

The Pennsylvania State University  
The Graduate School  
Department of Learning and Performance Systems

**SHARED LEADERSHIP IN PROJECT TEAMS: A QUALITATIVE  
EXAMINATION OF THEORETICAL THEMES, ANTECEDENTS, AND  
OUTCOMES**

A Dissertation in  
Workforce Education and Development

by  
Jong Gyu Park

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The dissertation of Jong Gyu Park was reviewed and approved\* by the following:

William J. Rothwell  
Professor of Workforce Education and Development  
Dissertation Advisor  
Chair of Committee

Weichun Zhu  
Professor of Management, Guangzhou University

Edgar P. Yoder  
Professor of Agricultural and Extension Education

Wesley E. Donahue  
Associate Professor of Workforce Education and Development

Susan M. Land  
Associate Professor of Education and Director of Graduate Studies

\*Signatures are on file in the Graduate School

## ABSTRACT

Although the individual approach to examining leadership has cast light on understanding leadership dynamics within a team, it also contains some inherent limitations because this approach only considers the relationship between single leaders and their followers. Over the last decade, scholars have begun to take collectivistic approaches to studying leadership such as shared leadership. While many leadership scholars emphasize the importance and value of shared leadership, a dearth of research exists as to what precisely constitutes shared leadership within a team context and as to why certain teams exhibit more effective shared leadership than others.

The primary purpose of this study was to clarify shared leadership by exploring the content and theoretical themes of shared leadership and its fundamental antecedents and outcomes. I also aimed to conceptualize and develop a model of shared leadership that can be adapted for multiple contexts by conducting the research in South Korean context. Because this study was aimed at discovering a new construct that lacks theoretical and conceptual clarity, it was appropriate to use a qualitative method.

Through in-depth interviews with thirty management consultants and seven non-participant observations of team meetings, this study examined theoretical themes, antecedents, and outcomes of shared leadership. The preliminary evidence showed that shared leadership includes team members' autonomously making a decision, taking a proactive initiative, engaging in extra-role behaviors, horizontally making joint decisions, and vertically making joint decisions. My investigation of situational antecedents (i.e., about formal leader traits and behaviors, team composition, and work characteristics) provides insight into the boundary conditions that nurture the proliferation of shared

leadership. I also found various individual antecedents, including holding a core team evaluation, showing team trust, and creating an open communication climate, for promoting shared leadership. Finally, I discovered that shared leadership has unique short- and long-term outcomes on individuals and teams.

I ascertained that the main contribution of this study is a model outlining what exactly shared among team members is. This study also presented a novel methodology to provide constructive insights on the shared leadership phenomenon through a comprehensive understanding of shared leadership based on a qualitative data analysis of individuals with firsthand shared leadership experience. I hope this study will stimulate more interest and research efforts in examining shared leadership in team contexts.

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## Chapter 1

### INTRODUCTION

An old proverb says, “Too many cooks spoil the broth.” Thus, if a cook is regarded as a decision maker, multiple cooks or decision makers in a team might result in less-than-ideal team outcomes. If so, can this proverb still be applied to today’s teams and organizations? Recent management trends and research show that this might not be necessarily true in today’s increasingly competitive business environment. According to Ancona and Bresman (2007), X-teams, in which participative decision-making procedures exist and leadership roles are distributed, achieve higher levels of performance and success. Therefore, many organizations have paid increasing attention to these types of teams. Previous research has shown group decision making is superior to individual decision making (e.g., Hollenbeck, Ilgen, Segoe, Hedlund, Major, & Phillips, 1995; Vroom & Jago, 1988) because the latter contains some inherent limitations, such as subjectivity and partiality. Group decision making, however, often brings about quality and creative team outcomes (e.g., De Dreu & West, 2001; Stasser & Birchmeier, 2003).

Although the individual approach to examining leadership has cast light on understanding leadership dynamics within a team, it also contains some inherent limitations because this approach only considers the relationship between single leaders and their followers (Yukl, 2010). Over the last decade, scholars have begun to take collectivistic approaches to studying leadership (Bolden, 2011; Carter, DeChurch, Braun, & Contractor, 2015), which generated three meta-analyses studies (D’Innocenzo, Mathieu, & Kukenberger, 2014; Nicolaidis et al., 2014; Wang, Waldman, & Zhang, 2014). However, shared leadership is still a nascent field of organizational behavior and

management (Pearce, Hoch, Jeppesen, & Wegge, 2010), and the structure and content of shared leadership are not yet fully understood (Pearce, Conger, & Locke, 2008).

Yukl (2010) stressed that proper content of a particular leadership style should be determined if the leadership style denotes a specialized role or if there is a process of influence. To meet this requirement and to present a concrete behavioral form and clarification of shared leadership, more research is necessary to develop a robust theoretical foregrounding on shared leadership. Pearce and Sims (2000) also emphasized the concrete multidimensional nature of the construct of shared leadership. To conclude, there are considerable theoretical necessities and important practical implications to explore further the content and structure of shared leadership (D'Innocenzo et al., 2014; Nicolaidis et al., 2014; Pearce et al., 2008).

Yet not much is known to answer the question of which type of leadership can be shared (Yammarino, Salas, Serbian, Sheriffs, & Shuffler, 2012) or what is to be shared among team members. Most studies examining shared leadership used traditional hierarchical or vertical approaches to leadership. Some studies have used the existing scales of transformational, transactional, directive, and empowering leadership behaviors (Ensley, Hmieleski, & Pearce, 2006; Hoch, 2013; Pearce & Sims, 2002) to measure shared leadership. Specifically, Wang et al. (2014) introduced three types of shared leadership elements to categorize previous studies for meta-analysis: (a) shared traditional leadership, (b) shared new-genre leadership, and (c) cumulative, overall shared leadership. Shared traditional leadership refers to what extent traditional leadership styles (e.g., transactional leadership, participative leadership, supportive leadership) are shared in a team. In the same vein, shared new-genre leadership refers to what extent new-genre

leadership styles (e.g., transformational leadership, visionary leadership, empowering leadership) are shared in a team. This approach to measuring shared leadership based on the extant leadership styles might not be able to capture the complexity and breadth of the full domain of shared leadership.

Little research aspired to identify the contextual antecedents of shared leadership (e.g., Carson, Tesluk, & Marrone, 2007; Small & Rentsch, 2010), such as situational factors (e.g., team environment, task characteristics; Carson et al., 2007; Hoch & Dulebohn, 2013). Shared leadership is “a collective social influence process shared by team members” (Hoch, Pearce, and Welzel, 2010, p. 105) and “how members of a group evaluate the influence of the group” (Sivasubramaniam, Murry, Avolio, & Jung, 2002, p. 68). Nonetheless, it is important to go beyond this focus on situational factors and to investigate individual determinants (i.e., individual traits, attitudes, and behaviors) of team members (Hoch & Dulebohn, 2013; Kozlowski & Bell, 2003) of shared leadership.

Meta-analysis studies indicated shared leadership has a positive relationship with team performance (D’Innocenzo et al., 2014; Nicolaides et al., 2014). However, relatively little is known about what outcomes shared leadership brings out except the performance (Carson et al., 2007; Hoch, 2013). Friedrich, Vessey, Schuelke, Ruark, and Mumford (2009) suggested that outcomes of collective leadership include team performance capabilities, immediate outcomes, and long-term outcomes. However, prior studies did not identify that outcomes of shared leadership can be interactive among positive/negative, short-term/long-term, and individual-level/team-level, an approach critical to reaching a more complete understanding of shared leadership effectiveness

(Padilla, Hogan, & Kaiser, 2007). Hence, in this study, I also attempt to explore whether shared leadership can bring about various outcomes beyond team job performance.

Qualitative studies provide detailed and exploratory information on how individuals perceive a specific phenomenon (Treviño, den Nieuwenboer, Kreiner, & Bishop, 2014) such as shared leadership (Ramthun & Matkin, 2014). Because this study aimed to explore theoretical themes, situational and individual antecedents by team members, and multiple outcomes of shared leadership, a construct that still lacks theoretical and conceptual clarity, it is appropriate to use a qualitative method. Leadership is highly sensitive to contextual factors (Bryman, Stephen, & à Campo, 1996; Conger, 1998). Parry, Mumford, Bower, and Watts (2014) also emphasized that qualitative research is suitable for revealing context-specific forces of leadership and can provide new insights into the dynamics of leadership.

### **Research Problems**

In the latter portion of the 20<sup>th</sup> century, leadership researchers have mainly focused on a single leader and her/his personal characteristics and behavioral patterns (Bass & Bass, 2008; Wang et al., 2014). Although each single individual's leadership is certainly important for team effectiveness, this approach has limitation in some aspects because it considers only the relationship between a single leader and her/his followers (Yukl, 2010). Above all, new leadership approaches are required to go beyond a single formal leadership perspective considering business environmental changes (Yammarino et al., 2012). In this context, the leadership research field faces a paradigm shift that involves multiple individuals taking leadership role, and thus this change has brought collective and network approaches to leadership to the attention of researchers as well as

practitioners (Cullen & Yammarino, 2014). Yammarino and his colleagues (2012) highlighted various collectivistic approaches of leadership such as “team leadership,” “network leadership,” “complexity leadership,” “collective leadership,” and “shared leadership” in the focal article for *Industrial and Organizational Psychology*. To date, three meta-analysis researches of shared leadership (D’Innocenzo et al., 2014; Nicolaides et al., 2014; Wang et al., 2014) have been published in prestigious journals in organizational and management field. *The Leadership Quarterly* special issue on collective and network approaches to leadership was published in April 2016 (Cullen & Yammarino, 2014; 2016). Nevertheless, the definition, structure, and content of shared leadership is not clear even there is more attention to conceptualization of the shared leadership.

On the other hand, it is necessary to examine shared leadership in diverse work settings in different cultural contexts (Rousseau & Fried, 2001). Although literatures regarding collectivistic leadership approach are increasing, shared leadership still is a relatively new concept and nascent field in the organizational and management field (Pearce et al., 2010). Hoch and her colleagues (2010) suggested that further shared leadership studies in many cultural settings are needed because most of shared leadership researches have been conducted in North America, while only a few researchers investigated shared leadership in different cultural surroundings. Surprisingly, very few attempts have been made to test shared leadership in Eastern culture (for exceptions, see Alves, 2008; Ishikawa, 2012; Liu, Hu, Li, Wang, & Lin, 2014; Zhou, 2013) even though Eastern countries represent the more collectivistic cultures based on Hofstede’s (1980) theoretical analysis, which are considered to be an important precursor to shared

leadership. Shared leadership can be described as “a collectivistic intra-group phenomenon” (Hoch et al., 2010, p. 106). Thus, it is possible that more collectivistic cultures may lead to more meaningful and explicit manifestations of shared leadership in teams. The theoretical foregrounding of shared leadership needs to be investigated and expanded in cultural contexts different from United States (individualism index 91), such as South Korea (individualism index 18), which represents a collectivistic culture.

Additionally, even though shared leadership has been mentioned on a frequent basis, the content and structure of shared leadership are still not clear yet as some scholars stated that shared leadership is not a precise terminology yet (Pearce et al., 2008). In addition, in terms of moderators of relationship between shared leadership and team performance, three meta-analysis studies showed mixed results. A meta-analysis by Wang et al. (2014) reported that the effects of shared leadership are stronger as work complexity increases. However, in contrast, another meta-analysis by D’Innocenzo et al. (2014) found that task complexity negatively moderates the shared leadership-performance relationship. Thus, more research is required on shared leadership aimed at developing proper theoretical foregrounding to present a concrete clarification of the construct of shared leadership, and its influence mechanism.

Therefore, a qualitative research allows researchers to attain more detailed and exploratory information of how individuals perceive the specific situations (Treviño et al., 2014), e.g., shared leadership (Ramthun & Matkin, 2014; Slantcheva-Durst, 2014). Since this study aimed to explore theoretical themes, antecedents, and outcomes of shared leadership, it is appropriate to use a qualitative method because this study is aimed at discovering a new construct that lacks theoretical and conceptual clarity. Leadership has

high sensitivity to contextual factors (Bryman et al., 1996; Conger, 1998). Parry et al. (2014) pointed out that qualitative studies on leadership are suitable to revealing context-specific forces of leadership, and can provide new insight into the dynamics of leadership. For example, the GLOBE study (House et al., 1999), which was studied in 170 countries about leadership, used both quantitative and qualitative methods to identify unique factors derived from cultural context of each country to the analysis. Parry et al. (2014) also emphasized that recent emergence of relational approach to leadership is one of evidences why leadership studies using qualitative research has been expanded these days.

### **Purpose of Study**

The primary purpose of this study is to clarify shared leadership by exploring the content and theoretical themes of shared leadership and its fundamental antecedents and outcomes. However, I did not aim to develop a definitive theory of shared leadership. Rather, I carefully examined shared leadership in a specific context for providing a foundational understanding of the meaning that team members pertain to the idea of shared leadership. Thus, I aimed to conceptualize and develop a model of shared leadership that can be adapted for multiple contexts by conducting the research in South Korean context.

Leadership researchers have pointed out that the myth of heroic leader in complexity and necessities of leadership in the plural and/or collectivistic perspectives on leadership (Kozlowski & Bell, 2003; Uhl-Bien, 2006). Indeed, leadership field need to move beyond the single leader and her/his personal characteristics and behavioral patterns. I believe research on shared leadership is in progress as a response to limitation

of traditional single leadership approach, which considers only the relationship between single leader and her/his multiple followers (Yukl, 2002).

Moreover, I hope to contribute to the field of cross-cultural organizational behavior studies through this study. Many organizational behavior studies have attested that culture influences leadership (Gelfand, Erez, & Aycan, 2007). House et al. (1999) investigated cultural variations to figure out which leadership style is universal and which leadership style is culturally specific. In response to call for more studies (Gelfand et al., 2007) on cross-cultural leadership, I conducted this research that might help capture the level of complexity, and dynamism of shared leadership in a different cultural context.

### **Rationale**

More research is encouraged to explore the content of shared leadership (Bligh, Pearce, & Kohles, 2006). The concept of shared leadership also needs to be distinguished from other seemingly relevant team constructs. Yammarino et al. (2012) elaborated on the differences between shared leadership and other collective approaches to leadership (e.g., team leadership, network leadership, complexity leadership, collective leadership), and Carson et al. (2007) discussed the differences between shared leadership and similar constructs, such as team autonomy, team empowerment, cooperation, and team cognition. Based on the earlier research, I have determined that shared leadership is a distinct form of leadership that possesses a unique theoretical theme and content (Carson et al., 2007).

Previous research has demonstrated particular situational predictors, such as internal team environment (e.g., shared purpose, social support, and voice) and external coaching (Carson et al., 2007), team size and task complexity (Conger & Pearce, 2003), support factors, vertical leadership, team characteristics and composition (Hoch &



Dulebohn, 2013), and team collectivism and intragroup trust (Small & Rentsch, 2010).

However, these studies do not arrive at a crystal-clear consensus about what shapes shared leadership (e.g., Bergman, Rentsch, Small, Davenport, & Bergman, 2012).

Yammarino and his colleagues (2012) also commented that the missing point for shared leadership is “how shared leadership is developed and for what boundary conditions is it considered effective” (p. 391).

In addition, prior studies did not attempt to distinguish the individual and situational antecedents to shared leadership. I expect that situational antecedents (i.e., situational factors such as team context and task characteristics) partially lead to individual antecedents (i.e., team members’ traits, attitudes, and behaviors), which in turn lead to shared leadership in teams. Most prior studies mainly focused on situational antecedents of shared leadership. Although Small and Rentsch (2010) examined team collectivism and intragroup trust as antecedents of shared leadership, to my knowledge, no research has directly investigated its individual antecedents by team members, which exert a direct influence on shared leadership. According to Mathieu, Maynard, Rapp, and Gilson (2008), the team environment affects team members, who, in turn, influence team processes such as interpersonal process and transition process. Since shared leadership is a team process (Ensley et al., 2006; Small & Rentsch, 2010) involving individuals, add to situational precursors, it is important to investigate what individual traits, beliefs, and attitudes of team members influence shared leadership.

Previous studies have illustrated positive relationships between shared leadership and team performance (e.g., Carson et al., 2007; Ensley et al., 2006; Hoch et al., 2010; Hoch & Kozlowski, 2014; Mehra, Smith, Dixon, & Robertson, 2006; Pearce & Sims

2002; Sivasubramaniam et al., 2002; Small & Rentsch, 2010). Studies have also identified team performance and effectiveness (Carson et al., 2007; Ensley et al., 2006; Hiller, Day, & Vance, 2006), team-member skills (Klein, Ziegert, Knight, & Xiao, 2006), and team member satisfaction (Avolio, Jung, Murry, & Sivasubramania, 1996; Bergman et al., 2012; Mehra et al., 2006) as outcomes of shared leadership. However, these prior studies did not differentiate outcomes of shared leadership between short-term and long-term or across individual and group levels.

Some (e.g., Conger, 2003) noted that shared leadership does not always cause positive performance. For example, Boies, Lvina, and Martens (2010) found that shared transformational leadership has a positive effect on team potency and trust but not on team performance. Pearce (2008) and more recently Fausing, Jeppesen, Jønsson, Lewandowski, and Bligh (2013) did not find a direct link between shared leadership and team performance. This suggests that more studies are needed to understand outcome complexity of shared leadership, including its types, directionality, and time dimensionality.

### **Research Purposes**

In this study, I aimed to explore theoretical themes, situational and individual antecedents, and multiple outcomes of shared leadership. Based on the research problems, this study posed three main research purposes:

1. I attribute a discernible characteristic to shared leadership through exploring the specific behavioral forms and constructs of shared leadership.

2. I also investigate the situational and individual antecedents of shared leadership to contribute to a better understanding of the nomological network of shared leadership.
3. I also intend to investigate more specific outcomes of shared leadership to disclose the multi-facet, cross-level, and longitudinal perspective of shared leadership outcomes.

## Chapter 2

### REVIEW OF RELATED LITERATURE

The purpose of this study is to fill the theoretical gap in existing literature on shared leadership under the scope of management and organizational studies. In this study, I aimed to explore theoretical themes, situational and individual antecedents, and multiple outcomes of shared leadership. To find out each research component, one must reflect on and analyze existing scholarly literature regarding shared leadership.

The existing scholarly literature on the topic was studied thoroughly to select meaningful resources for a preparatory conceptualization of shared leadership. Under the “fit for the purpose” framework for literature review (Torraco, 2005), relevant literature was selected first. The information was derived from various sources in organization and management in social science. Several interdisciplinary studies involving science and management were also reviewed to explore natural scientific views and the environment of shared leadership phenomena.

To select relevant scholarly literature, the researcher used several databases, such as Web of Science (<http://webofknowledge.com>), PsycINFO on ProQuest (<http://search.proquest.com/psycinfo>), Business Source Premier (<https://www.ebsco.com/products/research-databases/business-source-premier>), Google Scholar (<http://scholar.google.com/schhp>), and ProQuest Dissertation and Theses databases (<http://www.proquest.com/products-services/pqdtglobal.html>).

Shared leadership has many synonyms such as “collective leadership”, “distributed leadership,” “relational leadership,” “participatory leadership,” “leadership in the plural,” and “collaborative leadership.” Bolden (2011) demonstrated that “shared

leadership” and “distributed leadership” from among the several similar terms are the most common terms used in discussing this topic. Yammarino et al. (2012) also highlighted various collectivistic approaches of leadership such as “team leadership,” “network leadership,” “complexity leadership,” “collective leadership,” and “shared leadership.”

In this context, the following keywords were mainly used to search reliable literature regarding the subject of the research: “shared leadership,” “distributed leadership,” “team leadership,” “network leadership,” “complexity leadership,” “collective leadership,” “teams,” “work teams,” “project teams,” and “organizational behavior.” The searched articles had the terms “shared leadership” and/or “organization” and/or “work teams” and/or “teams” present in the title or abstract to demonstrate that the papers dealt with the aspect of the subject.

To cover the purpose of the study, this chapter is divided into four sections. The first section reviews definitions and measures of shared leadership. The second, third, and fourth section outlines previous research on behavioral construct, antecedents, and outcomes of shared leadership respectively. The fifth section includes shared leadership on Eastern culture.

### **Definitions and Measures of Shared Leadership**

A review of literature supported the construct and definition of shared leadership. In this section, I summarized various definitions, measures, and constructs of shared leadership.

A comparison of vertical leadership with shared leadership as an indicator of team effectiveness was conducted by Pearce and Sims (2002). The study defined vertical

leadership as “the behavior of the appointed team leaders” and shared leadership as “distributed influence from within the team” (Pearce & Sims, 2002, p. 172). Participants answered questions measuring a behavior indicator for five leadership styles. About six months after it evaluated each leadership behavior, each team was measured based on effectiveness. The research concluded that team effectiveness was greater with teams that used shared leadership rather than those that utilized a vertical leadership structure. The research indicated that designating leadership roles improved overall team effectiveness, particularly for autonomous teams or groups involved in highly complex tasks. However, this may not apply to all work teams.

