

The Effect of Evaluative Concerns Perfectionism on Resilience: The Joint Moderating Effect of the Social Support and Emotional Intelligence of the Leader¹

김민경 (Min-Kyung Kim) 서울과학종합대학원대학교 경영학 박사²

신제구 (Je-Goo Shin) 서울과학종합대학원대학교 경영대학 교수³

ABSTRACT

In a competitive organizational environment, members view completing tasks to perfection without mistakes as the requirement for success and good evaluation from others. However, unrealistically strong perfectionism can have negative effects on members' psychological states and organizational performance. This study focuses on evaluative concerns perfectionism, the negative aspect of perfectionism, based on positive psychology theory to explore the positive mechanism that comes into place in the process of strengthening organization members' resilience. For this purpose, we performed a moderated moderation analysis to investigate whether the moderating effect of leaders' social support (primary moderator) is moderated by their emotional intelligence (secondary moderator). To verify our research model, we conducted a two-part survey of 252 employees in various industries with a time interval to minimize the common method bias. Job rank and positive affectivity were set as control variables to identify the clear causal relationship among variables. Our findings showed that first, evaluative concerns perfectionism reduced resilience; second, leaders' social support positively moderated the relationship between evaluative concerns perfectionism and resilience; and third, the leaders' emotional intelligence positively moderated the two-way interaction between evaluative concerns perfectionism and the leaders' social support, confirming a moderated moderation. Our findings suggest the need for leaders to assume multidimensional roles to enhance the positive traits of organization members, especially in today's complex business environment. The implications of our findings are further discussed in relation to knowledge management and the development of organization members who exhibit evaluative concerns perfectionism, along with suggestions for future research.

Keywords: Evaluative Concerns Perfectionism, Resilience, Social Support of the Leader, Emotional Intelligence of the Leader, Moderated Moderation, Knowledge Management

¹ 논문접수일: 2017년 10월 17일; 2차 수정: 2017년 11월 6일; 게재 확정일: 2017년 11월 17일

본 연구는 서울과학종합대학원대학교에서 지원을 받아 수행하였음. 연구의 발전을 위해 소중한 의견을 주신 두 분의 심사자님께 감사드립니다.

² 제1저자

³ 교신저자

1. Introduction

In the intelligent society we live in today, where various technologies come together to create new values, businesses have been experiencing a dramatic increase in their efficiency and productivity. At the same time, companies have been facing increasing difficulty in predicting how the business environment will change and adapting accordingly. In the competition for survival, companies have been setting excellent leadership and the employees' core competencies as the strategic factors that differentiate them from competitors and to attract and foster new talents and strengthen the organization from within. In this process, organizations require high levels of goals and perfect work outcomes for their members to maximize internal resources for sustained competitive advantage and long-term performance.

Meanwhile, organization members perceive achieving perfect work outcomes as a necessary condition for success and survival amid excessive competition (Burns 1980) and pursue perfection in various aspects such as work and interpersonal relationships. While the efforts of members for perfection may be positive from an organizational standpoint, it may cause negative psychological and emotional states in individuals to adversely affect organizational performance. Because organizations place a greater weight on the outcome rather than the process, their members, who are subject to evaluations, are unable to feel satisfied until the task is completed to perfection

and disallow themselves from making any mistakes, undergoing emotional states such as tension, suspicion, and anxiety in the process (Frost, Marten, Lahart, and Rosenblate 1990).

These perfectionistic characteristics of organization members support the findings of early perfectionism research on the negative effects of psychological and emotional disabilities. However, since the early 1990s, studies have found that perfectionism not only has negative aspects but also positive dimensions, and multiple studies have been explored perfectionism as a multidimensional construct (Blankstein and Dunkley 2002; Frost et al. 1990; Hewitt and Flett 1991). Previous studies have discovered that individuals with positive perfectionism set realistically high goals and pursue perfection for self-growth, with little concern towards the evaluation of others, while individuals showing negative perfectionism set unrealistic goals that result in fear and worry about receiving negative evaluations and possible failures and exhibit negative psychological tendencies such as low social self-esteem and depression (Enns and Cox 1999; Frost et al. 1990; Flett, Hewitt, Blankstein, and O'Brien 1991; Flett, Besser, Davis, and Hewitt 2003; Hewitt and Flett 1991).

Arguably, today's organizational context and business environment may push organization members to exhibit negative perfectionism more strongly than positive perfectionism. Due to the highly-competitive situations they face, where they are subject to constant evaluations on their performance, organization members

tend to perceive survival in the workplace and success in life as the ideal to be reached and perfection as the ultimate goal (Burns 1980; Hewitt and Flett 1991). To meet the goals set by the organization, members pursue perfection because of the pressure they feel rather than from their volition, and as a result, become very sensitive to the evaluation of others and struggle internally between their obsession to perform well and their equalisation of mistakes to failure to experience negative psychological states (Kim and Son 2007a; Kim and Seo 2008). These phenomena surrounding negative perfectionism cause organizational dysfunction. Thus, perfectionism in organization members is a potentially important predictor of job attitude and organizational performance (Son, Lee, Park, and Yun 2010). Yet, while perfectionism is actively studied in the field of psychology, it is scarcely researched in the field of business administration.

In this context, this study carries out two objectives that focus on evaluative concerns perfectionism, which is the negative dimension of perfectionism, from the perspective of knowledge management. First, we explore the mechanism through which the internal resources of individuals exhibiting evaluative concerns perfectionism can be positively fostered and developed based on positive psychology theory. Through this exploration, we analyze how evaluative concerns perfectionism is associated with resilience, a capacity of positive psychological capital which refers to the psychological ability to overcome difficulties with a positive attitude.

