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경영학석사학위논문

Role-modeling or Counter-modeling

: Empowering leadership in social learning
perspective

롤모델링 또는 카운터모델링
: 사회학습관점에서의 임파워링 리더십

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Role-modeling or Counter-modeling

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Abstract

The effectiveness of empowering leadership has been well established in past research. However, existing studies largely neglect the significance of the antecedents and development of leadership. Considering that empowered leaders could affect widely to organizational effectiveness more than empowered subordinates, this study conduct to evaluate the role-modeling effect of second-level leaders on direct leaders in Bandura's social learning perspective. After examining the cascading effect of second-level leaders' empowering leadership on direct leaders, this paper examined the effect of direct leader's empowering leadership on subordinates task performance and proactive behavior. This in-role performance and proactive behavior induces a virtuous cycle of empowering leadership in terms of similarity between empowering leadership and in-role performance and proactive behavior. That is, subordinate who shows high task performance and proactive behavior will have high possibility to show empowering leadership after he/she get leader position. Additionally, this paper pay attention to boundary conditions in which situations the direct leader imitates the second-level leader's leadership behavior, and in which situations he/she

rejects the second-level leader's leadership. Consequently, this paper increases understanding of the virtuous cycle of empowering leadership within the organization by examining the positive relationship between second-level leader's empowering leadership, direct leader's empowering leadership and subordinate's task performance and proactive behavior. In addition, even if the second-level leader do abusive supervision, this paper suggests a way to break the vicious cycle by identifying the reinforcing factors that can lead to empowering leadership.

Keyword : social learning theory, empowering leadership, abusive supervision, reputation, self-efficacy, task performance, proactive behavior

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Chapter I . Introduction

The role of a leader cannot be overemphasized. A leader's behavior can influence many subordinates (Yukl, 2002). Especially, in difficult and dynamic environments such as COVID-19 and economic crises, the role of the leader in an organization becomes more important. In this external situation, leaders cannot monitor, supervise and make decisions about everything for subordinates. Thus, by empowering, giving them autonomy, and facilitating participation in the decision-making process, leaders should make their subordinates become a subject in carrying out their own work. Along with this, many scholars and managers are interested in empowering leadership (Zhang & Bartol, 2010).

Most prior research has attention to leadership's effect on subordinates' attitudes and behaviors. However, existing studies largely neglect the significance of the antecedents and development of leadership (Fausing et al., 2015). The main reason for lack of research on the antecedent factors of leadership is the characteristics of the labor market. In global market, recruitment is job-based, so organizations can buy proper human resources for proper position. Therefore, the relative importance of making internal

human resource is rather low. In the other hand, for Korean global market, it is important to foster good leader because the labor market is somewhat inflexible and based on not job-based system but open recruitment system. Hence, employees in organization can get leader position by internal promotion. However, in the era of talent war, it is becoming more difficult to hire and place the right human resources in right position. With the growing evidence for the effectiveness of empowering leadership (Burke et al., 2006; Stewart, 2006; van Knippenberg, 2017), it is increasingly clear that an important question is what motivates leaders to engage in empowering leadership.

So far, research on the antecedent of leadership is mainly focused on social learning perspective (Bandura, 1962). It explains that direct leader's leadership is learned from second-level leader's leadership behavior. Bandura (1971) did mainly focused on modeling in learning process. And he argued that most of the behaviors are learned, either deliberately or inadvertently, through the influence of example. For leader, becoming a leader is taking on a new role that has not yet been experienced and toughest challenges (Tu et al., 2018), thus, it is the most familiar and easiest way for new leaders to see and imitate their own leaders. Consequently, setting an good leader example is long-term and effective way than other external

reinforcement to being a good leader. Especially for empowering leadership, second-level leader's empowering leadership is more effective. Subordinate has limited discretion so even he/she get empowered, the scope to influence organizational performance is limited. However, for leader got empowerment, he/she has more discretion than subordinates so effect of empowerment will affect a wider range. In this sense, second-level leader's empowering leadership is important to both way: (1) being a good role-model and (2) effect of empowerment.

After cascading effect of second-level leader's empowering leadership on direct leader, it will be related to subordinate's task performance and proactive behavior. Many theories and empirical research support those positive relationship between empowering leadership and subordinates' task performance and proactive behavior (e.g., Ahearne et al., 2005; Arnold et al., 2000; Byun et al., 2020). And this in-role performance and proactive behavior will induce a virtuous cycle of empowering leadership in terms of similarity between empowering leadership and in-role performance and proactive behavior. Thus, subordinate who shows high task performance and proactive behavior will have high possibility to show empowering leadership after he/she get leader position.

Furthermore, from the social learning perspective, main focus of

this study is social learning style: role-modeling effect and counter-modeling effect. The former is following the second-level leader's leadership behavior, and the latter means not following the leadership of the second-level leaders, but using this as a lesson and showing different leadership behaviors. Additionally, this paper pay attention to boundary conditions in which situations the direct leader imitates the second-level leader's leadership behavior, and in which situations he/she rejects the second-level leader's leadership. According to Bandura(1971)'s vicarious and self-reinforcement process, when second-level leader get a reward from organization, the imitation is stronger. For reward from the organization, this paper will focus on second-level leader's reputation caused by organization and coworker's perception. However, for self-reinforcement factor, leader's self-efficacy regulates between situational factors and individual behaviors and makes judgement to follow or not.

Consequently, this paper will increase understanding of the virtuous cycle of empowering leadership within the organization by examining the positive relationship between second-level leader's empowering leadership, direct leader's empowering leadership and subordinate's task performance and proactive behavior. In addition, even if the second-level leader do abusive supervision, this paper will suggest a way to break the vicious cycle by identifying the

reinforcing factors that can lead to empowering leadership.

Chapter II. Theoretical Background

2.1. Social Learning Theory

2.1.1. Basic concept

For explaining learning in social contexts, Bandura(1962) contends that *imitation* plays a significant role. He argues that in social setting, people frequently pick up new information far more quickly by observing how others behave. Furthermore, people can learn from a variety of models, not just from real-world models but also from abstract models like television or books. Those observational learning has powerful. Because we can instantly learn new behaviors by observing others and we don't need to get through process of trial-and-error. It called *no-trial learning*(Bandura, 1965). From this, we can notice the probable outcome of new behavior. Bandura(1965) calls this process *vicarious reinforcement* that we can see the consequences of our behavior without direct action. "This is fortunate, for if we had to learn to drive exclusively from the consequences of our own actions, few of us would survive the process."(Bandura, 1965, p. 214,241)

There are the four components of observation learning:
attentional processes, retention processes, motor reproduction

processes, and reinforcement and motivational processes. Above all, we pay our attention to the model to mimic it. Models frequently catch our attention because they stand out or because they exude success, prestige, power and other endearing qualities(Bandura, 1971). Because imitation of the model happens after few times after observing it, it must have a certain way of remembering the behavior of the model in symbolic way. It called retention or stimulus contiguity processes(Bandura, 1965, 1971). Usually, we remember those events or action by associating visual stimuli and verbal codes.(Bandura, 1971). Besides, to regenerate behavior, we must have the adequate motor skills(Crain, 2015). However, even having ability to retention and motor reproduction, we may or may not imitate. If we think we are going to get a reward, we will imitate. Those judgement take place in reinforcement and motivational process.

In addition, actual imitative behavior can be influenced not only from vicarious reinforcement but also from self-reinforcement. As mentioned above, vicarious reinforcement is watching the result of model' s behavior, self-reinforcement is the assessment we make of our own actions. Bandura's primary concerns are socialization so he places emphasis on target behaviors in the socialization process(Crain, 2015). Practicing and preaching are representative

target behavior in vicarious reinforcement, and for self-reinforcement, how people evaluate their own performance is important.

2.1.2. Leadership in Social Learning Perspective

Social learning theory has been widely used to explain the cascading effect of leadership. Previous studies can generally be divided into cases where the leader's perception is cascaded and cases where behavior is cascaded.

For cascading effect of leader's perception, Shanock and Eisenberger(2006) tested cascading effect of perceived organizational support(POS). They found that leaders' POS was positively related to their subordinates' POS by surveyed 135 full-time retail employees and 41 direct leaders.

For cascading effect of leader's behavior, Mayer et al.(2009) examined the trickle-down effect of ethical leadership that supervisory ethical leadership is mediate the relationship between top management ethical leadership and group-level deviance and organizational citizenship behavior(OCB) in different organizations sample in the southeast U.S. In Liu and his colleagues' study(2012), team leader abusive supervision mediates the negative relationship between department leader abusive supervision and team member

creativity in multiphase, multisource, and multilevel data.

Moreover, Tepper and Taylor(2003) examined a model that double trickle-down effect of leader's perception and behavior. They assumed that leader's procedural justice perceptions lead to subordinates' procedural justice perceptions and leader's OCB lead to subordinates' OCB. They tested by 183 leader-subordinate dyad and 95 triads consisting of one leader and two subordinates in army. And they found OCB' s trickle-down effect as well as procedural justice perceptions that leaders' procedural justice perception were related to leader's OCB, and this leader's OCB were related to subordinates' procedural justice, and subordinates' procedural justice perceptions were, in turn, related to subordinates' OCB.

Then, why this social learning perspective has been studied in leadership literature so frequently? Tu et al.(2018) mention that for employee, one of the most difficult obstacles they confront during their working lives is entering to the leadership positions. Those role changes require new abilities and mindset matching leader position. Furthermore, with pandemic crisis, working from home becomes popular and labor market becomes more flexible (Piroșcă et al., 2021). With frequent turnover, learning and adaptation in a new company are important and it could be major factor of influencing own performance. Especially for newcomer, according to estimates, 50 to 60 percent of

new manager perform poorly from the start (Tu et al., 2018). In this tough situation, following the model in new organization is the easiest way of adaptation and can reduce uncertainty. Considering that leadership is “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization . . .” (House et al., 1999, p. 184), adaptation in new organizational climate and mimic the way of ideal leadership style in workplace with no trial–error will be important not only our own performance but also organizational outcomes.