Sivasubramaniam, Murry, Avolio, and Jung (2002) conducted a study that examined group performance in relationship to team leadership over a relatively short time period. According to the researchers, team leadership is defined as “how group members evaluate the influence of the group as opposed to one individual within or external to the group” (Sivasubramaniam et al., 2002, p. 68). Each research participant completed the Team Multi-Factor Leadership Questionnaire (TMLQ). TMLQ was developed by Bass and Avolio and measures the leadership style of a team. Team leadership was determined by self-evaluation of participants.

A comparative analysis of vertical and shared leadership among top management teams (TMTs) was conducted by Ensley et al. (2006). For this study shared leadership was defined as “a team process where leadership is carried out by the team as a whole, rather than solely by a single designated individual” (Ensley et al., 2006, p. 220). Participants were selected from TMTs and they were asked to fill out survey questions of leadership behavior designed by Cox (1994). Results of the study indicated that shared

leadership TMTs out-performed groups that had a vertical leadership structure. However, this study was bounded by a low response rate (study 1: 17.6% and study 2: 33.5%) and, therefore, limited the value of the conclusion of this research.

Mehra et al. (2006) investigated team performance. The perceptions of shared leadership and the networks of each group were examined. The researchers delineated shared leadership as “a shared, distributed phenomenon in which there can be several (formally appointed and/or emergent) leaders” (Mehra et al., 2006, p. 233). The research applied social network analysis and constructed a diagram to illustrate leadership distribution among sales teams. They hypothesized that the more leadership was distributed across the team, the better the team performed. This study, however, failed to discover what supports the hypothesis. They proposed that decentralized leadership can reflect meaningful implications and improve a team’s performance.

Carson and his colleagues (2007) studied the internal and external characteristics of shared leadership. The internal characteristics “consist of three categories: shared purpose, social support, and voice” (p. 1218). The external factor means the coaching that external leaders provide. According to researchers, shared leadership was defined as “an emergent team property that results from the distribution of leadership influence across multiple team members” (Carson et al., 2007, p. 1218). The social network for each team was analyzed by calculating density—the total number of shared relationships of team members. Researchers concluded that directly connected to shared leadership was the internal team environment, external coaching, and supporting behavior. Therefore, a strong antecedent of a team performance is shared leadership. However, the study gave

weight only to the predictive conditions in shared leadership. The researchers proposed further inquiry to understand the development, the boundary, and the nature of shared leadership.

Hoch et al. (2010) explored the relationship between age differences and team coordination in shared leadership teams. They explained shared leadership as “a collective social influence process shared by team members and aimed toward the achievement of one or more common goals” (Hoch et al., 2010). Each participant individual completed a questionnaire which measured both shared and vertical leadership. This questionnaire focused on leadership behaviors categorized as transformational, transactional, directive, empowering, or aversive. The findings indicated that not only did shared leadership predict team performance, but age differences and team coordination also affected the performance of shared leadership teams. When age differences were low, shared leadership was positively related to team performance. However, the limitation of this study was the ranges of age of participants and the small number of teams.

Small and Rentsch (2010) attempted to develop shared leadership’s operational definition. The study focused on team performance as an outcome of shared leadership. The researchers used a longitudinal design to investigate the relationship of collectivism and trust as a predecessor of shared leadership. In the study, shared leadership is explained as “an emergent team process defined by the distribution of leadership functions among multiple team members” (Small & Rentsch. 2010, p.203). Each team completed eight business simulations. The study used social network analysis (SNA) to measure centralization. In addition, a Likert-scale questionnaire and the assessment by



coaches were utilized to assess other variables. This study proved there is a positive relationship between shared leadership and team performance, and the level of shared leadership appears to be higher for teams highly developed.

Hoch (2013) investigated the innovative behavior as outcomes of shared leadership and team member integrity, and vertical empowering leadership/transformational leadership as antecedents of shared leadership. The researcher measured shared leadership with the shared leadership questionnaire (SLQ), which was developed by Hoch, Dulebohn, and Pearce (2010). SLQ measured both shared leadership and five constructs of vertical leadership: transformational, transactional, directive, empowering, and aversive leadership behaviors.

While analyzing the literature above, significant factors have been identified. Although there are minor differences concerning the definition and perception of shared leadership, previous studies have commonly defined shared leadership as a process of reciprocal and collective influence, with each member of the team sharing the leadership function (Pearce & Sims, 2002). They share keywords such as interactive influence process, team property, and group goals. More research is encouraged to explore the content of shared leadership (Bligh, Pearce, & Kohles, 2006). Nevertheless, previous approach to define of shared leadership are slightly different from each other; some of the studies defined their own meaning (e.g., Carson et al., 2007), while other studies stretched a broader meaning, such as team leadership (e.g., Sivasubramaniam et al., 2002). Further, shared leadership was described as a collective influence that is the opposite of vertical leadership. Several studies' findings demonstrated similar concepts. These definitions included team autonomy, self-management, and team mental models,

and those definitions can cause confusion with shared leadership (e.g., Carson et al., 2007). Thus, more research is encouraged to explore the content of shared leadership (Bligh, Pearce, & Kohles, 2006). The concept of shared leadership also needs to be distinguished from other seemingly relevant team constructs.

Second, most empirical studies of literature utilized questionnaires for shared leadership measurement in terms of a quantitative research approach. Approaches to be measurement vary widely in composition from one study to another. Two major approaches were applied for measurement: a revised questionnaire developed for other leadership behaviors such as directive, transactional, transformational, and empowering (e.g., Ensley et al., 2006; Hoch et al., 2010; Hoch 2013; Pearce & Sims, 2002), and a social network analysis which measured the connection pattern which demonstrates information exchange, power, and effect within team members (e.g., Carson et al., 2007; Mehra et al., 2006). Differences of definition and measurement of shared leadership found in previous work are described in Table 2-1.

Third, the studies analyzed here depend on individuals' evaluation of performance. Therefore, it is necessary to use both a common method variance and the ability to attain an independent method for evaluating a team's performance. Last, the majority of studies focused on cases in North America.

Table 2-1

*Definition and Measures from Previous Studies of Shared Leadership*

<b>Study</b>	<b>Definition</b>	<b>Measure</b>	<b>Construct</b>
Avolio, Jung, Murry, and Sivasubramaniam (1996)	No explicit definition provided. Shared leadership is viewed as transformational leadership manifested in the group level (teams)	Team Multifactor Leadership Questionnaire (TMLQ_Form 5X) aggregated to the team level.	<ul style="list-style-type: none"> <li>• Inspirational motivation</li> <li>• Intellectual stimulation</li> <li>• Individual consideration</li> <li>• Management-by-exception</li> <li>• Avoidant/laissez-faire</li> </ul>
Perry, Pearce & Sims (1998)	Team interaction process that involves behaviors in the domain of leadership (p. 38)	Not applicable (Conceptual paper)	<ul style="list-style-type: none"> <li>• Transactional leadership</li> <li>• Transformational leadership</li> <li>• Directive leadership</li> <li>• Empowering leadership</li> <li>• Social supportive leadership</li> </ul>
Pearce & Sims (2002)	Distributed influence from within the team (p. 172).  Lateral influence among peers (p. 176).	Ratings (aggregated to team level) on behavioral scales for five types of leadership.	<ul style="list-style-type: none"> <li>• Aversive leadership</li> <li>• Directive leadership</li> <li>• Transactional leadership</li> <li>• Transformational leadership</li> <li>• Empowering leadership</li> </ul>
Sivasubramaniam, Murry, Avolio, & Jung (2002)	Collective influence of members in a team on each other (p. 68).  How members of a group evaluate the influence of the group as opposed to one individual within or external to the group (p. 68).	Team Multifactor Leadership Questionnaire (TMLQ) aggregated to the team level.	<ul style="list-style-type: none"> <li>• Inspirational motivation</li> <li>• Intellectual stimulation</li> <li>• Individual consideration</li> <li>• Management-by-exception</li> <li>• Avoidant/laissez-faire</li> </ul>

(Continued)

Table 2-1

*Definition and Measures from Previous Studies of Shared Leadership (contd.)*

<b>Study</b>	<b>Definition</b>	<b>Measure</b>	<b>Construct</b>
Pearce and Conger (2003)	A dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both. . . Leadership is broadly distributed among a set of individuals instead of centralized in hands of a single individual who acts in the role of a superior (p. 1).	Not applicable (Conceptual paper)	Not applicable
Pearce, Yoo, and Alavi (2004)	Simultaneous, ongoing, mutual influence process within a team that is characterized by “serial emergence” of official as well as unofficial leaders (p. 48).	Ratings (aggregated to team level) on behavioral scales for four types of leadership.	<ul style="list-style-type: none"> <li>• Directive leadership</li> <li>• Transactional leadership</li> <li>• Transformational leadership</li> <li>• Empowering leadership</li> </ul>
Ensley, Hmieleski, & Pearce (2006)	Team process where leadership is carried out by the team as a whole, rather than solely by a single designated individual (p. 220).	Ratings (aggregated to team level) on behavioral scales for four types of leadership.	<ul style="list-style-type: none"> <li>• Directive leadership</li> <li>• Transactional leadership</li> <li>• Transformational leadership</li> <li>• Empowering leadership</li> </ul>
Hiller, Day, and Vance (2006)	The epicenter of collective leadership is not the role of a formal leader, but the interaction of team members to lead the team by sharing in leadership responsibilities... Collective leadership, however, is not a characteristic of a person, but involves the relational process of an entire team, group, or organization (p. 388)	Ratings (aggregated to team level) on behavioral scales for 25-item under 4 dimensions which is developed by authors.	<ul style="list-style-type: none"> <li>• Planning and organizing,</li> <li>• Problem solving</li> <li>• Support and consideration</li> <li>• Development and mentoring</li> </ul>

(Continued)

Table 2-1

*Definition and Measures from Previous Studies of Shared Leadership (contd.)*

<b>Study</b>	<b>Definition</b>	<b>Measure</b>	<b>Construct</b>
Mehra, Smith, Dixon, & Robertson (2006)	Shared, distributed phenomenon In which there can be several (formally appointed and/or emergent) leaders (p. 233).	Visual analysis of leadership network diagrams.	Not applicable
Carson, Telsuk, & Marrone (2007)	An emergent team property that results from the distribution of leadership influence across multiple team member (p. 1218).	Density analysis based on leadership sociograms of social network theory.	Not applicable
Hoch, Pearce, & Welzel (2010)	A collective social influence Process shared by team members and aimed toward the achievement of one or more common goals (p.105).	Ratings (aggregated to team level) on behavioral scales for five types of leadership.	<ul style="list-style-type: none"> <li>• Aversive leadership</li> <li>• Directive leadership</li> <li>• Transactional leadership</li> <li>• Transformational leadership</li> <li>• Empowering leadership</li> </ul>
Small & Rentsch (2010)	An emergent team process defined by the distribution of leadership functions among multiple team members (p.203).	Ratings 12-item questionnaire using social network analysis based on Team Multifactor Leadership Questionnaire (TMLQ), and Leader Behavior Description Questionnaire (LBDQ)	<ul style="list-style-type: none"> <li>• Task -oriented items (based on LBDQ)</li> <li>• Relations-oriented items (based on LBDQ)</li> <li>• Change-oriented items (based on TMLQ)</li> </ul>

(Continued)

Table 2-1

*Definition and Measures from Previous Studies of Shared Leadership (contd.)*

<b>Study</b>	<b>Definition</b>	<b>Measure</b>	<b>Construct</b>
Yammarino, Salas, Serban, Shirreffs, & Shuffler (2012)	An approach that views leadership as a shared responsibility among team members, where a team is viewed quite broadly, both formally and informally (pp. 389-390)	Not applicable (Conceptual paper)	<ul style="list-style-type: none"> <li>• Team empowerment</li> <li>• The makeup of teams (The right people)</li> <li>• Sharing information in an accurate and timely manner, etc.</li> </ul>
Ramthun & Matkin (2014)	No suggested definition, but following definitions of Pearce and Conger (2003)	Qualitative coding based on interview.	<ul style="list-style-type: none"> <li>• Mutual influence</li> <li>• Leadership emergence,</li> <li>• Dangerous dynamism,</li> <li>• Distributed knowledge, skills, and abilities</li> </ul>
Drescher, Korsgaard, Welp, Picot, & Wigand (2014)	An emergent property of a group where leadership functions are distributed among group members (p. 772).	Measured shared leadership as the total number of responsibilities granted within the group using trace data. These responsibilities represent three of the four functions of group leadership described earlier (Fleishman et al., 1991).	<ul style="list-style-type: none"> <li>• Information search and structuring function</li> <li>• Information use in problem solving function</li> <li>• Managing human resources function</li> </ul>
D’Innocenzo, Mathieu, & Kukenberger (2014)	An emergent and dynamic team phenomenon whereby leadership roles and influence are distributed among team members (p. 5).	Not applicable (Meta-analysis)	Not applicable

(Continued)

Table 2-1

*Definition and Measures from Previous Studies of Shared Leadership (contd.)*

<b>Study</b>	<b>Definition</b>	<b>Measure</b>	<b>Construct</b>
Wang, Waldman, & Zhang (2014)	An emergent team property of mutual influence and shared responsibility among team members, whereby they lead each other toward goal achievement (p. 181).	Not applicable (Meta-analysis)	Not applicable
Nicolaides, LaPort, Chen, Tomassetti, Weis, Zaccaro, & Cortina (2014)	a set of interactive influence processes in which team leadership functions are voluntarily shared among internal team members in the pursuit of team goals (p. 924)	Not applicable (Meta-analysis)	Not applicable

### **Behavioral Construct of Shared Leadership**

Previous studies have commonly defined shared leadership as a process of reciprocal and collective influence, with each member of the team sharing the leadership function (Pearce & Sims, 2002). For example, Pearce and Conger (2003) defined it as “a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both” (p. 1). Carson et al. (2007) defined it as “an emergent team property that results from the distribution of leadership influence across multiple team members” (p. 1218). Nicolaides et al. (2014) defined it as “a set of interactive influence processes in which team leadership functions are voluntarily shared among internal team members in the pursuit of team goals” (p. 924). In a recent meta-analysis, D’Innocenzo et al. (2014) identified five noticeable themes of shared leadership literatures as “locus of leadership,” “formality of leadership,” “equal and non-equal distribution,” “temporal dynamics,” and “the involvement of multiple roles and functions” (p. 3) and proposed an integrative definition of shared leadership as “an emergent and dynamic team phenomenon whereby leadership roles and influence are distributed among team members” (p. 5).

Previous definitions of shared leadership are slightly different from each other; however, they share keywords such as interactive influence process, team property, and group goals. More research is encouraged to explore the content of shared leadership (Bligh, Pearce, & Kohles, 2006). The concept of shared leadership also needs to be distinguished from other seemingly relevant team constructs. Yammarino et al. (2012) elaborated on the differences between shared leadership and other collective approaches to leadership (e.g., team leadership, network leadership, complexity leadership, collective



leadership), and Carson et al. (2007) discussed the differences between shared leadership and similar constructs, such as team autonomy, team empowerment, cooperation, and team cognition. Based on the earlier research, I have determined that shared leadership is a distinct form of leadership that possesses a unique theoretical theme and content (Carson et al., 2007).

Indeed, there is a lack of consensus on the behavioral construct and theoretical themes of shared leadership yet. Some studies use terms such as “collective leadership,” “co-leadership,” “collaborative leadership,” and “distributed leadership,” to refer to the general idea of shared leadership (Bolden, 2011). The meta-analysis studies even used the various keywords to illustrate shared leadership: “shared leadership, collective leadership, distributed leadership, and peer leadership” (D’Innocenzo et al., 2014, p. 13), “shared leadership, distributed leadership, team leadership, rotated leadership, team empowerment, collective leadership, top management teams, self-managed teams, and team leadership functions” (Nicolaidis et al., 2014, p. 927), and “shared leadership, team leadership, collective leadership, distributed leadership, overall leadership, integrated leadership, shared vision, and collective vision” (Wang et al., 2014, p. 186).

Yukl (2010) pointed out that proper definition and constructs of a particular leadership style should be determined if the leadership style denotes specialized role or if there is a process of influence. To meet this requirement presented by Yukl and to present a concrete behavioral form and clarification of shared leadership, more research is necessary on shared leadership aimed at developing proper theoretical foregrounding. Pearce and Sims (2000) also emphasized the importance of exploring a concrete multidimensional construct for shared leadership. It means that there is also considerable

room for further study regarding the various behavioral forms and constructs of shared leadership (D’Innocenzo et al., 2014; Nicolaidis et al., 2014; Pearce et al., 2008).

Not much research has been studied to answer the question - which leadership can be shared (Yammarino et al., 2012) or what is shared among team members. Many empirical studies on shared leadership examined shared leadership using the concept of traditional hierarchical or vertical leadership. For instance, several empirical studies have adopted the scales of transformational, transactional, directive, empowering, and aversive leadership behaviors (e.g., Ensley, Hmieleski, & Pearce, 2006; Hoch, 2013; Hoch, Dulebohn, & Pearce, 2010; Pearce & Sims, 2002) to measure shared leadership. Wang et al. (2014) introduced three different types of shared leadership elements to categorize previous studies for meta-analysis: (a) shared traditional leadership, (b) shared new-genre leadership, and (c) cumulative, overall shared leadership. Shared traditional leadership refers to what extent traditional leadership behaviors (e.g., transactional leadership, participative leadership, aversive leadership, supportive leadership) are shared in a team. Shared new-genre leadership refers to what extent new-genre leadership behaviors (i.e., transformational leadership, visionary leadership, empowering leadership, authentic leadership, etc.) are shared in the team. So, I can see that this approach to measuring shared leadership is based on the current extant leadership styles which might not be able to capture the complexity and breadth of the full domain of shared leadership.

Social network approach uses the degree of density within team members (e.g., Carson, Tesluk, & Marrone, 2007; Mehra, Smith, Dixon & Robertson, 2006) to measure the cumulative, overall shared leadership. Density of social network approach, through asking each member to rate each peer “To what degree does your team rely on this

individual for leadership” (Carson et al., 2007, p. 1225) and then providing an average of members’ scores to the team level, which reflects the entire quantity of shared leadership behaviors, and might not be able to cover the shared leadership domain.

These above approaches to shared leadership have limitations because they are not able to demonstrate what behavioral manifestations and demonstrations shared leadership has. In this respect, more research should be conducted to determine not only shared hierarchical leadership and quantity of shared managerial behaviors, but also the specific intrinsic behavioral construct of shared leadership within a team to more clearly capture the complexity and dynamics of the full domain of shared leadership.

### **Antecedents of Shared Leadership**

Previous research has demonstrated particular situational predictors, such as internal team environment (e.g., shared purpose, social support, and voice) and external coaching (Carson et al., 2007), team size and task complexity (Conger & Pearce, 2003), support factors, vertical leadership, team characteristics and composition (Hoch & Dulebohn, 2013), and team collectivism and intragroup trust (Small & Rentsch, 2010). However, these studies do not arrive at a crystal-clear consensus about what shapes shared leadership (e.g., Bergman, Rentsch, Small, Davenport, & Bergman, 2012). Yammarino et al. (2012) also commented that the missing point for shared leadership is “how shared leadership is developed and for what boundary conditions is it considered effective” (p. 391).

Only little research has been sought to identify the contextual antecedents of the emergence of shared leadership (e.g., Carson et al., 2007; Hoch & Dulebohn, 2013; Zhou, 2013), while several previous studies have identified the influencing factors on the shared

leadership–team outcome relationships (e.g., Ensley et al., 2006; Erkutlu, 2012; Liu et al., 2014; Sivasubramaniam, Murry, Avolio & Jung, 2002). The most recent meta-analysis studies focused on not antecedents of shared leadership but mediators (e.g., team confidence) or moderators (e.g., team task interdependence, task complexity, team size, mean team tenure, and team type) of relationship between shared leadership and team effectiveness (D’Innocenzo et al., 2014; Nicolaides et al., 2014; Wang et al., 2014). Therefore, more studies are needed to investigate the antecedents of shared leadership to further develop the concept of shared leadership in teams. Yammarino et al. (2012) echoed this view by suggesting that missing points for shared leadership research are “how shared leadership is developed and for what boundary conditions is it considered effective” (p.391).

In addition, prior studies did not attempt to distinguish the individual and situational antecedents to shared leadership. I expect that situational antecedents (i.e., situational factors such as team context and task characteristics) partially lead to individual antecedents (i.e., team members’ traits, attitudes, and behaviors), which in turn lead to shared leadership in teams. Most prior studies mainly focused on situational antecedents of shared leadership. Although Small and Rentsch (2010) examined team collectivism and intragroup trust as antecedents of shared leadership, to my knowledge, no research has directly investigated its individual antecedents by team members, which exert a direct influence on shared leadership. Accordingly, in this paper, I focus on not only situational antecedents but also individual antecedents to explore which factors directly influence the development of shared leadership in teams.

