 리더십을 발휘하고 있다.	①	②	③	④	⑤	⑥	⑦
9) 나의 리더는 <u>업무관리</u> 에 있어서 효과적인 리더십을 발휘하고 있다.	①	②	③	④	⑤	⑥	⑦
10) 나의 리더는 <u>종합적으로 봤을 때</u> 효과적인 리더십을 발휘하고 있다.	①	②	③	④	⑤	⑥	⑦
11) 내게 선택권이 주어진다 하더라도, 지금의 팀장을 나의 상사로 선택할 것이다.	①	②	③	④	⑤	⑥	⑦

아래의 단어들은 다양한 감정이나 기분을 기술한 것입니다.

각 단어를 읽고, 귀하가 직장에서 평소에 느끼는 감정이나 기분의 정도를 가장 잘 나타낸 숫자에 O표 해주시기 바랍니다.

전혀 그렇지 않다 1 -----	약간 그렇다 ----- 2 -----	어느 정도 그렇다 ----- 3 -----	상당히 그렇다 ----- 4 -----	매우 그렇다 ----- 5
-------------------------	----------------------------	-------------------------------	-----------------------------	----------------------

1. 흥미진진한.....	1 2 3 4 5	11. 죄책감 드는.....	1 2 3 4 5
2. 과민한.....	1 2 3 4 5	12. 단호한.....	1 2 3 4 5
3. 괴로운.....	1 2 3 4 5	13. 겁에 질린.....	1 2 3 4 5
4. 기민한.....	1 2 3 4 5	14. 주의 깊은.....	1 2 3 4 5
5. 흥분된.....	1 2 3 4 5	15. 적대적인.....	1 2 3 4 5
6. 부끄러운.....	1 2 3 4 5	16. 조바심 나는.....	1 2 3 4 5
7. 마음이 상한.....	1 2 3 4 5	17. 열정적인.....	1 2 3 4 5
8. 원기 왕성한.....	1 2 3 4 5	18. 활기찬.....	1 2 3 4 5
9. 강한.....	1 2 3 4 5	19. 자랑스러운.....	1 2 3 4 5
10. 신경질적인.....	1 2 3 4 5	20. 두려운.....	1 2 3 4 5

각 단어를 읽고, 귀하의 리더가 평소에 표현하는 감정이나 기분을 표현하는 정도를 가장 잘 나타낸 숫자에 O표 해주시기 바랍니다.

1. 흥미진진한.....	1 2 3 4 5	11. 죄책감 드는.....	1 2 3 4 5
2. 과민한.....	1 2 3 4 5	12. 단호한.....	1 2 3 4 5
3. 괴로운.....	1 2 3 4 5	13. 겁에 질린.....	1 2 3 4 5
4. 기민한.....	1 2 3 4 5	14. 주의 깊은.....	1 2 3 4 5
5. 흥분된.....	1 2 3 4 5	15. 적대적인.....	1 2 3 4 5
6. 부끄러운.....	1 2 3 4 5	16. 조바심 나는.....	1 2 3 4 5
7. 마음이 상한.....	1 2 3 4 5	17. 열정적인.....	1 2 3 4 5
8. 원기 왕성한.....	1 2 3 4 5	18. 활기찬.....	1 2 3 4 5
9. 강한.....	1 2 3 4 5	19. 자랑스러운.....	1 2 3 4 5
10. 신경질적인.....	1 2 3 4 5	20. 두려운.....	1 2 3 4 5

※ 통계 분석을 위한 질문입니다. 개인 정보는 분석 이외의 용도로 절대 유출  
되지 않습니다.

1. 귀하의 연령은 어떻게 되십니까? ( \_\_\_\_\_ ) 세

2. 귀하의 직급은 어떻게 되십니까? ( \_\_\_\_\_ )

3. 귀하가 현재 회사에서의 근무한 기간은 얼마나 되셨습니까? ( \_\_\_\_\_ ) 년

4. 소속 회사는? ( \_\_\_\_\_ )

5. 소속 팀명을 정확하게 기재하여 주십시오.

