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경영학 석사학위논문

**Leader's Boundary Activities and
Employee Knowledge Sharing:
The Mediating Role of Creative Self-Efficacy**

상사의 경계 활동과 근로자 지식공유행동의 관계:
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ABSTRACT

Leader's Boundary Activities and Employee Knowledge Sharing: The Mediating Role of Creative Self-Efficacy

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The challenges contemporary work organizations face, including the rise of global competition, increase of task complexity, and changes in work structures, calls for leaders to expand their leadership scope by engaging in boundary activities. In spite of this growing need, research on the impact of the leader's boundary activities on major employee behaviors and attitudes at the workplace has been almost void.

Addressing the literary gap, this study examined the impact of the leader's boundary activities on desired employee behavior including knowledge sharing and creative self-efficacy. Specifically, the current study investigated the relationship between the leader's boundary activities and

employee knowledge sharing, and the mediating effect of employee creative self-efficacy. Further, this study investigates the moderating effect of leader-member exchange and learning goal orientation.

Results show that the leader's boundary activities do positively predict employee knowledge sharing behavior. In addition, this positive relationship was mediated by employee creative self-efficacy. Finally, results show that the employee's learning goal orientation moderated the relationship between the leader's boundary activities and employee creative self-efficacy, such that, the employee's strong learning goal orientation strengthened the positive relationship between the main constructs. The theoretical and practical implications of the findings are discussed for future studies.

Keywords: boundary activities, boundary spanning, boundary buffering, boundary reinforcement, knowledge sharing, creative self-efficacy, leader-member exchange, learning goal orientation, social exchange theory

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TABLE OF CONTENTS

I. INTRODUCTION.....	1
II. THEORETICAL BACKGROUND.....	6
2.1. Boundary Activities.....	6
2.2. Leader’s Boundary Activities.....	9
2.3. Leader’s Boundary Activities and Knowledge Sharing.....	13
2.4. The Mediating Effect of Creative Self-Efficacy.....	19
2.5. Identifying the Boundary Conditions.....	25
2.5.1. The Moderating Effect of Leader-Member Exchange.....	26
2.5.2. The Moderating Effect of Learning Goal Orientation.....	29
III. METHOD.....	34
3.1. Data Collection.....	34
3.2. Measures.....	36
3.3. Analytical Procedure.....	39
IV. RESULTS.....	44
4.1. Descriptive Statistics.....	44
4.2. Hypotheses Testing.....	46
4.3. Summary of Results.....	51

V. DISCUSSION.....	52
5.1. Summary of the Study.....	52
5.2. Implication.....	55
5.3. Implication.....	58
5.4. Conclusion.....	62

REFERENCE.....	64
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LIST OF TABLES

Table 1. Factor loadings and communalities based on a principal components analysis with oblimin rotation for 12 items on boundary activities.....	41
Table 2. Descriptive statistics and correlations among variables.....	45
Table 3. Multiple regression results for mediation.....	48
Table 4. Multiple regression results for moderation.....	49

LIST OF FIGURES

Figure 1. Conceptual framework.....	33
Figure 2. The moderating effect of learning goal orientation.....	50

I. INTRODUCTION

Today's work organizations battle with changes in the economy, rise of global competition, increasing task complexity, and challenges brought about by flatter, network-based work structures (Marrone, Tesluk, & Carson, 2007; Mohrman, Cohen, & Mohrman, 1995). These changes have emphasized the need for organizations, teams, and individual members to engage in efforts to bridge and connect with others or engage in boundary activities, in order to coordinate and tackle interdependent tasks (Ancona, 1990; Ancona & Caldwell, 1992).

Boundary activities, or the act of establishing, maintaining boundaries and managing interactions with both external and internal parties (Ancona, 1990; Ancona & Caldwell, 1992; Faraj & Yan, 2009; Marrone, 2010), plays an important role in transferring knowledge between and within organizations (Argote, McEvily, & Reagans, 2003), improve organizational effectiveness (Carlisle, 2004), and foster organizational innovation (Hargadon, 1998). Although earlier research examined the impact of boundary work on an individual's status and influence (e.g., Caldwell & O'reilly, 1982; Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964), recent literature has primarily been conducted at the team level, and have shown

that boundary activities can enhance team effectiveness (Ancona & Caldwell, 1992) and reduce team members' role overload (Marrone et al., 2007).

Still, significant literary gaps exist as research has focused more on identifying the antecedents, rather than exploring the nature or outcome of boundary spanning (Marrone, 2010). Specifically, the impact a leader's engagement in boundary activities has on the attitude and behavior of the team or its members have rarely been addressed (Marrone, 2010). The complex and ever-changing nature of today's business environment calls for leaders to transform their leadership from the traditional role of simply managing and protecting boundaries to also span boundaries, in an attempt to more effectively and successfully lead his/her team or organization unit to meet the overall goal or objective (Yip, Ernst, & Campbell, 2009). Similarly, Yan and Louis (1999) highlighted the need for leaders to engage in boundary management, or to buffer, span, and bring up boundaries and become "boundary-competent" (p. 43).

Furthermore, given that the leader's behaviors and attitudes have been found to play an important role in triggering key employee behaviors and attitudes at the workplace, including job performance, organization

citizenship behaviors, creativity, and knowledge sharing (e.g., Gerstner & Day, 1997; Ilies, Nahrgang, & Morgeson, 2007; Srivastava, Bartol, & Locke, 2006; Tierney, 2015), a study on how the leader's boundary activities affects his/her employees is warranted. Accordingly, the purpose of this study is to examine the effect of the leader's boundary engagement on employee behavior. Particularly, the current study posits to examine how the leader's boundary activities affects the employees' knowledge sharing behavior.

Organizations have been invested in facilitating sharing of knowledge, a critical source of sustainable competitive advantage (Foss & Pedersen, 2002; Spender & Grant, 1996), between employees. Research has shown the potential benefits of knowledge sharing including, costs reduction, enhanced performance, and improved innovation capabilities (e.g., Arthur & Huntley, 2005; Collins & Smith, 2006; Lin, 2007d). Further, research has shown that knowledge sharing between employees enables the organization to effectively capitalize resources based on knowledge (Cabrera & Cabrera, 2005; Davenport & Prusak, 1998). Importantly, of the antecedents to employee knowledge sharing, leadership has shown to wield a particularly notable influence (Politis, 2001; Srivastava et al., 2006).

Drawing on social exchange theory (Blau, 1964), one of the most

frequently adopted theoretical perspective in the knowledge sharing literature (Wang & Noe, 2010), and the norm of reciprocity (Gouldner, 1960), a critical motivational factor behind knowledge sharing (Ipe, 2003), this study contributes to further expanding the knowledge sharing literature by examining the influence of the leader's boundary activities on employee knowledge sharing.

In addition, the present study investigates the mediating role of employee creative self-efficacy between the supervisor's boundary activities and employee knowledge sharing. That is, I consider self-efficacy, specifically creative self-efficacy, to be a cognitive process in the leader behavior and employee outcome relationship this study addresses. Thus doing, this paper contributes to enhanced understanding of leader boundary management on follower's creative self-efficacy that ultimately lead to desired employee behaviors such as knowledge sharing.

Finally, the present study examines the moderating role of a key social exchange relationship, and an important personal characteristic, to investigate how they affect the proposed leader-follower relationship. Specifically, I posit that the follower's relationship with his/her leader and his/her disposition toward enhancing or testing individual ability will

influence the employee's workplace actions and attitude. Hence, this study will examine the moderating role of leader-member exchange (LMX) and learning goal-orientation on the relationship between the leader's boundary activities and employee knowledge sharing via creative self-efficacy, thereby further contributing to the social exchange literature as well as the leader behavior and knowledge sharing research.

II. THEORETICAL FRAMEWORK

2.1. Boundary Activities

Existing literature on boundaries of work units, such as teams, have fallen under two major streams of research. The first group focused on demarcation with the environment, taking an open systems or external perspective (e.g., Ancona & Caldwell, 1992; Scott, 1998). The other group focused on team or work unit processes that help enhance effectiveness, taking on a teamwork perspective (e.g., Marks, Mathieu, & Zaccaro, 2001).

The external perspective on teams or work units have extended the traditional researchers' focus on internal issues and highlighted the criticality of realizing and managing boundaries (Ancona & Caldwell, 1988; Choi, 2002; Scott, 1998). In this vein, the series of research by Ancona and Caldwell first identified external activities displayed by work unit members, then grouped those activities into boundary strategies, and examined their effect on the work units' performance and long-term success (Ancona, 1990; Ancona & Caldwell, 1988, 1992). Following studies by other researchers found strong connection between boundary activities and team or work unit performance (Druskat & Wheeler, 2003; Keller, 2001).