Additionally, leader’s organizational position could be satisfied with aforementioned four condition in Bandura(1962)’s observation learning without difficulty. So it is easy to happen in social learning processes. Since persons in positions of authority serve as role models, followers frequently copy their leaders’ actions(Bandura, 1977). As it is a position to receive the attention and supervise all members, leaders are easily observed in social learning process so good to be a role–model(*attentional processes*). Besides, unlike ordinary members, leaders are in a position to see, imitate and utilize observing behaviors from second–level leaders(*retention and motor reproduction processes*). Lastly, in reinforcement and motivational processes, social learning for leadership let us know what my action will bring a consequence in advance. Thus, if my leader gets good

reputation and reward from my organization, my leadership behavior will turn into my leader's leadership (*In this paper, we call this phenomenon as a role-modeling effect*). On the other way, my leader's behavior receive bad reputation or review, my leadership behavior will become different from leader's leadership (*In this paper, we call this phenomenon as a counter-modeling effect*). Like the metaphor mentioned above, if we had to learn leadership exclusively from the consequences of our own actions, few of us would be praised for great leadership.

2.2 Empowering Leadership

2.2.1 Basic concept

To compete in dynamic and complicate business contexts, organizations need employees to take the initiative to improve work efficiency rather than enact allocated tasks (Morrison & Phelps, 1999). In this context, many researchers and leaders have been interested in empowering leadership, due to its potential to foster subordinates' psychological empowerment, which promotes self-development and autonomy in the workplace (Lorinkova & Perry, 2017). The notion of empowering leadership entails giving authority to a subordinate. Thus, subordinate can have autonomy to make

decisions without external interference (Bass, 1985). Empowering leadership is defined as “leader behavior…consisting of delegating authority to employees, promoting their self-directed and autonomous decision making, coaching, sharing information, and asking for input” (Sharma & Kirkman, 2015, p. 194). The idea of empowering leadership has evolved in line with a wave of supportive leadership in historically (Bowers & Seashore, 1966). The main behavioral characteristics is enhancing the meaningfulness of work, fostering participation in decision making, expressing confidence in high performance and providing autonomy from bureaucratic constraints (Ahearne et al., 2005).

2.2.2 Organizational Effectiveness of Empowering leadership

Many previous researches demonstrated that empowerment is an important driver of organizational effectiveness (Ahearne et al., 2005). In many meta-analysis studies, positive effects of empowering leadership could be found in individual level as well as group-level (i.e., team level and organizational levels) (e.g., Hassan et al., 2013; Kim et al., 2018; Lee et al., 2018).

First of all, in individual level, empowering leadership entails a set of leader behaviors intended to increase subordinates' autonomy and motivation at work by giving them authorities and

responsibilities (Lee et al., 2018). Thus, empowering leadership encourages subordinates to develop and act on their own (W. Liu et al., 2003). In this context, many research has found positive relationship between empowering leadership and individual-level task performance (e.g., Cheong et al., 2016; Raub & Robert, 2010; Wong Humborstad et al., 2014). Also, by giving subordinates autonomy in their work boundary, it motivate them to do OCB without supervision and intervention (Lee et al., 2018). Relatedly, many empirical researches has been studied positive links between empowering leadership and individual-level OCB (e.g., Li et al., 2016; Shahab et al., 2018; Wong Humborstad et al., 2014). Lastly, there are some studies that predicting subordinates' positive work-related attitudes (M. Kim et al., 2018). For reciprocating beneficial empowering leadership, follower could have work engagement (e.g., Albrecht & Andreetta, 2011), knowledge sharing (e.g., Xue et al., 2011) and voice (e.g., Den Hartog & De Hoogh, 2009). Also, Hassan et al. (2013) found that empowering leadership is positively related to leader-member exchange (LMX) that it could lead subordinates affective commitment and perception of leader effectiveness.

In group level, empowering leadership can increase collective psychological empowerment that enhance group performance in both quality and quantity sides (Martin et al., 2013). In this context, N. Li

and his coworker(2017) reveal the positive relationship between team-directed empowering leadership and team OCB. Hon and Chan(2013) found the positive effect of empowering leadership on team creativity with mediating effects of team self-concordance and team creative efficacy.

2.3 Abusive Supervision

2.3.1 Basic concept

In contrast to supportive leadership like empowering leadership, numerous studies have revealed that leader are inclined to engage in abusive supervisory behavior due to their higher organizational positions and more decision-making authority(D. Liu et al., 2012). In this regard, Tepper(2000, p. 178)formed a concept of *abusive supervision* that “subordinates’ perceptions of the extent to which supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact”. Those behaviors consist of such as making fun of, shouting at, and intimating followers, claiming credit for followers’ accomplishments, and blaming negative outcomes to subordinates’ individual factors(D. Liu et al., 2012).

2.3.2 Organizational Effectiveness of Abusive Supervision

Abusive supervision is important in that it causes negative outcomes that hinder organizational effectiveness. In individual level, subordinates' perceptions of abusive supervision have been positively associated with anxiety (Tepper, 2007), job tension (Breux et al., 2008), turnover intentions (Haar et al., 2016), spousal undermining (Restubog et al., 2011) and negatively associated with work performance (Harris et al., 2007), job dedication (Aryee et al., 2008), job satisfaction (Haggard et al., 2011), psychological health (Lin et al., 2013), and life satisfaction (Bowling & Michel, 2011).

Also, in organizational perspective, Farh and Chen (2014) found that group level abusive supervision (the average level of abusive supervision reported by group members) can increase team relationship conflict and it related to group member's voice, performance and turnover intentions. Furthermore, Tepper (2007) pointed that perceived abuse can impact justice perception. Some researches examined that abusive supervision has negative effects on subordinates' interactional justice that cause prosocial silence and even work deviance (e.g., Burton & Hoobler, 2011; Jun & Longzeng, 2012).

2.4 Leader's Reputation

The study of leadership has generally overlooked the context in which leadership is exercised and has instead concentrated mostly on the downward consequences leaders have on followers (Ammeter et al., 2002). In this light, leader's reputation is important informal factor to know how much leadership influence their stakeholders (Hall et al., 2004). Leader's reputation consists of not only leader's performance, but also leader's human and social capital, political skill, leadership style and so on. Likewise, in preceding researches, reputation is viewed from resource-based perspective that intangible asset that substantially contributes to organizational evaluation due to its unique nature (Barney, 1991; Ferris et al., 2003; Fombrun & Shanley, 1990). The definition of reputation is included the context of its use that Ferris et al. (2003, p. 215) define reputation as "...a perceptual identity reflective of the complex combination of salient personal characteristics and accomplishments, demonstrated behavior, and intended images presented over some period of time as observed directly and/or as reported from secondary sources". In many researches, a leader with high reputation is more highly respected, less monitored, and less accountability requirement than a leader with poor reputation. As

Yukl(2002, p. 141) mentioned that “influence is the essence of leadership”, informal and contextual factor of leadership as well as actual leadership behavior is also considered important for effective leadership.

2.5 General Self–Efficacy

General self–efficacy defined as “individuals’ perception of their ability to perform across a variety of different situations”(Judge et al., 1998, p. 170). According to social cognitive theory (Bandura, 1977; Zulkosky, 2009), how individuals feel, think, act, and motivate themselves depends on their level of self–efficacy. In organizational setting, employee who have a high general self–efficacy have high self–confidence and do not avoid challengeable task and difficult situation. However, employee who have a low general self–efficacy tend to be more attentive and pessimistic about their accomplishments (S. L. Kim & Yun, 2015; Zulkosky, 2009)

Considering that self–efficacy as functioning as an important determinants of human motivation, affect, and action (Bandura, 1989), leader’s self–efficacy could be most important cognition factor for taking the leadership task (McCormick, 2001). In addition to having the necessary capabilities, effective leaders must also have a robust

self-belief in their capacity to exert control over events and achieve desired goals (Wood & Bandura, 1989). Thus, leaders need to have self-confidence in their own ability to carry out leadership responsibilities in order to be effective in his or her function as a leader (Ali et al., 2018).

2.6 Task Performance

Task performance is regarded as an important and main aspect of an employee's in-role performance in workplace (Shamir et al., 1993). It is an evaluation or value of employees' capability and competence so based on this task performance, employees' promotion, pay raises and so on are decided in limited organization budget (Yun et al., 2007). So task performance is an important variable and commonly studied in the field of industrial and organizational psychology literature. Williams and Anderson (1991) divide employee's organizational behavior by in-role behavior and extra-role behavior. According to this distinction, task performance is regarded as key in-role behavior, while organization citizenship behavior or another proactive behavior is regarded as extra-role behavior.

In leader-follower's dyadic perspective, task performance is

important outcome variable to measure leadership effectiveness. Many organizations eager to enhance employees' performance by influencing the attitude, skills or behavior to survive. And leadership is one of the way to influence employees(Yukl, 2002). Relatedly, Bass(1985)mentioned that the degree to which the team or organization's performance is improved is one crucial sign of effective leadership.

2.7 Proactive Behavior

As empowering leadership in emphasized in a rapidly changing business environment, it is important for followers to do more than their own given role. Followers are required to adopt flexible and proactive behavior outside of their assigned tasks(Griffin et al., 2007). Proactive behaviors means that “focus on self–initiated and future–oriented action that aims to change and improve the situation or oneself”(Parker et al., 2006, p. 636).

Previous research has identified the leadership position as a crucial situational background for anticipating proactive behaviors(Janssen & Van Yperen, 2004; Rank et al., 2007). In prior research, proactive behaviors were positive related with empowering leadership(Martin et al., 2013), ethical leadership(Neubert et al.,

2013). And those have negative relationship with abusive supervision (Burris et al., 2008) and authoritarian leadership style (Chan, 2014).

Also, researchers have started looking at the results of proactive behaviors (Bindl & Parker, 2010). The positive effect of proactive behavior on work attitudes and performance has been examined as follows: commitment and satisfaction (Belschak & Den Hartog, 2010), job related performance (Whiting et al., 2008), social networking, learning and well-being (Cooper–Thomas et al., 2014).

Chapter III. Hypotheses Development

3.1. Empowering Leadership and its Cascading effect

Many preceding research has been examined and confirmed the effect of leader's behavior on subordinates' behavior and attitudes (e.g., Mayer et al., 2009; Shanock & Eisenberger, 2006; Tepper & Taylor, 2003). As such, the leader's behavior plays an important role in the behavior and attitude of the members (Bass et al., 1987).

First of all, it can be explained by social learning theory and social cognitive theory for empowering leadership's cascading effect. Bandura (1986) said that by observing the way a competent role model works, people can learn how to work. Being a role model, leader has authority, high social status, and expertise, thus leader position could function as a role model. Hence, leader play an important role in the behavior of their subordinates and subordinates closely watches and imitates leadership behavior of leaders (Byun et al., 2020; Park & Hassan, 2018). Especially in social persuasion perspective, when the role model's behavior is recognized and when

the behavior is encouraged in workplace, the subordinates are more motivated to follow the behavior. Furthermore, second-level leader's empowering leadership promote a variety of behaviors that can imitate empowering leadership (Byun et al., 2020). Relatedly in prior researches, it is revealed when leader do empowering leadership, followers promote their own and coworkers' participation (Y. F. Chen & Tjosvold, 2006), knowledge sharing (Srivastava et al., 2006), coaching (Ely et al., 2010) and team participation (Kirkman & Rosen, 1999).