Formal leader traits and behaviors should be considered and thus explored as important situational antecedents to shared leadership in teams. Most teams today have an appointed leader regardless of the existence or degree of shared leadership, and their influence on the entire team in terms of creating an effective environment for shared leadership cannot be ignored. Hoch and Dulebohn (2013) suggested “shared leadership is not mutually exclusive to other leadership forms and behaviors, but can be engaged in simultaneously with other approaches such as vertical leadership” (p. 117). Wang et al. (2014) indicated that shared leadership accounts for unique variance in team effectiveness after taking the existence of vertical leadership into account. They also proposed that vertical transformational leadership was related to a higher degree of shared leadership. Accordingly, more studies are necessary on shared leadership targeted whether formal team leaders’ traits or behaviors would facilitate shared leadership.

According to Mathieu, Maynard, Rapp, and Gilson (2008), the team environment affects team members, who, in turn, influence team processes such as interpersonal process and transition process. Since shared leadership is a team process (Ensley et al., 2006; Small & Rentsch, 2010) involving individuals, it is important to investigate what individual traits, beliefs, and attitudes of team members influence shared leadership. Carson et al. (2007) proposed reciprocal interaction, influential exchanges between team members, and team empowerment as potential antecedents of shared leadership. Burke, Fiore, and Salas (2003) also posited that four types of shared cognition of a team (e.g., shared mental model, shared attitudes, shared metacognition, and shared situation assessment) together generate shared leadership in teams.

### **Outcomes of Shared Leadership**

Previous studies have illustrated positive relationships between shared leadership and team performance (e.g., Carson et al., 2007; Ensley et al., 2006; Hoch et al., 2010; Hoch & Kozlowski, 2014; Mehra, Smith, Dixon, & Robertson, 2006; Pearce & Sims 2002; Sivasubramaniam et al., 2002; Small & Rentsch, 2010). Researchers have suggested that teams with shared leadership present higher performance versus teams with vertical leadership (e.g., Ensley et al., 2006; Pearce & Sims, 2002). Meanwhile, studies have also identified team performance and effectiveness (Carson et al., 2007; Ensley et al., 2006; Hiller, Day, & Vance, 2006), team-member skills (Klein, Ziegert, Knight, & Xiao, 2006), and team member satisfaction (Avolio, Jung, Murry, & Sivasubramania, 1996; Bergman et al., 2012; Mehra et al., 2006) as outcomes of shared leadership.

Additionally, Hmieleski, Cole, and Baron (2012) found that shared leadership within top management teams is indirectly related to firm performance through affecting the team's positive affective tone. Meanwhile, other studies examined team functioning such as less task and emotional conflict, greater consensus, and higher intragroup trust (Bergman et al., 2012), team proactivity (Erkutlu, 2012), and cooperation and cohesion (Mathieu, Heffner, Goodwin, Salas, & Cannon-Bowers, 2000) as outcomes of shared leadership. However, these prior studies did not differentiate outcomes of shared leadership between short-term and long-term or across individual and group levels.

Although meta-analysis studies of shared leadership identified that shared leadership has a positive relationship with outcomes such as team effectiveness (Wang et al., 2014) and team performance (D'Innocenzo et al., 2014; Nicolaidis et al., 2014), some (e.g., Conger, 2003) noted that shared leadership does not always cause positive

performance. For example, Boies, Lvina, and Martens (2010) found that shared transformational leadership has a positive effect on team potency and trust but not on team performance. Pearce (2008) and more recently Fausing, Jeppesen, Jønsson, Lewandowski, and Bligh (2013) did not find a direct link between shared leadership and team performance. This suggests that more studies are needed to understand outcome complexity of shared leadership, including its types, directionality, and time dimensionality.

Given this circumstance, qualitative study on shared leadership to investigate variety of specific outcomes would be important to examining mechanism of shared leadership within a team and the relationship between shared leadership and team effectiveness. Recently, Wang et al. (2014) found that shared leadership is more related to attitudes, behavioral process, and emergent states of team members than to subjective and objective team performances. Hence, the authors suggested future researchers to use open-ended questions to explore the various outcomes elicited from shared leadership, such as positive/negative, short-term/long-term, and individual-level/team-level on the qualitative research.

### **Shared Leadership on Eastern Culture**

According to Rousseau and Fried (2001), contextualization of organizational research is becoming more important because researchers must consider the diversity of work settings in different cultural contexts. Nevertheless, most shared leadership studies have been conducted in the context of Western culture (Ishikawa, 2012). Pearce (2008) noted that culture might influence some level of resistance to shared leadership.

Accordingly, more studies are needed to better the importance of culture in shaping and developing shared leadership.

To respond to the calls by Hoch et al. (2010), it is necessary to examine shared leadership in other cultural contexts which have different cultural characteristics from the Western cultures, where the concept of shared leadership was originated and primarily developed (Ishikawa, 2012; Liu et al., 2014). For this reason, I investigated the shared leadership behaviors, antecedents, and outcomes in an Eastern country - South Korea represented as a culture with the collectivistic and high power distance orientations.

Korean society has a collectivistic culture following Hofstede's cultural dimension (1980), where individualism index is 18 while United States is 91, in turn, Korean groups highly regard group consensus as important in the decision-making process (Sosik & Jung, 2002). According to Triandis (1994), a collectivist culture is characterized by interdependence, personal relationships, security, duty, and in-group harmony. Because people in collectivist cultures place group goals and needs higher than individual goals and needs (Earley, 1994), thus the likelihood to feel shared responsibility on team tasks will be higher than people in individualist cultures (Wagner, 1995). Therefore, team members in the collectivist culture are more likely to accept shared leadership. Indeed, Hiller, Day, and Vance (2006) identified that shared leadership is positively related to the mean level of team members' collectivism. Carson (2005) also suggested that shared leadership would be more likely to flourish in collectivist cultures. Therefore, studying shared leadership in the Korean context is not only complementary to those studies conducted in the western contexts, but also helpful in exploring and extending the extant theory and construct of shared leadership.



On the other hand, following Hofstede's cultural dimension (1980), Korean society represents high level of power distance (Index is 60), while United States is 40. High power distance is characterized in the acceptance of hierarchy and social status as followers (Bochner & Hesketh, 1994). In high power-distance cultures (e.g., South Korea), people accept unequal distribution of decision making power and expect power holders give orders (Hofstede, 1980), and thus people in lower position might not want to take the leadership roles and responsibilities (Hofstede, 1991; Kahai, Sosik, & Avolio, 2004; Nasierowski & Mikula, 1998). There may be a lack of understanding of the value of lateral relationships and dynamics in a high power distance culture, where more traditional and hierarchical relationship are valued (Uhl-Bien, 2006). Echoing this view, multiple studies also suggest that shared leadership is more likely to be flourished in low power distance cultures (Carson, 2005; Wassenaar & Pearce, 2012).

As individuals in high power-distance cultures might feel uncomfortable to engage in leadership roles, Hiller et al. (2006) hypothesized that shared leadership will be more likely to occur in teams with low power-distance. Surprisingly, contrary to their expectation, shared leadership was not significantly related to power distance. Additionally, shared leadership studies in other Eastern countries with high power distance (i.e., China – index is 80, Japan – index is 54), did not report different results according to cultural differences based on high power distance. As an example, Ishikawa (2012) found that Japanese teams showed relatively high level of shared leadership (M = 3.37 out of 5) and there was a positive relationship between shared leadership and team performance. More recently, Liu et al. (2014) demonstrated that shared leadership in China was working to elicit team effectiveness in spite of high power distance culture.

Hence, clearly more research is needed in this area considering these mixed suggestions and results from previous studies. Above all, to further explore whether the concept of shared leadership is culturally specific or not, it is urgent to examine the construct and influence mechanism of shared leadership in other cultural contexts, such as South Korea, to lay the foundation for exploring the potentially different results from previous studies.

### **Chapter Summary**

This chapter reviewed various theoretical and empirical concepts and studies on shared leadership.

First, this chapter reviewed key definitions of shared leadership. In terms of the definition of shared leadership, there are slightly different from each other, however, they share keywords such as interactive influence process, team property, and group goals. Some studies used their own definitions, while others applied a general concept, such as team leadership. Mostly, shared leadership is described as a collective influence, and it is a concept opposite to vertical and hierarchical leadership.

Second, to measure for shared leadership, there are various approaches for measurement. Among them, two main approaches were used: one is to modify questionnaires already developed to measure other leadership behaviors. Another approach is to apply a social network measurement which can measure connection and relationship that represents communication, information exchange, and influence on others by social network indices.

Third, prior studies have helped cast light to discovering the antecedents to shared leadership, these studies do not arrive at a consensus about the antecedents that shape

shared leadership. In addition, prior studies did not attempt to distinguish the individual and situational antecedents to shared leadership.

Fourth, regarding consequences from shared leadership, previous studies have illustrated that there are meaningful positive relationships between the level of shared leadership and team performance. However, some empirical studies revealed that shared leadership in teams does not always carry out positive performance. The mixed results suggest that shared leadership may not always produce positive outcomes in a team context.

Lastly, culture might influence some level of resistance to shared leadership. It is necessary to examine shared leadership in other cultural contexts which have different cultural characteristics from the Western cultures, where the concept of shared leadership was originated and primarily developed. For those reasons, I investigated the shared leadership behaviors, antecedents, and outcomes in an Eastern country - South Korea, to lay the foundation for exploring the potentially different results from previous studies.

## **Chapter 3**

### **METHOD**

This chapter describes the methodological design and procedures of this study. The study's purpose and research purposes are restated, and then the research procedure is described, followed by a data analysis approach. The research context, sampling, recruitment, and data analysis are explained.

#### **Restatement of Research Purposes**

The purpose of this study is to fill the theoretical gap in existing literature on shared leadership under the scope of management and organizational studies. In this study, I aimed to explore theoretical themes, situational and individual antecedents, and multiple outcomes of shared leadership. Based on the research problems, this study posed three main research purposes:

1. I attribute a discernible characteristic to shared leadership through exploring the specific behavioral forms and constructs of shared leadership.
2. I also investigate the situational and individual antecedents of shared leadership to contribute to a better understanding of the nomological network of shared leadership.
3. I also intend to investigate more specific outcomes of shared leadership to disclose the multi-facet, cross-level, and longitudinal perspective of shared leadership outcomes.

#### **Research Procedure**

I chose a qualitative methodology (Charmaz, 2014; Corbin & Strauss, 2008), which is suitable to revealing context-specific forces of leadership and can provide new

insights into the dynamics of leadership (Bryman et al., 1996; Conger, 1998; Parry et al., 2014). The qualitative method enables researchers to attain more detailed and exploratory information on how individuals perceive specific situations (Treviño et al., 2014). It also permits exploration of open-ended research questions for nascent and emerging constructs such as shared leadership (Edmondson & McManus, 2007).

### **Research Context**

Effectiveness of shared leadership might depend on the nature of the work and the features of the teams (Wang et al., 2014). Nicolaides et al. (2014) tested the influence of team features, such as team tenure, size, and type, on the relationship between shared leadership and team outcomes. They found that, out of three team features, only team tenure interacts with shared leadership in predicting team performance. Further, Pearce and Manz (2005) revealed that shared leadership can function well when team members have relatively equal status and work on complicated tasks and when team tasks require certain levels of creativity and interdependency. Yet more work is needed to know what facilitates the emergence of shared leadership.

The consulting project team is a suitable context to investigate shared leadership for the following reasons. First, a consulting project team is one kind of self-managing team, as all consultants must work within the project team as specialists and have their own responsibility for determining personal goals, which then are aligned with the teams' goals. According to Carson et al. (2007), self-managing teams contribute to shared leadership by increasing group collaboration and positive group outcomes, such as trust and autonomy, within a team. Individual consultants in self-managing teams are more

likely to demonstrate shared leadership, which can be derived from autonomy (Carson et al., 2007; Janz, Colquitt, & Noe, 1997).

A consulting context is characterized by task interdependence and complexity (Hoch et al., 2010). Consultants' tasks are interdependent among team members (Malhotra & Morris, 2009) because they collaborate with others to produce an integrated team output, even though individual consultants are in charge of specific areas. In addition, today's consulting projects are increasingly complex because they are driven by the needs of the clients, who demand more contextualized solutions in more demanding environments (Kim & Lee, 2012). Prior research suggested that shared leadership enhances performance in task-interdependent contexts (Nicolaidis et al., 2014; Wang et al., 2014) and when conducting more complex work (Wang et al., 2014). I expect that such team characteristics of consulting project teams play a role as a situational antecedent of shared leadership.

For these reasons, many studies on shared leadership were conducted among knowledge workers (e.g., Ensley et al., 2006; Erkutlu, 2012; Pearce & Ensley, 2004; Pearce & Sims, 2002), including consulting teams (e.g., Carson et al., 2007; Hoch et al., 2010). Team-based knowledge workers, such as management consultants, engage in knowledge-sharing activities in teams (Reinhardt, Schmidt, Sloep, & Drachsler, 2011). Thus, I believe that a consulting project team, as a form of a self-managing team, is a specialized and suitable context for investigating shared leadership (Carson et al., 2007; Hoch et al., 2010; Pearce, 2004). I have employed a qualitative approach in conducting one-on-one in-depth interviews with consultants to explore shared leadership.

Furthermore, according to Rousseau and Fried (2001), contextualization of organizational research is becoming more important because researchers must consider the diversity of work settings in different cultural contexts. As noted above, most prior studies on shared leadership were conducted in Western cultures (Ishikawa, 2012), in which individualistic orientation might cause some resistance to shared leadership (Pearce, 2008). Accordingly, this calls for more research in cultural contexts different from Western cultures to understand better the importance of culture in shaping and developing shared leadership.

Hoch et al. (2010) suggested that there is a theoretical need to examine shared leadership in cultural contexts different from Western cultures (see also Ishikawa, 2012; Liu, Hu, Li, Wang, & Lin, 2014). For this reason, I conducted this study focusing on an East Asian country, South Korea, which represents a culture with collectivistic and high power-distance orientations (Hofstede, 1991). Because collectivist cultures place group goals and needs above those of individuals (Earley, 1994), people of those cultures are more likely to feel shared responsibility on team tasks and missions and thus are more likely to accept shared leadership than those in individualist cultures (Wagner, 1995). For example, Carson (2005) suggested shared leadership is more likely to flourish in collectivist cultures. Indeed, Hiller et al. (2006) found that shared leadership is positively related to the mean level of team members' collectivism. Hence, studying shared leadership in an eastern culture such as South Korea is not only complementary to those studies conducted in Western contexts, but is also helpful in exploring and extending the extant theory and construct of shared leadership.

### **Sampling and Recruitment**

Thirty Korean employees, who were currently working or had worked as consultants for six prestigious management-consulting firms in South Korea, participated in interviews. I recruited the subjects by contacting the human resources (HR) team managers of five consulting firms located in Seoul. Four consulting firms agreed to participate in this project. Following the theoretical sampling methodology (Corbin & Strauss, 2008), I determined two dimensions of importance in influencing the informants' ability to answer our questions. The consultants must (a) have been engaged in real project teams in management consulting firms and (b) have at least two years of consulting experience. This is because most Korean consulting firms consider a consultant with less than two years of experience as an apprentice consultant who need support from another senior consultant. Therefore, participants were purposefully selected to ensure the inclusion of employees with direct or indirect experience working on a team with shared leadership. I purposely included only South Korean employees to control for the confounding effect of national culture on shared leadership. To recruit participants with experience related to shared leadership, I used a chain-referral sampling strategy, in which informants recommended others who were information-rich (Patton, 2002). The final sample consisted of 30 management consultants who were working or had worked in one of four management consulting firms in Seoul. Twenty-four (80%) of 30 participants were male. Twenty-one (70%) participants were aged 30–39. Fourteen participants (47%) had experience as a project leader. All four consulting firms were Korean branches of global consulting firms whose headquarters were located in the United States. Twenty-two (73%) participants held master's degrees or above in the



related field. The participants averaged 6.2 years as consultants. The more detailed sample characteristics are shown in Table 3-1.

Table 3-1  
*Sample Characteristics of Participants*

	Description	Number (%)
Gender	Male	24 (80%)
	Female	6 (20%)
Age	20 to 29 years	3 (10%)
	30 to 39 years	21 (70%)
	40 to 49 years	4 (13%)
	50 to 59 years	2 (7%)
Job level	Project leader	14 (47%)
	Project member	16 (53%)
Education level	Graduate degree	22 (73%)
	Undergraduate degree	8 (27%)
Tenure as a consultant	2 to 5 years	16 (53%)
	6 to 9 years	8 (27%)
	More than 10 years	6 (20%)

### **Interview Questions**

As the interviews aimed at discovering behavioral construct, antecedents, and outcomes of shared leadership, which can be obtained from broad questions, several open-ended questions guided our interview. At the beginning of each interview session, I did not provide a concrete definition of shared leadership to interviewees due to the avoidance of prejudice. Instead, based on shared keywords from previous literatures on shared leadership (i.e., sharing leadership roles, interactive influence process, team property, and group goals), brief explanation of the extended concept of shared

leadership: “Shared leadership is viewed as a leadership phenomenon that involves different individuals taking or sharing leadership roles over time in task-oriented and/or relationship-oriented activities within the project team (e.g. internal/external consulting project team, task force, etc.) like yours in order to better accomplish a common group goal”, was provided to interview participants for clarify their understanding of the concept.

The interview protocol consists of several open-ended questions such as “provide any specific examples of shared leadership phenomena you experienced or observed,” “what exactly did the team do when they have shared leadership,” “are there any specific conditions which is a team displayed or can display shared leadership?,” “what the outcomes of shared leadership are, which factors are necessary for creating shared leadership,” and “what your own definition of shared leadership is” (See Table 3-2). I spontaneously added probes followed by informants’ answers as necessary to elicit discourse on their behaviors and situational conditions.

In addition, to clarify and categorize shared leadership outcomes into short-term vs. long-term and individual vs. group, I asked interviewees to clarify whether the outcomes they mentioned were short-term or long-term effects, whether the outcomes mainly benefit individual members or the entire team, and what is the strength of the effect (i.e., high, medium, low) for each outcome across different levels (individual vs. team) and time periods (short-term or long-term).

Table 3-2  
*Sample Interview Questions*

Category	Initial questions	Samples of additional questions
Behavioral demonstrations	<ul style="list-style-type: none"> <li>• Provide any specific examples of leadership phenomena, which could be your own experiences in your team or your observations of other teams in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you define this type of leadership phenomenon with your own language?</li> <li>• What is your own definition of shared leadership?</li> <li>• What exactly did the team do when they have shared leadership?</li> <li>• How would shared leadership behaviors be manifested in project team?</li> </ul>
Antecedents	<ul style="list-style-type: none"> <li>• How can we develop or promote shared leadership with in a team? Do you have any specific suggestions?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there any specific conditions which a individual and team displayed or can display shared leadership?</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• Are there any positive or negative outcomes or advantages that the entire team and team members can get from this type of leadership phenomena? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Does shared leadership behaviors influence team effectiveness? How?</li> <li>• Whether the outcomes you mentioned were <ul style="list-style-type: none"> <li>○ short-term or long-term effects;</li> <li>○ mainly benefit individual members or the entire team; and</li> <li>○ what is the strength of the effect (i.e., high, medium, low) for each outcome</li> </ul> </li> </ul>

## **Data Analysis Approach**

Interviews were transcribed verbatim and coded in English. Each transcript has an average length of five single-spaced pages, totaling 146 pages for all 30 interviews. Observational data were used to consolidate these emerging concepts of theoretical themes of shared leadership obtained by interviews (see Table 4-1).

I conducted a thematic analysis of the interview transcripts (Braun & Clarke, 2006). I used a thematic analysis because the purpose of this study is to develop a nomological network of shared leadership based on in-depth interviews by finding themes within interview transcripts rather than to interpret patterns across qualitative data such as discourse analysis and grounded theory. I initially sorted interview transcripts into a rough umbrella of theoretical themes and situational factors and the direct individual precursors and outcomes of shared leadership in order to search for themes (Boyatzis, 1998).