The teamwork perspective on work groups veer away from traditional models and focus on how mediating processes affect effectiveness. Academics under this stream of research argue that a distinction should exist between work unit processes and the affective, cognitive, and emotional states of work units (Marks et al., 2001). In other words, researchers posit that boundary activities and emergent state constructs such as efficacy or empowerment should be distinguished. In this vein, existing literature has shown that work unit performances are impacted not only by internal processes but also external and cross-boundary processes and activities (Cross & Cummings, 2004, Marrone et al., 2007).

Finally, taking both views to heart, Faraj and Yan (2009) attempted to take a more holistic view by including the roles of the boundary itself. The authors examined and found not only spanning but also buffering and reinforcing boundaries had effect on team performance, and also showed psychological safety to be the mediating process between the constructs (Faraj & Yan, 2009).

Overall, the abovementioned researchers all recognize and emphasize the importance of boundary activities. Still, literary gaps exist warranting attention. Namely, although some earlier research examined the boundary

activities of an individual, showing that boundary spanners armed with unique knowledge gained status and influence but also experienced role overload (e.g., Caldwell & O'reilly, 1982; Kahn, et al., 1964; Katz & Kahn, 1978), recent research has largely been conducted at the team level and have been focused more on identifying the antecedents, rather than exploring the nature or outcome of boundary activities (Marrone, 2010).

Accordingly, research on the impact of a leader's boundary activities on the attitude and behavior of the team or its members have rarely been addressed (Marrone, 2010), although researchers have recognized the need to develop boundary-competent leaders (Yan & Louis, 1999). Considering the influence a leader's behaviors and attitudes have been found to wield on key employee behaviors and attitudes at the workplace, a study examining how the leader's boundary management impacts his/her employees is warranted. For example, the leader's behavioral stimulus has been shown to trigger job performance (e.g., Gerstner & Day, 1997; Graen & Scandura, 1987), organization citizenship behaviors (e.g., Ilies, Nahrgang, & Morgeson, 2007; Podsakoff, Whiting, Podsakoff, & Blume, 2009), creativity (e.g., Amabile, Schatzel, Moneta, & Kramer, 2004; Tierney, 2015), and knowledge sharing (e.g., Lee, Gillespie, Mann, & Wearing, 2010; Srivastava,

Bartol, & Locke, 2006).

To address this literary gap, I build on the conceptualization of boundary activities by Faraj and Yan (2009) and Yan and Louis (1999) to examine the impact of the leader's boundary activities on his/her follower's knowledge sharing behavior.

2.2. Leader's Boundary Activities

Adapting the definition from existing literature, this study defines the leader's boundary activities as leader's behaviors that help manage relationships and interactions with resourceful parties outside his/her team or organization, whilst also protecting the work unit by deflecting unwarranted external demands and interferences from outsiders, and strengthening the unit's awareness and identity, in an attempt to accomplish the work unit's goals and objectives (Ancona, 1990; Ancona & Caldwell, 1992; Faraj & Yan, 2009; Marrone et al., 2007; Yan & Louis, 1999; Yip et al., 2009). The three major boundary activities are addressed in detail below.

In today's interdependent, complex and fast-changing business environment, a successful leader is required to transform his/her leadership

into one that spans boundaries instead of the traditional role of simply bolstering and protecting boundaries (Yip, et al., 2009). Although not addressed at the individual level, Ancona and Caldwell's (1988, 1992) research identified 15 key external activities that members of work units engage in, including mapping, molding, and negotiating, and grouped those activities into four factors, namely, "ambassador," "task coordinator," "scout," and "guard" activities (Ancona & Caldwell, 1992, p. 640-642).

The first factor, dubbed "ambassador" activities, consist of activities that promote and inform the work unit's status to others in the organization, protect and prevent interference and overloading from outsiders, and acquire and lobby to obtain resources for the work unit. The second factor, labeled "task coordinator" activities, contain activities that attempt to resolve and discuss problems with others, communicate and require feedback from others, and negotiate with outsiders. The third, "scout" factor, consists of activities that scan and collect information, resources, and ideas from the environment. Finally, the "guard" factor, contains activities aimed at avoiding and controlling the release of information that the work unit possesses.

Boundary spanning refers to activities aimed at reaching out to

outsiders for resources and support (Faraj & Yan, 2009). In this light, the leader's boundary spanning behaviors may consist of negotiating, bargaining, contracting, and forming coalitions and alliances with external players in the environment to obtain resources and support that are critical to the work unit's success. That is, a boundary spanning leader will take on the role of "ambassador," "task coordinator," and "scout" to effectively lead the work unit to achieve its goals. Accordingly, research on boundary spanning behaviors has shown that such behaviors enable transfer of knowledge between and within organizations (Argote et al., 2003), enhance the effectiveness of the team and organization (Ancona & Caldwell, 1992; Carlisle, 2004), reduce team member role overload (Marrone et al., 2007), and nurture organizational innovation (Hargadon, 1998).

In contrast to boundary spanning, buffering activities are aimed at disengaging. Thus, the boundary buffering leader will deflect and prevent his/her work unit members from unwarranted outside interference and overloading, and protect the work unit's core processes. As organizations become debureaucratized, the line of demarcation become permeable, allowing outside parties to demand tasks from the focal work unit's members. Hence, the leader is disposed to compete with others in the

environment for his/her followers' time, energy, attention, and effort. For example, research has shown that multiple teams demand the involvement of knowledge workers simultaneously (Mohrman et al., 1995).

To effectively protect and secure followers' commitment to the work unit, the leader's buffering tactics will consist of both formal and informal methods. That is, the leader will employ formal tactics such as strengthening procedures, setting strategies, and also informal tactics including the use of codes and norms to protect his/her work unit. In this light, it can be assumed that boundary buffering leaders take on the role of "ambassador," "task coordinator," and "guard" to successfully protect his/her followers from external interference.

The third boundary activity that a leader may engage in is different from both spanning and buffering behaviors in that it does not face outwards but attempts to address the issues internal to the work unit. In today's boundary-less organizations, leaders face the challenge of holding his/her followers' attention from wavering due to competing loyalties, pressures from multiple teams, and cross-functional differences. In order to secure followers' attention on key work unit tasks, the leader is required to reinforce and stabilize the work unit's boundaries.

Boundary reinforcement consists of actions aimed at reclaiming the work unit's boundaries via enhancing the members' boundary awareness and strengthening the work unit's identity. That is, the actions a boundary reinforcing leader may take include building distinct work unit identity, promoting a sense of team purpose, forming a clear work unit image to not just outsiders but also to team members. Accordingly, a boundary reinforcing leader takes on the role of "ambassador" and "task coordinator" but with an increased focus on inward communication and engagement.

2.3. Leader's Boundary Activities and Knowledge Sharing

To gain a sustainable competitive advantage in today's dynamic business environment it is vital for organizations to obtain and manage knowledge, a crucial organizational resource (e.g., Foss & Pedersen, 2002; Spender & Grant, 1996). Knowledge has been defined as a collection of expertise (Starbuck, 1992), justified truth (Nonaka, 1994), and foundation of information (Goldstein, 1993). To effectively and successfully exploit knowledge, organizations strive to not only hire and train employees with specific skills and abilities, but also transfer the competence and know-how of existing experts to other members of the organization (Davenport &

Prusak, 1998; Hinds, Patterson, & Pfeffer, 2001).

Accordingly, organizations encourage knowledge sharing between employees as it facilitates exchange of task-relevant information and ideas (Srivastava et al., 2006), enabling the application, management, and innovation of knowledge, thus ultimately leading to enhanced organizational competitiveness (Jackson, Chuang, Harden, Jiang, & Joseph, 2006). The potential benefits of knowledge sharing include, costs reduction (e.g., Arthur & Huntley, 2005), improved performance (e.g., Collins & Smith, 2006), enhanced innovation capabilities (e.g., Lin, 2007), and effective capitalization of resources based on knowledge (Cabrera & Cabrera, 2005; Davenport & Prusak, 1998).

Research on the antecedents of knowledge sharing has shown the impact of relational factors including social status (Philips, Mannix, Neale, & Gruenfeld, 2004), psychological safety (Edmondson, 1999), and trust (Dirks & Ferrin, 2001), in addition to structural factors including network ties and configuration (Hansen, 1999), reward system (Bartol & Srivastava, 2002), and supervisor support (Liao, 2008). Among these antecedents leadership has shown to wield a particularly notable influence over employee knowledge sharing (Politis, 2001; Srivastava et al., 2006).

However, to my best of knowledge, research on how the leader's boundary activities affects follower knowledge sharing has yet to be undertaken.

Addressing this literary gap, the present study draws on social exchange theory (Blau, 1964), and the norm of reciprocity (Gouldner, 1960), to examine the relationship between the leader's boundary activities and employee knowledge sharing.