Evaluative concerns perfectionism can induce extreme stress and negative emotions such as depression, anxiety, and job exhaustion, which can result in low resilience (Maslach, Jackson, and Leiter 1996). Thus, we expect resilience to play a crucial role in the positive recovery from negative psychological states caused by evaluative concerns perfectionism and promote individuals to positively contribute and actively participate in strengthening organizational performance.

Second, we examine the role of leaders as a situational factor that affects the relationship between evaluative concerns perfectionism and resilience within the organization based on trait activation theory. In particular, we examine the influence of leaders on evaluative concerns perfectionism with a focus on the leaders' social support and emotional intelligence. Evaluative concerns perfectionism tend to make individuals seek greater recognition and avoid being evaluated negatively from people who they deem meaningful and important. Deep concerns about being ignored or disappointing someone important can lead to feelings of depression, delays in tasks, and negative effects on organizational performance. Therefore, this study aims to examine the effect of the social support and emotional intelligence of leaders who exert a high influence through their officially-held power in an organization on the psychological state caused by evaluative concerns perfectionism.

Through this investigation, this study will provide a more precise understanding of the various evaluative concerns perfectionism existing

in the organization and the multifaceted role of leaders, thereby establishing a theoretical connection between psychology and knowledge management research. Also, this study will present the specific roles of the organization and leaders for enhancing the competencies of organization members who exhibit evaluating concerns perfectionism that will have practical implications for business practitioners. This paper is structured as follows. In Section 2, we elucidate the theoretical background of our research and our research hypotheses. In Sections 3 and 4, we present our research methodology and the analysis results. Finally, in Section 5, we summarize our findings and provide our interpretations on their implications.

2. Theoretical Background and Research Hypotheses

2.1 Evaluative Concerns Perfectionism

As perfectionism, formerly understood as a unidimensional concept, became recognized as a multidimensional construct, Blankstein and Dunkley (2002) reconstructed and classified perfectionism into its positive and negative dimensions to conceptualize two types of perfectionism: personal standards perfectionism to refer to its positive dimension and evaluative concerns perfectionism to its negative dimension. Personal standards perfectionism focuses on personal growth and development with little concern about the negative evaluations of

others, to induce individuals to feel satisfied with themselves and gain a sense of accomplishment from achieving realistic personal and organizational goals (Campbell and Paula 2002; Wu and Wei 2008). On the other hand, evaluative concerns perfectionism pursues a perfection based on the high expectations held by influential others (We and Wei 2008). That is, evaluative concerns perfectionism compel individuals to pursue perfection to meet the expectations of others and avoid negative evaluation and shame. Evaluative concerns perfectionism disallows individuals from being satisfied with the successful outcome of a task and rather pushes them to evaluate themselves based on extremely high standards and have repeated doubts about the quality of their performance (Blankstein and Dunkley 2002; Chang, Wakins, and Bank 2004; Wu and Wei 2008). In particular, evaluative concerns perfectionism tend to identify mistakes as failures, inducing a strong fear and aversion of mistakes, which are seen as a potential factor for rejection by causing disappointment and anxiety (Dunkley, Blankstein, Halsall, Williams, and Winkworth 2000; Frost et al. 1990). Previous studies have associated this tendency of evaluative concerns perfectionism with psychopathological phenomena such as depression, personal and social anxiety, interpersonal avoidance, and delayed behavior (Chang et al. 2004; Hewitt and Flett 1991; Frost and Marten 1990; Frost et al. 1990; Ferrari 1992).

Meanwhile, multiple studies have found that the negative outcome from negative perfectionism can be alleviated by certain psychological

mechanisms (Jo and Lee 2013; Kim and Seo 2008; Slaney, Ashby, and Trippi 1995; Van Dam, Sheppard, Forsyth, and Earleywine 2011). These studies suggest the need to examine the positive components of evaluative concerns perfectionism from the standpoint of positive psychology theory. In today's unpredictable environment, organizations consider human resources such as the core competencies and knowledge of their members to be the driver and factor for sustained competitive advantage (O'Reilly and Pfeffer 2000; Pfeffer 1998). Accordingly, academics have been looking into the causes behind organization members' negative behaviors and how to improve their attitudes (Luthans and Youssef 2007). These efforts have been finding that various environmental changes such as the rapid development of technology, intense competition among global and domestic companies, and downsizing of companies have led organization members to feel greater psychological pressure for survival and success and deeper psychological fatigue that lead to mental, emotional, and physical illnesses and detrimental disabilities (Bandura 1997, 2000).

In recognition of these problems, a significant amount of research on organizational behavior research has been directed towards the study of how the negative behaviors and attitudes of organization members can be mitigated or prevented. The implicit assumption here is that positive behaviors and attitudes can be strengthened by reducing negative factors and effects (Lee, Cho, Kim, Kim, Lee, and Choi 2009).

This trend in research is meaningful from the perspective of positive psychological theory as it involves the process of uncovering individual strengths and exploring the factors that promote and develop positive resources. For the field of business management, new insights may be obtained by not only looking into the factors behind the negative outcomes of evaluative concerns perfectionism but also by exploring the situational factors and psychological variables in organizations that can positively develop internal resources found in the positive traits of individuals. Therefore, this study intends to reveal the positive mechanism of evaluative concerns perfectionism by investigating the factors that promote positive resources and mitigate the negative effects of evaluative concerns perfectionism among organization members.