In social comparison perspective, leaders do observe, compare, and evaluate others in similar situations to deal with the problem they face. In this moment, role model's way to treat problem is good reference for them (Park & Hassan, 2018). Thus,

Hypothesis 1. Second-level leader's empowering leadership is positively related to direct leader's empowering leadership.

3.2. Abusive Supervision and its Cascading effect

By the social exchange theory (Blau, 1964) and norm of negative

reciprocity perspective (Gouldner, 1960), leader's abusive behaviors damage subordinate's self-esteem, sense of control, and face (Tepper, 2000). In this moment, subordinate want to take revenge but it is unable to retaliate directly, thus he/she try to revenge by reducing their discretionary actions that may benefit the leader. For example, when subordinate is exposed abusive supervision, he/she do less organizational citizenship behavior that helpful to organization and their leader (e.g., Aryee et al., 2007; Zellars et al., 2002). By extending this dyadic level to more hierarchy level, second-level leader's abusive supervision could negatively affect on leader's positive leadership style that effective in organization. Leader should their in-role leadership behavior, though, it is hard to lead extra-role leadership behavior like motivating, coaching, or empowering. In a similar vein, Dollard and his coworker (1939) explain the situation that "go home and take it out on the dog". From the frustration-aggression theory (Dollard et al., 1939), a person who experiences frustration acts on an object that frustrates him, but when direct attacks are restricted to the target, he/she switches to a less threatening or possible target and acts on the attack (Miller, 1941). It is commonly happened when leader is contributor to frustration but afraid of punishment.

Also, second-level leader's abusive supervision's cascading

effect could be explained by conservation of resource theory and self-regulation impairment view (Hobfoll et al., 1990). In the workplace environment that being a leader becoming challenging (Sharma & Kirkman, 2015), second-level leader's abusive supervision leads emotional exhaustion (Tepper, 2000). Considering that being supportive leader needs more mental effort (Huggins et al., 2016), under the abusive supervision, direct leaders' self-control is diminished and it could lead selfish decision. So It prevents a leader from acting in a socially desirable and anticipated way. Thus,

Hypothesis 2. Second-level leader's abusive supervision is negatively related to direct leader's empowering leadership.

3.3. Role-modeling or Counter-modeling

: Identifying the Boundary Conditions

Main focus of this study is to explore the effect of second-level leader's leadership on direct leader's leadership behavior. This effect

could be divided two behaviors as follows: role-modeling effect and counter-modeling effect. The former is following the second-level leader's leadership behavior, and the latter means not following the leadership of the second-level leaders, but using this as a lesson and showing different leadership behaviors. From the social learning perspective, this paper pay attention to boundary conditions in which situations the direct leader imitates the second-level leader's leadership behavior, and in which situations he/she rejects the second-level leader's leadership.

3.3.1 The Moderating Effect of Second-level leader's Reputation

From the social learning theory, in reinforcement and motivational process, people think if he/she are going to get a reward, then imitate (Bandura, 1971). Likewise, when second-level leader do empowering leadership or abusive supervision, the reward received from organization could be important reinforcement factor of following the leadership. In this paper, as a reward from organization, second-level leader's reputation is regarded.

Leader's reputation is not just established by leadership behavior. It is also considered leader's performance, human and social capital, political skill, leadership style and so on (Hall et al., 2004). Hence, leader might have high reputation despite of abusive supervision. Or

leader might have low reputation despite of empowering leadership behavior. Direct leader will get assurance of following his/her leader's leadership behavior if they perceived that second-level leader is getting high reputation in their workplace. However, if direct leader is aware that his/her second-level leader's reputation is not that good and unappreciated, he/she will reduce social learning of leadership. Thus,

Hypothesis 3a. Second-level leader's reputation will moderate the effect of second-level leader's empowering leadership on direct leader's empowering leadership. The higher the second-level leader's reputation, the stronger the positive relationship between second-level leader's empowering leadership and direct leader's empowering leadership. (Role-modeling effect)

But, the relationship between second-level leader's abusive supervision and his/her reputation could show controvertible moderating effect. When second-level leader have high reputation, the negative relationship between second-level leader's abusive supervision and direct leader's empowering leadership will be

weaken. Because direct leader may feel compensated resources depleted from abusive supervision by benefiting from the high reputation of second-level leader. Thus, direct leader can do positive leadership by supplemented resources instead of negative leadership behavior. That is, not role-modeling effect, but counter-modeling effect could be happened.

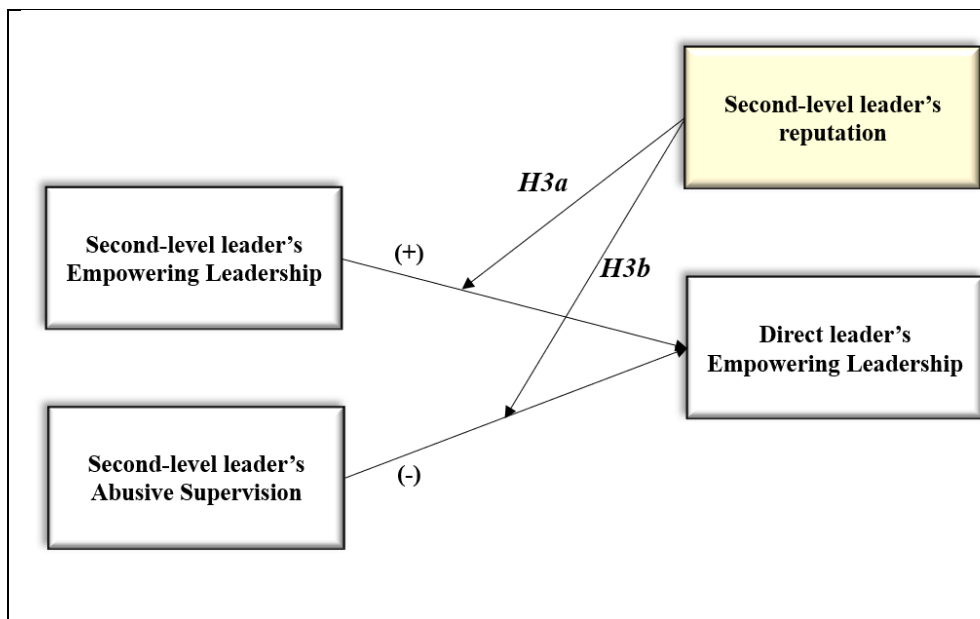
However, if second-level leader have low reputation, the negative relationship between second-level leader's abusive supervision and direct leader's empowering leadership will be strengthen. Because of depletion of internal support from his/her second-level leader and external support from organization (i.e., second-level leader's reputation).

In this paper, considering that abusive supervision has been bring the many detrimental effects of follower's attitudes and behaviors (Tepper, 2000), it is hard to use external resources getting from second-level leader's high reputation. Therefore, in this paper, the following hypothesis was established, and it will be proved through empirical analysis.

Hypothesis 3b. Second-level leader's reputation will moderate the effect of second-level leader's abusive supervision on direct

leader's empowering leadership. The lower the second-level leader's reputation, the weaker the negative relationship between second-level leader's abusive supervision and direct leader's empowering leadership. (Counter-modeling effect)

Figure1. Conceptual Framework of Hypothesis 3



3.3.2 The Moderating Effect of Direct leader's General Self-Efficacy

Even if the second-level leader shows learnable leadership, direct leader's leadership will be different depending on whether leader has the capacity to accept the leadership or not. In social learning theory, actual imitative behavior can be influenced not only

from vicarious reinforcement but also from self-reinforcement (Bandura, 1971; Crain, 2015). Self-reinforcement is the assessment we make of our own actions. In this process, actor's self-esteem and self-regulation is important to adapt learning or not.

Also, according to behavior plasticity theory (Brockner, 1988), actor's self-efficacy regulates between situational factors and individual behaviors. In this sense, having a low self-efficacy make people more responsive to external and situational cues. Considering that general self-efficacy defined as "individuals' perception of their ability to perform across a variety of different situations" (Judge et al., 1998, p. 170), people with low self-efficacy have self-doubt about themselves and low self-confidence (Bandura & Locke, 2003; G. Chen et al., 2000). They tend to depend on others and more influenced by social factors (Saks & Ashforth, 2000). Thus, low general self-efficacy will strengthen role-modeling effect and weaken counter-modeling effect. Because they are not confident in their own actions, they try to imitate the actions of others. In particular, it is easy to become more dependent on one's own leader due to the higher hierarchy position.

Hypothesis 4a. Direct leader's general self-efficacy will

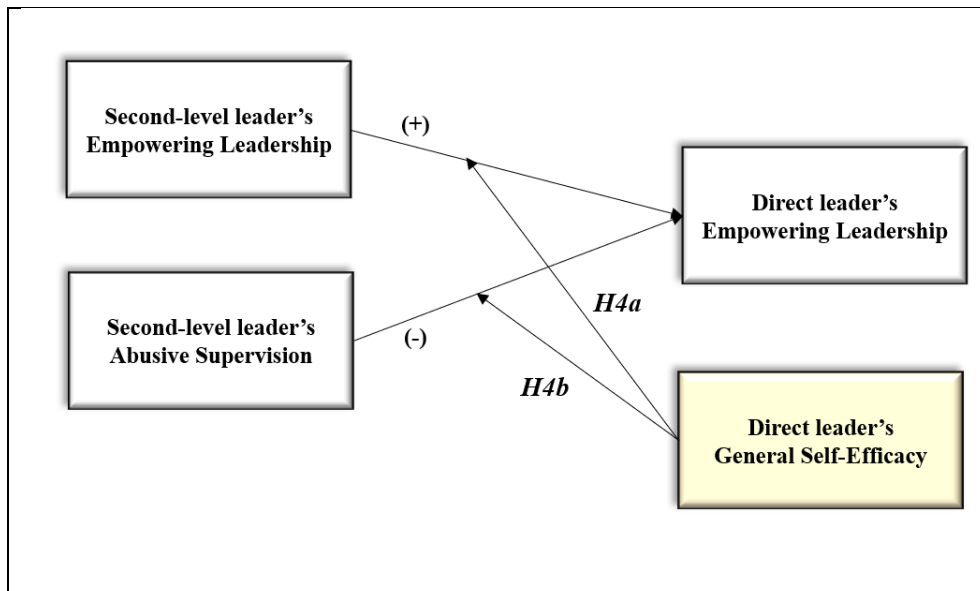
moderate the effect of second-level leader's empowering leadership on direct leader's empowering leadership. The lower the direct leader's self-efficacy, the stronger the positive relationship between second-level leader's empowering leadership and direct leader's empowering leadership. (Role-modeling effect)

When people having high self-efficacy, they have high confidence and highly self-motivated (Raub & Liao, 2012). They don't need to care about the external help or cues. Thus, it will strengthen counter-modeling effect and weaken role-modeling effect. Because, leaders who have high general self-efficacy do not depend on external circumstances, but establish the internal standards of individual and regulate behavior despite of second-level leader's abusive supervision.