According to social exchange theory (Blau, 1964), individuals who are awarded social resources develop felt obligation toward the provider, thereby increasing the individual's allegiance to the provider so that he/she may discharge those feelings of obligation in the future. Meanwhile, the norm of reciprocity (Gouldner, 1960) argues that individuals who receive either emotional or tangible support from others feel obligated to reciprocate the benefits to the provider. Although like economic exchange, social exchange theory fundamentally assumes humans to be self-interested players transacting with others only when there is something to gain from the interaction (Lawler & Thye, 1999), social exchange differs from economic exchange in that it does not specify nor clearly negotiate when and how the reciprocation will occur (Blau, 1964; Molm, Takahashi, & Peterson, 2000).

Reciprocation in social exchange can take various forms, including, monetary goods, services, friendship, love, and information (Cropanzano & Mitchell, 2005). In this light, knowledge sharing can be considered to be a form of social exchange activity where the knowledge provider may not expect immediate returns but nevertheless expect some sort of reciprocation from the knowledge receiver in the future. It is not surprising that more than one-third of knowledge sharing research adopt social exchange theory with network theory and social capital theory (Wang & Noe, 2010) as its key theoretical background.

Still, it is important to note that knowledge sharing is not an automatic process (Lee et al., 2010), because sharing knowledge entails the focal employee to exert a great deal of effort and risk losing his/her power originating from that knowledge. Hence, in accordance with social exchange theory, it can be assumed that without the right amount of reward or expectation, individuals refrain from sharing knowledge with others (Bartol & Srivastava, 2002; Ipe, 2003). This paper contends that social exchange with the boundary managing leader based on norm of reciprocity, a critical motivational factor behind knowledge sharing (Ipe, 2003), helps bridge this gap and facilitate employee knowledge sharing.

Research has shown the potentially strong influence a leader can have on knowledge sharing (Srivastava et al., 2006) and the extent of the shared knowledge (Bain, Mann, Atkins, & Dunning, 2005). According to Bain and colleagues (2005), leaders perform four important roles including, the role as team builder, standards upholder, liaison to shareholders, and knowledge builder. Of these four, the leader's role as the knowledge builder is especially relevant with the leader's activity (Lee et al., 2010). Bain et al. (2005) posit that knowledge building entails provision of advice and feedback, development of expertise and new networks, monitoring of work quality, initiating new approaches to tasks, and scanning and searching for new ideas. In that sense, the knowledge building leader potentially has the ability to strongly influence knowledge sharing and knowledge utilization.

Leaders that engage in boundary activities obtain the necessary resources, including, budget, personnel, and technical support the work unit needs to perform its tasks, find and interact with parties that can cooperate with the team, form relationships with parties that can provide task-relevant information and idea, and provide advice and feedback. Thus, leaders that engage in boundary activities take on the leaders' role as knowledge builders.

As knowledge builders, boundary spanning leaders act as role models to knowledge sharing and create an atmosphere that encourages and triggers knowledge sharing and utilization amongst followers. The provision of key resources, ideas, and advice from the boundary spanning leader not only triggers the employees' felt obligation toward the leader but sets an example that sharing information and knowledge is beneficial and desired in the team or organization unit. In addition, the ideas, solutions, and advice brought in by the leader from outside parties stimulate reviews and discussion to take place, naturally leading to knowledge sharing amongst the leader's followers.

In addition, the boundary buffering and reinforcing leader provides security and protection critical to appease the uncertainties and risks involved in knowledge sharing, and help sharpen and strengthen the work unit's purpose at hand. By sheltering his/her followers from outsiders' interference and other obstacles in the environment, the leader allows the followers to focus on the work unit's sense of central tasks and goals without worrying about losing their power originating from the shared information and resources. Thus, the followers will feel obliged to return the leader's favor of protection by actively engaging in knowledge sharing

behaviors.

To sum, the leader's boundary activities stimulate not only social exchange and reciprocation to occur between the leader and the employee but also, by setting an example to the members of the work unit, enables his/her followers to more willingly and effectively share and utilize knowledge with peers.

Hypothesis 1. The leader's boundary activities are positively related to employee knowledge sharing.

2.4. The Mediating Effect of Creative Self-Efficacy

Self-efficacy is defined as "an individual's beliefs in one's capabilities to organize and execute the course of action required to produce given attainments" (Bandura, 1977, p. 3). Bandura (1977) identified four key sources of influence on self-efficacy, including past performance, vicarious experience, verbal persuasion, and emotional cues.

The first source, past performance, refers to the individual's experience of success or failure in performing certain tasks (Bandura, 1982). Those who were repeatedly successful in certain situations or experiences will

have increased self-efficacy and be confident in his/her success when given similar tasks in the future, while those who failed will be relatively less confident in completing the task. Strong efficacy via past performances will not be affected by sporadic failures.

The second source, vicarious experiences or modeling, is the act of observing and watching others perform, and suggests that social role models such as a coworker or leader also influence the focal employee's self-efficacy. Seeing someone he/she can relate to succeed at a given task can boost the focal employee's confidence to complete similar tasks.

The third, verbal persuasion, refers to others' influence in strengthening one's self-efficacy via convincing the focal employee that he/she has the ability to successfully complete given tasks. Individuals that received verbal encouragement that they can achieve the goal at hand will exercise greater effort to successfully master the given task (Bandura, 1982).

Lastly, emotional cues refers to the psychological state and arousal the focal employee experiences. The focal employee's perception of the environment surrounding him/her will affect the fourth source of self-efficacy. That is, a stable, safe, and encouraging environment will bolster the focal employee's physiological state to perform the task at hand, which will

in turn, positively affect the employee's self-efficacy.

Since its introduction, self-efficacy has been applied in different types of tasks (Bandura, 1982; Gong, Huang, & Farh, 2009). In recent years, the self-efficacy concept has increased in specificity, basing the judgement of efficacy on perceived obstacles, constraints, resources, and opportunities related to the focused area of research (Chen, Gully, & Eden, 2001; Martinsen, 2011). The obstacles and resources range from personal factors, such as knowledge of a specific domain, to contextual factors, such as the leader's behavior (Gist & Mitchell, 1992). This study specifically applies creative self-efficacy, or the individual's confidence in his/her ability to perform and achieve a creative outcome (Gong et al., 2009; Tierney & Farmer, 2002), as the mediating construct between leader's boundary activities and employee knowledge sharing.

Research has shown that both contextual and personal antecedents to creative self-efficacy exist, such as leadership, relationship with coworkers, specific work tasks, job autonomy, creative role identity, and learning orientation (Hu & Zhao, 2016, Mathisen, 2011, Shin & Zhou, 2007; Tierney & Farmer, 2011). Among these antecedents, the role of leadership is relevant to the link between the supervisor's boundary activities and the employee's

creative self-efficacy. Leaders who are non-controlling, supportive, receptive, and require feedback from their followers promote creativity (Shalley & Gilson, 2004), and the role modeling behaviors by leaders encourage employees to identify with the leader and undertake observational learning, thus influencing the employees' self-efficacy (Podsakoff, MacKenzie, Moorman, & Fetter, 1990).

Leaders that engage in boundary activities not only provide new and timely resources and ideas, but also provide support and safety to their followers. In addition, the boundary active leader is prone to know the work flow and load of his/her followers in order to effectively juggle or deflect requests from outsiders. I posit that this resourceful and supportive environment created by the leader's boundary activities promotes employee creativity and bolsters the follower's creative self-efficacy.

In addition, employees feeling obligated to reciprocate the new ideas, resources, and advice brought to them by the supervisor will seek ways to mimic the leader's creative behavior and engage in behaviors they deem to be desired by the leader (Mathisen, Einarsen, & Mykletun, 2012). Boundary spanning leaders as knowledge building role-models signal to followers that it is beneficial for the work unit to interact with coworkers, bring in key

resources, and seek new ideas and advice from others. In this vein, the leader's boundary activities, performing the aforementioned knowledge builder role, demonstrates his/her commitment to the team or organization unit's task or goals, thus raising the employees' intrinsic motivation and creative self-efficacy (Conger & Kanungo, 1988; Thomas & Velthouse, 1990).

Since there are risks and dangers of losing one's competitive edge by sharing knowledge (Lee et al., 2010), the focal employee's confidence in him/herself is critical to facilitate knowledge sharing amongst peers. According to research, self-efficacy is not only positively related to knowledge sharing (Kang, Kim, & Bock, 2010), but also expedites it (Endres, Endres, Chowdhury, & Alam, 2007). In addition, increasing self-efficacy via training has been suggested to enhance knowledge sharing (Bryant, 2005). Further, research has shown that core self-evaluations, including emotional stability, self-esteem, locus of control, and generalized self-efficacy (Judge, Bono, & Locke, 2000), may contribute to the knowledge sharing literature.