2.2 Evaluative Concerns Perfectionism and Resilience

Resilience refers to the psychological ability to adapt positively and overcome a given situation despite adversities, thereby creating an even better situation than before (Garmezy 1993; Luthar, Cicchetti, and Becker 2000; Masten and Reed 2002). Resilience presupposes difficult situations such as adverse environmental conditions, risks, and stressful situations. The key implication of resilience is that one regulates and controls one's own emotions in the face of difficulties to overcome the situation and restore the former unaffected state (Kim and Min 2011; Luthar, Cicchetti, and Becker 2000). As a lower construct

of positive psychological capital, resilience is a 'state-like' property, which is a requirement for the key variables of positive psychological capital, that can be systematically managed and developed for improved organizational performance (Lee and Choi 2010; Luthans 2002a, 2002b). In other words, resilience is a psychological resource that can be developed through the interaction between individual characteristics and dynamic environmental factors.

People with a high resilience learn lessons from adversity and accept difficulties as opportunities for greater success. They also tend to solve problems with a positive attitude without exhibiting the fear of failure (Luthans 2002a, 2002b). In a study that verified the relationship between resilience and affectivity, resilience was found to be positively related to affectivity and showed the highest correlation with the belief that one's current emotional state could be improved according to one's will (Kim and Min 2011). This implies that resilience is associated with the clear understanding how one's emotional state can change due to external situations and the positive belief that any negative emotion can overcome.

As resilience involves dynamic interactions between individual characteristics and abilities and the external environment, various psychological mechanisms are in effect when resilience plays a role in coping with adversity (Block and Kremen 1996; Dyer and McGuinness 1996; Smith, Dalen, Wiggins, Tooley, Christopher, and Bernard 2008). Resilient individuals internalize the expectation that good things will happen once they conquer

the present adversity as a positive value and adapt to the situation with an optimistic attitude. By separating themselves from the difficult situations they face and controlling their negative emotions, they gain confidence that they can solve the problem on hand (Kim and Min 2011). In this way, resilience allows individuals to overcome stressful situations by affecting psychological change and manifesting positive behaviors and thereby contribute to better organizational performance. Therefore, from an organizational perspective, resilience should be actively utilized as an essential positive resource, particularly as one that should be further developed and demanded in relation to evaluative concerns perfectionism.

From the standpoint of positive psychology as well, the resilience of organization members can lead to their better adaptability to the organization and mental health, thereby enhancing their happiness and satisfaction to have a positive effect on the organization as well (Wright 2003). In today's rapidly changing business environment, organizations and their members become subject to difficulties and adversities due to external factors and their various interactions, and as such, success and development depends on how they respond to such situations. Particularly when the future is unpredictable, and there is no way to know what difficulties await, the resilience of organization members become a critical element in ensuring long-term organizational performance and sustained competitive advantage (Masten 2001). In this way, the resilience of members become a meaningful positive resource for

business management.

Meanwhile, existing members at the organization who exhibit evaluative concerns perfectionism feel intense psychological pressure to meet their organization's high expectations and achieve perfect outcomes. They not only blame themselves for any negative events and difficulties but overgeneralize that negative events will be repeated in the future to see the difficulties posed from outside as failures rather than as opportunities for growth. As a result, they undergo experiences of high anxiety and depression which potentially expose them to job exhaustion and low resilience (Burns 1980). Evaluative concerns perfectionism is also often accompanied by a stubbornness to maintain unreasonably high expectations and excessive stress from continuously failing to reach such goals. Associated psychological effects such as being unable to adapt to external environments, low satisfaction in life, and depression (Chang, Watkins, and Banks 2004; Flett and Hewitt 2002) can cause strong criticism of the self and the tendency to avoid the failure, which translates to low resilience, than to accept and overcome the reality that goals have not been met.

Existing studies on the relationship between evaluative concerns perfectionism and resilience confirm that the lower constructs of evaluative concerns perfectionism, such as worry over mistakes and socially prescribed perfectionism negatively affect resilience and are strongly associated with passive responses to obstacles in difficult situations (Jung 2012; Klibett, Lamis,

Collins, Smalley, Warren, Yancey, and Winterowd 2014; Lee and Lee 2015). In summary, evaluative concerns perfectionism leads to low resilience as the individual identifies oneself with the adversity and isolates and criticizes oneself as the cause of the problem. By considering difficulties and adversities as caused by one's mistake and incompetence, rather than as a chance for self-growth, and due to its focus on the evaluations of others and the organization, evaluative concerns perfectionism can expand negative thinking and show low resilience.

Since anyone in the organization can experience difficulties in their various interactions with external environments, what becomes essential for success and growth is how individuals cope with such challenges. In this sense, resilience can be a useful positive resource for corporate management. Therefore, based on the above discussion, we propose the following hypothesis to test the relationship between evaluative concerns perfectionism and resilience:

H1. Evaluative concerns perfectionism negatively affects resilience.

2.3 The Moderating Effect of the Leader's Social Support

Social support refers to the positive resources that can be obtained from the social or group networks that enhance psychological well-being and alleviate negative psychological and affective states (Cohen and Hoberman 1983). In existing literature, social support has been primarily

explained regarding its effect on reducing mental and physical stress in daily life as well as its mediating role in enhancing the ability to solve problems and adapt to situations (Cobb 1976; Dunkley, Blankstein, Halsall, Williams, and Winkworth 2000; House 1981; Procidano and Smith 1997; Sarason, Levien, Basham, and Sarason 1983; Turner 1981).