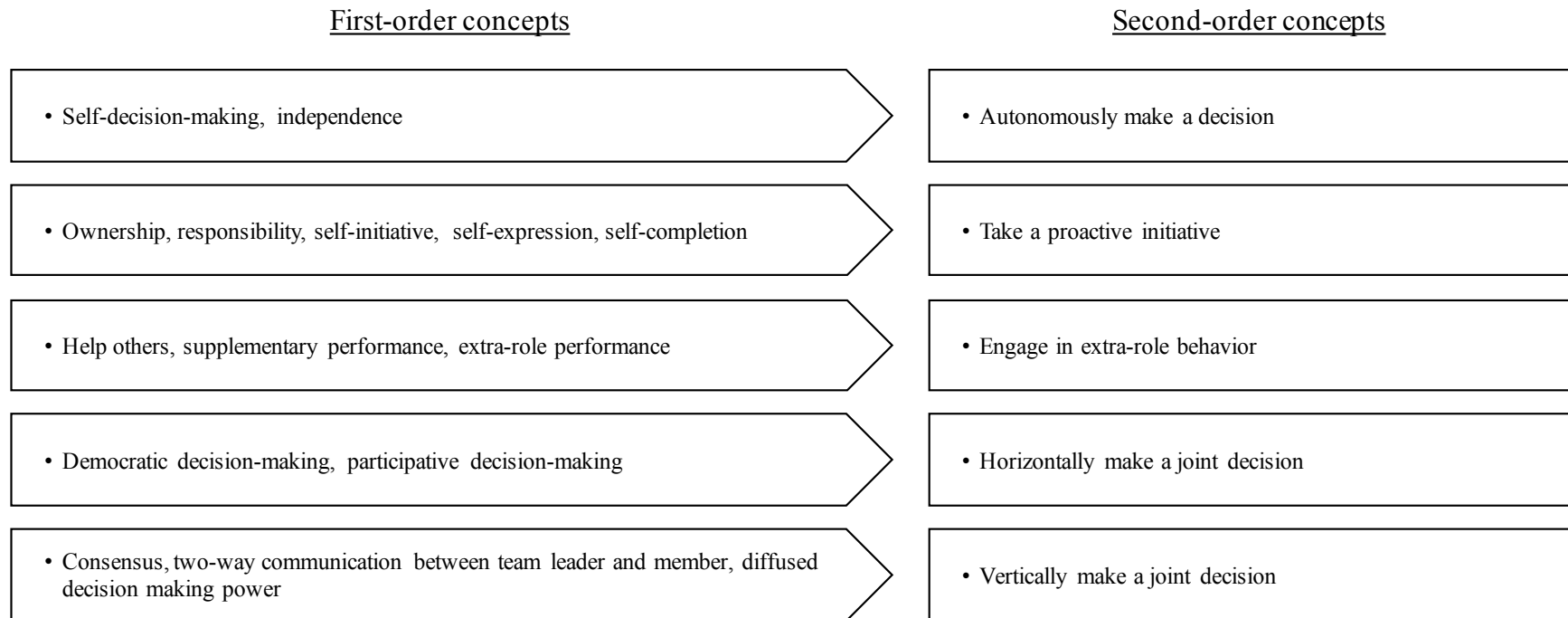
I followed Braun and Clarke's (2006) six phases for thematic analysis; I especially put much effort in the initial coding process before defining themes. Multiple iteration processes between interview transcripts and emerging concepts were conducted for the initial coding process until theoretical saturation was reached (Pratt, Rockmann, & Kaufmann, 2006). The initial coding was conducted after the first few interviews were completed. Based on the transcripts of these first few interviews, I created a draft version of a coding dictionary. I developed several exploring concepts related to shared leadership and included those concepts in the interview protocol for the next interviews to provide better examination. This process was employed to narrow down emergent concepts from an early understanding of the data and to ensure further theoretical

saturation (Alvesson, 2003; Corley & Gioia, 2004). After each interview, I repeated this iterative coding process, including initial coding and comparison between new codes and existing codes; the coding dictionary evolved throughout this iterative process. After coding 27 interviews, first independently and then jointly, I could not find any new codes to add to the dictionary, demonstrating that theoretical saturation is achieved when “subsequent data incidents that are examined provide no new information” (Locke, 2001, p. 53). This is also consistent with other leadership studies that used a qualitative method to find meaningful concepts by interviewing around 30 participants (Brown & Gioia, 2002; Carsten, Uhl-Bien, West, Patera, & McGregor, 2010; Galanes, 2003; Murphy & Ensher, 2008). Therefore, I am confident that my sample is reasonably large enough to achieve the theoretical saturation of examining the construct (i.e., theoretical themes, situational antecedents, individual antecedents, outcomes) of shared leadership. Explored codes are provided in Figure 3-1, 3-2, 3-3, and 3-4.

Moreover, I followed a two-step coding system to ensure inter-coder agreement (Creswell, 2013, 2014). I invited another coder – Dr. Bora Kwon who has experience in qualitative study as well as management study. In the first step, two coders independently read and coded all the transcripts. The coders read designated transcripts multiple times to discover patterns of description. Then codes were created and grouped around common conceptual meanings using first-order codes. In the second step, the two coders had a joint session to compare each code and group and agreed on which codes would be used for the final coding dictionary. At this session, two coders grouped or ungrouped concepts to reach a close inter-rater agreement of codes, themes, and decisions (Morse, 2004). In addition, I maintained contact with some respondents after the interview

process was completed. I presented the preliminary findings to these respondents to seek their feedback on my earlier interpretation of the interview data (Sandberg, 2000).

Based on the completed coding dictionary, I moved from the initial coding phase to searching, reviewing, defining, and naming theme phases (Braun & Clarke, 2006). In order to proceed, I wrote memos to move the dictionary codes to conceptual categories (Charmaz, 2014) and drew a model showing the theoretical themes, the situational precursors, the individual precursors, and the outcomes of shared leadership. Based on the coding dictionary and memos, I conducted a theoretical integration session to move first-order codes directly created from the raw data into a more abstract level of second-order themes (Braun & Clarke, 2006; Gioia, Corley, & Hamilton, 2013). I also conducted reflexive interpretations of first-order codes to consolidate them into more theoretical themes with Dr. Weichun Zhu based on his prolonged engagement with the subjects and deep understanding of the leadership field (Alvesson, 2003). Then, I grouped, ungrouped, and refined second-order themes in order to consolidate final categories based on distinctions between them (Locke, 2001). By doing this, I identified and revealed different theoretical themes, situational antecedents, individual antecedents, and outcomes of shared leadership. I used data structure diagrams (see Figure 3-1, 3-2, 3-3, and 3-4) to visually demonstrate the structure and progression of this analysis.



*Figure 3-1.* The data structure for theoretical themes of shared leadership

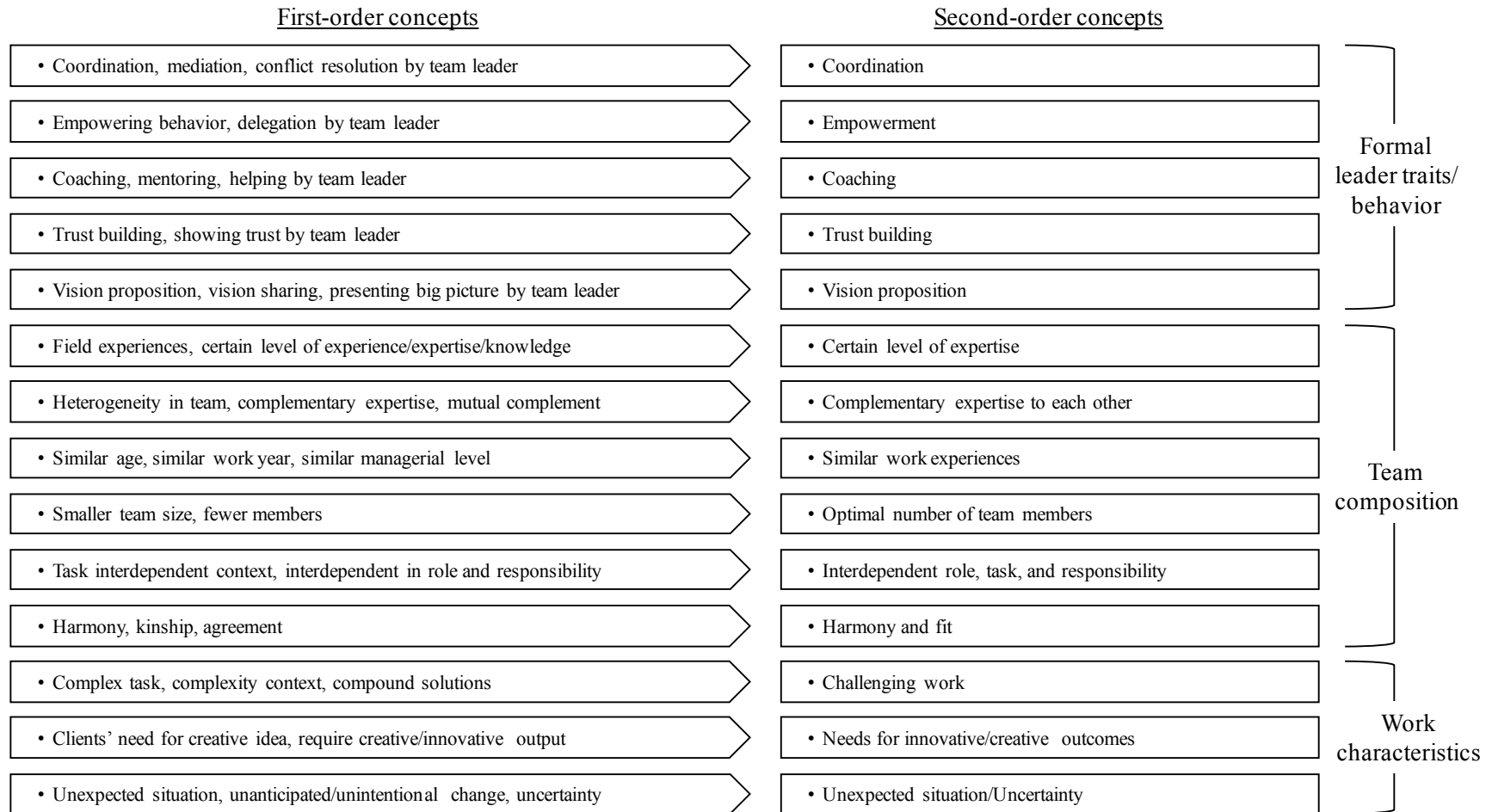


Figure 3-2. The data structure for situational antecedents of shared leadership



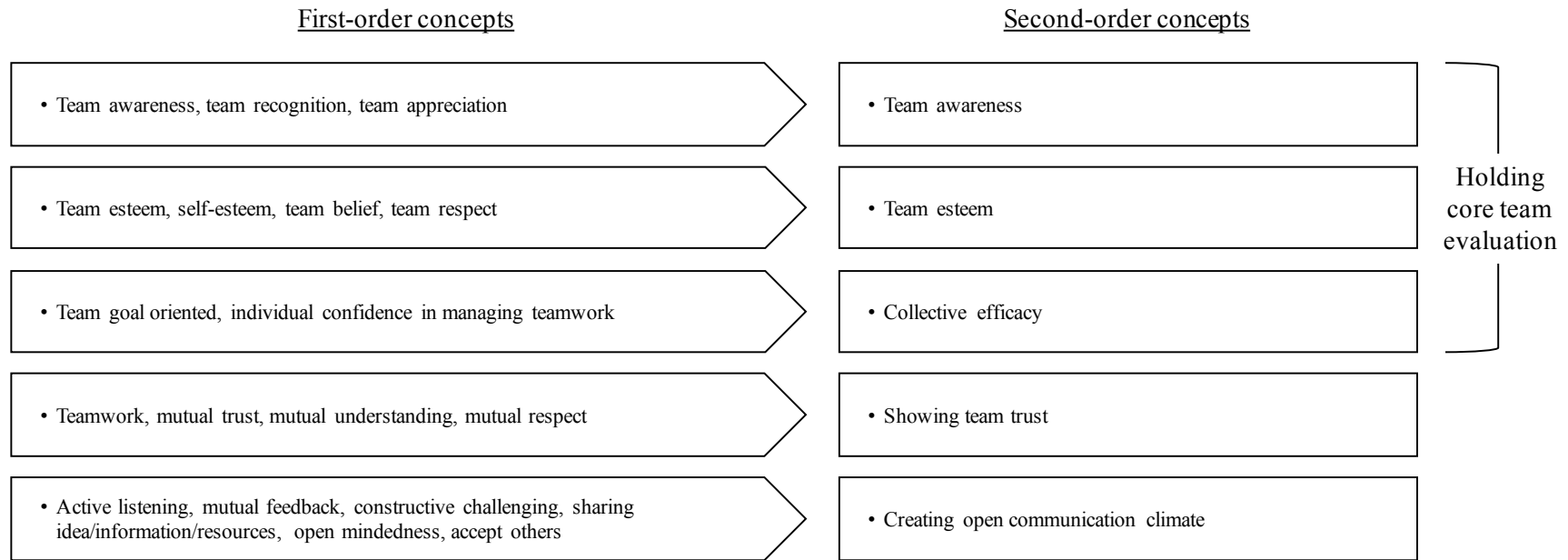
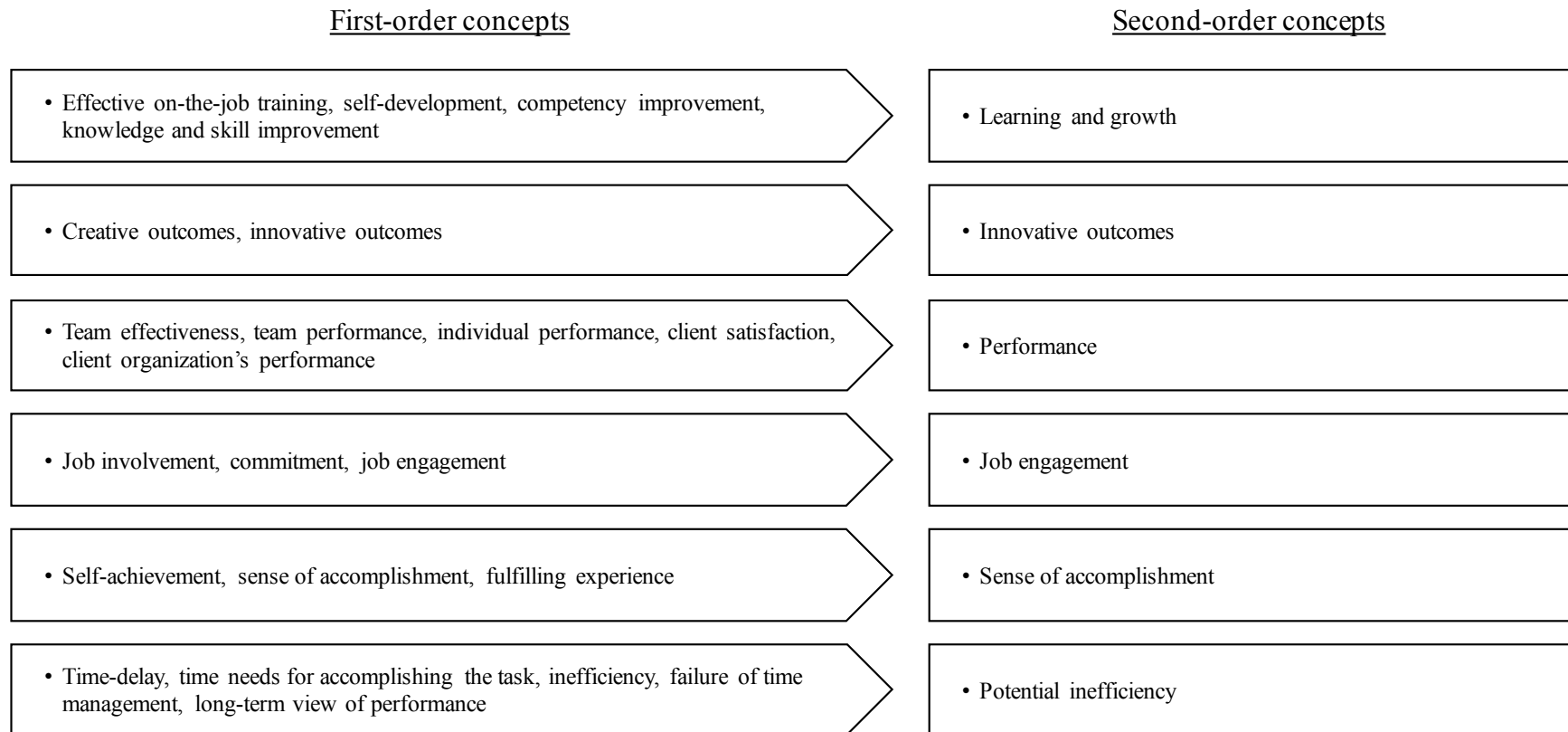


Figure 3-3. The data structure for individual antecedents of shared leadership



*Figure 3-4.* The data structure for outcomes of shared leadership

## Chapter 4

### RESULTS

This study examines theoretical themes, antecedents, and outcomes of shared leadership in teams. Through analyzing participants' responses, I investigated three aspects that are relevant to shared leadership: (a) what behaviors are demonstrated when a team has shared leadership (i.e., content), (b) what factors facilitate shared leadership (i.e., antecedents), and (c) what kind of outcomes are caused by shared leadership.

The first aspect is about the theoretical themes of shared leadership. I found that the theoretical themes of shared leadership meaningfully fit into five general conceptual themes: (a) autonomously make a decision, (b) take a proactive initiative, (c) engage in extra-role behaviors, (d) horizontally make a joint decision, and (e) collectively make a joint decision.

The second aspect is about situational antecedents and the direct individual antecedents to shared leadership. The situational factors include fourteen antecedents categorized into the following three categories: formal leader traits and behaviors, team composition, and work characteristics. The individual antecedents include (a) holding core team evaluation, (b) showing team trust, and (c) creating an open communication climate.

The third aspect is regarding shared leadership outcomes: (a) learning and growth, (b) innovative outcomes, (c) performance, (d) engagement, (e) sense of accomplishment, and (f) potential inefficiency, which will be elaborated on below.

Tables 4-1, 4-2, 4-3, and 4-4 provide representative quotes for each of the second-order concepts that emerged from the analysis. The quotes provide clear examples of

direct ties between the answers from informants and the concepts that emerged from the analysis. Additional quotes are also provided in this section.

### **Theoretical Themes of Shared Leadership**

Table 4-1 displays sample quotes from participants to depict each theoretical theme. I undelined the words that directly relate to the theme I have identified.

Table 4-1  
*Evidence for Theoretical Themes of Shared Leadership Construct*

ID #	Theoretical themes	Sample quotes #1	Sample quotes #2	Sample quotes #3	Sample observed events
1	Autonomously make a decision	I can create and revise the report by myself <u>based on my own decision</u> before reporting to a leader, so I can create a better outcome. (Interview no. 30)	Team members finally reached the consensus based on <u>their own decision</u> after each member had enough time to consider. Then they consulted the project leader and other members for permission. (Interview no. 5)	Since the members of the project are well-prepared, <u>most team members are decision-makers</u> within the topics they are in charge of. (Interview no. 12)	Each team member advances an <u>independent viewpoint</u> , and <u>takes bold decisive action</u> without others' demands. (Meeting no. 1& 3)
2	Taking a proactive initiative	Because of his expertise and increasing positive atmosphere, he showed <u>unexpected good performance</u> in his assignment, and <u>led and helped other team members</u> as well. (Interview no. 29)	All team members are <u>energetic and passionate</u> under the atmosphere in which members are competitive <u>in good faith and encourage each other to volunteer</u> . (Interview no. 6)	All the team members are <u>passionate and eager to participate in the discussion voluntarily</u> without prompting. (Interview no. 3)	Team members <u>proactively say "Yes, I will do"</u> before being asked (i.e., forced by team leader) or before the situation necessitates an action. (Meeting no. 3, 4, & 7)
3	Engaging extra-role behaviors	All team members had high self-esteem as a consultant. They not only simply did his or her own work, <u>but also worked really hard in order to create a better outcome</u> . We used to work overtime frequently. (Interview no. 30)	As long as the project is ongoing, no one would go home earlier although one had completed the give task already. <u>The members who finished their task helped with others task, and worked together accordingly</u> . (Interview no. 11)	Until the team project reached the finish line, each individual member's work is not complete. Each task is inter-related closely so all members collaborated together closely. On occasion, <u>I worked on documents which are not my duty in order to help others</u> . (Interview no. 24)	<u>Most team members are involved in others' work, which require unusual extra efforts</u> . (Meeting no. 2, 3, & 6)

(Continued)

Table 4-1  
*Evidence for Theoretical Themes of Shared Leadership Construct (cont.)*

ID #	Theoretical themes	Sample quotes #1	Sample quotes #2	Sample quotes #3	Sample observed events
4	Horizontally make a joint decision	We had a <u>communication process to actively share the information with each other horizontally</u> and to consider whether the information is applicable or not, although decisions made by this process might not be used. (Interview no. 23)	Our project team had a <u>decision making process which makes a conclusion by team discussion</u> rather than making arbitrary decision by disregarding team members' opinions. (Interview no. 23)	Project team members listened to each other often, and tried to <u>make a decision in a democratic way</u> . (Interview no. 4)	A team makes decisions and renders <u>judgments together after considering every team members' situations and opinions</u> . (Meeting no. 3 & 7)
5	Collectively make a joint decision	It is important for a team leader to guide as a coach. But my team leader was not a final decision maker. <u>He discussed and shared ideas and opinions as one member of the team</u> . (Interview no. 10)	All team members discussed together and eventually came to the conclusion, and <u>team leader also agreed with the decision made by team members</u> . (Interview no. 30)	We <u>discussed a lot with the project leader</u> . Then I feel he listens to my opinion closely and reflects my opinion as well. That project leader is different from other project leaders in that way. (Interview no. 1)	<u>A team leader encourages voluntary participation in decision making by team members</u> . He also supports and acts in accordance with final group decisions. (Meeting no. 2 & 5)

**Autonomously make a decision**

Foremost, the first theoretical theme of shared leadership involves team members' autonomy in decision-making. When a team is allowed leeway to freely make the decisions leading to this action, participants identify it as a state of shared leadership. For example, an interviewee responded, "We can make a decision by ourselves and proceed with that work in our own way" (Interview no. 21). When autonomy and authorization are extended to individuals, and not to just the team as a whole, this is a sign of shared leadership. Although Hoch and Duleborn (2013) suggested that autonomy is a necessary precondition for shared leadership to unfold, I identified that autonomy in decision-making is a feature of shared leadership behavior. Autonomy in decision making by individual team members positively affects their participation in the team as seen in the following excerpt: "Each individual had decision-making power and leadership on his or her own task. So everyone participated in the project actively" (Interview no. 26).