The focal employee with strong creative self-efficacy are creative thinkers, curious of their surroundings, and more prone to take risks (Gong

et al., 2009), motivating him/her to engage in extra-role behaviors, such as knowledge sharing. Further, creative self-efficacy will enable the employee to take on challenges, choose unconventional and nontraditional strategies to accomplish tasks (Hu & Zhao, 2016, Mathisen, 2011). Finally, the employee with high creative self-efficacy who engage in knowledge sharing behaviors will be able to further strengthen his/her confidence to perform creative work via the newly acquired knowledge from peers (Hu & Zhao, 2016). In this light, the employee's strong sense of creative self-efficacy will promote knowledge sharing behaviors.

It is important to note that the parties involved in knowledge sharing not only share tacit and explicit knowledge with each other but also create new knowledge in collaboration (Van den Hooff & De Ridder, 2004). This suggests that knowledge sharing is not simply an act of supplying or donating knowledge but that it can lead to an act of receiving or collecting knowledge as well. In addition, knowledge sharing at the workplace allows the provider to gain respect from coworkers, while also increasing resources through reciprocated benefits from others (Collins & Smith, 2006), which in turn will bolster the focal employee's confidence.

Accordingly, this study posits that the employee's creative self-efficacy

mediates the positive relationship between leader's boundary activities and employee knowledge sharing. That is, leaders that engage in boundary activities will help enhance their followers' creative self-efficacy through effective social exchange and role-modeling, while employees' increased creative self-efficacy will in turn empower the employees to engage in knowledge sharing behaviors with peers.

Hypothesis 2a. The leader's boundary activities are positively related to employee creative self-efficacy.

Hypothesis 2b. The employee's creative self-efficacy is positively related to employee knowledge sharing.

2.5. Identifying the Boundary Conditions

In identifying the boundary conditions, this paper focuses on the impact of social exchange relationships as well as personal characteristics. Specifically, I posit that the employee's relationship with his/her supervisor and his/her disposition toward enhancing or testing one's own individual capability will strengthen or weaken the positive relationship between the leader's boundary activities and employee knowledge sharing, mediated by

employee creative self-efficacy. Accordingly, this study examines the moderating role of leader-member exchange (LMX) and learning goal-orientation on the relationship between the leader's boundary activities and employee knowledge sharing via creative self-efficacy.

2.5.1. The Moderating Effect of Leader-Member Exchange

LMX theory refers to the notion that leaders form differentiated relationships based on trust, liking, and respect with some employees, while the interaction between the same leader and other employees do not develop beyond the basic employment contract terms (Dansereau, Graen, & Haga, 1975; Erodgan & Bauer, 2010). Although, these relationships between the leader and employees are key elements of leadership (Gerstner & Day, 1997; Liden, Sparrowe, & Wayne, 1997), LMX theory differs with the traditional leadership study in that it focuses on the differentiated social exchange between the leader and the employee, instead of looking into the leader's behavior or traits (Dansereau et al., 1975).

Earlier LMX theory emphasized the formation of leader-member relationships, the effect LMX has on individual behavior and attitude, and the quality of the relationship based on Blau (1964)'s social exchange theory. According to previous research, the higher the quality of the relationship

formed with the leader, the higher the employee's felt obligation toward the leader, which in turn triggers employee engagement in desired workplace behaviors including organizational citizenship behavior or improved job performance (Cropanzano & Mitchell, 2005). Moreover, the norm of reciprocity (Gouldner, 1960) prompts the parties involved to reciprocate the benefits, which in turn further strengthens the relationship between the leader and the member, thus forming a highly loyal, devoted, and trusting partnership (Uhl-Bien & Maslyn, 2003). Empirical research has shown that relationships formulated with high LMX quality will lead to higher employee job satisfaction (Gerstner & Day, 1997), expedite the promotion and pay raise for employees (Scandura & Schriesheim, 1994), and even enable both material and non-material exchanges that go beyond the contracted alliance between the leader and member to occur (Uhl-Bien & Maslyn, 2003).

In this vein, this study contends that the positive relationship between the leader's boundary activities, which triggers the employee's felt obligation toward the supervisor, and employee creative self-efficacy will be moderated by LMX. Specifically, employees who rate their relationship with the supervisor to be of a high-quality one, will form a relatively

stronger obligation to reciprocate the favors, resources, and protection the supervisor provides them via boundary work. In addition, the trusting and devoted relationship the employee forges with the leader via LMX will increase the employee's confidence in his/her ability and competence to produce creative ideas and initiatives beneficial to the work unit.

On the other hand, employees who consider themselves to have a low-quality LMX relationship with the leader will feel less compelled to reciprocate the benefits the supervisor reaps via boundary activities, even though the leader's boundary spanning, buffering, and reinforcing activities bring resources, stability, and recognition from outside parties to the work unit. Also, employees with low-quality LMX will be less assured of their capabilities in comparison to those with high-quality LMX relationships because they will consider themselves to be less understood and appreciated by the leader. Thus, the leader's boundary activities will not yield the positive outcomes when the employee considers his/her relationship with the leader to be of low quality.

Thus, this study posits that depending on how the employee considers the quality of his/her social exchange relationship with the leader, or LMX, to be, the employee's reaction to the leader's boundary activities may be

affected and changed.

Hypothesis 3. Leader member exchange moderates the positive relationship between leader's boundary activities and employee creative self-efficacy, such that, a higher quality leader-member exchange strengthens the relationship, while a lower quality leader-member exchange weakens the positive relationship.

2.5.2. The Moderating Effect of Learning Goal Orientation

Over the last few decades, researchers have rigorously examined the factors that trigger motivation and behaviors related to motivation. One of the major areas of such research has focused its attention on the impact of goal orientation on individual behavior and attitude. The concept of goal orientation, defined as cognitive patterns, adaptive or maladaptive, that affect the individual's behaviors in achievement situations (Button, Mathieu, & Zajac, 1996; Dweck, 1986), was first proposed in the educational psychology field by Dweck (1986). According to Dweck (1986), individuals in achievement situations had different goal orientations, and those goal

oriented preferences acted as cognitive frameworks on the individual's interpretation and decision making processes (Dweck, 1986).

Two types of goal orientation were identified by Dweck (1986). The first was learning goal orientation, aimed at developing one's competence via enhancing capabilities and mastering new skills, and the second was performance goal orientation, aimed at enhancing one's competence via obtaining favorable judgement whilst avoiding unfavorable judgement from others. Building on this conceptualization, Vandewalle (1997) further expanded the performance goal orientation to two facets: proving goal orientation, which focuses on gaining favorable judgement to boost one's demonstrated competence; and avoiding goal orientation, which emphasizes avoiding unfavorable judgement.

Of the abovementioned constructs, this study examines the moderating role of learning goal orientation on the relationship between leader's boundary activities and employee creative self-efficacy. An employee with strong learning goal orientation will set high goals for oneself (Fan, Meng, Billings, Litchfield, & Kaplan, 2008), be more apt to remain committed to the goal even when facing failure (Dweck & Leggett, 1988; Elliot & Dweck, 1988), spend more time and effort to not only achieve the goal but also

enhance his/her goal commitment (Seijts, Latham, Tasa, & Latham, 2004), and demonstrate enhanced creativity, productivity, and be more effective in performing tasks (Ford, Smith, Weissbein, & Gully, 1998; Hirst, Kippenberg, & Zhou, 2009; Seijts et al., 2004). These individuals strive to learn for the sake of learning itself, and are willing to take the extra step to enhance their skills and capabilities.

In accordance, under such goal orientation, the individual is intrinsically motivated to engage in not just the given tasks but also extra-role behaviors (Hirst et al., 2009), such as helping others learn, or sharing information with other members of the work unit, in an attempt to enhance the likelihood of achieving the team's goals, even though there is little external merit in it for themselves. In addition, individuals with strong learning goal orientations will not shy away from proposing new and creative ideas, if he/she deems those ideas to be beneficial to realizing the work unit's goals.

The leader's boundary activities met with a team member's strong learning goal orientation will provide synergy to the work unit's goal achievement. The leader's actions to span boundaries to bring in important resources and information critical in accomplishing the work unit's

objectives, coupled with the leader's buffering activities that shield the members of the team from outside interference, allowing them to focus on the task at hand, provides an ideal environment for the individual with a strong sense of learning goal orientation to thrive. Further, the leader's boundary reinforcing activities help sharpen and define the team's goals, providing guidance to the employee.