House (1981) classified four types of social support: emotional support, informational support, appraisal support, and instrumental support. Emotional support refers to the encouragement and empathy based on care and affection that provide the feeling of being respected as individuals. Informational support is the provision of information, advice, and knowledge necessary for solving the problem on hand, which gives individuals the feeling that they are receiving valuable assistance and gaining expertise (Ericsson 2006; Langford, Browsher, Maloney, and Lillis 1997). Appraisal support provides an overall assessment of one's process and performance in the form of recognition, praise, and authentic advice and helps individuals to feel that their abilities and existence are being recognized and accepted by others. Finally, instrumental support refers to the support provided in the form of material resources such as time, money, and labor. As such, social support consists of multidimensional components that should be provided in accordance with the recipient's situation and thus, its effect on the recipient's psychological state can differ for each case (Heller and Mansbach 1984; Wentzel, Battle, Russell, and

Looney 2010; Wang, Kraut, and Levine 2012).

The effect of social support depends on the degree to which the social support is perceived by the individual (Cohen and Wills 1985; Sarason, Sarason, Brock, and Pierce 1996). That is, regardless of how much support is provided, its effects such as greater emotional stability or reduction of adverse emotions depends on the degree to which the recipient perceives and feels satisfied by the social support that is provided (Demaray, Malecki, Davidson, Hodgson, and Rebus 2005; Norris and Kaniasty 1996; Sarason, Sarason, and Pierce 1990). The source of the social support becomes an important factor in this perception, as those in higher level positions in the organization will have more abundant resources to provide as social support and have more significant influence. From the perspective of leadership theory, leaders, who are the representatives and protectors of the group, exert significant influence on individual members and the organization, and are the providers of social support, according to the criteria for distinguishing between leaders and employees in the workplace by House (1981). Meanwhile, leadership has been noted for its positive effect on organization members' job satisfaction, organizational commitment, and organizational performance (Baik, Shin, and Cha 1998). Therefore, we propose to investigate the effectiveness of the social support provided by leaders.

Organization members who exhibit evaluative concerns perfectionism tend to be sensitive to the views and evaluations of others and so, can

be psychologically and behaviorally affected by the support shown to them by leaders who have a strong influence in the organization. This is because evaluative concerns perfectionism leads to the belief that people who are meaningful and important, such as leaders, have higher expectations, so, in order not to disappoint them by failing at a task and to protect oneself from guilt or embarrassment, individuals pursue greater perfection (Frost et al. 1990; Hewitt and Flett 1991). Such sensitivity to others' evaluations focuses on issues such as the fear of negative judgments, devaluing of the self, and internalized shame, rendering the individual to identify the failure in tasks as his/her own failure to become discouraged by the adversity (Chang et al. 2004). The exposure to excessive stress in these moments induce strong depression, anxiety, and worry and lowers the resilience to overcome the difficult situation (Shin and Yang 2016). In this sense, it can be said that individuals with evaluative concerns perfectionism feel anxiety about disappointing leaders, who are important people in the organization, as well as about becoming ignored and unrecognized by them.

The desire to be recognized and the anxiety about not being able to fulfill this desire can be influenced by the amount of perceived support and care from the leader (Cohen and Wills 1985). When individuals perceive stronger support from the leader in difficult situations, such as understanding, compliments, care, and provision of resources necessary to resolve the situation, they become more resilient to better adapt to the

stressful situation and actively respond to the problem in a good state of psychological well-being (Dougall, Hyman, Hayward, McFeeley, and Baum 2001; Lee 2012). Moreover, social support can act as a mediator that mitigates the negative effects of psychological burden and stress (Dunkley, Blankstein, Halsall, Williams, & Winkworth, 2000; Procidano & Smith, 1997) and reduces psychological burnout by lowering negative affectivity, such as depression and anxiety, through positive resources, thereby enabling organization members to complete their tasks successfully (Cohen & Wills, 1985; Hart, Hittner, & Paras, 1991; Holt & Espelage, 2005; Vangelisti, 2009). Related studies have suggested that the perceived support from the leader not only mitigates negative outcomes such as emotional exhaustion, dehumanization, stress, and turnover intention but also positively affects psychological capital, organizational identification, job satisfaction, and job performance (Baruch-Feldman, Brondolo, Ben-Dayana, and Schwartz 2002; Dormann and Zapf 1999; Ross, Altmaier, and Russell 1989).

Based on these findings, we anticipate that the social support of leaders will alleviate the negative psychological and affective states caused by evaluative concerns perfectionism that arises from the pursuit of extreme perfection. It can be expected that the social support from an important leader will have a positive psychological impact on the process through which organizational members' negative traits gain strength to enhance their resilience as a result. To

summarize, based on trait activation theory, it is possible to induce that the inherent negative traits of evaluative concerns perfectionism will interact with the social support of leaders to reduce the tendency to avoid the adverse situations and enhance resilience. Although evaluating concerns perfectionism has negative aspects, the wish and intention to gain recognition, acceptance, and love from others are at its psychological base (Burns 1980). If this underlying intention develops into a positive psychological state through the leader's social support, the member's level of resilience may be increased. Therefore, we set the following hypothesis:

H2. The social support of the leader has a buffering effect on the relationship between evaluative concerns perfectionism on resilience.