**Take a proactive initiative**

Team members' taking a proactive initiative is another distinctive theme of shared leadership, as members of teams with high levels of shared leadership ardently perform tasks, even though they are not the formal leaders. As a case in point, one interviewee noted that "Each team member took the initiative in thinking out new ideas and doing work for the project team's outcome although they were not officially nominated to a position of power" (Interview no. 12). This particular brand of dedication exceeds merely fulfilling direct requests from the official leader of the team: "We had freedom to do our own tasks, not just followed the demands of the project leader. It motivated us to take an individual initiative" (Interview no. 23).

**Engage in extra-role behaviors**

The third theme of shared leadership involves team members' extra effort, which can be interpreted as extra-role behavior, or the lengths individuals are willing to strive to in order to deliver good results (Blader & Tyler, 2009). Personal extra effort from individual team members is seen in a shared leadership setting. A participant presented as an example that "I took more work not just for my performance but for the whole team and better team performance even though it was not easy" (Interview no. 12). A project leader said, "When you start thinking from the perspective of the team as a whole, and other team members instead of only focusing on your own personal specified duties, you can both complete your own work and assist others" (Interview no. 23). This response affirms that individuals can engage in extra-role behaviors to demonstrate shared leadership within the team because each member holds a positive impression of aspirations for the team as a whole.

**Horizontally make a joint decision**

The fourth theme of shared leadership is termed horizontally make a joint decision, which refers to team members sharing decision-making power in determining team affairs. Making collective decisions horizontally signifies democratic decision making. Examples include: "The critical agenda or issues of a project team were decided by all team members, whereas they managed their own affairs in the case of minor work issues" (Interview no. 28); "Since we did not know well about the project topic, we collected each other's opinions to complete the task. We reached a consensus decision horizontally and collectively" (Interview no. 11). Thus, it is evident that horizontally



making a joint decision is an attempt by team members to disperse leadership among themselves by actively participating in a team (Bergman et al., 2012).

### **Vertically make a joint decision**

The fifth theme of shared leadership is termed vertically make a joint decision, which means that team members reach a consensus in decision making after discussions between team members and the team leader. Thus, an appointed team leader does not play the role of sole decision maker in the team. For example, one participant stated, “The project leader didn’t play a role as a decision maker but as an advisor. That is, he plays a role as a coach. So, he shared opinions at the same level with team members and made a decision together.” (Interview no. 8). The direction of influence and decision making for shared leadership diverges thoroughly from that of traditional models of leadership, for it does not unilaterally fall top-down (Pearce & Conger, 2003). In alignment with this finding, many participants emphasized the process of making collective decision as an axiomatic theoretical theme of shared leadership. In effect, team members jointly exercise the right to make decisions to exhibit shared leadership in contrast with the traditional model where one formal leader alone holds decision-making power. One participant said “We did not just follow a project leader’s demand, but we voiced out our opinion for better project output. Although those opinions were different from the original ones, we discussed everything and made a decision with all members including project leader,” (Interview no. 23).

I note that these five themes of shared leadership can be categorized into three categories, which include individual-level shared leadership behaviors, interpersonal-level shared leadership behaviors, and group-level shared leadership behaviors, as shown

in Figure 4-1. The first category, individual-level behavior of shared leadership, refers to individual team members' shared leadership behaviors in managing their own tasks and contributing to the effectiveness of the whole team. This category includes (a) make a decision autonomously, (b) take a proactive initiative, and (c) engage in extra-role behaviors. Second, horizontally make a joint decision falls under the interpersonal-level shared leadership behavior category, meaning that team members aspire to develop interpersonal relationships with each other in collective decision-making. The third team-oriented category of shared leadership behaviors includes vertically make a joint decision, representing collective behavior between team members and the leader in jointly making decisions and improving team effectiveness. This categorization matrix demonstrates that shared leadership behavior can exist or manifest in forms of multiple-level behaviors (i.e., individual, interpersonal/relational, and group-level) while more clearly conceptualizing the multilevel features of the construct of shared leadership.

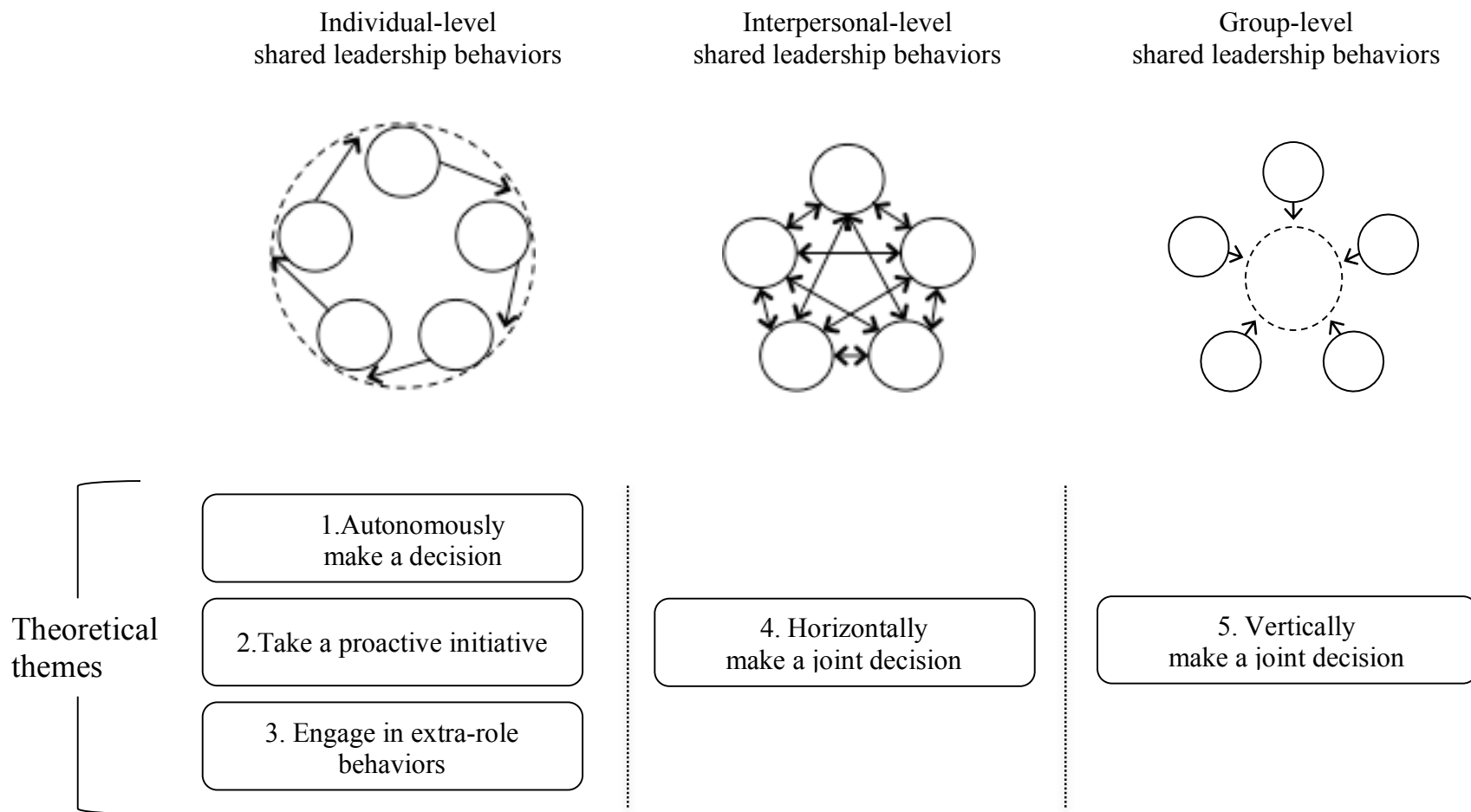


Figure 4-1. Classification of theoretical themes of shared leadership

### **Situational Antecedents of Shared Leadership**

Comprehensive discussion during the interview sessions provided an opportunity for interviewees to deliberate the many situational antecedents that influence the emergence and effectiveness of shared leadership. By posing questions on factors necessitating the introduction, development, and promotion of shared leadership within a project team, I was able to subtly direct the discussion to cover the antecedents for the emergence of shared leadership. Upon analysis of the diverse responses, fourteen antecedents were detected and subsequently categorized into the following three categories: formal leader traits and behaviors, team composition, and work characteristics. Table 4-2 presents sample quotes illustrating the factors of each antecedent. I undelined the words that directly relate to the theme I have identified.

Table 4-2  
*Evidence for Situational Antecedents of Shared Leadership*

ID#	Category	Situational Antecedent	Sample quotes
1	Formal leader traits/behaviors	1.1. Coordination	While each member did the best in each individual area, it came to face task conflict. However, relational conflict was not occurred fortunately. <u>The reason that relational conflict did not occur was the project manager's contributions by playing a role of mediator.</u> (Interview no. 11)
1	Formal leader traits/behaviors	1.2. Empowerment	I had to manage several projects concurrently so that <u>I only gave an overarching and basic direction to each individual.</u> I just provided the goal of the project, needs of the clients, and the full schedule. <u>I let them care of the rest of the project.</u> (Interview no. 5)
1	Formal leader traits/behaviors	1.3. Coaching behavior	If there is no guideline of group discussion, it will waste time in necessary talk. Therefore, <u>it is important to guide by a leader as a coach.</u> (Interview no. 10)
1	Formal leader traits/behaviors	1.4. Trust building	For instance, while a leader, "A" never overturn the outcome of the project which the members complete all together, the other leader, "B" often change what the members have done so far. In the case of "B", the trust within a team will be broken because they have collaborated for long time and it can be a vicious circle. <u>Once a leader give empowerment, she/he should respect what the members made an effort and should not overturn all of the outcome.</u> Unless, the relationship of trust will be broken. (Interview no. 7)
1	Formal leader traits/behaviors	1.5. Vision proposition	The failure of the project is due to different perspective of each member. That is, there was no clear vision. <u>The role of the project leader is to present vision and goal of a team but she/he did not.</u> (Interview no. 13)
2	Team composition	2.1. Each team member possessing certain level of expertise	If a leader delegates authority, <u>a team will work well when there are employees who know and have much experience with each other.</u> When strangers meet together for a project, the leader and even the employees would not know what to do. (Interview no. 7)
2	Team composition	2.2. Each team member has complementary expertise to each other	<u>Each individual from consultancy team had come from different backgrounds.</u> There were three outgoing members: the leader, a consultant from a financial field, the smart member a marketer who worked at S company, and me, having a HR background. (Interview no.2)

(Continued)

Table 4-2  
*Evidence for Situational Antecedents of Shared Leadership (contd.)*

ID#	Category	Situational Antecedent	Sample quote
2	Team composition	2.3. Similar age / work experiences (year) / managerial level among team members	<u>Two of my teammates were the similar age as me. One was the same age and one was 4 years younger than me. Though second person was younger than others, the experience he has had were at the same level as us. Even if one's position was lower than me, we treated one the same if he had more knowledge in a specific field. (Interview no. 1)</u>
2	Team composition	2.4. Optimal number of team members	<u>To have an effectively communicate and cooperate, <u>there first should be only a few teammates. I think it should be less than 5 or 6.</u> (Interview no. 30)</u>
2	Team composition	2.5. Interdependent role, task, and responsibility	<u>Even though each consultant has his/her own specialized area, <u>we all had to rely on others' idea and opinions.</u> That is because consulting team needs to provide merged outcomes, <u>which is integrated and embedded every specific area,</u> to client. (Interview no. 30)</u>
2	Team composition	2.6. Harmony / Fit	<u>I think <u>role balancing in team is very important.</u> Above all, <u>balance in personality is very important.</u> Project might end up fighting if everyone has the same tendency. (Interview no. 17)</u>
3	Work characteristics	3.1. Challenging work	<u>A <u>project scope was not exactly defined in the consulting field.</u> Furthermore, <u>client's needs and requests were always changing</u> during the project (Interview no. 11)</u>
3	Work characteristics	3.2. Needs for innovative/creative outcomes	<u>When a client needs a creative result of the project, she/he will ask a consultant to find a solution. <u>The consultant will try to make an innovative result, which is different from existing ones in order to satisfy the customer's needs.</u> The shared leadership will be realized in a situation like this. (Interview no. 23)</u>
3	Work characteristics	3.3. Unexpected situation / Uncertainty	<u>The project was supposed to run for three months but it had to be done in two months by the client's request. Furthermore, it was in trouble because the CEO of the client company told us that the outcome of the project was different from what the CEO expected. (Interview no. 14)</u>

### **Formal leader traits and behaviors**

A sizable number of interviewees pinpointed general disposition and behavioral characteristics of formal leaders, i.e. project leaders, as the most important antecedent. In particular, the official team project leaders where shared leadership was already established exhibited a general stylistic preference for shared leadership. For example, “the person with the most seniority, the project leader, must believe fundamentally that his or her distinct leadership role can be distributed. If s/he wants to rush through the job at hand, or thinks s/he already holds all the answers, it’s likely s/he will wonder why his or her subordinates are trying to interfere with his or her distinct know-how when they actively express their opinions” (Interview no. 23). Even in a team where shared leadership, defined as leadership performed by team members, is present, the influence of single designated leaders on team members remains large (Hoch & Dulebohn, 2013). Thus, their basic traits and behavioral characteristics highly influence the formation of shared leadership.

### ***Coordination***

The first leader trait or behavior to catalyze shared leadership is a coordination. Following the development of a joint decision making within a project team, conflicts may arise as the result of exchanging active and honest feedback. In such cases, the arbitration or coordination of the project leader is paramount. A representative excerpt stated the following: “I disagree with his opinion, and vice versa. This is because we work in different ways. However, the project manager arbitrated disagreement and moderated between us. As a result, we were able to more or less reach a consensus” (Interview no. 2).

### ***Empowerment and coaching***

Shared leadership appears to emanate when a project leader exhibits empowering and coaching behavior. Among project team members, managerial levels may exist between senior consultants and junior consultants. A participant who was a former project leader stated “I did my best to give team members opportunity and authority regardless of their managerial level” (Interview no. 1). Some participants who had experiences as project leaders mentioned that they delegated their leadership role in order to motivate team members. In the case of coaching behavior, “the project leader in the team didn't take a role as decision maker but only took a role as advisor. That is, s/he conducted the role of a coach” (Interview no. 8). As such, the role consists of one where the leader assists team members when they are faced with difficulty or obstructed with a problem. Offering adequate guidance for communal team output (See Interview no. 10, Table 2) can also be considered coaching behavior.

### ***Trust building***

According to Small and Rentsch (2010), intragroup trust is positively related to shared leadership. Team trust also happens to be one of the aforementioned behavioral constructs of shared leadership. In this manner, trust building by team leaders is yet another crucial preceding condition for shared leadership because trust is intimately related to shared leadership. It is important that the team leader set the first example and display signs of entrustment to establish intragroup trust. For example, “We trusted each other's competence and character, not only inwardly but also expressed outwardly through action. We all recognized every project team member had his or her respective set of extraordinary abilities to excel in their role. This is the reason I regarded every



member as a professional who possessed a high level of integrity and expertise. There is credibility in their work method and the results they bring” (Interview no. 3).

### ***Vision proposition***

The final leader trait or behavior that can enhance shared leadership is vision proposition. Clear definition of issues and proffered vision is an essential precondition for a successful project. This proves no exception in shared leadership. One participant speaking of project failure in the presence of shared leadership attributed the cause of failure to the lack of vision and goals presented by the project leader (See Interview no. 13, Table 2). In sync with this opinion, another participant reported that “the project manager clarified issues, presented a big picture, and provided reasons why we should complete the project successfully. It was the most successful project I ever worked on” (Interview no. 4). Vision proposition is not only the key to a successful project, but also one to unlocking shared leadership.

### **Team composition**

In general, team composition means an amalgamation of variables to a team, such as the number of members, their competency, backgrounds, and roles. Because shared leadership indicates multiple team members are enacting the role of leader (Carson et al., 2007), the individual characteristics of the members cannot help but impact the formation and development of shared leadership. This is due to the characteristics and attributes of individuals partaking as key inputs for the functioning and behavior of the collective as a whole (Morgeson, DeRue, & Karam, 2010). Furthermore, the distribution of these characteristics and attributes within the team is also pivotal in understanding team functioning (Jackson, Joshi, & Erhardt, 2003; Kozlowski & Bell, 2003). This section will

elaborate on the total of six team compositional factors necessary for the formation of shared leadership.

### ***Certain level of expertise***

Several interviewees remarked that each team member needs to possess a certain level of expertise. For example, one participant testified “I believe shared leadership can lead to different results depending on the consultants’ growth stage. Therefore, shared leadership will be meaningful only when the consultants for the job have had at least five or more years of experience in the field and the corporate world, and are at least a Band 2 level” (Interview no. 6). The “Band 2 level” referred to in this context signifies five or more years’ experience on average in a consultant position, as standard in the interviewee’s consulting firm. One project leader acknowledged that “if a leader delegates authority, the team will work well when there are employees who know and already have much experience with each other” (Interview no. 30), emphasizing the importance of sufficient experience and expertise.

### ***Complementary expertise to each other***

In accordance with this perspective, shared leadership is observed to make an appearance when each team member has complementary expertise to each other. This comment conforms to the assertion by Mehra et al. (2006) that heterogeneity in group configuration contributes toward the emergence of shared leadership. Optimal results are usually the consequence of bringing together consultants from diverse backgrounds and professions. This can also be confirmed from the following response: “If a group of consultants from the same profession gathered to make something attractive, could there be creative ideas or outputs? My answer would be no” (Interview no. 8). It is worth

noting that Interviewer no. 8 was an executive level consultant. Additionally, this sentiment is endorsed in another response stating all team members were able to exercise leadership because they all harbored different backgrounds (See Interview no. 2, Table 4-2). Indeed, although a formal leader's role is not emphasized when a team adopts shared leadership concepts, effective team outcomes can be shaped when each team member has a clear role or task (e.g., specialty area in the project) in the team. According to Pearce & Conger (2003), role ambiguity has been related to dysfunction in teams. For instance, differences in specialization and interdependence of each one's role may affect the communication within the team since higher interdependence and role specialization may require more communication, as team members must rely on other team members having different specialties. Above all, role specialization is helpful to avoid the potential "free-rider" problem that can emerge from shared leadership.

### ***Similar work experiences***

Investigation revealed that similar age, work experience, and managerial level were also all antecedents for shared leadership. In response to a question on the necessary conditions for shared leadership to prevail in all members of a team, a participant said "I think it will be effective for those who have similar careers and experience. Respect comes from accepting others, but it will be hard to respect each other if there is a big career and experience gap" (Interview no. 17). A number of other participants stressed the precondition of kindred age groups and career experience. We propose that this antecedent reflects the character of Korean society in the cultural context of this study. In Korean society, age and experience are commonly utilized as social gauging factors

because seniority receives higher attention and emphasis (Yang, 2006). This corresponds to the Confucian values and high power distance culture of the country.

### ***Optimal number of team members***

Several participants posited that a smaller team size of less than ten members was important for shared leadership. A project leader explained the reason to be “because one-on-one coaching by a project leader is important, shared leadership can only operate in a group with fewer than six to seven members” (Interview no.10). This is relevant to the antecedent of coaching behavior, under formal leader traits and behaviors.