Accordingly, followers with a strong learning goal orientation will feel more competent about their capabilities to produce beneficial and creative ideas and initiative by making use of the resources brought in by the leader's boundary spanning activities, taking advantage of the protection provided by the leader's boundary buffering activities, and armed with a sharp sense of what the work unit's objectives are.

Conversely, employees with a weak learning goal orientation will feel less motivated to reciprocate the benefits, such as new ideas and protection, from the boundary managing leader, and will feel less empowered and ensured of his/her creative performance capacities. In this light, I propose that the follower's weak learning goal orientation will act as an obstacle in the positive relationship between the leader's boundary activities and employee creative self-efficacy.

Hypothesis 4. The employee's learning goal orientation moderates the positive relationship between leader's boundary activities and employee creative self-efficacy, such that, a stronger employee learning goal orientation strengthens the relationship, while a weaker employee learning goal orientation weakens the positive relationship.

Figure 1 shows the conceptual framework of this study.

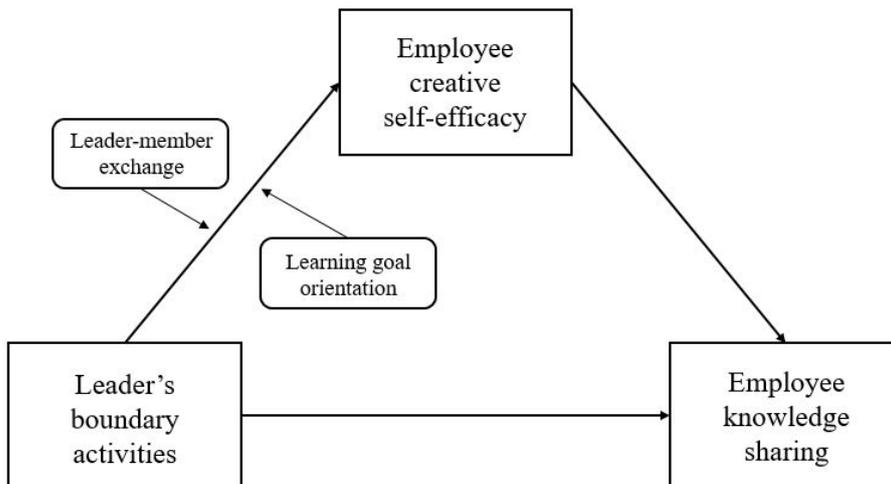


Figure 1. Conceptual framework

III. METHOD

3.1. Data Collection

Data for this study were collected from 38 companies in the Republic of Korea. Separate surveys were prepared and distributed to the focal employee and his/her supervisor. In order to reduce same source, common method bias problems from questionnaire surveys, Podsakoff and colleagues' (2003) recommendation was adhered. Specifically, the survey was designed so that the focal employee assessed his/her supervisor's boundary activities, his/her creative self-efficacy, leader-member exchange, and learning goal orientation, while the supervisor assessed the focal employee's knowledge sharing behavior. Initially the survey packages were distributed to 250 supervisor-employee dyads in 41 companies. Of the 250 sets distributed 229 sets returned, marking the response rate at 92%. Of the survey packages that returned, 15 sets of incomplete or careless responses were excluded. Hence, 214 dyads were included in the analyses of this paper.

The average age of the employees were 38.31 years (SD=11.01) while the average age of the supervisors were 47.94 years (SD=8.61). Among the employees 60% were male while 77% of supervisors were male. The average tenure of employees with their respective supervisors was 2.14

years ($SD=2.77$). The education level of employees were as follows: 7 employees (3.3%) were high school graduates, 14 employees (6.5%) were junior college graduates, 149 employees (70%) held a bachelor's degree, and 43 employees (20%) had a master's or a higher degree. The education level of supervisors were as follows: 6 supervisors (2.8%) were high school graduates, 6 supervisors (2.8%) were junior college graduates, 121 supervisors (57%) held a bachelor's degree, and 81 supervisors (38%) had a master's or a higher degree. Finally, 34% of the data were from the construction industry, 27% were from the financial industry, 15% were from the service industry, 13% were from manufacturing, 1.4% were each from the information technology industry and the retail industry, and 8.5% were from other industries.

3.2. Measures

The instruments included in this study have all been operationalized and validated by earlier research. The measures, originally provided in English, were translated into Korean using the conventional back translation method (Brislin, 1970).

The employee was asked to assess the leader's boundary activities, his/her creative self-efficacy, LMX, and learning goal orientation, while the supervisor was asked to assess the employee's knowledge sharing behavior. The items were rated by Likert-type seven-point scales with 1 indicating "strongly disagree," and 7 indicating "strongly agree."

Leader's boundary activities (employee rating). The leader's boundary activities were measured using the 12-item scale adapted and validated by Faraj and Yan (2009). Since the items in Faraj and Yan (2009) were directed at assessing the team's boundary activities, the phrases were rearranged, including replacing the word "this team" with "my supervisor," so that the employee may assess the supervisor's boundary activities. A sample item includes "My supervisor solicits information and resources from elsewhere in and/or beyond the division." Cronbach's alpha for the scale was .95.

Creative Self-efficacy (employee rating). The focal employee's self-efficacy was measured using the three-item scale developed and validated by Tierney and Farmer (2002). A sample item includes "I have confidence in my ability to solve problems creatively." Cronbach's alpha for the creative self-efficacy scale was .89.

Knowledge sharing (supervisor rating). The employee's extent of knowledge sharing was assessed using an adapted version of the seven-item scale validated by Srivastava et al. (2006). Items include "this employee shares his/her special knowledge and expertise with others." Cronbach's alpha for this scale was .96.

Leader-member exchange (employee rating). The moderating role of LMX between the leader's boundary activities and employee creative self-efficacy was measured using the seven-item scale from Graen and Uhl-Bien (1995) and Scandura and Graen (1984). Sample items are "My immediate supervisor understands my problems and needs," and "I can count on my immediate supervisor to 'bail me out' at his or her expense when I really need it." Cronbach's alpha for LMX was .92.

Learning goal orientation (employee rating). Employee's learning goal orientation was measured using the five-item scale validated by Brett &

VandeWalle (1999). A sample item includes “I often look for opportunities to develop new skills and knowledge.” Cronbach’s alpha for the learning goal orientation scale was .91.

Control variables. Demographic variables including age, gender, and education were controlled in this study. Age and tenure were measured in years. Dummy codes were used for gender (1 = “male” and 2 = “female”), and education level (1 = “high school,” 2 = “junior college,” 3 = “bachelor’s,” 4 = “master’s or higher degree,” and 5 = “others”).

3.3. Analytical Procedure

In order to address the issues in regard to the boundary activities construct, which consists of questions that are similar in meaning, this study conducted a principal components analysis. Firstly, the factorability of the 12 boundary activities items was examined. The diagonals of the correlation matrix were all over .4, and the Kaiser-Meyer-Olkin measure of sampling adequacy was .96, which is above the recommended value of .6. Also, Bartlett's test of sphericity was significant ($\chi^2(66) = 2555.67, p \leq .001$), and the communalities were all above .5 as shown in Table 1. Overall, the indicators show that factor analysis was considered to be suitable with all 12 items.

According to the principal components analysis, the initial eigen values indicated that the first factor explained 66% of the variance, while the second and third factors with eigen value of just over or below one, each explained 9% and 8% of the variance. Solutions for one, two, and three factors were each examined using the oblimin and the varimax rotations of the factor loading matrix. The one factor solution was preferred because the 'leveling off' of eigen values on the scree plot after one factor, and because the number of primary loadings were insufficient and difficult to interpret in the second and third factors. The results were almost unchanged for both the

oblimin and varimax solutions. Hence, after examining both solutions, the oblimin rotation was chosen for the final solution. Accordingly, this paper created the boundary activities construct by merging the boundary spanning, buffering, and reinforcement constructs suggested by Faraj and Yan (2009).

Table 1. Factor loadings and communalities based on a principal components analysis with oblimin rotation for 12 items on boundary activities

	One Factor	Two Factor	Communality
Boundary spanning			
My supervisor solicits information and resources from elsewhere in and/or beyond the division	.81		.70
My supervisor influences important actors elsewhere in and/or beyond the division on behalf of the task	.78	.38	.75
My supervisor makes use of their relationships with others on behalf of the team and the task	.83		.77
My supervisor depends upon information and resources beyond what comes through official channels	.65	.41	.59
Boundary buffering			
My supervisor deflects outside pressure so that the team can work free of interference	.84	-.34	.81
My supervisor prevents outsiders from “overloading” the team with either too much information or too many requests	.81	-.43	.85
My supervisor helps team members manage demands placed on them by other organizational units	.85	-.36	.86
My supervisor helps team members work in a well-buffered or protected environment	.87	-.37	.90
Boundary reinforcement			
My supervisor tries to create a clear sense of team identity and purpose	.83		.70
My supervisor tries to distinguish the team’s image of itself and its task from other teams in the division	.79		.67
My supervisor tries to make the team’s image clear to important outsiders with whom team members interact	.84		.72
My supervisor tries to share a common understanding of the team’s image or identity	.85		.72

Note. N = 208. Factor loadings < .3 are suppressed.