Hypothesis 4b. Direct leader's general self-efficacy will moderate the effect of second-level leader's abusive supervision on direct leader's empowering leadership. The higher the direct leader's self-efficacy, the weaker the negative relationship between second-level leader's abusive supervision and direct leader's empowering

leadership. (Counter-modeling effect)

Figure 2. Conceptual Framework of Hypothesis 4



3.4. Empowering Leadership and Task Performance

Many preceding research have confirmed that empowering leadership has positive effect on organizational outcomes. And many studies have empirically supported the direct or indirect relationship between empowering leadership and subordinate's performance (e.g., Ahearne et al., 2005; Arnold et al., 2000; Byun et al., 2020; Raub & Robert, 2010; Wong Humborstad et al., 2014)

According to social cognitive theory (Bandura, 1986) and

empowerment theory (Conger & Kanungo, 1988), when leader do empowering leadership, subordinates can perceive psychological support, encouragement and positive persuasion. Those enhance subordinates' self-efficacy related to doing their job better (Cheong et al., 2016).

Also, from social exchange theory (Blau, 1964), subordinates feel support for empowering leader to give them autonomy and opportunity to participate. Thus, for repaying, they will shows high commitment and task performance (M. Kim et al., 2018). In addition, leader's coaching and giving information about the job is helpful to enhance subordinate's task performance. In self-determination perspective (Deci et al., 1989), empowering leadership provokes subordinates' self-motivation. And it allows subordinates to work with high independence and autonomy. Thus,

Hypothesis 5. Direct leader's empowering leadership is positively related to subordinates' task performance.

3.5. Empowering Leadership and Proactive Behavior

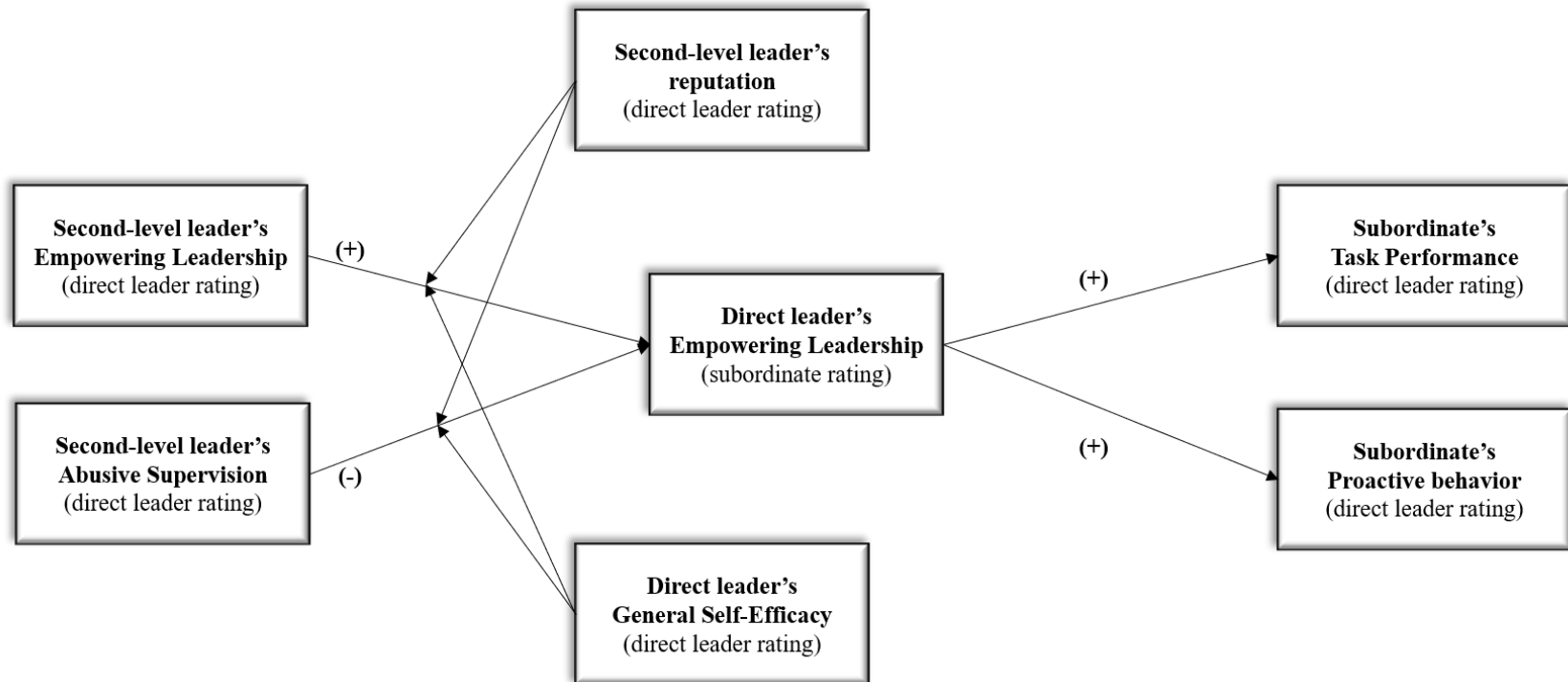
Considering that followers are required to adopt flexible and proactive behavior outside of their assigned tasks (Griffin et al., 2007), empowering leadership can facilitate those proactive behaviors. There are theoretical perspectives and empirical studies that support a positive relationship between empowering leadership and subordinates' proactive behavior (e.g., Martin et al., 2013; Schilpzand et al., 2018).

First of all, self-determination theory (Gagné & Deci, 2005) contend that autonomy is important factor of intrinsic motivation and the intrinsic motivation encourages more proactive and self-directed behaviors (Martin et al., 2013). In this sense, empowering leadership facilitates intrinsic motivation by providing delegating and autonomous work context. Instead of intrinsic motivation, in proactive work behavior literature, role breadth self-efficacy is regarded as a key predictor of proactive work performance (Parker et al., 2006). Role breadth self-efficacy means "self-perceived capability to perform a range of proactive, interpersonal, and integrative activities that extend beyond prescribed tasks" (Martin et al., 2013, p. 1375). It is activated by work external factors like autonomy and supportive leadership behaviors. As a result, empowering leadership which give subordinates autonomy and support, could enhance subordinates' role breadth self-efficacy and

subsequent proactive behaviors. Thus,

Hypothesis 6. Direct leader's empowering leadership is positively related to subordinates' proactive behavior.

Figure 3. Conceptual Framework of Full Hypotheses



Chapter IV. Method

4.1. Research Design

In order to test conceptual model, increase the internal validity, and generalizability of the findings, it would be optimal to conduct field study. Thus, for the assurance of the casual relationship between second-level leader's leadership, direct leader's empowering leadership and subordinates' behaviors, longitudinal study is needed. Because time-lagged design is more appropriate method than cross-sectional design for the examination of causality.

4.2. Data Collection Procedures

Survey data will be collected using online questionnaires from full-time employee sample located in the Republic of Korea. By reason of that this research aimed to examine the relationship between leader behaviors and subordinate behaviors, questionnaire distributed pairs of survey link to leader-subordinate dyads. Data will be collected from two different sources to avoid potential

common method bias (Podsakoff et al., 2003). Second-level leader's leadership variables will be rated by leader in time 1 and direct leader's leadership variables will be rated by subordinate time 2 (1 week later from time 1). For subordinate's task performance and proactive behavior, direct leader rated in time 3 (1 week later from time 2).

In total, 216 dyads of survey were distributed and 200 pairs were returned, so the response rate is 92.6%. Among focal leaders, 67% was male and average age was 42.42 years ($SD=9.27$). Their average tenure is 14.32 years ($SD=10.30$), and most of them graduated university (68%). Among subordinates, the average age was 37.31 years ($SD=9.00$) and 53% of them were male. Average tenure was 8.00 years ($SD=8.45$), and most of them graduated university (70%) as well. Since this article is regarding leader-member dyadic relationship, the tenure the focal leader and subordinate worked together was also measured, and average tenure was 4.90 years ($SD=7.00$). Various sectors of industry were included in the sample, for instance service industry (35%) and manufacturing industry (29%).

Table 1. Sample Description

Classification		Focal leader		Focal subordinate	
		frequency	%	frequency	%
Gender	Male	134	67%	106	53%
	female	66	33%	94	47%
Age	20~29	14	7%	56	28%
	30~39	66	33%	58	29%
	40~49	64	32%	66	33%
	Over 50	56	28%	20	10%
Education	High school	14	7%	14	7%
	2-years College	22	11%	24	12%
	Bachelor's degree	136	68%	140	70%
	Master's degree or higher	28	14%	22	11%

4.3. Measures

All scale items used in the research had been originally developed in English. Thus, the English questionnaires were translated into Korean and then confirmed by back translation to

English in the pursuance of semantic equivalence (Brislin, 1986). Also, to increase response variances, current study will use 7-point Likert scale.

4.3.1 Empowering leadership

This study adopt Ahearne et al.(2005)'s 12-item scale to measure perception of leader's empowering behaviors. Subordinate rated direct leader's empowering leadership and direct leader rated second-level leader's empowering leadership. This Aherne et al.(2005)'s measurement consist of four behavioral dimensions as follows: enhancing the meaningfulness of work, fostering participation in decision making, expressing confidence in high performance, and providing autonomy from bureaucratic constrains. A sample of the item is "My leader believes that I can handle demanding tasks".

4.3.2 Abusive supervision

Second-level leader's abusive supervision is rated by direct leader using 5-item measurement developed by Tepper (2000). "My leader makes negative comments about me to others" is a sample item.