Meanwhile, studies have also divulged that density of work teams was positively impacted by small team sizes (Henttonen, Janhonen, Johanson, & Puumalainen, 2010).

According to Campion, Medsker, and Higgs (1993), teams are best composed in moderate but humble numbers, large enough to accomplish the task but small enough to avoid dysfunctionality due to exaggerated needs for coordination, or negligence.

Although an exact number cannot be pinpointed, this information elucidates that project teams require smaller rather than larger numbers of staff for shared leadership.

### ***Interdependent role, task, and responsibility***

Shared leadership was also found to emerge when individual team members held interdependent roles, tasks, and responsibilities. Several shared leadership studies have reported that it enhances team performance in task interdependent contexts (Nicolaidis et al., 2014; Wang et al., 2014). Individual tasks in consulting projects are interdependent, and this quality augments the effects of shared leadership (Pearce, 2004). For example, “to manifest shared leadership well, there should be a good balance of both quantity and quality of manpower, mostly knowledge for consultants. Ultimately, a balance of

knowledge dispersed among members is necessary for a dependable relationship.”

(Interview no. 14). Members must be interdependent in role and responsibility as well, because project teams keep a common goal and work towards a common outcome (See Interview no. 30, Table 4-2).

### ***Harmony and fit***

Role balance plays as important a part as interdependence. A team balance indicates the presence of “*harmony*” and “*fit*” among members. A portion of participants admitted that promotion of shared leadership would be difficult if the team was composed of individuals whose personalities or dispositions were not harmonious (See Interview no. 17, Table 4-2).

### **Work characteristics**

Another highlighted factor that affects the prevalence of shared leadership is the characteristic of the work assignment. Although this study was conducted under the assumption that consulting team is an appropriate context for shared leadership, the interviews allowed us to determine which portions of the profession were especially relevant to the phenomenon.

### ***Challenging work***

The first characteristic is that the task should be challenging, meaning the task is complex and difficult to solve. Previous literature reports that shared leadership enhances team performance in complexity contexts (Conger & Pearce, 2003; Wang et al., 2014). Consultants are commissioned projects that are generally too complicated or demanding for the client to undertake himself or herself. Interestingly, interviews with consultants revealed that shared leadership emerged and developed more for complex and difficult

assignments. A project leader shared the following experience as the basis that led to a case of shared leadership: “Because clients were demanding too much, we could not process smoothly. Therefore, the task was very challenging and it was very frustrating because the work occurred at the same time” (Interview no. 6). Pearce (2004) also suggested that work complexity was a condition that could raise the effect of shared leadership.

#### ***Needs for innovative/creative outcomes***

The second work characteristic is that which requires innovative and creative output. While related to the challenging aspect of work, this facet explores projects where creativity is explicitly required to complete the final product. An interviewee stated “shared leadership is more effective in fields that require creative ideas rather than in fields that call for blunt efficiency. Eventually, shared leadership will be applied to rapidly changing industries that require creativity for results such as IT, high technology, or venture industries” (Interview no. 8). This demonstrates that shared leadership can be applied not only in complex projects, but also in projects that require creative or innovative output.

#### ***Unexpected situation/Uncertainty***

The final characteristic is the emanation of unexpected situations and uncertainties. In dynamic business environments, it is common to witness the subject or scope of a project undergoing modification, or unanticipated needs of a client sprung on the consulting team. Several interviewees shared personal experiences where shared leadership emerged unintentionally due to such circumstances, as can be seen in Interview no. 8 of Table 4-2.

### **Individual Antecedents of Shared Leadership**

Extensive discussion during the interview sessions and thorough analysis of the interview transcripts provided an opportunity for interviewers to find the various individual antecedents that influence the development of shared leadership. According to Mathieu, Maynard, Rapp, and Gilson (2008), the team environment affects team members, who, in turn, influence team processes such as interpersonal process and transition process. I must elaborate on which individual differences related factors, traits, and behaviors generate shared leadership in teams because shared leadership involves not a single, designated leader but all team members (Ensley et al., 2006). Thus, add to situational antecedents, I also focused on the individual antecedents by team members that directly influence shared leadership. I conceptualized them as individual antecedents because one of research objectives is to shed light on individual traits, attitudes, and behaviors that are within the individual members and that influence shared leadership, as noted earlier. Upon analysis of the diverse responses, I then subsequently categorized them into the following three types of individual antecedents based on conceptual similarity: holding core team evaluation, showing team trust, and creating an open communication climate. Table 4-3 presents sample quotes illustrating each individual antecedent. I undelined the words that directly relate to the theme I have identified.

Table 4-3

*Evidence for Individual Antecedents of Shared Leadership*

ID #	Individual antecedents		Sample quotes #1	Sample quotes #2	Sample quotes #3
1	Holding core team evaluation	1.1. Team awareness	We worked together for quite a long time, so <u>we knew each other quite well</u> . If one member disagreed or went in a different direction, we understood s/he did that for a reason. (Interview no. 8)	It was not easy to reach the agreement because every team member had different experience, expertise, and background. However, <u>we had no serious conflict because we know each other very well</u> . (Interview no. 7)	<u>Every team member recognized what kinds of strengths each individual has</u> . They also perceived that what would be a critical weakness if they formed a team. (Interview no. 15)
1	Holding core team evaluation	1.2. Team esteem	I did not have confidence whether I could do it or not for the first time. But after observing how project leader did as an exemplary, <u>I could have confidence and proceed with the work</u> . (Interview no.21)	We need patience about something vague and unpredictable, but <u>what is really needed for everyone is self-esteem</u> and that minimizes that uncertainty to conduct the project. (Interview no.3)	<u>We felt really great because we know that our team was selected</u> from the entire consulting firm in order to work on a special project. (Interview 28)
1	Holding core team evaluation	1.3. Collective efficacy	He always emphasized that “This is a project team that consists of expert consultants, both individual and team can create value added output.” <u>Team members come up to this expectation</u> . (Interview no.29)	<u>All members have strong confidence of success</u> because they already have best experience on a similar project in which all members participated. (Interview no.12)	Since every team member never failed in a similar type of project, <u>we were sure that we would not give up when facing challenging tasks</u> . (Interview no. 11)

(Continued)



Table 4-3

*Evidence for Individual Antecedents of Shared Leadership (contd.)*

ID #	Individual antecedents		Sample quotes #1	Sample quotes #2	Sample quotes #3
2	Showing team trust	Showing team trust	<u>I believed that I am working with capable members. I do not have any doubt that my team members are competent.</u> (Interview no. 4)	We created a positive atmosphere of <u>mutual respect and rejected aggressive debating.</u> (Interview no. 8)	I think open mindedness is to <u>accept others based on strong trust</u> among us. I am sure that <u>every member had a certain level of open mindedness.</u> (Interview no. 25)
3	Creating open communication climate	Creating open communication climate	We were able to <u>discuss each other's various opinions within a comfortable climate.</u> Thus, we were able to share feedback more frankly as well. (Interview no. 10)	Since we spent a lot of time working together, an <u>atmosphere for exchanging feedback was established.</u> As we built more in-depth relationships, a <u>comfortable environment for sharing each other's opinion was created.</u> (Interview no. 5)	Communication is very important. So, <u>a culture that facilitates communication should be established in advance.</u> Since we had very active communication, we could have synergetic energy. (Interview no. 7)

### **Holding core team evaluation**

The first individual antecedent of shared leadership, holding core team evaluation, refers to the extent that team members have a sound judgment of their team, such as being confident in the team and knowing its strengths and weaknesses. Thus, holding core team evaluation consists of all team member having a positive evaluation of their team. The new individual antecedent reflects the individual level concept of core self-evaluation (Judge, Locke, & Durham, 1997) from which it extends; henceforth, it serves as an umbrella term that encompasses team members' (a) team awareness, (b) team esteem, and (c) collective efficacy.

#### ***Team awareness***

The first component of holding core team evaluation is team awareness. Because self-awareness is understood to be people's in-depth perception of their own emotions, strengths, weaknesses, needs, and other factors relevant to their general state of being (Schein, 1978), I define team awareness as a similar collective perception by individual team members as one collective entity, meaning that team members understand the strengths and weaknesses of the team. Shared leadership provides an outlet for team members to be aware of and honestly accept both the strengths and weaknesses of themselves and their team. For example, an interviewee responded, "We all recognized that everyone could be wrong. So, we were not afraid of recognizing mistakes, revising them, or completely changing them" (Interview no. 2). Another participant recounted, "Since I knew the field that I am good at, I could express my opinion more often about that field. Also, I recognized the field that I am not good at" (Interview no. 30). The

occurrence of self-aware individuals flocking together to form an integrative team-awareness can thus influence shared leadership.

### ***Team esteem***

Individual self-esteem is defined as the overall value people place on themselves as people (Harter, 1990). In the same vein, team esteem refers to team members' overall evaluation of the team's value and worth. If team members believe that "our team is worthy," there is a higher level of team esteem. An example is in the following testimony: "I firmly believed that all of my teammates, and myself included, possessed a certain amount of aptitude. It appeared that other consultants other than myself also believed this" (Interview no. 30). Many participants also touched upon the topic of what is identifiable as team esteem. One of them commented, "I take a pride of my team and myself. This is because the CEO of that company acknowledged what my team has done so far" (Interview no. 22).

### ***Collective efficacy***

As an individual antecedent of shared leadership, holding core team evaluation also possesses the team behavioral characteristic of collective efficacy, which is the collective faith of a group that it can orchestrate viable actions for concrete results (Kozlowski & Ilgen, 2006). For example, one interviewee noted: "We all strongly believed that we would make a qualified output at the end of the project, clients would be satisfied with it, and it would be embedded in client's organization as a best practice" (Interview no. 30). Shared leadership enables teams to overcome obstacles and achieve goals because they possess collective efficacy. One participant described a personal experience resembling this phenomenon, stating, "My team was given a difficult

assignment, but we were triumphant in the end. This was because all the members already knew through prior experience that if everyone worked together, we could find the optimal solution” (Interview no. 23).

### **Showing team trust**

The second individual antecedent of shared leadership is showing team trust, which means that team members show trust in each other. Thus, showing team trust refers to every team member’s showing strong mutual trust in other team members. A considerable number of participants spoke of the emergence of team trust in a manner similar to the following: “We were able to trust each other because we understood each other’s strengths and weaknesses” (Interview no. 17); “I think mutual trust among project team members is very important. At the time, we had very strong trust in each other’s abilities and expertise” (Interview no. 23). Like this, many opined that strong and trusting relationships come from acceptance and respect between team members and can create a certain level of shared leadership.

### **Creating open communication climate**

I found that the third individual antecedent of shared leadership is creating open communication climate, which refers to encouraging open expression of ideas and opinions among team members. A large percentage of interviewees mentioned an open communication climate when discussing the topic of preconditions for shared leadership. I created a wide definition of creating an open communication climate to accommodate the effective communication of various teams, including (a) sharing ideas and information, (b) active listening, and (c) constructive criticism. The respective example citations for these three subthemes are: (a) “We vigorously shared ideas with team

members. I think that was the means to seeking mutual advice” (Interview no. 10); (b) “We expressed our opinion more actively and listened actively to any opinion” (Interview no. 8); (c) “I think we should get used to debating more. So, if others challenge my opinion, I shouldn’t think that it is a personal attack, but merely a necessary part of the process for achieving better team outcomes” (Interview no. 19).

In fact, the concept of creating an open communication climate is in line with Hoch et al. (2010), who stated that shared leadership is followed by ameliorated communication and sharing information. Pearce and Ensley (2004) also reported that communication is a behavioral context that nurtures shared leadership when team members share development, creation, communication, and reinforcement of a common vision. Here, open and transparent communication is a vital individual precursor of shared leadership.

### **Outcomes of Shared Leadership**

In this phase of the study, through coding the interviews, I found some novel and occasionally counterintuitive results regarding the outcome of shared leadership. Friedrich et al. (2009) pointed out that individuals and teams gain not only immediate performance and interpersonal outcomes but also long-term benefits such as innovation and growth when the leadership role is shared in teams. Hmieleski et al. (2012) also proposed that future studies should consider the short-term versus long-term consequences of shared leadership. In addition, Carter and DeChurch (2012) suggested that future research on leadership should distinguish group-level or individual-level outcomes.

I asked interviewees to clarify (a) whether the outcomes they mentioned were short-term or long-term effects, (b) whether the outcomes mainly benefit individual members or the entire team, and (c) what is the strength of the effect (i.e., high, medium, low) for each outcome across different levels (individual vs. team) and time periods (short-term or long-term). Intriguingly, I categorized each of the outcomes presented by participants into short-term vs. long-term and individual vs. group outcomes according to the substance and connotations of the responses. As shown in Table 4-4, the outcomes may belong to more than one category. For example, learning and growth were simultaneously filed under short-term and long-term outcome and were also determined to be applicable to both the outcome of individual members and the outcome of a group. In addition, it was possible to identify the degree of the effect (i.e., high vs. low) shared leadership had on individuals and teams, short- and long-term, by analyzing the interviews. In the case of performance, responses conceded that while long-term performance was anticipated (degree of effect: high), those with short-term were not promising (degree of effect: low). Along a similar vein, it was deduced that the effect of team performance (degree of effect: high) was weightier than individual performance (degree of effect: low) because more participants emphasized team performance as an outcome of shared leadership. Table 4-4 displays each category and its degree of effect, additionally supplied with sample quotes. I undelined the words that directly relate to the theme I have identified.

Table 4-4

*Evidence and Category for Outcomes of Shared Leadership*

ID #	Outcome	Category / Degree of effect				Sample quotes
		S	L	I	G	
1	Learning and growth	**	***	***	**	It was a good opportunity to <u>learn about each other's different abilities</u> among members of the project. I believe that it was an <u>intra-organizational learning</u> . (Interview no. 2)
2	Innovative outcomes	***	***	*	***	Various ideas were able to <u>make creative results finally</u> . The last project was to find a solution of making captive methods for clients. If I could have applied an approach of shared leadership, it would make a <u>better output which is excellent</u> . (Interview no. 10)
3	Performance	*	***	**	***	The topic was very unfamiliar and it required to be creative. So it took long to make a result. This is because numerous ideas got complicated before final decision. Finally, <u>this became the best practice in our company</u> . (Interview no. 16)
4	Job engagement	**	***	**	NA	<u>I really enjoyed the projects</u> . I thought that <u>I can keep on working as a consultant in this company</u> if I can work in this way (under shared leadership situation) (Interview no. 30)
5	Sense of accomplishment	**	*	***	**	Because all members of project team can exercise leadership role, <u>their satisfaction will be increased</u> . They can <u>develop self-esteem with experiences of success</u> . (Interview no. 14)
6	Potential inefficiency	***	NA	NA	**	In a vertical relationship between team members, it is comfortable to give an honest feedback from project leader or senior consultants if they think it is a wrong way. However, it is difficult in a horizontal team structure and shared leadership situation. Although one's idea is not good, I could help saying "it looks... nice, not bad". <u>This delayed puts us behind schedule</u> . (Interview no. 7)

*Note.* For categorizing the outcomes of shared leadership, S = short-term outcomes; L = long-term outcomes; I = individual outcomes; G = group outcomes / For estimating the degree of effect from shared leadership \* = low; \*\* = middle; \*\*\* high

## **Learning and growth**

Interviewees described the progression of shared leadership behavior in a team as an environment where learning and growth were notable by team members' absorbing each other's talent and knowledge, characterized by factors such as executing team agency and creating an open communication climate (see Interview no. 2, Table 4-4). Aside from mutual learning, growth of individuals also appears to flourish from the surplus of responsibility their experiences in leadership roles provides (Andrews & Lewis, 2012). On a more comprehensive level, shared leadership behaviors affect the entire team as a unity and in its development. Collective development is also confirmed in the following response: "In regard to learning effects, my team learned a lot by studying together and each sharing different ideas rather than networking" (Interview no. 7, Table 4-4).

## **Innovative outcomes**

In a traditional project setting, the role of the senior consultant as project leader is heavy because project leaders pioneer development of new practices or solutions for clients (Kim & Lee, 2012). The limitation of this structure is that one individual has to take on the entire responsibility for team output (see Interview no. 10, Table 4-4). Thus, shared leadership may lead to more creative and innovative outcomes when all members are involved than when single project leaders attempt to powerhouse all the ideas on their own.

## **Performance**

In parallel to research supporting the promotion of team performance through shared leadership (e.g., D'Innocenzo et al., 2014; Nicolaidis et al., 2014; Wang et al.,



2014), many participants discussed individual and team performance. However, more participants emphasized the performance of long-term as opposed to that of short-term performance. For example, the reason for this discrepancy was alluded to by one participant as the work characteristic of consultancy or, more specifically, sharp deadlines and flagging project timeframes within the contracted period: “For the most part, consulting projects are under time constraint so it is not easy to exercise shared leadership. Consultants are asked to produce rapid results, but I think shared leadership would be effective in cases without this constraint. In a three-month project [the average length for a project], mistakes are fatal and you risk losing trust from clients” (Interview no. 18). Nevertheless, shared leadership influences both individual and group performance from a long-term perspective as conveyed in the following statement: “If someone once experiences shared leadership, s/he definitely knows how the team can better perform. Therefore, his or her team can improve its performance at least starting from the next project onwards” (Interview no. 30).

### **Job engagement**

Yet another outcome of shared leadership that participants identified was an increase in job engagement and motivation. One interviewee said, “Shared leadership will be necessary for motivation for every member to remain continuously engaged with the project for long-term performance” (Interview no. 1), further stressing that the motivation snowballs under shared leadership and creates a better long-term performance. Hoch and Duleborn (2013) proposed that shared leadership positively affects team motivational processes, which enhances team performance. This

motivational mechanism results in positive effects on both the short-term and long-term outcomes.

*Sense of accomplishment.* Shared leadership provides a foundation for team members to experience high levels of satisfaction because members are able to exercise leadership and exert influence. This experience is highly correlated with the development of self-esteem for project team members. An interviewee said, “Shared leadership aids the accomplishments of members, as well as nurtures them. This boosts their confidence to undertake tasks with ownership and achieve goals” (Interview no. 16). At times, a sense of accomplishment appears to be unrelated to external evaluations on the outcome of the project (i.e., assessment by the client or the assigned project leader).

### **Potential inefficiency**

Often defined as lateral influence among peers, shared leadership indicates lateral inter-member relationships and active dynamics existing within a team (Cox, Pearce, & Perry, 2003). Despite its multiple benefits, this structure of interaction can present unintended side effects, including inefficiency or time delay in communication. One interviewee noted:

“In a vertical relationship among team members, project leaders or senior consultants feel more comfortable giving honest feedback on what they think is incorrect. However, this is difficult in a horizontal team structure or shared leadership situation. Even though someone’s idea was not good, I could only say ‘it looks . . . nice, not bad.’ This inefficiency put us behind schedule. (Interview no. 7)”

A number of interviewees also said it was difficult for shared leadership to happen and take effects for short-term projects with strict time constraints. Some went so far as to criticize the failure of shared leadership in time management, leading to undesirable outcomes. I note that this result is preliminary, and more research endeavor is needed to further cast light on the preliminary finding. Nevertheless, I believe this preliminary finding is intriguing and novel. It has not been uncovered in prior studies.

## **Chapter 5**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter discusses the results demonstrated in the previous chapter. The results are summarized first. I also deliberate the implications of a shared leadership construct and, consequently, the anticipated contributions to existing leadership theory and practice. This is followed by a brief listing of the research limitations, along with some future recommendations. Finally, the chapter ends with a conclusion.

### **Discussions**

The study commences with the intent of better understanding shared leadership in teams in response to recent reports showing the need for further scrutiny of the topic (Cullen & Yammarino, 2014; Yammarino et al., 2012). Qualitative results highlight the various theoretical themes, situational antecedents, individual antecedents, and multi-faceted outcomes of shared leadership. Through in-depth interviews with thirty management consultants and seven non-participant observations of team meetings, this study examines theoretical themes, antecedents, and outcomes of shared leadership. The preliminary evidence shows that shared leadership includes team members' autonomously making a decision, taking a proactive initiative, engaging in extra-role behaviors, horizontally making joint decisions, and vertically making joint decisions. My investigation of situational antecedents (i.e., about formal leader traits and behaviors, team composition, and work characteristics) provides insight into the boundary conditions that nurture the proliferation of shared leadership. I also found various individual antecedents, including holding a core team evaluation, showing team trust, and creating an open communication climate, for promoting shared leadership. Finally, I

discovered that shared leadership has unique short- and long-term outcomes on individuals and teams such as learning and growth, innovative outcomes, job engagement, performance, sense of accomplishment, and potential inefficiency.