The test of the Hypotheses were conducted using hierarchical regression analyses.

With employee knowledge sharing as the dependent variable, to test Hypotheses 1, 2a, and 2b, the demographic variables were inserted in Step 1, followed by the leader's boundary activities (Hypothesis 1) and employee creative self-efficacy (Hypothesis 2a, 2b) in the subsequent steps.

Baron and Kenny (1986) posit that the following three conditions must be met to establish mediation. First, the independent variable, the leader's boundary activities, should have a significant relationship with the dependent variable, employee knowledge sharing. Second, the leader's boundary activities should also show significant relations with the mediator, employee creative self-efficacy. Finally, employee creative self-efficacy must be significantly related to employee knowledge sharing. To add, the effect of the leader's boundary activities on employee knowledge sharing should be less when the mediator, employee creative self-efficacy, is included in the equation.

To test Hypotheses 3 and 4, an additional hierarchical regression analyses was conducted. All variables for the analyses of moderation effects will be mean-centered to prevent potential multi-collinearity problems

(Aiken & West, 1991).

To test Hypotheses 3 and 4, employee creative self-efficacy was first set up as the dependent variable. In Step 1, the demographic variables were inserted, followed by the leader's boundary activities in Step 2, and LMX and learning goal orientation in Step 3. In Step 4, the interaction terms for the moderators – “leader's boundary activities x LMX” and “leader's boundary activities x learning goal orientation” – were added to test the moderating effect (Hypotheses 3 and 4).

Finally, to further validate the hypotheses, significant interaction effect were plotted according to recommendations by Aiken and West (1991), using plus or minus one standard deviation.

IV. RESULTS

4.1. Descriptive Statistics

Table 2 depicts the mean, standard deviations, and correlations of the variables included in this study. The direction of correlations for most of the variables were as expected. First, leader's boundary activities was significantly and positively correlated with employee creative self-efficacy ($r = .25, p \leq .001$), LMX ($r = .75, p \leq .001$), learning goal orientation ($r = .19, p \leq .01$) and knowledge sharing ($r = .18, p \leq .01$). The reliability of all the constructs included in this study were high, with Cronbach's alpha coefficients of .89 or higher.

	M	SD	Age	Gender	Education	Leader's boundary span	Creative self- efficacy	Leader- member exchange	Learning goal orientation	Knowledge sharing
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Table 2. Descriptive statistics and correlations among variables

Note. N=209. Reliabilities are on the diagonal in parentheses. Gender (1 = male, 2 = female); * $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$ (two-tailed).

4.2. Hypotheses Testing

Hypothesis 1 proposed a positive relationship between the leader's boundary activities and employee knowledge sharing. The results depicted in Table 2 demonstrate that the leader's boundary activities did have a positive relationship with employee knowledge sharing ($\beta = .18, p \leq .05$), thus supporting Hypothesis 1.

Hypotheses 2a and 2b suggested that employee creative self-efficacy will have a positive relationship with the leader's boundary activities and mediate the relationship between the leader's boundary activities and employee knowledge sharing. As shown in Table 2, creative self-efficacy positively predicted employee knowledge sharing ($\beta = .14, p \leq .05$). Further, the effect size for the relationship between the leader's boundary activities and employee knowledge sharing dropped when employee creative self-efficacy was factored in, thus, the conditions for mediation were met.

Hypothesis 3, which contended that LMX will moderate the relationship between the leader's boundary activities and employee creative self-efficacy, such that a higher quality LMX will strengthen the positive relationship, while a lower quality LMX will weaken the relationship between the two main constructs, was not supported. As shown in Table 3,

the focal employee's LMX was did not have a significant relationship with creative self-efficacy ($\beta = -.17, n.s.$) when the leader's boundary activities was set as the independent variable.

Hypothesis 4 posits that the employee's learning goal orientation will moderate the relationship between the leader's boundary activities and employee creative self-efficacy, such that, a stronger learning goal orientation will strengthen the positive relationship, while a weaker learning goal orientation will weaken the relationship between the two main constructs. As depicted in Table 3, the employee's learning goal orientation did have a significant relationship with employee creative self-efficacy ($\beta = .96, p \leq .05$), thus supporting the hypotheses.

Table 3. Multiple regression results for mediation

	Knowledge sharing		
	Model 1	Model 2	Model 3
Step 1: Control variables			
Age	-.08	-.06	-.08
Gender	.09	.10	.09
Education	-.05	-.01	.01
Step 2: Main effect			
Leader boundary activities		.18 *	.14 *
Step 3: Main effect			
Creative self-efficacy			.14 *
Overall F	1.21	2.54 *	2.84 *
R^2	.02	.05	.07
Change in F	1.21	6.45 *	3.91 *
Change in R^2	.02	.03	.02

Note. N=209. Entries are standardized regression coefficients. * $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$ (two-tailed).

Table 4. Multiple regression results for moderation

	Creative self-efficacy			
	Model 1	Model 2	Model 3	Model 4
Step 1: Control variables				
Age	.16 *	.18 *	.19 **	.20 **
Gender	.08	.09	.07	.09
Education	-.16 *	-.11	.01	.02
Step 2: Main effect				
Leader boundary activities [Ⓐ]		.23 ***	.07	-0.46
Step 3: Main effect				
Leader-member exchange [Ⓑ]			.09	.15
Learning goal orientation [Ⓒ]			.57 ***	-.01
Step 4: Interaction term				
[Ⓐ] * [Ⓑ]				-.17
[Ⓐ] * [Ⓒ]				.96 *
Overall F	5.68 ***	7.35 ***	25.66 ***	20.24 ***
R^2	.08	.13	.43	.45
Change in F	5.68 ***	11.48 ***	54.57 ***	2.69
Change in R^2	.08	.05	.31	.01

Note. N=209. Entries are standardized regression coefficients. * $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$ (two-tailed).

In addition, a simple slope test conducted to confirm that the results showed that the relationship between the leader's boundary activities and employee creative self-efficacy was significant only when the employee's learning goal orientation was strong ($b = .21, t = 1.98, p \leq .05$), but not significant when the focal employee's learning goal orientation was weak ($b = .08, t = .96, n. s.$). Thus, providing further support for Hypothesis 4.

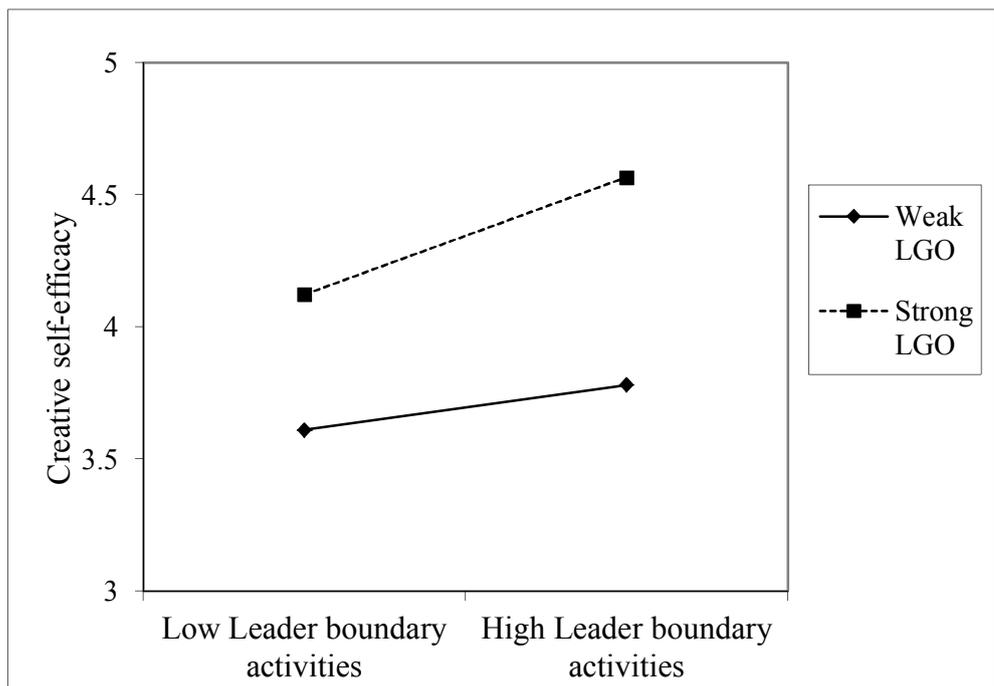


Figure 2. The moderating effect of learning goal orientation

4.3. Summary of Results

Hypotheses		
Hypothesis 1.	The leader's boundary activities are positively related to employee knowledge sharing.	Supported
Hypothesis 2a.	The leader's boundary activities are positively related to employee creative self-efficacy.	Supported
Hypothesis 2b.	The employee's creative self-efficacy is positively related to employee knowledge sharing.	Supported
Hypothesis 3.	Leader member exchange moderates the positive relationship between leader's boundary activities and employee creative self-efficacy.	Not supported
Hypothesis 4.	The employee's learning goal orientation moderates the positive relationship between leader's boundary activities and employee creative self-efficacy.	Supported