4.3.3 Second-level leader's reputation

To measure second-level leader's reputation, Hochwarter et al.(2007)'s twelve items is adopted. All the items are rated by direct leader. "My leader is regarded highly by others" is a sample item.

4.3.4 Direct leader's general self-efficacy

G. Chen et al. (2001)'s eight items are used to measure direct leader's general self-efficacy. It was rated by leaders themselves. For example, "I will be able to achieve most of the goals that I have set for myself" will be asked.

4.3.5 Task performance

Direct leader assessed subordinate's task performance. It was used Ang et al.(2003)'s four items. Items were as follows: (1) the performance level of this employee is satisfactory, (2) this employee is effective in his or her job, (3) this employee performs better than many other employees who perform the same job, and (4) this employee produces high-quality work.

4.3.6 Proactive behavior

Subordinates' proactive behavior was measured with Frese et al.(1997)'s seven items. It was rated by direct leader of subordinates.

“whenever there is a chance to get actively involved, he/she take it.”

Is a sample item.

4.3.7 Control variables

Since this study explore relationship between leader and subordinates, both focal leaders and subordinates’ demographic factors (age, gender, education) were controlled.

4.4. Analytical Procedures

The study conducted hierarchical regression analyses and SPSS PROCESS to test the hypotheses. Before analyses, all variables were mean-centered to prevent multi-collinearity problems. First, in step 1, to minimize the spurious effects, this study included control variables such as leader and employees’ age, gender, and education level. In step 2, to test Hypothesis 1, I included second-level leader’s empowering leadership and examined direct leader’s empowering leadership as dependent variable. For testing Hypothesis 2, I included second-level leader’s abusive supervision and examined direct leader’s empowering leadership as dependent variable as well. Next, to test moderating effect (Hypothesis 3), I put second-level leadership behavior (empowering leadership and abusive

supervision), second-level leader's reputation, and each interaction term in this step. I did same step for moderating variable, direct leader's general self-efficacy. Finally, to test direct effect of direct leader's empowering leadership on subordinates' outcome variable: task performance and proactive behavior, I included direct leader's empowering leadership and each leader rating subordinate's task performance and proactive behavior as dependent variable.

Chapter V. Results

5.1. Descriptive Statistics and Correlations

The means, standard deviations, intercorrelation, and Cronbach's alpha coefficient of major variables are in table 2. To prevent potential multicollinearity problem, variables were mean-centered (Aiken & West, 1991). All variables show high level of Cronbach alpha, .95 or higher.

Correlations of variables are mostly in expected direction. Second-level leader's empowering leadership is positively correlated to direct leader's empowering leadership ($r=.24, p < .01$). Also, second-level leader' abusive supervision is negatively correlated to direct leader's empowering leadership ($r=.24, p < .01$). For subordinate's outcome variables, direct leader's empowering leadership is positively correlated to subordinate's task performance ($r=.29, p < .01$) and proactive behavior ($r=.29, p < .01$).

Table 2. Descriptive Statistics of the variables

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Gender(L)	1.33	.47	—												
2. Age(L)	42.42	9.27	-.25**	—											
3. Education(L)	2.89	.72	-.13	-.28**	—										
4. Gender(SB)	1.47	.50	.53**	-.29**	.03	—									
5. Age(SB)	37.31	9.00	-.10	.74**	-.39**	-.24**	—								
6. Education(SB)	2.85	.70	.15*	-.31**	.33**	.06	-.31**	—							
7. Empowering leadership(SL)	5.20	1.30	-.06	.01	.18*	.08	.02	.01	(.96)						
8. Abusive supervision(SL)	1.97	1.45	-.11	.19**	-.22**	-.16*	.12	-.17*	-.53*	(.95)					
9. Empowering leadership(L)	5.51	1.24	.08	-.14*	.10	.05	-.17*	-.02	.24**	-.22**	(.96)				
10. Reputation(SL)	5.18	1.49	.04	.00	.02	.13	.01	-.11	.83**	-.44**	.15*	(.98)			
11. General self-efficacy(L)	5.00	1.17	.15*	.09	.19**	.13	.11	-.06	.40**	-.21**	.05	.32**	(.96)		
12. Task performance(SB)	5.65	1.15	.07	-.04	.23**	-.03	-.12	.20**	.35**	.03	.29**	.27**	.20**	(.96)	
13. Proactive Behavior(SB)	5.49	1.21	.09	-.10	.25**	-.01	-.14	.23**	.33**	.01	.29**	.21**	.24**	.83**	(.96)

Note. N=200.

All variables are mean-centered. L for focal leader, SB for subordinate, and SL for Second-level leader.

* $p < .05$, ** $p < .01$, *** $p < .001$ (two-tailed)

5.2. Hypotheses Testing

Hypothesis 1 proposed a positive relationship between second-level leader's empowering leadership and direct leader's empowering leadership. It was supported ($\beta = .27$, $p < .001$). The result is exhibited in Table 3. And hypothesis 2 proposed a negative relationship between second-level leader's abusive supervision and direct leader's empowering leadership. It was supported ($\beta = .21$, $p < .001$), too. And the result is exhibited in Table 4.

Hypothesis 3 proposed a moderating effect of second-level leader's reputation. As shown in the table 5 and 6, both interaction term was not significant (H3a: $\beta = .04$ *n.s.*, H3b: $\beta = .02$ *n.s.*). Thus, hypothesis 3a and 3b was not supported.

Hypothesis 4 proposed a moderating effect of direct level's general self-efficacy. As shown in the table 7 and 8, both interaction term was not significant (H4a: $\beta = .02$ *n.s.*, H4b: $\beta = .03$ *n.s.*). Thus, hypothesis 4a and 4b was not supported.

Hypothesis 5 proposed a positive relationship between direct leader's empowering leadership and subordinate's task performance. It was supported ($\beta = .27$, $p < .001$). The result is exhibited in Table 9. And hypothesis 6 proposed a positive relationship between direct leader's empowering leadership and subordinate's proactive behavior.

It was supported ($\beta=.28$ $p < .001$), too. And the result is exhibited in Table 10.

Table 3.
Hierarchical Regression Results for Testing Hypothesis 1

Variable	Direct leader's Empowering Leadership	
	Model 1	Model 2
<u>Step 1:</u>		
<u>Control Variables</u>		
Gender(L)	.46*	.52*
Age(L)	-.01	-.01
Education(L)	-.03	-.12
Gender(SB)	-.50*	-.60*
Age(SB)	-.03	-.03*
Education(SB)	-.19	-.18
<u>Step 2:</u>		
<u>Main effects</u>		
Empowering leadership(SL)		.27***
R^2	.07	.14
ΔF	2.33	16.61
ΔR^2	.07	.07

Note. N=200.

All variables are mean-centered. L for focal leader, SB for subordinate, and SL for Second-level leader.

* $p < .05$, ** $p < .01$, *** $p < .001$ (two-tailed)

Table 4.
Hierarchical Regression Results for Testing Hypothesis 2

Variable	Direct leader's Empowering Leadership	
	Model 1	Model 2
<u>Step 1:</u>		
<u>Control Variables</u>		
Gender(L)	.46*	.44*
Age(L)	-.01	-.00
Education(L)	-.03	-.11
Gender(SB)	-.50*	-.58*
Age(SB)	-.03	-.03*
Education(SB)	-.19	-.23
<u>Step 2:</u>		
<u>Main effects</u>		
Abusive		
Supervision(SL)		-.21**
R^2	.07	.12
ΔF	2.33	11.52
ΔR^2	.07	.05

Note. N=200.

All variables are mean-centered. L for focal leader, SB for subordinate, and SL for Second-level leader.

* $p < .05$, ** $p < .01$, *** $p < .001$ (two-tailed)

Table 5.

Hierarchical Regression Results for Testing the Interaction Effect of Second-level leader's reputation (Hypothesis 3a)

Variable	Direct leader's Empowering leadership			
	Model 1	Model 2	Model 3	Model 4
<u>Step 1:</u>				
<u>Control Variables</u>				
Gender(L)	.46*	.52*	.57*	.57*
Age(L)	-.01	-.01	-.01	-.01
Education(L)	-.03	-.12	-.16	-.17
Gender(SB)	-.50*	-.60*	-.59*	-.59*
Age(SB)	-.03	-.03*	-.03*	-.03*
Education(SB)	-.19	-.18	-.23	-.24
<u>Step 2:</u>				
<u>Main effects</u>				
Empowering leadership(SL)		.27***	.46***	.49***
<u>Step 3:</u>				
<u>Main effects</u>				
Reputation(SL)			-.20*	-.18
<u>Step 4: Interaction</u>				
Empowering leadership(SL) × Reputation(SL)				.04
R^2	.07	.14	.16	.16
ΔF	2.33	16.61	3.81	.97
ΔR^2	.07	.07	.02	.01

Note. N=200.

All variables are mean-centered. L for focal leader, SB for subordinate, and SL for Second-level leader.

* $p < .05$, ** $p < .01$, *** $p < .001$ (two-tailed)

Table 6.

Hierarchical Regression Results for Testing the Interaction Effect of Second-level leader's reputation (Hypothesis 3b)

Variable	Direct leader's Empowering leadership			
	Model 1	Model 2	Model 3	Model 4
<u>Step 1:</u>				
<u>Control Variables</u>				
Gender(L)	.46*	.44*	.44*	.45*
Age(L)	-.01	.00	.00	.00
Education(L)	-.03	-.11	-.11	-.10
Gender(SB)	-.50*	-.57*	-.59**	-.58**
Age(SB)	-.03	-.03*	-.03*	-.03*
Education(SB)	-.19	-.23	-.21	-.20
<u>Step 2:</u>				
<u>Main effects</u>				
Abusive Supervision(SL)		-.21**	-.18*	-.17*
<u>Step 3:</u>				
<u>Main effects</u>				
Reputation(SL)			.06	.04
<u>Step 4: Interaction</u>				
Abusive Supervision(SL) × Reputation(SL)				.02
R^2	.07	.12	.12	.13
ΔF	2.33	11.52	.77	.43
ΔR^2	.07	.05	.00	.00

Note. N=200.

All variables are mean-centered. L for focal leader, SB for subordinate, and SL for Second-level leader.

* $p < .05$, ** $p < .01$, *** $p < .001$ (two-tailed)

Table 7.