2.4 The Moderating Effect of the Leader's Emotional Intelligence

Emotional intelligence is a concept distinguished from trait or talent which refers to the capacity to express emotions by effectively controlling and utilizing one's affectivity based on a clear understanding of the emotions experienced by oneself and others (Mayer and Salovey 1997; Salovey and Mayer 1990; Wong and Law 2002). Emotional intelligence is based on the capacity to understand and express one's own emotions and those of others, create emotional states that promote thought and behavior, gain emotional knowledge, and control emotions positively to enhance emotional and intellectual growth (Im

and Park 2012; Mayer and Salovey 1997). Emotional intelligence consists of four hierarchical capacities which become more complex in each level (Mayer and Salovey 1997), which were rearranged and complemented by Wong and Law (2002) for their application in the organizational context: self-emotional appraisal, other's emotional appraisal, use of emotion, and regulation of emotion.

Self-emotional appraisal is a basic ability of emotional intelligence which refers to the ability to accurately understand and express the cause and state of one's emotions. On the other hand, other's emotional appraisal refers to the ability to perceive the emotional state of others through their verbal and non-verbal expressions and to understand deep emotions by projecting a shadow onto oneself of the emotions experienced by others. Use of emotions refers to the ability to use emotions appropriately for personal growth, development, and problem-solving. For example, we utilize positive emotions to anticipate possible outcomes and gain confidence when setting goals or to block out complicated factors and focus on the problem on hand when solving difficult tasks. In other words, use of emotions is the ability to organize and shift emotions for effective task performance. Lastly, regulation of emotions refers to the ability to manipulate and process emotions to perform appropriate actions in the given situation.

Previous studies have explained the positive effect of emotional intelligence on mental health, task achievement, organizational performance, and leadership based on the theory

of performance (Goleman 1998; Wong and Law 2002). Boal and Whitehead (1992) argued that in today's complex modern society, individuals are required to be more flexible and so, leaders are required to have greater emotional capacity. The emotional intelligence of leaders can increase the members' trust in leaders as well as increase their job satisfaction and task performance by promoting mutual reciprocity (Boyatzis, Goleman and Rhee 2000; Cummings and Bromiley 1996; George 2000). Also, it can play an important role in positively shifting the members' emotions and inducing active participation to contribute to strengthening the organization's goals and functions (Wong and Law 2002; Wang, Law, Hackett, Wang, and Chen 2005). These findings also support the positive relationship between the emotional ability of the leader and leadership effectiveness argued by Bass (1990).

Another line of research utilizes the social exchange theory to explain the emotional intelligence of leaders and its mechanism. That is, if the leader exhibits a high level of emotional abilities, organization members experience positive emotions such as satisfaction to exhibit higher job commitment and performance in return (Hollander 1979). Wayne, Shore, and Linden (1997) suggested that the leader's emotional activity has a significant influence in the leader-member exchange (LMX). This and other studies suggest the emotional intelligence of the leader as an important predictor of organizational performance and leadership effectiveness, since the leader's emotional responses influence the behaviors

of organization members in the leader-member exchange (Bass 2000; Caruso, Mayer, and Salovey 2002).

Meanwhile, the emotional intelligence of the leader can also potentially strongly moderate the effect of social support. That is, the social support provided by the leader can differ in its effect depending on the affective state that is being experienced by leader at the individual level. According to the broaden-and-build theory, positive emotional experiences enable individuals to expand their thoughts and behaviors to accumulate positive psychological, physical, and social resources, which are processed through a behavioral activation system into participatory behaviors and attitudes toward tasks. On the other hand, negative emotional experiences tend to restrict thoughts and behaviors and cause individuals to avoid situations (Fredrickson and Losada 2005; Gray 1987). As such, the leaders' positive affective state can influence their cognitive process and induce strategic behavior to make them more effective in providing authentic social support.

Emotional intelligence is a key competency for leaders (Goleman 1998). Previous studies that have found that the business managers and executives with higher emotional intelligence have significantly better mental health and experience less stress (Jain and Sinha 2005; Slaski and Cartwright 2002). In other words, the degree of maturity in the leader's emotional intelligence will have a significant effect on their management of organization members.

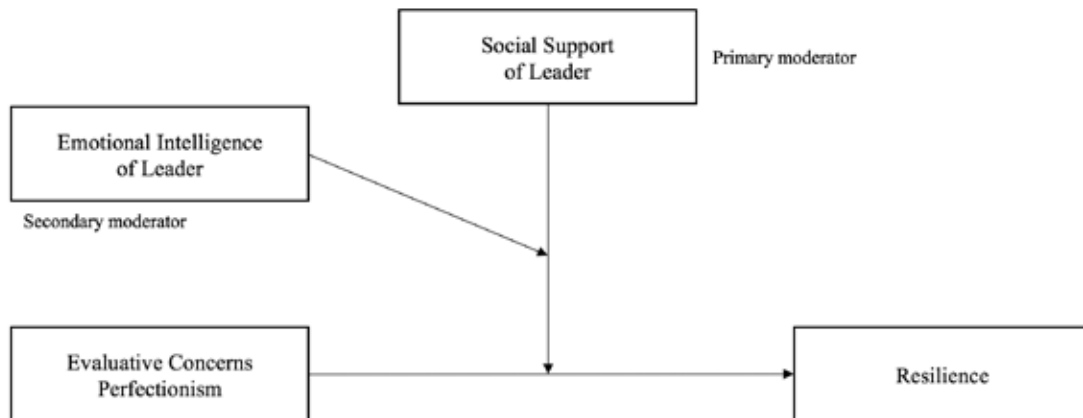
As illustrated above, the leader's emotional intelligence can influence the process through which the leader manages and provide social support to organization members. The leader's social support is a positive resource that is provided in the leader's relationship with the organization member, so its provision needs to be based on individual care and consideration towards the specific characteristics of the member (Cohen and Hoberman 1983). Also, as social support needs to be provided in a way that members perceive not so much the amount of social support but the receiving of social support itself, leaders may experience emotional labor and psychological burnout due to surface-acting (Cohen and Wills 1985; Diefendorff, Croyle, and Gosserand 2005; Sarason, Sarason, Brock, and Pierce 1996; Scott and Barnes 2011; Scott, Barnes, and Wagner 2012). Leaders can receive stress from environmental factors such as excessive responsibilities to achieve organizational performance, relationships with subordinates, and incongruity felt between their and the organization's values, and as a result, feel exhaustion in providing social support. If the leader understands his/her own affectivity and positively controls and manages it, s/he will be able to perform the role of providing social support to organization members with more enthusiasm. On the other hand, if the leader has low emotional intelligence, s/he may not only be negatively affected by negative affective states due to psychological burnout, confusion in his/her role and identity as a leader, and doubts, but also provide less social support to organization