V. DISCUSSION

5.1. Summary of the Study

Addressing the literary gap in research regarding boundary activities (Marrone, 2010), this study examined the impact of the leader's boundary activities on employee behavior. Despite the growing need for leaders to expand their leadership scope by engaging in boundary activities (Yip et al., 2009), and the impact of the leader's behaviors on major employee behaviors and attitudes at the workplace, a study on how the leader's boundary activities affects his/her employees has, to my best of knowledge, not been conducted. Accordingly, the primary purpose of this study was to examine the effect of the leader's boundary activities on desired employee behavior including knowledge sharing and creative self-efficacy.

The study shows support for Hypothesis 1, which proposes that the leader's boundary activities will positively predict employee knowledge sharing. When the leader engaged in boundary activities, this had a significant positive effect on employee knowledge sharing.

Hypotheses 2a and 2b, which posits that creative self-efficacy will mediate the relationship between the leader's boundary activities and

employee knowledge sharing, are also supported. Results show that the leader's boundary activities positively predicted employee creative self-efficacy, and that employee creative self-efficacy in turn had a significant relationship with employee knowledge sharing. Further, the effect size between the leader's boundary activities and employee knowledge sharing decreased when employee creative self-efficacy was included in the model, thus, meeting Baron and Kenny's (1986) conditions for mediation.

Hypothesis 3, which contends that LMX will moderate the relationship between the leader's boundary activities and employee creative self-efficacy, such that, a high-quality LMX will strengthen the relationship, while a low-quality LMX will weaken the relationship, was not supported. The results suggest that social relational factors, at least the perceived relationship with the leader, does the effect the employee's confidence to produce creative outcome, especially when the leader has already provided the necessary resources, support, and protection via his/her boundary activities. That is, how the employee considers his/her relationship with the leader to be is of less importance in forming or bolstering his/her creative self-efficacy when the leader is already providing what is needed to fuel the employee's confidence in him/herself and perform the task.

Finally, Hypothesis 4, which posits that the employee's learning goal orientation will moderate the relationship between the leader's boundary activities and employee creative self-efficacy, received support. The hierarchical regression results propose that personal characteristics can affect the employee's self-perception in his/her ability to perform creatively, coupled with the leader's boundary activities.

In addition, further analysis using the simple slope test showed that a strong sense of learning goal orientation strengthened the positive relationship between the leader's boundary activities and employee creative self-efficacy. The results suggest that when the leader provides new ideas, initiatives, resources, whilst also sheltering and protecting the employee from outside interferences, the focal employee with a strong sense of learning goal orientation will feel more motivated and confident in his/her abilities. This in turn will trigger and strengthen the employee's creative self-efficacy.

5.2. Theoretical Implication

Researchers have pointed out the need and importance of examining the leader's boundary activities on employee behavior (Marrone, 2010; Yan & Louis, 1999; Yip et al., 2009). This study responds to these calls by investigating the relationship between the leader's boundary activities and employee knowledge sharing, an important source of the organization's sustainable competitive advantage (Foss & Pedersen, 2002; Spender & Grant, 1996), and the mediating role of employee creative self-efficacy.

First, this study expands the boundary activities research by examining the role of the leader as a boundary player. Existing research has primarily dealt boundary activities at the team level, thus, was unable to assess the leader's influence and role in regard to boundary activities (Marrone, 2010). Results from this study posits that the leader's boundary spanning, buffering, and reinforcing activities combined had a significant and positive influence on desired employee state and behavior. This suggests that a more holistic view of boundary activities may be more effective in assessing the impact the construct has on leader-follower behavior, in comparison to team level analyses.

Second, this study adds to the knowledge management literature by

investigating employee knowledge sharing as the outcome variable. Organizations encourage knowledge sharing among employees as it triggers positive outcome, such as, exchange of key task-related information and ideas (Srivastava et al., 2006) and enhanced competitiveness (Jackson et al., 2006). Hence, rigorous research has been conducted to validate the antecedents of knowledge sharing, including both relational and structural factors (e.g., Phillips et al., 2004; Dirks & Ferrin, 2001; Liao, 2008). This study shows that the leader's boundary activities positively predict employee knowledge sharing, further expanding research on leadership as a key antecedent to knowledge sharing behaviors. In fact, existing research has found leadership to have a notably strong influence over knowledge sharing (Politis, 2001; Srivastava et al., 2006).

In addition, this paper examines the mediating role of employee creative self-efficacy between the positive relationship of the leader's boundary activities and employee knowledge sharing. The results of the study is meaningful in that it shows that the leader's behaviors displayed not only inside the work unit but also outside the work unit affects the follower's cognitive perception of one's ability to produce creative outcomes. In addition, the conceptual flow between employee's self-efficacy

and employee knowledge sharing has, to my best of knowledge, rarely been studied, further expanding the knowledge sharing literature. That is, the study suggests creative self-efficacy as a possible antecedent to knowledge sharing.

Finally, this study attempted to examine the moderating role of a key social relational construct, LMX, and an important personal characteristic, learning goal orientation, in the relationship between the leader's boundary activities and employee creative self-efficacy. Results showed that while a strong learning goal orientation did strengthen the positive relationship between the main constructs, LMX did not influence the relationship.

The findings suggest that when the leader is already actively engaged in corresponding with his/her followers via boundary spanning, buffering and reinforcing activities, how the employee perceives his/her relationship quality with the leader did not have a significant impact on bolstering or forming the employee's confidence to yield creative results. In comparison, the employee's personal disposition, namely, learning goal orientation, did strengthen the positive relationship between the leader's boundary activities and employee creative self-efficacy. This suggests that the leader's boundary spanning, buffering, and reinforcing behaviors provided a synergetic

reaction to the employee with strong learning goal orientation, to boost his/her creative self-efficacy.

Overall, the current study contributes to the boundary activities and knowledge sharing literature, and provides new insight to the role of creative self-efficacy as an antecedent to knowledge sharing, as well as highlighting the importance of an individual's personal characteristic in enhancing the likelihood of desired employee behaviors or state.

5.3. Practical Implication

The current study emphasizes the importance of the leader's boundary management by showing how the leader's boundary activities influence knowledge sharing and creative self-efficacy. The key practical implication of this paper, therefore, concerns the leaders and the need for them to adapt and expand their leadership scope.

As organizations become flatter, work unit leaders face the challenge of coping with changes the restructured organization brings. For example, instead of the top-down mechanism found in the traditional hierarchical structures, the reorganized structure of today's workplace may consist of flat

clusters of work units, each given unique responsibilities and tasks to fulfil from the initial to end stages of the work. Accordingly, work unit leaders will need to compete for resources, the energy and commitment of followers, and support from sponsors, in order to successfully accomplish the given tasks. Yan and Louis (1999) suggest that such leaders are in the position similar to entrepreneurs, in that they take on the representative role of their work unit when competing with others for resources, support, and by maintaining a clear and positive image of the unit to important stakeholders.

Further, whereas the middle manager of the traditional hierarchical structure was expected to become experts in a certain, specific area of work and manage a well-defined and narrow standards and/or norms, the work unit leader of the restructured organization is expected to be familiar with various areas of work and accomplish multiple tasks that are often poorly-defined. For example, a project manager of a construction site is expected to be a technical expert on engineering; be well informed about the financial aspects related to the project; be able to negotiate and cooperate with parties involved, including the architect, the contractor and the owner; lobby for support from the owner and the top management; and effectively manage the employees assigned to the project. In this regard, training and

developing work unit leaders to become competent boundary managers is a challenging but necessary task to be dealt with by organizations (Yan & Louis, 1999).

In addition, the results from this paper suggests that boundary activities performed by leaders lead to desired employee outcomes, including creative self-efficacy and knowledge sharing, further highlighting the importance of boundary-competent leaders. Organizations may consider helping work unit leaders to first realize and recognize that engaging in boundary spanning, buffering, and reinforcing activities can reap beneficial outcomes. Also, it may be worthwhile to provide a clear sense of legitimacy to engage in boundary activities, in order to induce these behaviors from work unit leaders who are still accustomed to addressing issues in the traditional manner.