Hierarchical Regression Results for Testing the Interaction Effect of Direct leader's Self-efficacy (Hypothesis 4a)

Variable	Direct leader's Empowering leadership			
	Model 1	Model 2	Model 3	Model 4
<u>Step 1:</u>				
<u>Control Variables</u>				
Gender(L)	.46*	.52*	.55*	.53*
Age(L)	-.01	-.01	-.01	-.01
Education(L)	-.03	-.12	-.10	-.11
Gender(SB)	-.50*	-.60*	-.60*	-.58*
Age(SB)	-.03	-.03*	-.03	-.03*
Education(SB)	-.19	-.18	-.19	-.19
<u>Step 2:</u>				
<u>Main effects</u>				
Empowering leadership(SL)		.27***	.28***	.29***
<u>Step 3:</u>				
<u>Main effects</u>				
Self-efficacy(L)			-.04	-.05
<u>Step 4: Interaction</u>				
Empowering leadership(SL) × Self-efficacy(L)				.02
R^2	.07	.14	.14	.14
ΔF	2.33	16.61	.25	.16
ΔR^2	.07	.07	.00	.00

Note. N=200.

All variables are mean-centered. L for focal leader, SB for subordinate, and SL for Second-level leader.

* $p < .05$, ** $p < .01$, *** $p < .001$ (two-tailed)

Table 8.

Hierarchical Regression Results for Testing the Interaction Effect of Direct leader's Self-efficacy (Hypothesis 4b)

Variable	Direct leader's Empowering leadership			
	Model 1	Model 2	Model 3	Model 4
<u>Step 1:</u>				
<u>Control Variables</u>				
Gender(L)	.46*	.44*	.42	.44
Age(L)	-.01	.00	.00	.00
Education(L)	-.03	-.11	-.13	-.12
Gender(SB)	-.50*	-.58*	-.58*	-.58**
Age(SB)	-.03	-.03*	-.03*	-.03*
Education(SB)	-.19	-.23	-.22	-.21
<u>Step 2:</u>				
<u>Main effects</u>				
Abusive Supervision(SL)		-.21**	-.20**	-.19*
<u>Step 3:</u>				
<u>Main effects</u>				
Self-efficacy(L)			.04	.03
<u>Step 4: Interaction</u>				
Abusive Supervision(SL) × Self-efficacy(L)				.03
R^2	.09	.12	.12	.12
ΔF	2.33	11.52	.23	.55
ΔR^2	.07	.05	.00	.00

Note. N=200.

All variables are mean-centered. L for focal leader, SB for subordinate, and SL for Second-level leader.

* $p < .05$, ** $p < .01$, *** $p < .001$ (two-tailed)

Table 9.

Hierarchical Regression Results for Testing Hypothesis 5

Variable	Subordinate's Task performance	
	Model 1	Model 2
<u>Step 1:</u>		
<u>Control Variables</u>		
Gender(L)	.41*	.29
Age(L)	.02	.02
Education(L)	.32*	.32*
Gender(SB)	-.27	-.14
Age(SB)	-.20	-.01
Education(SB)	.20	.25*
<u>Step 2:</u>		
<u>Main effects</u>		
Empowering leadership(L)		.27***
R^2	.10	.17
ΔF	3.41	18.25
ΔR^2	.10	.08

Note. N=200.

All variables are mean-centered. L for focal leader, SB for subordinate, and SL for Second-level leader.

* $p < .05$, ** $p < .01$, *** $p < .001$ (two-tailed)

Table 10.

Hierarchical Regression Results for Testing Hypothesis 6

Variable	Subordinate's Proactive Behavior	
	Model 1	Model 2
<u>Step 1:</u>		
<u>Control Variables</u>		
Gender(L)	.43*	.30
Age(L)	.01	.01
Education(L)	.37*	.38*
Gender(SB)	-.26	-.12
Age(SB)	-.01	.00
Education(SB)	.24	.29*
<u>Step 2:</u>		
<u>Main effects</u>		
Empowering leadership(L)		.28***
R^2	.10	.18
ΔF	3.75	18.02
ΔR^2	.10	.07

Note. N=200.

All variables are mean-centered. L for focal leader, SB for subordinate, and SL for Second-level leader.

* $p < .05$, ** $p < .01$, *** $p < .001$ (two-tailed)

5.3. Supplementary Analysis

In a similar vein with second-level leader's reputation, I measure *Perceived (second-level) leader status*. It means that leader's ability to access various resources and to impact important organizational decision (Eisenberger et al., 2002). Leader's status is kind of similar with leader's reputation. However, Muller (2006) mentioned that reputation is needed conditions for build leader's high status. That is, leader's status is characterized by high level of reputation. In Eisenberger and his coworkers' research (2002), high status leaders have higher authority, autonomy and support inside the organization and can influence crucial organizational decisions. Thus, I measure perceived (second-level) leader status from direct leader. It consists of three items from Eisenberger et al.'s (2002) Perceived Supervisory Status scale. Item used include "The organization holds my leader in high regard", "The organization gives my leader the chance to make important decisions", and "The organization supports decisions made by my leader". The mean of this variable is 5.23 and standard deviation is 1.61. Cronbach's alpha coefficient of role-modeling is .96.

Table 11.

Hierarchical Regression Results for Testing the Interaction Effect of Direct leader's perceived second-level leader status (Hypothesis 8a)

Variable	Direct leader's Empowering leadership			
	Model 1	Model 2	Model 3	Model 4
<u>Step 1:</u>				
<u>Control Variables</u>				
Gender(L)	.12	.14	.18	.18
Age(L)	-.02	-.02*	-.02	-.02
Education(L)	-.04	-.12	-.13	-.14
<u>Step 2:</u>				
<u>Main effects</u>				
Empowering Leadership(SL)		.24***	.46***	.48***
<u>Step 3:</u>				
<u>Main effects</u>				
Leader status (L)			-.22*	-.20*
<u>Step 4: Interaction</u>				
Empowering Leadership (SL) × Leader status (L)				.03
R^2	.02	.09	.12	.12
ΔF	1.57	13.45	6.28	.54
ΔR^2	.02	.06	.03	.00

Note. N=200.

All variables are mean-centered. L for focal leader, SB for subordinate, and SL for Second-level leader.

* $p < .05$, ** $p < .01$, *** $p < .001$ (two-tailed)

Table 12.

Hierarchical Regression Results for Testing the Interaction Effect of Direct leader's perceived second-level leader status (Hypothesis 8b)

Variable	Direct leader's Empowering leadership			
	Model 1	Model 2	Model 3	Model 4
<u>Step 1:</u>				
<u>Control Variables</u>				
Gender(L)	-.02	-.02	-.02	-.02
Age(L)	.12	.07	.07	.10
Education(L)	-.04	-.11	-.11	-.08
<u>Step 2:</u>				
<u>Main effects</u>				
Abusive Supervision (SL)		-.18**	-.17*	-.15*
<u>Step 3:</u>				
<u>Main effects</u>				
Leader status (L)			.00	-.04
<u>Step 4: Interaction</u>				
Abusive Supervision(SL) × Leader status (L)				.06
R^2	.02	.06	.06	.08
ΔF	1.57	8.05	.00	3.28
ΔR^2	.02	.04	.00	.02

Note. N=200.

All variables are mean-centered. L for focal leader, SB for subordinate, and SL for Second-level leader.

* $p < .05$, ** $p < .01$, *** $p < .001$ (two-tailed)

I supplementary proposed a moderating effect of direct leader's perceived second-level leader status. As shown in the table 11, the interaction term was not significant ($\beta = .03$ *n.s.*). Also, interaction term with second-level leader's abusive supervision and direct leader's perceived second-level leader status was not significant ($\beta = .07$ *n.s.*) (see table 12).

In addition, I didn't set main hypothesis about the mediation effect of direct leader's empowering leadership. Thus, in supplementary study, I also examine the direct leader's empowering leadership's mediating effect to confirm the cascading effect from second-level leader to subordinate. I conducted Hayes's (2018) mediation analysis based on bootstrapping (see table 13 and 14) and I found that the indirect effect from second-level leader's empowering leadership to subordinate task performance and proactive behavior via direct leader's empowering leadership was positive and significant (for task performance: coefficient = .02 ; 95% CIs ([.02, .09]), for proactive behavior: coefficient = .02 ; 95% CIs ([.02, .10])).

Table 13.

Direct and indirect effects of second-level leader's empowering leadership on subordinate's task performance

Paths	Dependent variable: Task performance			
	Effect	SE	LL 95% CI	UL 95% CI
<i>Direct effect</i>				
[Empowering leadership (SL, T1) → Task performance (SB, T3)]	.25	.05	.14	.37
<i>Indirect effect</i>				
[Empowering leadership (SL, T1) → Empowering leadership (L, T2) → Task performance (SB, T3)]	.05	.02	.02	.09

Note. $N = 200$. Bootstrap sample size = 5,000. LL= lower limit; CI = confidence interval. UL =upper limit.

L for focal leader, SB for subordinate, and SL for Second-level leader.

Table 14.

Direct and indirect effects of second-level leader's empowering leadership on subordinate's proactive behavior

Paths	Dependent variable: Proactive behavior			
	Effect	SE	LL 95% CI	UL 95% CI
<i>Direct effect</i>				
[Empowering leadership (SL, T1) → Proactive behavior (SB, T3)]	.25	.06	.12	.37
<i>Indirect effect</i>				
[Empowering leadership (SL, T1) → Empowering leadership (L, T2)	.06	.02	.02	.10

→ Proactive behavior (SB, T3)]

Note. $N = 200$. Bootstrap sample size = 5,000. LL= lower limit; CI = confidence interval. UL =upper limit.

L for focal leader, SB for subordinate, and SL for Second-level leader.

Also, as see table 15 and 16, I found that the indirect effect from second-level leader's abusive supervision to subordinate task performance and proactive behavior via direct leader's empowering leadership was negative and significant (for task performance: coefficient = .02 ; 95% CIs ($[-.11, -.03]$), for proactive behavior: coefficient = .02 ; 95% CIs ($[-.12, -.03]$)).

Table 15.

Direct and indirect effects of second-level leader's abusive supervision on subordinate's task performance

Paths	Dependent variable: Task performance			
	Effect	SE	LL 95% CI	UL 95% CI
<i>Direct effect</i>				
[Abusive Supervision (SL, T1) → Task performance (SB, T3)]	.13	.06	.02	.24
<i>Indirect effect</i>				
[Abusive Supervision (SL, T1) → Empowering leadership (L, T2) → Task performance (SB, T3)]	-.06	.02	-.11	-.03

Note. $N = 200$. Bootstrap sample size = 5,000. LL= lower limit; CI = confidence interval. UL =upper limit.

L for focal leader, SB for subordinate, and SL for Second-level leader.

Table 16.