members (Larsen and Diener 1987). Thus, it is possible to infer that the leader's social support plays a moderating role in the relationship between evaluation concerns perfectionism and low resilience depending on the leader's emotional intelligence. Thus, we set the following hypothesis:

H3. The moderating effect of the leader's social support between evaluative concerns perfectionism and resilience is synergistically moderated by the emotional intelligence of the leader.

The social support and emotional intelligence of the leader, which are the moderating variables of our study, may vary in the degree to which they affect resilience in their interaction with the negative aspects of evaluative concerns perfectionism. We propose to explain their interaction using trait activation theory. Tett and Guterman (2000) reported that personality traits that affect outcomes such as behavior, attitude, and psychological state are expressed or inhibited in response to situational factors. In particular, members are strongly influenced by organizational factors and leaders' behavior (Settoon, Bennett, and Liden 1996; Yukl 2006). Following this logic, we examined the multidimensional role of the leader as a situational factor and the negative aspects of evaluative concerns perfectionism as a dispositional factor.

The research model based on the logic and research hypotheses discussed so far is presented in <Figure 1>.



<Figure 1> Research Model

3. Research Methodology

3.1 Data collection and method of analysis

The data for this study was collected through a two-part survey to improve the validity of the analysis. The survey was conducted from March 25, 2017 for 14 days in two parts on employees in companies with more than 300 employees in various industries including manufacturing, service, and information and communication. After excluding samples that included inappropriate or incomplete responses, a total of 251 samples were used for analysis.

Confirmatory factor analysis was performed using structural equation modeling (SEM) based Amos 24.0 which considers the measurement error of latent variables. SPSS PROCESS macro (Hayes 2013), which employs linear regression analysis, was used to analyze the moderated moderation of the leader's emotional intelligence (secondary moderator) on the leader's social support (primary moderator). PROCESS macro is capable of analyzing both simple moderation

(two-way interaction) and moderated moderation (three-way interaction) models and has the advantage of being able to show the regions where the independent variable has a significant effect on the dependent variable based on the Johnson-Neyman analysis method.

3.2 The operational definitions of variables and their measures

The variables of this study are evaluative concerns perfectionism, resilience, the social support of leaders, and the emotional intelligence of leaders, and verified measures adopted from previous studies were used to measure the variables. The questionnaire items were partially reconstructed for simplicity and objectivity to fit the purpose of the research through a consultation with experts. All variables were measured using the Likert scale, and except for 'socially prescribed perfectionism,' a sub-component of evaluative concerns perfectionism which was measured using a 7-point Likert scale, all variables were measured using a 5-point Likert scale.

The following operational definitions were used for the variables of this study. Evaluative concerns perfectionism refers to the trait of being highly conscious of other's expectation of oneself to pursue perfection in tasks and interpersonal relations (Wu and Wei 2008) and was measured using the items presented in Blankstein and Dunkley (2002). The questionnaire was composed of 29 items on concern over mistakes, suspicion towards performance, and socially prescribed perfectionism, and the reliability coefficient of the measure was 0.83.

Resilience refers to the individual's psychological resources for overcoming difficulties and restoring positive thinking and emotions (Garmezy 1993; Luthar, Cicchetti, and Becker 2000). The measure for resilience was adopted from the psychological capital questionnaire (PCQ) of Luthans et al. (2007) and consisted of the six items on resilience in the PCQ that were modified to fit the organizational context by (Choi 2009). The reliability coefficient of this measure was 0.94.

The social support of leaders is the functional provision of emotional, informational, appraisal, and instrumental support from a leader when faced with difficulties (House 1981) and was measured using the 25 items developed by Cohen and Hoberman (1983) and verified by Lyu (2012). Its reliability coefficient was 0.96.

The emotional intelligence of leaders refers to the capacity of leaders to recognize the causes their emotions and understand the emotional state of others and to control and utilize these emotions in the given situation (Wong and Law

2002). Emotional intelligence was measured using the Wong and Law Emotional Intelligence Scale (WLEIS) proposed in Wong and Law (2002), and the reliability coefficient of this measure was 0.93.

3.3 Control variable

This study set job rank and positive affectivity as control variables. Higher ranking positions in the organization will have greater autonomy and authority to interject and make decisions to improve the work situation (Berg, Wrzesniewski, and Dutton 2010), and individuals in higher ranks will have a more exceptional ability to overcome and solve difficult problems based on past experiences of success. Job rank was found to have a statistically significant association with resilience ($p < 0.01$), so the variable was controlled to minimize its influence on our research model.