Additionally, the results in this study show that all three boundary activities – spanning, buffering, and reinforcement – grouped together had significantly meaningful and positive impact on employee knowledge sharing via creative self-efficacy. This suggests that adopting one specific boundary activity may not be sufficient to trigger certain employee behaviors. Also, at the workplace, the employee may find it difficult to

recognize the distinct boundary activities the leader performs, and the leader him/herself may not be able to pinpoint what category among spanning, buffering, and reinforcing, his/her current boundary activity falls under.

The study shows a positive link between employee creative self-efficacy and knowledge sharing, a coveted employee behavior among organizations. Managers may consider developing training methods in line with Bandura's (1977) four sources of self-efficacy to boost and nurture employee's confidence to perform and produce creative outcomes. Also, by establishing the importance of the employee's learning goal orientation on strengthening creative self-efficacy, the results from this paper suggests that managers may benefit from nurturing and encouraging followers' learning goal orientation.

5.4. Limitation and Conclusion

This study has some limitations that needs to be addressed.

First, the data for this study was collected at the same period, employing a cross-sectional design, which makes the results non-inferable to causality. I conducted the research with the assumption that the the leader's boundary activities will lead to employee creative self-efficacy and knowledge sharing. However, it is entirely possible that the employee who actively shares knowledge with peers have a higher confidence in themselves as creative performers (Podsakoff et al., 2000). Future research may adopt a longitudinal research design to conduct a more comprehensive examination of the relationships.

Second, the participants of this study's survey were employees at organizations in the Republic of Korea, which has been rated to encompass comparably high levels of power distance, as well as, collectivism (Hofstede, 1983). Hence, the responses regarding the leader's boundary activities may be exaggerated or understated depending on the item's meaning based on the cultural context's predominant sense of hierarchy and respect for status. Thus, it may be warranted for future studies to further validate the role of leader's boundary activities on employee behavior.

Finally, the study collapsed the distinction between the three boundary activities construct validated by Faraj and Yan (2009) into one variable after conducting a principal factor analysis. Although, the data for this study was unable to replicate the statistically clear distinction between the three boundary activities, future studies on the validation and the influence of the different leader boundary activities on employee behaviors are warranted.

To conclude, this study addresses the literary void in boundary activities research (Marrone, 2010) by examining the impact of the leader's boundary activities on employee knowledge sharing behavior. Specifically, this study investigated the relationship between the leader's boundary activities and employee knowledge sharing, and the mediating effect of employee creative self-efficacy. Thus, the present study contributes not only in expanding the knowledge sharing literature but also enhancing the understanding of leader behaviors on follower's creative self-efficacy that ultimately lead to desired employee behaviors such as knowledge sharing. Finally, by examining how the employee's learning goal orientation affect the employee's creative self-efficacy, while a key relational construct, LMX, was found to have no significant impact, this study highlights the strength and importance of an individual's personal characteristic on forming a positive perception of oneself.

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초록

상사의 경계 활동과 근로자 지식공유행동의 관계:
근로자의 창의적 자기효능감 매개효과 연구

서울대학교 대학원
경영학과 경영학 전공
김 해 령

현대 사회의 조직은 글로벌 경쟁 심화, 업무의 복잡성 증대, 그리고 조직 구조의 변화 등의 도전을 직면하고 있다. 이에 따라 리더의 역할 범위를 경계 활동을 통해 넓혀 나가야 할 필요성이 대두되고 있다. 그럼에도 상사의 경계 활동이 주요 근로자 행동 및 태도에 미치는 영향에 대한 연구는 거의 이루어지지 않고 있다.

이러한 연구 필요성에 입각하여 본 연구에서는 상사의 경계 활동이 근로자의 지식공유행동과 창의적 자기효능감에 미치는 영향을 고찰해 보고자 한다. 특히, 본 연구는 상사의 경계 활동과 근

로자의 지식공유행동 간의 관계를 살펴보고 창의적 자기효능감의 매개효과를 연구해 보고자 한다. 더 나아가 상사-구성원 교환 관계와 근로자의 학습 목표 성향의 조절 효과도 함께 고찰해 본다.

연구 결과, 상사의 경계 활동은 근로자의 지식공유행동을 정적으로 예측하는 것으로 나타났다. 또한, 이들 두 관계를 창의적 자기효능감이 매개하는 것을 검증하였다. 마지막으로, 근로자의 강한 학습 목표 성향이 상사의 경계 활동과 근로자 창의적 자기효능감 간의 관계를 더 강화시켜 주는 것으로 나타나 근로자 학습 목표 성향의 조절효과를 검증하였다. 끝으로, 본 연구의 이론적 및 실제적 영향에 대한 논의를 진행하였다.

주요어 : 경계 활동, 경계 연결, 경계 완충, 경계 강화, 지식공유행동, 창의적 자기효능감, 상사-구성원 교환 관계, 학습 목표 성향, 사회 교환 이론

학 번 : 2016-20559

<부록> 설문지 문항

상사의 경계 활동

상사의 경계 연결 행동

1. 나의 상사는 회사 내·외부에서 업무에 필요한 정보나 자원을 확보한다
2. 나의 상사는 업무를 위해서 회사 내·외부의 주요 관계자들에게 영향력을 행사한다
3. 나의 상사는 업무를 위해서 회사 내·외부의 주요 관계자들과 인적 네트워크를 형성한다
4. 나의 상사는 업무를 수행하는데 있어서 비공식적으로 확보한 정보나 자원을 활용한다

상사의 경계 완충 행동

1. 나의 상사는 외부압력에 영향 받지 않고 업무를 할 수 있는 환경을 만들어 준다
2. 나의 상사는 외부의 지나친 요구에 의해 구성원들이 과부하(overload)되는 것을 막아 준다
3. 나의 상사는 다른 부서로부터의 요구를 구성원들이 잘 관리할 수 있도록 도와 준다
4. 나의 상사는 구성원들이 외부의 영향으로부터 방해 받지 않고 업무를 할 수 있는 환경을 만들어 준다

상사의 경계 강화 행동

1. 나의 상사는 우리 팀의 분명한 정체성과 목표 의식을 만들고자 노력한다
2. 나의 상사는 우리 팀의 이미지와 업무가 다른 팀과 구별되도록 노력한다

3. 나의 상사는 외부 사람들에게 우리 팀의 이미지가 명확히 전달되도록 노력한다
4. 나의 상사는 우리 팀의 이미지와 정체성에 대한 공통된 이해를 만들고자 노력한다

창의적 자기 효능감

1. 나는 창의적으로 문제를 해결하는 나의 능력에 자신감을 갖고 있다
2. 나는 새로운 아이디어를 내는데 자신이 있다
3. 나는 다른 사람의 아이디어를 발전시켜 개선하는 것을 잘한다

상사-구성원 교환 관계

1. 다른 구성원들에 비해, 나는 상사와 관계가 더 좋다
2. 나의 상사가 중요한 회의에 참석하지 못할 경우, 나에게 참석을 부탁할 가능성이 높다
3. 다른 구성원에 비해, 나는 상사로부터 더 많은 지원을 받는다
4. 다른 구성원들에 비해, 업무를 수행함에 있어서 나는 상사와 더 좋은 관계를 갖고 있다
5. 나의 상사는 나의 동료들보다 나에게 더 의리를 보인다
6. 나의 상사는 다른 구성원들보다 나와 함께 있는 것을 더 좋아한다

학습 목표 성향

1. 나는 많은 것을 배울 수 있는 도전적인 일을 기꺼이 선택할 것이다

2. 나는 종종 새로운 기술과 지식을 개발할 수 있는 기회를 찾는다
3. 나는 새로운 것을 배울 수 있는 어렵고 도전적인 일을 즐긴다
4. 업무능력을 개발하는 것이 중요하기 때문에 나는 기꺼이 위험을 감수한다
5. 나는 높은 수준의 능력과 재능을 요구하는 일을 선호한다

지식공유행동

1. 이 직원은 자신이 가지고 있는 특수한 지식이나 노하우를 다른 사람들과 공유한다
2. 이 직원은 자신이 알고 있는 업무수행방법을 다른 사람들에게 기꺼이 알려준다
3. 이 직원은 정보, 지식, 또는 기술을 다른 사람들과 교환하고 공유한다
4. 이 직원은 찾기 힘든 지식이나 특수한 기술을 다른 사람들에게 자유롭게 제공한다
5. 이 직원은 업무수행 방식 또는 전략을 개발하는데 있어서 다른 사람들을 도와준다
6. 이 직원은 많은 정보를 다른 직원들과 공유한다
7. 이 직원은 다른 사람들에게 제안을 많이 한다