### **Theoretical Implications**

The purpose of this study is to fill the theoretical gap in existing literature on shared leadership under the scope of management and organizational studies. Compared to previous reports contemplating the definition and importance of shared leadership, I initiate the novel approach of documenting accounts of theoretical themes, situational factors, individual antecedents, and consequences of shared leadership from primary sources. In spite of accruing current research, little is known about the behaviors and psychological states of individuals operating in a team with shared leadership. Therefore, aside from divulging the reality of the phenomenon on-site, I ascertained that the main contribution of this study is a model outlining what exactly shared among team members is.

Many empirical studies on shared leadership use the concept of traditional hierarchical or vertical leadership instead of uncovering new demonstrative cases of shared leadership behavior (e.g., Ensley et al., 2006; Hoch, 2013; Hoch et al., 2010; Pearce & Sims, 2002). However, behavioral demonstrations of entire teams or individual team members appear to differ based on the underlying nature and structure of leadership. That is, the construct of shared leadership is special, indicating a likelihood of distinction between shared leadership and other leadership styles. The qualitative method was implemented to understand better the theoretical themes of shared leadership and to avoid the misuse of concepts through inductive exploration, rather than deductive hypothesis

testing. My findings from in-depth interviews complement the apertures in previous literature and locate theoretical themes and antecedents of shared leadership.

Above all, I found five specific manifestation behaviors of shared leadership in teams, extending earlier work on shared leadership, such as Drescher, Korsgaard, Welpel, Picot, and Wigand (2014), Hiller et al. (2006), and Manz, Shipper, and Stewart, (2009), who have mentioned some aspects of these dimensions in various degrees. For example, a horizontally made joint decision and a collectively made joint decision, which I found as shared leadership behaviors, are associated with the collective decision-making process of a team. As I explained above, I discovered that making a democratic decision by the entire team members (horizontally make a joint decision) is one of the behavioral demonstrations of shared leadership. In addition, I also found that reaching consensus in the decision-making process after having a discussion between team members and the team leader (collectively make a joint decision) is another behavioral demonstration. There are few teams without an appointed leader in most of today's organizations. A team leader is usually assigned even in teams with horizontal or a more flat structure. Therefore, to collectively make a joint decision, which emphasizes the role of a formal leader in order to exhibit shared leadership, has its value on both practical and theoretical sides.

I structured my study to variegated situational antecedents such as formal leader traits/behaviors, team composition, and work characteristics that can cause shared leadership to deepen and extend the current literatures of shared leadership. The knowledge of shared leadership is "still simplistic," thus, shared leadership research needs "a far more fine-grained understanding of how shared leadership unfolds within

group” (Conger & Pearce, 2003, p. 287). Although many leadership scholars have speculated what shared leadership is and why shared leadership is important, no research exists to study entire picture of shared leadership. This study is the first attempt which unfolds not only lived meaning and content of shared leadership, but also situational and individual constraints of shared leadership. In addition, in response to calls for considering vertical leaders’ support on shared leadership (Cox et al., 2003; Locke, 2003), I found and pinpointed that traits and behavioral characteristics of vertical leaders highly influence the formation of shared leadership.

My primary goal with this research is to delineate further the positioning of shared leadership in the larger nomological network of both antecedents and diverse outcomes to further understand and advance the construct of shared leadership. Above all, because I assumed that the psychological states of individuals directly affect their behaviors (Bandura, 1986), added to situational conditions, I also considered the roles of individual traits, attitudes, and behaviors of team members’ acting as individual antecedents of shared leadership. Because existing studies on exploring antecedents of shared leadership have primarily focused on only situational antecedents such as team context, the current study investigated not only situational factors but also immediate antecedents, which, in turn, contributes to expanding the nomological network of shared leadership. Specifically, I revealed that group members’ showing team trust, as another individual antecedent of shared leadership, extends previous studies on shared leadership that suggested that team trust is only an outcome of shared leadership (e.g., Avolio et al., 1996; Bergman et al., 2012; Boies et al., 2010) or a contingency condition creating shared leadership (e.g., Small & Rentsch, 2010). I encourage future researchers to further test the

nomological validity of shared leadership with the quantitative data of the situational and individual antecedents that I revealed. In addition, I developed the nomological network of shared leadership by further exploring various and multi-faceted outcomes of shared leadership.

Most of the prior studies tend to highlight the positive effects of shared leadership (D’Innocenzo et al., 2014; Nicolaidis et al., 2014; Wang et al., 2014). In this study, through various types of qualitative methods, I identified the negative outcomes of shared leadership such as inefficiency, which provides a unique understanding of the multi-faceted nature of shared leadership outcomes. More interestingly, I found that the negative nature of a specific outcome of shared leadership could vary across the time dimension. For example, when I added a time dimension (i.e., short-term vs. long-term) to outcomes, I found that potential inefficiency as a negative outcome of shared leadership exists only at a short-term level and might disappear at a long-term level. This curious finding shows that it is necessary to consider the time dimension of an outcome of shared leadership. In this regard, a longitudinal research design is able to cast a brighter light onto understanding the complexity and dynamics of the shared leadership phenomenon, which I highly recommend for future studies on shared leadership.

In addition, I found that shared leadership has a stronger effect on team-level innovative outcomes than on individual-level innovative outcomes. This suggests that it is necessary to consider the differential effects of shared leadership on the same outcome across different levels. In general, I found that shared leadership has a stronger effect on team-level outcomes than on individual-level outcomes even if they are of the same type (i.e., innovation). I suggest that future studies on shared leadership should examine the



potential similar and differentiated effects on the same outcome variables across different levels (e.g., individual and group). Studies of this type will better integrate the level issues into studying shared leadership, and thus contribute to a better understanding of the shared leadership effect across levels.

To summarize, I suggest that future studies on shared leadership should consider the multi-faceted, multi-time-point, and multi-level nature of shared leadership outcomes and effectiveness in order to develop a deeper understanding of the concept of shared leadership and its nomological network.

### **Practical Implications**

This study presents some important practical implications. Based on findings, I foresee that there is a higher chance of achieving team performance when shared leadership exists on a project team. Innovative outcomes, sense of accomplishment, job engagement, and learning and growth are other benefits of shared leadership. Accordingly, for training and development programs for consulting project teams, the study findings maybe a useful reference for designing curricula that promote shared leadership based on the five theoretical themes and three individual antecedents. In an interesting result, this study shows that shared leadership can be ineffective in a short-term, but can turn into better team-level performance in the long term. Besides, shared leadership can be more effective in delivering individual-level job engagement in the long term than in the short term. Therefore, team leaders and members should recognize this phenomenon and stay patient about using shared leadership in the implementation and training of shared leadership. For example, despite there being no remarkable short-term effects or even initial negative outcomes after implementing shared leadership in

teams, organizations should patiently wait for some time to leverage shared leadership, enough time, at least, to generate positive outcomes across a long-term period.

This study presented the practical implications of the circumstances which optimize shared leadership consequences for project team leaders and team members by investigating the boundary conditions of the phenomenon. I reached the prognosis that when projects require innovative outcomes, are especially challenging, or contain risks, there is a higher chance of the emergence and development of shared leadership. Thus, project teams would benefit from adjusting their environs according to the results of this study, manipulating circumstances to enhance shared leadership.

Moreover, the results suggest that three immediate antecedents—holding core team evaluation, showing team trust, and creating an open communication climate—can facilitate the development of shared leadership. Therefore, team leaders should establish strong shared climates in which all team members identify and evaluate their team positively, show strong trust in each other, and actively share and listen to each other's ideas and opinions to promote shared leadership. Human resources professionals and managers may further ensure these conditions by introducing and developing various training programs targeting not only team leaders but all team members. Because shared leadership involves every team member in leading (Wang et al., 2014) within a team, it is important to promote awareness of the value and conditions of shared leadership to every team member rather than targeting only team leaders.

### **Limitations and Recommendations for Future Research**

Upon finding a paucity of research on the theoretical themes, antecedents, and outcomes of shared leadership (Yammarino et al., 2012), I chose to tackle the issue using a

qualitative approach investigating behavioral demonstrations and antecedents of the important phenomenon of shared leadership. The products of this inductive process are rich with new insights regarding the concept of shared leadership. However, I also recognize the investigation is not without inherent limitations.

The use of a qualitative approach is a subjective process dependent on the researchers' discernment, which is on par with any type of constructivist approach. In an effort to maintain rigorous methodological standards, I abided by the practices of Corbin and Strauss (2008) and Charmaz (2014). Nonetheless, I am not so naïve as to ignore the possibility of researcher bias in influencing the interpretation of data. To counter this hazard, I endeavored to ensure trustworthiness in my findings by triangulating methods through interviews and observation and by employing more than one coder for data analysis and interpretation (Cox & Hassard, 2005). I also cross-checked findings for any reports a coder shared with the participant group as a form of coder checking (Lincoln & Guba, 1985).

The second limitation is commonplace for most qualitative research: the impossibility of obtaining omniscient awareness on the frequency and prevalence of the phenomenon under investigation. To best offset this deficiency, I encourage future studies to convert previously non-quantified elements, such as theoretical themes of shared leadership, into quantifiable measurements. A quantitative approach may be more effective in determining the pervasiveness of the defining characteristics within sample organizations under observation, creating more accurate predictions of their impact on the effectiveness of shared leadership.

The third limitation of this study is the restricted sample collection. There was a gender imbalance among participants. The age ranges of the consultants I interviewed also were narrow. Although the demographic characteristics of the sample reflects a population of Korean management consultants, it is possibly oppressing external validity more than if the study had been conducted with professionals from more diverse settings or age groups, since age impacts values, norms, attitudes, and other relevant variables (Hoch et al., 2010). I suggest that future research use a more age-heterogeneous sample to explore the external validity of this study. This also applies to other demographic variables, such as gender, tenure, or cultural background, as well as other types of teams.

Finally, I encourage future research to develop a more sophisticated understanding of shared leadership. Although I developed theoretical themes, situational and individual antecedents, and outcomes of shared leadership in this study, I was not able to find clear links among these three components because I did not ask interviewees to identify which antecedents directly related to particular shared leadership behaviors or which particular shared leadership behaviors led to a specific outcome. Nonetheless, some of my findings provided some clues. For example, one interviewee mentioned, “When employees experienced that team decision-making process is participative and democratic, they become more engaged” (Interview no. 30). Thus, I expect that “horizontally make a joint decision” is positively associated with “job engagement.” Therefore, I recommend future studies to further explore the interlocking relationships among antecedents, shared leadership, and outcomes to develop a more elaborated theory of shared leadership.

## **Conclusion**

In contribution to historical research on shared leadership, this study presents a novel methodology to provide constructive insights on the shared leadership phenomenon through a comprehensive understanding of shared leadership based on a qualitative data analysis of individuals with firsthand shared leadership experience. I also detected patterns of behavioral dynamics in accounts from consulting project teams, enabling me to identify the demonstrative qualities featured in shared leadership. Finally, by analyzing contextual and situational factors, and outcomes of shared leadership, I hope to fortify a continuously developing understanding of the boundary conditions for, the effects of, and the overall value of shared leadership. I hope this study will stimulate more interest and research efforts in examining shared leadership in team contexts.

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**Appendix A**  
**Recruitment Emails (English Version)**



# Recruitment email messages

## *Recruitment email to HR Managers of each Management Consulting Firm in South Korea*

**Title: Need Your Assistance in Shared Leadership Research in South Korea**

Greetings,

Hello ABC manager, my name is Jong Gyu Park, a doctoral student at the Pennsylvania State University in the U.S.

I am conducting one-on-one interviews with management consultant about the behavioral demonstration, antecedents, and outcomes of shared leadership in South Korea.

Interview will not take more than 60 minutes. The interview targets to investigate how shared leadership is working in the consulting project teams.

I would like to ask you to participate in the research as follows:

1. First, as an HR manager, please let me know whether your consulting company participate in this research;
2. If you agree, please forward the attached informed consent form to employees, and then deliver to me a list of names and contact information (e-mail / phone number) of the individuals who answered that they are willing to participate in the interview.
3. After confirming the list, I will contact the consultants individually and set the time and place for the interview.

I would like to clarify that interviewees' answers to the interview will be used only for the purpose of scientific research and none else except for the researcher will be able to see the responses. All of participants' responses in the interview will be kept fully confidential and anonymous.

If you have any concern or question about this interview and research, please do not hesitate to contact me. My email address is [pvj5055@psu.edu](mailto:pvj5055@psu.edu). Thank you.

Best regards,

Jong Gyu Park

## Recruitment email messages

### *Recruitment email to individual consultants through HR Managers of Management Consulting Firm in South Korea*

**Title: Need Your Assistance in Shared Leadership Research in South Korea**

Greetings,

Hello XYZ consultant, my name is Jong Gyu Park, a doctoral student at the Pennsylvania State University in the U.S.

I am conducting one-on-one interviews with management consultant about the behavioral demonstration, antecedents, and outcomes of shared leadership in South Korea.

Your interview will not take more than 60 minutes. The interview targets to investigate how shared leadership is working in the consulting project teams.

I would like to ask you to participate in the research as follows:

1. After reading the attached informed consent form and interview questionnaire, please let me know about your participation in the one-on-one interview.
2. If you confirm to participate, please let me know your available time and date, and where is the best place for you.

I would like to clarify that your answers to the interview will be used only for the purpose of scientific research and none else except for the researcher will be able to see the responses. All your responses in the interview will be kept fully confidential and anonymous.

If you have any concern or question about this interview and research, please do not hesitate to contact me. My email address is [pvj5055@psu.edu](mailto:pvj5055@psu.edu). Thank you.

Best regards,

Jong Gyu Park

**Appendix B**  
**Recruitment Emails (Korean Version)**

## 각 컨설팅 회사의 HR 담당자에게 발송한 연구 참여 요청 이메일

Title: [펜실베니아 주립대] 공유 리더십 인터뷰 참여 요청

안녕하세요, ○○○님

저는 미국 펜실베니아 주립대학 박사과정의 박종규 라고 합니다.

저는 한국에서의 공유 리더십 (Shared Leadership)을 연구하기 위해 컨설팅 회사에 재직 중인 경영 컨설턴트들과 1:1 인터뷰를 진행하려고 합니다.

인터뷰는 개별 컨설턴트들의 프로젝트 팀 내 공유 리더십 경험과 관련된 질문들로 구성되며, 인당 인터뷰 시간은 60 분을 넘지 않을 것입니다.

연구 참여를 위해 ○○○님께 부탁드립니다 사항은 다음과 같습니다.

1. 먼저 ○○○님께서 HR 담당자로서 귀 컨설팅사의 본 연구에 대한 참여 의사를 알려주시고,
2. 만약 동의하신다면 첨부된 연구동의서를 직원들에게 전달 해 주신 후, 인터뷰가 가능하다고 응답한 직원들의 명단과 연락처 (이메일/전화번호)를 알려 주시기 바랍니다.
3. 해당 명단 확인 후, 제가 해당 직원들에게 개별 연락해서 인터뷰 시간과 장소를 정할 예정입니다.

인터뷰를 통해 얻게 되는 모든 정보는 연구 목적으로만 활용되며, 또한 익명으로 관리되고 비밀이 유지 될 것입니다. 또한 모든 인터뷰 내용은 철저한 비밀보장과 무기명으로 관리될 것입니다.

궁금하신 점이 있으시면 언제든지 연구자인 박종규(pvj5055@psu.edu)에게 연락주시기 바랍니다.

감사합니다.

박종규 드림

## 개별 컨설턴트들에게 발송한 연구 참여 요청 이메일

Title: [펜실베니아 주립대] 공유 리더십 인터뷰 참여 요청

안녕하세요, ○○○ 님

저는 미국 펜실베니아 주립대학 박사과정의 박종규 라고 합니다.

저는 한국에서의 공유 리더십 (Shared Leadership)을 연구하기 위해 컨설팅 회사에 재직 중인 경영 컨설턴트들과 1:1 인터뷰를 진행하려고 합니다.

인터뷰는 ○○○ 님의 컨설팅 프로젝트 팀에서의 공유 리더십 경험과 관련된 질문들로 구성되며, 인터뷰 시간은 60 분을 넘지 않을 것입니다.

연구 참여를 위해 ○○○님께 부탁드립니다 사항은 다음과 같습니다.

1. 첨부 된 연구동의서 및 인터뷰 질문지를 읽어보신 후, 1:1 인터뷰 참여 의사를 알려주시고,
2. 만약 참여에 동의하신다면, 인터뷰가 가능한 시간과 날짜 및 인터뷰 희망 장소를 알려 주시기 바랍니다.

인터뷰를 통해 얻게 되는 모든 정보는 연구 목적으로만 활용되며, 또한 익명으로 관리되고 비밀이 유지 될 것입니다. 또한 모든 인터뷰 내용은 철저한 비밀보장과 무기명으로 관리될 것입니다.

궁금하신 점이 있으시면 언제든지 연구자인 박종규(pvj5055@psu.edu)에게 연락주시기 바랍니다.

감사합니다.

박종규 드림

**Appendix C**

**Informed Consent Form (English Version)**

**Implied Informed Consent Form for Social Science Research**  
The Pennsylvania State University

**Title of Project:** Collective/Shared Leadership in the Korean context

**Principal Investigator:** Jong Gyu Park  
Ph.D. Candidate, Workforce Education & Development  
Program  
The Pennsylvania State University  
409 Keller Building, University Park, PA 16802, USA  
Email: pvj5055@psu.edu

**Dear interview participants:**

I would like to ask you to participate in one-on-one interview. Participants must be 18 years of age or older.

**1. Purpose of the Study:** The purpose of this study is to develop the construct of collective/shared leadership in collectivistic cultural setting.

**2. Procedures to be followed:** If you decide to participate, you will be asked to answer questions for about collective/shared leadership at one-on-one interview. Also, you will be asked to answer questions about your personal background briefly.

**3. Duration:** One-on-one interview will take about 60 minutes to complete.

**4. Statement of Confidentiality:** Your participation in this research is confidential. All information collected from you will remain completely confidential. The interview and data will be stored on researchers' computer in a password-protected file. Your confidentiality will be kept to the degree permitted by the technology used.

**5. Benefits:** If you want to receive you are able to access the aggregated results after this research will be finished.

**6. Right to Ask Questions:** Please contact Jong Gyu Park (at pvj5055@psu.edu by email) with questions or concerns about this study

**7. Voluntary Participation:** Your decision to participate in this research is entirely voluntary. You can stop at any time.

Participation and completion of the interview implies that you have read the information in this form and consent to take part in the research. Please print and keep this form for your records or future reference. Your participation is entirely voluntary. You may withdraw at any time, and you may decline to answer specific questions.



**Appendix D**

**Informed Consent Form (Korean Version)**

사회과학 연구를 위한 피연구자 동의서  
펜실베이니아 주립대학교

**연구 제목:** 한국에서의 집합적/공유 리더십 연구

**연구자:** 박종규  
박사과정생, Workforce Education & Development Program  
미국 펜실베이니아 주립대학교  
주소: 409 Keller Building, University Park, PA 16802, US  
이메일: pvj5055@psu.edu

**인터뷰 개요:**

한국에서의 집합적/공유 리더십 연구를 위해 1:1 인터뷰를 요청드리고자 합니다.  
연구 참여자는 반드시 18 세 이상이어야만 합니다.

1. **연구의 목적:** 본 연구를 통해 한국에서의 집합적/공유 리더십의 개념과 특징을 살펴보고자 합니다.
2. **연구 참여 절차:** 연구 참여에 동의 해 주신다면, 1:1 인터뷰를 통해 귀하의 집합적/공유 리더십에 대한 경험에 대해 여쭙볼 것입니다. 이 때, 상황에 대해 연구자가 보다 깊이 이해하기 위해 답변에 대한 배경설명과 개인 정보에 대해 여쭙볼 수도 있으며 정확한 기록을 위해 녹음기를 사용하여 인터뷰를 녹음 할 예정입니다.
3. **인터뷰 시간:** 1:1 인터뷰는 한 시간 이내로 진행 될 예정입니다.
4. **개인정보 및 보안:** 귀하의 연구 참여 및 인터뷰를 통해 얻게 되는 모든 정보는 연구 목적으로만 활용되며, 익명으로 관리되고 비밀이 유지 될 것입니다. 또한 모든 인터뷰 내용은 철저한 비밀보장과 무기명으로 관리될 것입니다. 인터뷰 녹음 파일과 녹취록은 비밀번호로 보안된 연구자의 컴퓨터에만 저장될 것입니다.
5. **혜택:** 귀하께서 원하신다면, 연구 종료 후 전체 연구참여자의 인터뷰를 종합한 연구 결과를 보내드리겠습니다.

**6. 문의사항:** 본 연구에 대한 질문이나 요청사항이 있으시면 언제든지 연구자인 박종규 (pvj5055@psu.edu) 에게 연락해 주시기 바랍니다.

**7. 자발적 참여 안내:** 본 연구에 대한 참여와 계속 여부는 전적으로 귀하에게 달려 있습니다. 따라서 귀하가 원한다면 언제든지 인터뷰 전이나 인터뷰 중, 혹은 인터뷰를 마친 이후라도 연구 참여를 중단하거나 철회 하실 수 있습니다.