The broaden-and-build theory posits that positive affectivity expands the momentary thoughts and behaviors of individuals and, through their intellectual and social resources, improve their resilience to stress (Fredrickson 1998, 2001; Ong, Bergeman, Bisconti, and Wallace 2006). Furthermore, individuals with high resilience tend to instinctively exhibit positive affectivity which has been found to play an important role in resilience in the process of overcoming difficult situations (Salovey, Bedell, Detweiler, and Mayer 1999; Tugade and Fredrickson 2004). Statistically, positive affectivity showed a significant effect on resilience ($p < 0.001$), so it was controlled in our study to identify a clear causal relationship between the independent and dependent variables.

3.4 Overcoming the common method bias

As the survey for our study was conducted on the same respondents for two or more variables using the same questionnaire method, there was a potential for our data to result in a large correlation between variables and biased values that can lead to method variance (Billings and Wroten 1978; Podsakoff, MacKenzie, Lee, and Podsakoff 2003; Spector 1987). Also, the measures used for our research had the possibility of bias due to the characteristics of the respondents and the context in which the surveys were conducted. Therefore, we applied the following methods in the three stages of research design, data collection, and statistical processing to avoid common method bias (Park, Kim, Jeong, and Huh 2007).

In the research design stage, we designed our two-part survey to consist of measures for different variables: the first part of the survey included the items for all variables except for the dependent variable, and the second part measured only the dependent variable. A 7-day time interval was put in place between conducting the first and second part of the survey to reduce the consistency motif in respondents. In addition, since the respondents' perceptions of their working environment are influenced by their affectivity (Burke, Brief, and George 1993), we included measures for recent positive and negative emotions experienced at the workplace to minimize bias in the responses.

In the data collection stage, the complexity and ambiguity of the questionnaire items were minimized by a thorough revision based on a review by one professor and four doctoral students

in business administration. A pilot survey was conducted using the revised questionnaire on 117 employees who work in various industries to verify the validity of the items and to reduce the factors that may cause common method bias.

In the statistical processing stage, we measured the source of the common method bias directly by analyzing the variance reduction rate (VRR) before and after positive affectivity was controlled, following Chen and Spector (1991). The analysis results showed that there was little difference between zero-order correlation ($r = 0.001 \sim 0.358$) and partial correlation ($r = 0.002 \sim 0.341$), and the VRR of the variables used in this study were between 1% to 10% (Chen and Spector 1991; Lazuras, Barkoukis, Rodafinos, and Tzorbatzoudis 2010). Through the methods illustrated above, we addressed the common method bias issue in our research model.

4. Data Analysis and Results

4.1 Survey Sample

The respondents' demographical characteristics were as follows. 60.6% were male, and 39.4% were female, 19.5% of whom were in their 20s, 53% in the 30s, and 27.5% in the 40s. Their average age was 36. 3.6% of the respondents were high school graduates, 8.0% were 2-year college graduates, 72.5% were university graduates, and 15.9% had completed graduate programs. In terms of the duration of employment under their supervisor, 53.4% of the respondents replied that they had

worked with their current supervisor for less than 3 years, 19.9% for more than 3 years to less than 5 years, and 26.7% for 5 years or more; and their average duration of employment under their supervisor was 3 years 2 months. Regarding job rank, 24.7% of the respondents were entry-level employees, 31.5% were assistant managers, 29.5% were managers, 9.6% were deputy directors, and 4.8% were directors; while 74.5% responded that they work as a team member, 23.1% as team leader, and 2.4% as a higher position than a team leader. In terms of industry, 36.3% worked in manufacturing, 4.8% in finances, 13.9% in information technology and communication, 10.4% in research and development, 23.5% in the service industry, and 11.2% in other industries. The descriptive statistics show that the skewness and kurtosis are less than the reference standard, which implies that our survey sample has normal distribution.

4.2 Confirmatory factor analysis

To verify the validity of measured variables, convergent validity and discriminant validity were evaluated using confirmatory factor analysis. Based on the results for convergent validity, following Anderson and Gerbing (1988), two items for resilience (resilience 2, 6) that showed standard factor loadings under 0.6 were removed. All other items satisfied the reference standard for statistical significance. All latent variables were found to have a construct reliability (CR) of 0.7 or above and an average variance extracted (AVE) of 0.5 or above, guaranteeing convergent validity. As the AVEs of the latent variables were larger than the square of the correlation coefficient (0.003-0.452), discriminant validity was also verified. The fitness index of the measurement model showed good fit ($X^2=298.798$, $df=113$, $X^2/df=2.644$, $p=0.001$, $SRMR=0.06$, $CFI=0.91$, $TLI=0.90$, $RMSEA=0.08$). The results of convergent validity and correlation analysis are presented in <Table 1> and <Table 2>.

<Table 1> Convergent validity

Variable	Item	Factor loading	Concept Reliability	Average Variation Extracted
Evaluative concerns perfectionism	Concern over mistake	0.876	0.899	0.751
	Suspicion about performance	0.733		
	Socially prescribed perfectionism	0.702		
Resilience	Resilience 1	0.619	0.907	0.710
	Resilience 3	0.647		
	Resilience 4	0.659		
	Resilience 5	0.703		
The social support of the leader	Emotional support	0.911	0.958	0.851
	Informational support	0.892		
	Material support	0.885		
	Appraisal support	0.843		

The emotional intelligence of the leader	Self-emotional appraisal	0.749	0.864	0.529
	Other's emotional appraisal	0.839		
	Regulation of emotion	0.749		
	Uses of emotion	0.693		

<Table 2> Correlation

Variable	Mean(SD)	1	2	3	4
1. Evaluative concerns perfectionism	3.116(0.599)	1.000			
2. Resilience	3.525(0.573)	-0.052	1.000		
3. The social support of the leader	3.122(0.721)	0.096	0.405***	1.000	
4. The emotional intelligence of the leader	3.291(0.638)	0.097	0.491***	0.672***	1.000

Note: *: $p < 0.05$, **: $p < 0.01$, ***: $p < 0.001$

4.3 Hypothesis verification

For our study, we used models 1 and 3 of SPSS PROCESS macro to analyze the simple moderation of the leader's social support (primary moderator) and the moderated moderation of the leader's emotional intelligence (secondary moderator) (Hayes 2013).