Direct and indirect effects of second-level leader's abusive supervision on subordinate's proactive behavior

Paths	Dependent variable: Voice behavior			
	Effect	SE	LL 95% CI	UL 95% CI
<i>Direct effect</i>				
[Empowering leadership (SL, T1) → Proactive behavior (SB, T3)]	.13	.06	.02	.25
<i>Indirect effect</i>				
[Empowering leadership (SL, T1) → Empowering leadership (L, T2) → Proactive behavior (SB, T3)]	-.06	.02	-.12	-.03

Note. $N = 200$. Bootstrap sample size = 5,000. LL= lower limit; CI = confidence interval. UL =upper limit.

L for focal leader, SB for subordinate, and SL for Second-level leader.

Chapter VI. Discussion

6.1. Summary of Major Findings

Considering increased emphasis on leader position and empowering leadership lately, this study intended to broaden the extant perspective in the field of empowering leadership in hierarchical relationship and investigate social learning process. Based on Bandura's social learning theory, this study discussed an influence of second-level leader's empowering leadership or abusive supervision on their subordinate; direct leader's empowering leadership and subsequently, subordinate's task performance and proactive behavior. Thus, this article confirm that positive relationship between second-level leader's empowering leadership and direct leader's empowering leadership. Furthermore, second-level leader's abusive supervision is negatively related to direct leader's empowering leadership. In subordinate's perspective, direct leader's empowering leadership could result in subordinate's high task performance and proactive behavior. Hence, It could be the milestone of vicarious cycle of empowering. However, for boundary condition that strengthen role-modeling effect and counter-

modeling effect, the moderator that I suggested is not supported in empirical study. To make up those shortcomings, I did supplementary analysis that similar with reputation, I asked perceived leader status that more comprehensive and task-oriented measure. For results, direct leader's perceived second-level leader's status didn't moderate et al. All the hypotheses is described in table 13.

Table 13. Summary of Results

No.	Hypothesis	Result
Hypothesis 1	Second-level leader's empowering leadership is positively related to direct leader's empowering leadership.	Supported
Hypothesis 2	Second-level leader's abusive supervision is negatively related to direct leader's empowering leadership.	Supported
Hypothesis 3a	Second-level leader's reputation will moderate the effect of second-level leader's empowering leadership on direct leader's empowering leadership. The higher the second-level leader's reputation, the stronger the positive relationship between second-level leader's empowering leadership and direct leader's empowering leadership. (Role-modeling effect)	Not Supported
Hypothesis 3b	Second-level leader's reputation will moderate the effect of second-level leader's abusive supervision on direct leader's empowering leadership. The lower the second-level leader's reputation, the weaker the negative relationship between second-level leader's abusive supervision and direct leader's empowering leadership. (Counter-modeling effect)	Not Supported
Hypothesis 4a	Direct leader's general self-efficacy will moderate the effect of second-level leader's empowering leadership on direct leader's empowering leadership. The lower the direct leader's self-efficacy, the stronger the positive relationship between second-level leader's empowering leadership and direct leader's empowering leadership. (Role-modeling effect)	Not Supported
Hypothesis 4b	Direct leader's general self-efficacy will moderate the effect of second-level leader's abusive supervision on direct leader's empowering leadership. The higher the direct leader's self-efficacy, the weaker the negative relationship between second-level leader's abusive supervision and direct leader's empowering leadership. (Counter-modeling effect)	Not Supported

Hypothesis 5	Direct leader's empowering leadership is positively related to subordinates' task performance.	Supported
Hypothesis 6	Direct leader's empowering leadership is positively related to subordinates' proactive behavior.	Supported

6.2. Theoretical and Practical Implications

The findings of this study contribute to the literature on empowering leadership theoretical way. First, we find that the empowering leadership of second-level leader functions as an antecedent of the empowering leadership. Also, second-level leader's abusive supervision serve as an negative antecedent of leader's empowering leadership behavior. That is, this study identifies and examines factor promoting empowering leadership from a social learning perspective. Empowering leadership, exerting positive influence on the outcomes of subordinates, can be promoted by the empowering leadership of second-level leaders. Also, not promoted by the abusive supervision of second-level leaders. By examining the relationship from second-level leader's empowering leadership to subordinate's not only task performance but also proactive behavior, it could be vicarious cycle in supportive stream.

This study also examine the impact on organizational outcomes of the cascading effect of empowering leadership across hierarchical levels and its boundary condition. Such an approach expands the range of empowering leadership studies, having previously focused on its antecedents, by examining both its antecedents and consequences in the same study. Especially, considering both

second-level leader's perspective and direct leader's perspective, it confirm the moderating effect of social learning theory's contextual variable despite of not supporting the results. However, for supplementary study, I can find that when strengthening role-modeling effect, it is important to receiver (direct leader in this article) is important. If direct leader want to follow and endorse second-level leader, these role-modeling effect will be strengthen. In other hand, when strengthening counter-modeling effect, giver (second-level leader in this article)'s external reinforcement factor is important. Though both reputation and status is not significant moderator, it can be deduce that when people do not follow undesirable behavior, they easily affect from external view.

In today's rapidly changing environment, it is necessary for organizations to remain strategically flexible, an arrangement that depends on whether employees have enough discretion and are motivated to make important decisions to adapt to these rapid changes. Empowering leadership is believed to be an effective way for leaders to enhance employees' intrinsic motivation and receptiveness to their environments (Ahearne et al., 2005). While focusing on training junior leaders for empowering leadership skills, many organizations overlook the role model of senior leaders in fostering such an empowering culture. The results of our study make

us aware of the importance of the role played by high-level leaders in empowering not only junior leaders but also front-line employees.

6.3. Limitation and Future Research

Finally, i would like to draw readers' particular attention to several strengths and limitations of our data collection and measurement when interpreting our findings. Regarding strengths, i used well-established scales in measuring constructs involving behaviors and perceptions from direct leader and subordinate employee in time-lagged data collection stream (T1-T2-T3). Such a longitudinal data collection ensures the validity of our findings.

However, our study also has several limitations and needs the improvement of future studies. i relied on supervisor ratings to measure the task performance of subordinates. Although this helps partially mitigate common method bias, such a perceptual measure may suffer from the subjectivity of respondents (Judge & Ferris, 1993). Future research may consider the use of archival or secondary data for measuring task performance. Also, moderating variables can also be considered in broader perspective. In this study, I examined second-level leader's reputation and direct leader's general self-efficacy and add perceived second-level leader's

status and direct leader's role—modeling intention in supplementary study. However, other variables can also be explored as moderators. For example, leader's prototypicality or endorsement can be explored as other moderators. Thus, in future research, other possible variable can be examined as moderators. Also, exploring mediator between second-level leader's leadership and direct leader's leadership is important to examine on social learning mechanism deeply.

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SURVEY ITEMS

<Focal Leader Rating in Time 1>

Second-level leader's Empowering leadership

1. My manager helps me understand how my objectives and goals relate to that of the company
: 나의 상사는 나의 목표와 회사의 목표가 어떻게 연관되어 있는지 이해할 수 있도록 도와준다
2. My manager helps me understand the importance of my work to the overall effectiveness of the company
: 나의 상사는 회사성과에 있어 나의 일이 얼마나 중요한 역할을 하는지 이해할 수 있도록 도와준다
3. My manager helps me understand how my job fits into the bigger picture
: 나의 상사는 회사의 전체적인 방향 속에서 나의 일을 이해할 수 있도록 도와준다
4. My manager makes many decisions together with me
: 나의 상사는 다양한 의사결정에 나를 참여시킨다
5. My manager often consults me on strategic decisions
: 나의 상사는 전략적인 의사결정을 할 때 나와 자주 의논한다
6. My manager solicits my opinion on decisions that may affect me

: 나의 상사는 나와 관련된 의사결정을 할 때 나의 의견을
구한다

7. My manager believes that I can handle demanding tasks

: 나의 상사는 내가 어려운 업무를 잘 처리할 수 있다고 믿는다

8. My manager believes in my ability to improve even when I
make mistakes

: 나의 상사는 내가 실수를 할 때 조차도, 나의 능력이 나아질
수 있다고 믿는다

9. My manager expresses confidence in my ability to perform at
a high level

: 나의 상사는 나에게 뛰어난 성과를 보일 능력이 있다고
확신한다

10. My manager allows me to do my job my way

: 나의 상사는 나의 업무를 내 방식으로 수행할 수 있도록
해준다

11. My manager makes it more efficient for me to do my job by
keeping the rules and regulations simple

: 나의 상사는 공식적인 규칙과 규정을 단순화하여 나의 업무가
보다 효율적으로 진행될 수 있도록 해준다

12. My manager allows me to make important decisions quickly
to satisfy customer needs

: 나의 상사는 나에게 중요한 의사결정을 신속히 내릴 수 있게

해준다

Second-level leader's Abusive Supervision

1. My manager tells me my thoughts or feelings are stupid
: 나의 상사는 나의 생각이나 감정들이 한심하다고 말한다
2. My manager puts me down in front of others
: 나의 상사는 다른 사람들 앞에서 나를 무시한다
3. My manager doesn't give me credit for jobs requiring a lot of effort
: 나의 상사는 내가 많은 노력을 기울이고 열심히 한 것에 대해 인정해 주지 않는다
4. My manager blames me to save himself/herself embarrassment
: 나의 상사는 자신의 난처함을 감추기 위해 나를 비난한다
5. My manager makes negative comments about me to others
: 나의 상사는 타인에게 나에 대한 부정적인 말을 한다

Second-level leader's Reputation

1. My manager is regarded highly by others
: 나의 상사는 다른 사람으로부터 높이 평가받는다
2. My manager has a good reputation
: 나의 상사는 좋은 평판을 얻고 있다