인터뷰의 참여는 귀하가 이 양식에 있는 정보를 읽었으며 연구 참여에 동의했음을 의미합니다. 귀하의 기록이나 추후 참조를 위해 이 양식을 인쇄하여 보관하십시오.

귀하의 참여는 전적으로 자발적입니다. 언제든지 철회 할 수 있으며 구체적인 질문에 답하지 않을 수 있습니다.

**Appendix E**  
**Human Protocol Submission**

**Institutional Review Board (IRB)**  
The Office for Research Protections  
The 330 Building, Suite 205  
University Park, PA 16802 | 814-865-1775 | [ORProtections@psu.edu](mailto:ORProtections@psu.edu)

**Submitted by:** Jong Gyu Park  
**Date Submitted:** May 2, 2014 8:46:40 AM  
**IRB#:** 45553  
**PI:** Jong Gyu Park  
**Review Type:** Exemption  
**Protocol Subclass:** Social Science  
**Approval Expiration:** -pending-  
**Class Project:** No

### *Study Title*

1>**Study Title** Collective Leadership in the Korean Context  
2>**Type of eSubmission** New

### *Home Department for Study*

3>**Department where research is being conducted or if a student study, the department overseeing this research study.** Learning and Performance Systems (UNIVERSITY PARK)

### *Review Level*

4>**What level of review do you expect this research to need? NOTE: The final determination of the review level will be determined by the IRB Administrative Office. Choose from one of the following:** Exemption

### 5>**Exempt Review Categories:**

**Choose one or more of the following categories that apply to your research. You may choose more than one category but your research must meet one of the following categories to be considered for exempt review.**

**Information about the review categories can also be found in the Code of Federal Regulations Title 45 Part 46 Subpart A Section 101: <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html#46.101>. Information that is bolded below is additional clarification provided by Penn State, as allowed by federal law.**

- Category 2: Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observations of public behavior unless:

***Basic Information: Association with Other Studies***

**6>Is this research study associated with other IRB-approved studies, e.g., this study is an extension study of an ongoing study or this study will use data or tissue from another ongoing study?** No

**7>Where will this research study take place? Choose all that apply.**

- University Park

**8>Specify the building, and room at University Park where this research study will take place. If not yet known, indicate as such.** This study will be conducted through face-to-face interview in the working place of interviewees in Seoul, South Korea (i.e., meeting room in the building where interviewee is working). Therefore, there is no specific building or room at University Park.

**9>Does this research study involve any of the following Penn State Research Centers?**

- None of these centers are involved in this study

**10>Describe the facilities available to conduct the research for the duration of the study.**

This study will be conducted through face-to-face interview in the working place of interviewees in Seoul, South Korea (i.e., meeting room in the building where interviewee is working). Only interviewers (investigators) and one interviewee will be placed on the meeting room. Table, chairs, note taking tool (laptop computer), and audio recorder are needed in the meeting room. Every recording file and note will be secured in interviewer's password protected laptop.

**11>Is this study being conducted as part of a class requirement? For additional information regarding the difference between a research study and a class requirement, see IRB Policy I – “Student Class Assignments/Projects” located at <http://www.research.psu.edu/policies/research-protections/irb/irb-policy-1>.** No

***Personnel***

**12>Personnel List**

PSU User ID	Name	Department Affiliation	Role in this study	Added
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pvj5055	Park, Jong Gyu	Learning and Performance Systems (UNIVERSITY PARK)	Principal Investigator	125288 05/02/2014
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<b>Park, Jong Gyu (Principal Investigator)</b>	
<b>PSU User ID:</b> pvj5055	<b>Phone:</b>
<b>Email:</b> pvj5055@psu.edu	<b>Alt:</b>
<b>Email Notifications:</b> Yes	<b>Pager:</b>
<b>PSU Person Type:</b> Graduate Student	<b>Fax:</b>
<b>Dept:</b> Learning and Performance Systems (UNIVERSITY PARK)	
<b>Address 1:</b>	
<b>Address 2:</b>	
<b>Mail Stop:</b>	
<b>City, State, Zip:</b>	
<b>Procedures:</b> Jong Gyu will conduct interview, data-entry, analysis, and write-up as part of his research paper.	
<b>Experience:</b> Jong Gyu has conducted several research projects during his undergraduate and graduate career.	

### *Funding Source*

13>Is this research study funded? Funding could include the sponsor providing drugs or devices for the study. No

**NOTE: If the study is funded or funding is pending, submit a copy of the grant proposal or statement of work for review.**

14>Does this research study involve prospectively providing treatment or therapy to participants? No

### *Conflict of Interest*

15>Do any of the investigator(s), key personnel, and/or their spouses or dependent children have a financial or business interest(s) as defined by PSU Policy RA20, "Individual Conflict of Interest," associated with this research? **NOTE: There is no de minimus in human participant research studies (i.e., all amount must be reported).** No

### *Exemption Prescreening Questions (Prisoners)*

16>Does this research study involve prisoners? No

17>Does this research study involve the use of deception? No

**18>Does this research study involve any FDA regulated drug, biologic or medical device?**

No

**19>Does this research study involve the use of protected health information covered under the Health Insurance Portability & Accountability Act (HIPAA)?** No

**20>Does this study involve any foreseeable risks and/or discomforts (i.e., physical, psychological, social, legal or other) to participants?** No

**21>Will information collected from participants during the research study be recorded in such a manner that participants can be identified directly or indirectly through identifiers linked to the participants?** No

### ***Exemption Questions: Objectives***

**22>Summarize the research study's key objectives, aims or goals.** An extensive list of various theoretical approaches has been adopted to study leadership, the collectivistic approach to leadership has been nearly ignored (Yammarino, Salas, Serban, Kristie, & Shuffler, 2012). In particular, there is lack of research examining the collective leadership in a collectivistic cultural setting such as South Korea. Nevertheless, recent research on leadership is trying to advance the theory and constructs to conceptualize collective leadership and study how individuals within a group make decisions and collectively involve in leadership processes. For these reasons, a reliable and valid scale to measure collective leadership seems to be urgent in present leadership research to contribute to the growth of the theoretical and empirical study of collectivistic leadership approaches. Therefore, this research aims to develop the construct of collective leadership in a collectivistic cultural setting, and to advance the field's understanding of collectivistic leadership approaches in the context of project teams in South Korea.

**23>Provide the background information and rationale for performing the research study.**

Most of collective leadership researches have been conducted in the United States, while only a few researchers investigated collectivistic leadership approaches in different cultural surroundings (e.g., Ishikawa, 2012; Liu, Hu, Li, Wang, & Lin, 2014). Collective leadership can be described as a collectivistic intra-group phenomenon, however, the United States represents high level of individualistic culture (Index is 91) and low level of power distance (Index is 40) following Hofstede's cultural dimension (1980). Thus, it is possible to expect that more collectivistic and high power distance culture like Korea may present as antecedents to study the construct and theory of collective leadership. Therefore, the constructs and effects of collective leadership need to be investigated in different cultural contexts from United States such as South Korea (individualism index 18; power distance index 60) which represents collectivistic culture and also high power distance culture. For these reasons, clear definition of collective leadership, the boundary conditions of collective leadership, and advanced construct and theory of collectivistic leadership approaches in a



certain cultural context are necessary to the development of the leadership field.

**24>Summarize the research study's procedures by providing a step-by-step process of what each group of participants will be asked to do after informed consent has been obtained.** Interview will be scheduled by email or phone between the participants and the researchers directly after receiving participants' informed consent. During a scheduled interview, researchers will ask participants to discuss the six interview questions (Please refer to attached data collection instrument) with the researchers. The researchers will seek the participants' permission to record the interview and notice that all of interviewees' responses in the interview will be kept fully confidential and be used only for the research purpose.

**25>List the data collection measures/instruments that will be used in this study. Upload all instruments, measures, interview questions, and/or focus group topics/questions for review. Data collection instruments are a required element of the review process.**

Researchers will use six interview questions (Please refer to attached data collection instrument), which are developed by the researchers specifically for this study.

**26>Provide the age range of the research participants. Check all that apply.**

- 18 - 25 years  
 26 - 40 years  
 41 - 65 years

**27>Provide a brief description of the participant population.** Consultants of three management consulting companies in Seoul, South Korea.

**28>Does this research exclude any particular gender, ethnic or racial group, and/or a person based on sexual identity?** No

**29>Describe the steps that will be used to identify and/or contact prospective participants. If applicable, explain how you have access to lists or records of potential participants. During this process, participants must be informed of the following information:**

- The researcher identifies him/herself as a Penn State researcher; and
- The study is being conducted for research purposes.

Procedure:

1) One of the researchers contacted Human Resource (HR) managers of three management consulting firms in Seoul, South Korea, and asked if they would like to participate in the research. 2) According to researchers' request, HR managers of three consulting firms decided to participate, and they will randomly select consulting teams and their team members to participate in the interview. 3) We will create a first e-mail message, which will include the implied informed consent form of this study, and researchers' contact

information. We will then ask the HR managers to send the first email to individuals to check their interests in the study on behalf of the researchers. 4) Once a participant agrees to participate in the research through his or her direct contact with the researchers, who will schedule the interview by email or phone between the participants and researchers directly. The HR managers will not know who have finally participated the interview, thus the coercion/undue influence of the HR managers is reduced. 6) After setting the time and place for the interview, the face-to-face or phone interview will be administrated by Jong Gyu Park (principal investigator) by one-on-one in the interview venue. Interview log (notes and recording files) will be stored at a secure password protected laptop computers. 7) During the interview, researcher will notice that all of interviewees' responses in the interview will be kept fully confidential and only used for the research purpose. 8) After completing the interview, the researchers will send the thank-you e-mail to participants.

Notes:

1) During the process, the roles of HR managers are: (a) selecting participants, and (b) forwarding the implied consent form and researcher's contact information to participants on behalf of the researchers. However, the list of the participants will not be maintained by the HR managers after they send this out. The HR managers are definitely not able to access and monitor the individual data (answers) as well. In other words, only we as researchers will have access to the data. 2) Again, the researchers will strongly double-check and require the HR managers to delete all information about list of participants because it is Penn State's policy to protect the research subjects and keep the confidentiality of their response. (Note: There is no way that HR managers are able to access the individual participants' data even though they keep the list of employee participants). 3) The researchers will identify as a Penn State researcher, and inform the participants that the study is being conducted for research purpose and their individual responses are kept confidential.

**PLEASE NOTE: Submission of recruitment materials is not required for review, but may be requested on a case-by-case basis.**

**30> Explain how permission to take part in this research study will be obtained from potential participants (and parents, if minors are participants). During the consent process, participants must be informed of the following basic ethical principles of human participant research:**

- **The researcher identifies him/herself as a Penn State researcher;**
- **The study is being conducted for research;**
- **A description of the procedures that the participant will undergo as part of the study;**
- **The individual's participation is voluntary;**
- **They may end their participation at any time; and**
- **Participants may choose not to answer specific questions.**

**PLEASE NOTE: Submission of consent/assent forms is not required for review, but may be requested on a case-by-case basis.**

As we indicated above, participants in the subject pool will receive an electronic implied consent form that describes the study, but no signature will be requested. This is because: (a) continuing with the interview will imply their consent to participant, and (c) providing a 'signature' will make their responses identifiable rather than anonymous. Participants will

provide implied consent by their willingness to schedule and participate the interview. During the consent process, the researcher will: identify us as a Penn State researcher, will inform the participants that the study is being conducted for research purposes, will provide a description of the procedures that the participant will do as part of the study. The researchers will state that participation is voluntary, will state that participants may end their participation at any time, and that participants may choose to not answer a specific question.

**31>Will any type of recordings (e.g., audio, video, digital or photographs) be made during the conduct of this research study? Yes**

**PLEASE NOTE: If audio or video recordings with audio are made, Pennsylvania state law requires agreement from all parties.**

**32>Describe how recordings will be utilized in your research study (e.g., what parts of the study will be recorded/photographed, etc.).** The entire interview will be recorded utilizing recording function on the researcher's laptop. It is necessary to analyze interviewee's answers because researchers cannot memorize every content or take the note of entire content of the interview. Researcher will let interviewee know that interview will be recorded and seek their permission to do so. However, if an interviewee does not want his or her answer to be recorded, researchers will not utilize audio recording in this case.

**33>Is compensation being offered (e.g., money, extra/course credit, gift certificates, etc.)?**

No

**34>Are student records (e.g., coursework, grades, test scores, etc.) being collected as part of this research study? No**

**35>Please check the "I Agree" box below to confirm that all data (and recordings if applicable) are stored securely (e.g., locked cabinet, password protected computer, etc.) and accessible only to the research personnel listed on this application.**

I agree

**36>Please describe how data confidentiality (including recordings/photographs, if applicable) will be maintained AND how data will be reported when writing the results (use of code numbers, pseudonyms, without names attached, etc.). All data is to be stored in a confidential manner (even if identifiers are not connected to the responses), in locked locations, on password protected computers.** All interview and analysis data will be collected and maintained by the Jong Gyu Park (principal investigator) on a password protected laptop computer and will only be made available to Dr. Weichun Zhu (adviser). No personally identifiable information will be reported when writing the results.

***Document Upload***

## CONSENT FORMS

Document 1001 Received 05/02/2014 08:45:10 - Informed consent form

## DATA COLLECTION INSTRUMENTS

Document 1001 Received 05/13/2014 12:00:21 - Interview Questionnaire

## REVIEW - REQUEST INFO

Document 1001 Received 05/06/2014 08:06:35 PM – Returned for Additional Information

## SUBMISSION FORMS

Document 1001 Received 05/06/2014 06:53:38 PM - Application Auto-generated by eSubmission Approval

**Appendix F**  
**Questionnaires for Interview (English Version)**

## **Interview Questions for Research on Shared Leadership**

Thank you for participating in the interview. This interview targets to investigate how shared leadership is working in the project teams.

Interview will take around 45 to 60 minutes. The interview has a total of 6 questions. Please respond to them as specific as possible. We would like to clarify that your answers to this interview will be used only for the purpose of scientific research and none else except for the researchers will be able to see the responses. All of your responses in the interview will be kept fully confidential and anonymous.

If you have any concern or question about this interview and research, you can email the investigator, Jong Gyu Park. His email address is [pvj5055@psu.edu](mailto:pvj5055@psu.edu). Thank you.

1. Shared leadership is viewed as a leadership phenomenon that involves different individuals taking or sharing leadership roles over time in task-oriented and/or relationship-oriented activities within the project team (e.g. internal/external consulting project team, task force, etc.) like yours in order to better accomplish a common group goal. Please provide any specific examples of leadership phenomena, which could be your own experiences in your team or your observations of other teams in the workplace.
2. Can you define this type of leadership phenomenon with your own language? (What is your own definition of shared leadership?)
3. Are there any positive outcomes or advantages that the entire team and team members can get from this type of leadership phenomena? Why?

4. Are there any negative outcomes or disadvantages that entire team and team members can get from this type of leadership phenomena? Why?
5. How can we develop or promote shared leadership with in a team? Do you have any specific suggestions? Please be specific as much as possible.
6. Please tell if you have any extra comment or suggestion about shared leadership.

**- Thank you -**

**Appendix G**  
**Questionnaires for Interview (Korean Version)**



## ‘공유 리더십 (Shared leadership)’ 연구

### - 인터뷰 질문지 -

인터뷰 요청에 응해 주셔서 감사합니다. 이 인터뷰는 “한국에서의 공유 리더십 (Shared leadership) 연구”의 일환으로 진행되는 것입니다.

인터뷰는 총 여섯 개 질문으로 구성되어 있으며 인터뷰 시간은 45분에서 60분정도 소요될 것입니다. 가능하면 각 질문에 대해 상세히 응답해 주시기 부탁드립니다. 여러분의 인터뷰는 연구목적으로만 활용되고 익명이 보장될 것입니다. 인터뷰나 해당연구에 관해서 궁금하신 점이 있으시면 연구자인 박종규 ([pvj5055@psu.edu](mailto:pvj5055@psu.edu))에게 연락주시기 바랍니다. 다시 한 번 감사드립니다.

1. ‘공유 리더십 (Shared leadership)’은 컨설팅 프로젝트 수행 시 한 사람의 공식적 리더 (예: PM, PL) 에게만 의존하지 않고, 여러 팀 멤버들이 업무 내/외적으로 리더십 역할을 공동으로 수행하는 것을 의미합니다. 지금까지 프로젝트를 수행하면서 이를 경험했거나 목격한 사례가 있다면 구체적으로 설명해 주시기 바랍니다.
2. 귀하가 말씀하신 리더십 현상을 무엇이라고 정의내릴 수 있을까요?  
(여러분 스스로 생각하는 ‘공유 리더십’의 정의는 무엇입니까?)
3. 프로젝트 팀 내 공유 리더십으로 인해 생긴 긍정적 아웃풋은 무엇이었습니까?
4. 프로젝트 팀 내 공유 리더십으로 인해 생긴 부정적 아웃풋은 무엇이었습니까?

5. 만약 프로젝트 팀 내 이러한 형태의 공유 리더십을 개발/육성하려고 할 때, 어떤 전제조건들이 필요하다고 생각하십니까?
  
6. 이 밖에 공유 리더십에 대해 추가로 언급할 내용이 있다면 말씀해 주십시오. 어떠한 내용도 좋습니다.

- 감사합니다 -

**Appendix H**  
**IRB Approval Letter**

**Date:** May 19, 2014

**From:** The Office for Research Protections - FWA#: FWA00001534  
Julie A. James, Compliance Coordinator

**To:** Jong Gyu Park

**Re:** Determination of Exemption

**IRB Protocol ID:** 45553

**Follow-up Date:** May 18, 2019

**Title of Protocol:** Collective Leadership in the Korean Context

The Office for Research Protections (ORP) has received and reviewed the above referenced eSubmission application. It has been determined that your research is exempt from IRB initial and ongoing review, as currently described in the application. You may begin your research. The category within the federal regulations under which your research is exempt is:

**45 CFR 46.101(b)(2)** Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

**Given that the IRB is not involved in the initial and ongoing review of this research, it is the investigator's responsibility to review [IRB Policy III "Exempt Review Process and Determination"](#) which outlines:**

- What it means to be exempt and how determinations are made
- What changes to the research protocol are and are not required to be reported to the ORP
- Ongoing actions post-exemption determination including addressing problems and complaints, reporting closed research to the ORP and research audits
- What occurs at the time of follow-up

Please do not hesitate to contact the Office for Research Protections (ORP) if you have any questions or concerns. Thank you for your continued efforts in protecting human participants in research.

This correspondence should be maintained with your research records.

## VITA OF JONG GYU PARK

### Education

Ph.D. Candidate, The Pennsylvania State University, University Park, PA (2011 – Present). Workforce Education and Development, Organization Development/Human Resource Development Emphasis.

Ph.D. Sungkyunkwan University, Seoul, South Korea (2008 – 2016). Business Administration, Organization and Human Resources Emphasis.

MBA, Sungkyunkwan University, Seoul, South Korea (2003 – 2005). Business Administration.

BBA, Sungkyunkwan University, Seoul, South Korea (1995 – 2002). Business Administration.

### Selected Journal Publications

**Park, J. G.**, Yoon, S. W., Kim, J. S. & Joo, B-. K. (2017). The effects of empowering leadership on psychological well-being and job engagement: The mediating role of psychological capital. *Leadership and Organization Development Journal*, 38(3), 350-367.

Kim, W., **Park, J. G.**, & Kwon, B. (2017). Work engagement in South Korea: Validation of the Korean version 9-item Utrecht Work Engagement Scale (UWES-K). *Psychological Reports*, 120(3), 561-578.

Kim, A., Han, K., Ryu, S, Choi, J., **Park, J. G.**, & Kwon, B. (2017). Antecedents and consequences of satisfaction with work-family balance: A moderating role of perceived insider status. Forthcoming at *Journal of Organizational Behavior*

Kwon, B., Farndale, E., & **Park, J. G.** (2016). Employee voice and work engagement: Macro, meso and micro-level drivers of convergence? *Human Resources Management Review*, 26(4), 327-337.

### Selected Academic Awards

Best Paper Award of Organizational Behavior (OB) division, Academy of Management (AOM):

**Park, J. G.**, & Zhu, W. (2017). *Shared leadership in team: A qualitative analysis of theoretical themes, antecedents, and outcomes.*

Cutting Edge Award, Academy of Human Resource Development (AHRD):

**Park, J. G.**, Yoon, S. W., Kim, J. S. & Joo, B-. K. (2014). *The effects of empowering leadership on psychological well-being and job engagement: The mediating role of psychological capital.*