[ \_\_\_\_\_ ]

(팀명은 팀단위 분석을 위한 것으로, 개인별 응답 확인을 위해 절대 사용되지  
않습니다)

**바쁘신 중에도 끝까지 성실하게 응답해 주셔서 대단히 감사합니다.**

*Appendix B.* English version of Appreciative Leadership full item pool used in survey

My team leader,

- 1 Asks team members what they think their strengths are.
- 2 Asks questions in order to discover strengths within individual team members.
- 3 Is well aware of the strengths of each team member.
- 4 Emphasizes team members to be aware of long-term meaning and effects of outcomes they produce by executing responsibilities.
- 5 Listens to their opinion when communicating with team members.
- 6 Talks about what meaning their work has on their life.
- 7 Memos cases which depict attitudes or behaviors to be emulated and share with team members.
- 8 Encourages team members to work through coordination and support.
- 9 Asks the opinion of attendants during the team meetings
- 10 Focuses on exerting strengths of the team members harmoniously when allocating work within the team.
- 11 Manages team by focusing on overcoming my own weaknesses.
- 12 Reflects opinions of the maximum number of people who are involved in pertinent issues when making decisions.
- 13 Tells team members that ‘honesty (integrity)’ is the best execution strategy.
- 14 Requests team members to prioritize future directions and goals of the team or organization.
- 15 Emphasizes team members to consider the interest of the whole organization preferentially.
- 16 Talks to his/her team members about self-actualization and improvement.
- 17 Lets team members to share successful experiences achieved by several team members together.
- 18 Emphasizes team members to collect each other’s thoughts and cultivate team creativity.
- 19 Can easily list the strengths of our team.
- 20 Tells team members about their happy lives.
- 21 Discovers latent strengths of the team members.
- 22 Lets team members be aware of future directions the crisis of the team or organization implies rather than its seriousness.
- 23 Frequently narrates successful experiences of organization or of mine when

- communicating with team members.
- 24 Confidently reveals his/her strengths to team members.
- 25 Believes that team members perform their best when they fully express their own strengths.
- 26 Prefers expressions containing positive values (i.e., happiness, unity, humility, etc.) when communicating with a team member.
- 27 Asks his/her team to perform tasks considering consequent effects on the natural environment.
- 28 Shares and informs cases in which team members exerted strengths.
- 29 Tells his/her team members about lessons and wisdom he/she learned from what he/she actually experienced in a sincere way in order to inspire enthusiasm.
- 30 Tells team members to pursue team goals and to consider social responsibilities our team has.
- 31 Mainly talks about successes and achievements accomplished by team members.
- 32 Values and carefully listens to opinions of new recruits or associates.
- 33 Guides team members maximize their strengths.
- 34 Is well aware of his/her strengths and utilize them.
- 35 His/her work is closely related to his/her vision.
- 36 Makes decisions based on his/her values and beliefs.
- 37 Shares successful experiences of organization with everyone (i.e., customers, suppliers, staff, stakeholders, etc.) who is associated with our organization.
- 38 Listens to team members who offer deviant opinions.
- 39 Keeps his/her words all the time.
- 40 His/her private self is identical to his/her public self.
- 41 Considers mistakes against team's shared principles critical problems.
- 42 Considers being consistent with principles and value systems of own when team members achieve work satisfaction or pride.
- 43 Processes his/her responsibilities based on his/her values and beliefs.
- 44 Lets team members be certain of their own principles and criteria, and empower them to work accordantly.
- 45 Provides questions and facilitates communication with team members regarding work processes.
- 46 Is curious about individual vision and interest of team members.
- 47 Becomes a good role model who carries out one's responsibility to the fullest.