3. My manager has the respect of my colleagues and associates
: 나의 상사는 동료들과 부하직원들로부터 존경을 받고 있다
4. Others trust my manager
: 다른 사람들은 나의 상사를 믿는다
5. Others see my manager as a person of high integrity
: 다른 사람들은 나의 상사를 청렴한 사람으로 본다
6. Others regard my manager as someone who gets things done
: 다른 사람들은 나의 상사를 일을 잘하는 사람으로 여긴다
7. My manager has a reputation for producing results
: 나의 상사는 성과를 잘 내는 것으로 정평이 나 있다.
8. People expect my manager to consistently demonstrate the highest performance
: 사람들은 나의 상사가 계속해서 좋은 성과를 보여주기를 기대한다
9. People know my manager will produce only high quality results
: 사람들은 나의 상사가 좋은 성과만 보여줄 것이라고 생각한다
10. People count on my manager to consistently produce the highest quality performance
: 사람들은 나의 상사가 계속해서 좋은 성과를 낼 것이라고 기대한다
11. My manager have the reputation of producing the highest

quality performance

: 나의 상사는 좋은 성과를 내는 것으로 유명하다

12. If people want things done right, they ask my manager to do it

: 사람들은 일처리를 제대로 처리하려면 나의 상사에게 맡겨야 한다고 생각한다

Perceived Second-level leader's Status

1. The organization holds my manager in high regard

: 우리 조직은 나의 상사를 높이 평가한다

2. The organization gives my manager the chance to make important decisions

: 우리 조직은 나의 상사에게 중요한 결정을 내릴 기회를 준다

3. The organization supports decisions made by my manager

: 우리 조직은 나의 상사의 결정을 지원한다

General Self-efficacy

1. I will be able to achieve most of the goals that I have set for myself

: 나는 내가 세운 목표를 대부분 달성할 수 있다

2. When facing difficult tasks, I am certain that I will accomplish them

: 나는 어려운 업무를 맡더라도 끝까지 완수할 수 있다고
확신한다

3. In general, I think that I can obtain outcomes that are
important to me

: 대부분의 경우에 나는 나한테 중요한 성과들을 얻을 수 있다고
생각한다

4. I believe I can succeed at most any endeavor to which I set
my mind

: 나는 내가 결정한 어떤 시도에서도 성공할 것이라고 믿는다

5. I will be able to successfully overcome many challenges

: 나는 많은 어려움을 성공적으로 극복할 수 있다

6. I am confident that I can perform effectively on many different
tasks

: 나는 많은 어려운 업무들을 효과적으로 수행할 수 있다고
자신한다

7. Compared to other people, I can do most tasks very well

: 다른 사람들과 비교했을 때, 나는 대부분의 업무를 매우 잘
수행할 수 있다

8. Even when things are tough, I can perform quite well

: 상황이 어려울 때조차 나는 업무를 꽤 잘 수행할 수 있다

<Focal Subordinate Rating in Time 2>

Direct leader's Empowering leadership

1. My manager helps me understand how my objectives and goals relate to that of the company
: 나의 상사는 나의 목표와 회사의 목표가 어떻게 연관되어 있는지 이해할 수 있도록 도와준다
2. My manager helps me understand the importance of my work to the overall effectiveness of the company
: 나의 상사는 회사성과에 있어 나의 일이 얼마나 중요한 역할을 하는지 이해할 수 있도록 도와준다
3. My manager helps me understand how my job fits into the bigger picture
: 나의 상사는 회사의 전체적인 방향 속에서 나의 일을 이해할 수 있도록 도와준다
4. My manager makes many decisions together with me
: 나의 상사는 다양한 의사결정에 나를 참여시킨다
5. My manager often consults me on strategic decisions
: 나의 상사는 전략적인 의사결정을 할 때 나와 자주 의논한다
6. My manager solicits my opinion on decisions that may affect me
: 나의 상사는 나와 관련된 의사결정을 할 때 나의 의견을

구한다

7. My manager believes that I can handle demanding tasks

: 나의 상사는 내가 어려운 업무를 잘 처리할 수 있다고 믿는다

8. My manager believes in my ability to improve even when I make mistakes

: 나의 상사는 내가 실수를 할 때 조차도, 나의 능력이 나아질 수 있다고 믿는다

9. My manager expresses confidence in my ability to perform at a high level

: 나의 상사는 나에게 뛰어난 성과를 보일 능력이 있다고 확신한다

10. My manager allows me to do my job my way

: 나의 상사는 나의 업무를 내 방식대로 수행할 수 있도록 해준다

11. My manager makes it more efficient for me to do my job by keeping the rules and regulations simple

: 나의 상사는 공식적인 규칙과 규정을 단순화하여 나의 업무가 보다 효율적으로 진행될 수 있도록 해준다

12. My manager allows me to make important decisions quickly to satisfy customer needs

: 나의 상사는 나에게 중요한 의사결정을 신속히 내릴 수 있게 해준다

<Focal Leader Rating in Time 3>

Task Performance

1. The performance level of this employee is satisfactory
: 이 직원의 업무성과는 만족할 만한 수준이다
2. This employee is effective in his or her job
: 이 직원은 자신의 직무 수행에 있어서 효과적이다
3. This employee performs better than many other employees
who perform the same
: 이 직원은 비슷한 업무를 수행하는 다른 많은 직원들보다
뛰어나다
4. This employee produces high-quality work
: 이 직원은 업무수행의 완성도가 높다

Proactive Behavior

1. This employee actively attacks problems
: 이 직원은 문제를 회피하지 않고 적극적으로 마주한다
2. Whenever something goes wrong, this employee searches for
a solution immediately
: 이 직원은 어떤 일이 잘못될 때마다, 즉시 해결책을 찾으려
한다

3. Whenever there is a chance to get actively involved, this employee takes it

: 이 직원은 참여할 기회가 있을 때마다 적극적으로 받아들인다

4. This employee takes initiative immediately even when other don't

: 이 직원은 남들이 하지 않으려 하는 일도 솔선수범한다

5. This employee use opportunities quickly in order to attain his or her goals

: 이 직원은 목표를 달성하기 위해 기회를 적극적으로 활용한다

6. Usually this employee do more than I am asked to do

: 이 직원은 시키는 것보다 더 많은 것을 해온다

7. This employee are particularly good at realizing ideas

: 이 직원은 아이디어를 잘 실현한다

국문초록

롤모델링 또는 카운터모델링 : 사회학습관점에서의 임파워링 리더십

서울대학교 대학원
경영학과 경영학 전공
오 민 주

임파워링 리더십은 그 효과성에 대하여 구성원의 성과를 향상시킬 뿐만 아니라 그들의 조직시민행동까지 가져오는 등 그 긍정적인 효과에 대해 많은 선행 연구들로부터 밝혀져 왔다. 하지만 대부분의 연구는 임파워링 리더십이 가져오는 구성원 및 조직 측면의 효과에 대해서 집중할 뿐, 무엇이 그 리더십을 이끄는지, 어떻게 조직 내에서 임파워링 리더십과 같은 긍정적인 리더십을 개발할 수 있는지에 대해 연구가 드문 실정이다. 권한 위임(empowerment)을 받은 구성원의 조직 내 긍정적인 효과도 중요하지만, 리더가 그의 차상위 리더에게 권한 위임을 받았을 경우 조직에 미칠 긍정적 영향은 일반 구성원에 비해 더 클 수 있다는 점에 집중하여, 이 연구에서는 반두라(Bandura)의 사회 학습 관점(social learning perspective)을 기반으로 차상위 리더가 임파워링 리더십을 행사하여, 리더가 권한 위임을 받았을 경우, 그것이 부하 리더에게 롤모델로서 작용하여 선순환이 이루어질 것인지에 대해 밝혀보고자 한다. 또한 이러한 리더십의 적하효과가 구성원의 직무

성과와 조직 내 주도적 행동을 이끌으로써 이것이 추후 구성원이 리더의 위치로 갔을 때 임파워링 리더십을 발휘할 수 있는 기반이 될 수 있을 것인지에 대해 확인하고자 한다.

추가적으로 이 논문에서는 차상위 리더와 리더의 적하효과에 대해 어떤 경우 차상위 리더를 롤모델로 삼아 그의 행동을 따라할 것인지, 어떤 경우 차상위 리더를 반면교사 삼아 그의 행동을 따라하지 않으려 할 것인지에 대한 경계조건을 살펴보고자 한다. 반두라의 사회학습이론의 강화요인에 착안하여, 이 논문에서는 그 경계조건으로서 차상위 리더의 관점에서, 따라하고자 하는 대상인 차상위 리더가 조직 내에서 높은 보상과 인정을 받을 경우, 즉 높은 평판을 가지고 있을 경우 그 리더의 행동을 더욱 따라할 것이라고 가정하였고(롤모델링 효과 강화), 낮은 평판을 가지고 있을 경우 그 리더의 행동을 따라하지 않으려 할 것이라 가정하였다(반면교사, 카운터모델링 효과 강화). 또한 받아들이는 리더 관점에서, 본인의 자기효능감, 즉, 과업수행자신감이 높을 경우 외부의 영향을 받지 않고 스스로 높은 확신을 가지고 본인만의 리더십을 수행해 갈 것이라고 가정하였고(반면교사, 카운터모델링 효과 강화), 반면 낮은 과업수행자신감을 보이는 경우, 스스로에 대한 확신과 자신감이 부족하여 외부의 행동을 참고하고, 차상위 리더의 행동을 더 쉽게 따라할 것이라 가정하였다(롤모델링 효과 강화).

본 연구는 한국의 다양한 기업 내에서 구성원과 상사 각각 한 명을 쌍으로 하여 온라인 설문조사를 진행하였고, 최종적으로 200쌍의

자료가 분석에 사용되었다. 가설 검증에는 위계적 회귀분석이 사용되었으며, 분석 결과 차상위 리더가 임파워링 리더십을 할 경우 리더 역시 임파워링 리더십을 하여, 그것이 구성원의 높은 직무수행과 주도적 행동으로 이어짐을 확인하였으며, 차상위 리더가 비인격적 감독을 할 경우 리더는 사회 학습 관점에 따라 임파워링 리더십을 줄이고, 이것은 구성원의 낮은 직무수행과 주도적 행동으로 이어짐을 확인하였다. 다만, 본 연구에서 제시한 경계조건인 차상위 리더의 평판과 리더의 과업수행자신감에 대한 조절효과는 지지되지 못하였다.

본 연구는 다음과 같은 이론적 기여점을 갖는다. 첫 번째로, 임파워링 리더십의 적하효과를 확인하였을 뿐만 아니라 그 부정적 선행요인으로 차상위 리더의 비인격적 감독 역시 리더의 임파워링 리더십에 영향을 미침을 확인하였다. 두 번째로, 비록 가설이 지지되지는 않았으나 반두라가 사회학습관점에서 제시한 사회학습 과정의 강화요인을 조절변수로 검증해 봄으로써 실제 조직 사회에서 사회학습의 강화요인이 어떻게 기능하는지를 확인해보았다. 향후 연구를 통해서 이 분야에 대한 이해가 더 깊어질 수 있을 것이라 기대한다.

주요어: 사회 학습 이론, 임파워링 리더십, 비인격적 감독, 평판, 자기효능감, 업무성과, 주도적 행동

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