## 국문 초록

본 연구의 목적은 2010 년 Whitney 와 동료들이 제안한 A 리더십(Apreciative leadership)의 이론을 바탕으로 척도를 개발하고 이를 타당화하기 위함이다. 이론에서 소개하고 있는 A 리더십의 다섯 가지 구성요소인 질문하기 inquiry, 조명하기 illumination, 포용하기 inclusion, 영감 불어넣기 inspiration, 그리고 본보기 되기 integrity 를 바탕으로 문항을 개발하였고, 5 요인 구조를 통계적으로 확인하고자 하였으며, 더 나아가 A 리더십의 수렴, 변별, 예측 타당도를 규명하기 위하여 주요 결과 변수들에 대한 가설들을 검증하였다.

척도 개발 과정을 다루고 있는 연구 1 은 크게 두 부분으로 구성되어 있으며, 연구 1-1 은 문항들을 개발하는 데에 그 목적을 두고 있다. 연구 1-1 에서는 Whitney 등(2010)의 저서인 *Appreciative leadership: Focus on what works to drive winning performance and building a thriving organization* 에 소개된 A 리더십의 5 가지 구성요소에 대한 조작적 정의와 실천 행동들을 바탕으로 연역적 방식을 사용하여 56 개의 문항을 일차적으로 개발하였다. 그 후 귀납적 접근 방식인 18 명의 인터뷰 자료 분석과 안면 타당도 과정을 통해 최종적으로 47 개 문항을 개발하였고, 이를 바탕으로 직장인 188 명을 대상으로 설문조사를 실시하였다. 연구 1-2 에서는 탐색적 요인분석과 확인적 요인분석을 통해 문항 수를 줄이고 A 리더십의 잠재적 요인 수를 확인하고자 하였다. 그 결과, 이론에서의 5 요인 모형은 기각되었고, 높은 연관성을 지닌 요인들이 결합되어 참여독려 및 질문하기 inclusive inquiry, 고무적 조명하기 inspiring illumination, 본보기 되기 integrity 와 같이 총 3 개 요인으로 구성된 18 개 문항이 최종 도출되었다.

연구 2 에서는 앞서 도출한 18 개의 문항을 바탕으로 A 리더십 척도를 타당화 하고자 하였다. 따라서 유사한 리더십 개념인 서번트

리더십 Servant leadership 과 오센틱 리더십 Authentic leadership 과의 실증적 비교를 실시하였다. 가용한 162 명의 케이스를 대상으로 구조모형 분석을 실시한 결과, A 리더십과 각 리더십 개념 간에는 정적 상관이 존재하였기에 수렴 타당도를 확보할 수 있었으며, 이에 더해, 개념적으로 보다 유의한 차이를 지닌 오센틱 리더십과의 점진적 예측 타당도를 검증한 결과, A 리더십은 오센틱 리더십을 통제된 후에도 긍정 정서(리더의 표현 정서와 구성원의 표현 정서)와 팀 수준 변수들인 조직시민행동, 팀 효능감, 팀 응집성을 통계적으로 유의한 수준으로 예측함을 확인했다.

추가 분석에서는 연구 2 에서 A 리더십이 유의하게 예측한 몇 가지 결과 변수들에 대해 A 리더십의 요인들의 상대적 기여도를 탐색하여 A 리더십 이론의 설명력을 추가적으로 입증하고자 하였다.

결론적으로, A 리더십은 서번트 리더십과 오센틱 리더십과 같은 기존 긍정 리더십 개념과 강한 상관관계를 가짐에도 불구하고, 몇 가지 조직관련 결과 변수들에 상이한 영향력을 행사함을 관찰할 수 있었다. 이로써 A 리더십이 타 리더십들과 구별되는 메커니즘을 가지며, 특히 팀 관리와 정서 조절에서 보다 효과적인 리더십 효과성을 발휘함을 확인하였다.

주요어: A 리더십, 척도 개발, 오센틱 리더십, 변별 타당도, 점진적 예측 타당도, PANAS

학번: 2010-20110