4.3.1 The moderating effect of the leader's social support

The moderating effect, expressed as the two-way interaction term (XM), was analyzed using model 1 of PROCESS macro. The results showed that resilience decreases with the increase in evaluative concerns perfectionism ($B = -0.129$, $p < 0.05$), but when there is larger social support from the leader, a buffering effect occurs to mitigate the negative effects of evaluative concerns perfectionism on resilience ($B = 0.127$, $p < 0.05$). In other words, evaluative concerns perfectionism depended on the perceived social

support of the leader to alleviate low resilience. Therefore, H1 and H2 are supported.

4.3.2 The moderated moderation of the leader's emotional intelligence

Model 3 of PROCESS macro proposed by Hayes (2013) was used to analyze the moderated moderation. Moderated moderation refers to moderating effect of the secondary moderator (W) on the two-way interaction term between the independent variable (X) and the primary moderator (M) and is also known as the three-way interaction term. In our analysis, we hypothesized that the effect of evaluative concerns perfectionism (X) on resilience (Y) depends on the social support (M) and emotional intelligence (W) of the leader as well as the interaction between the leader's social support and emotional intelligence ($MW(b1 + b4M + b5W + b7W)$). The regression equation for the three-way interaction term (XMW) of moderated moderation is expressed as follows

(Hayes 2013).

$$Y = i_1 + b_1X + b_2M + b_3W + b_4XM + b_5XW + b_6MW + b_7XMW + eY$$

The results gave statistically significant regression coefficient for the three-way interaction term among evaluative concerns perfectionism, the leader’s social support, and the leader’s emotional intelligence (XMW) (B=0.167, t(241)=2.158, p<0.05), thus confirming the moderated moderation (three-way interaction).

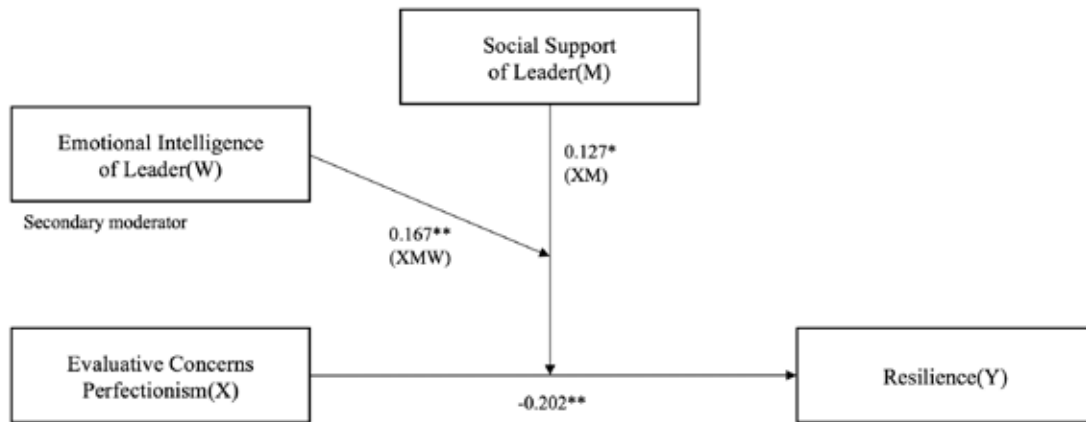
The three-way interaction term explained 1.34% (R²=0.0134, p=0.031) of the variance in resilience. That is, the evaluative concerns perfectionism of organization members reduces resilience (B=-0.202, p<0.01), but when the social support of the leader increases, it becomes a buffer that lessens the rate of decrease in resilience (B=0.110, p=0.144); and when the emotional intelligence of the leader increases, the buffering effect becomes greater. The results are presented in <Table 3> and <Figure 2> below.

<Table 3> Results for the moderated moderation

Variable	Resilience		
	B	SE	t
Constant	2.972	0.125	23.731***
Rank	0.060	0.029	2.084*
Positive affectivity	0.153	0.046	3.285**
Evaluative concerns perfectionism (ECP) (X)	-0.202	0.062	-3.257**
The social support of the leader (SSL) (M)	0.093	0.058	1.595
The emotional intelligence of the leader (EIL) (W)	0.261	0.063	4.111***
ECP × SSL (XM)	0.110	0.751	1.465
ECP × EIL (XW)	-0.064	0.107	-0.596
SSL × EIL (MW)	0.222	0.057	3.841***
ECP × SSL × EIL (XMW)	0.167	0.077	2.158**
R ² = 0.5534, ΔR ² = 0.3063, F = 11.8212, sig. F = 0.000			

Note: The two-way interaction (XM) is shown as statistically insignificant in the results for three-way interaction; however, it is found to be significant (B=0.127, p=0.036) in model 1 which analyzed simple moderation.

Additionally, we explored the two-way interaction (XM) at specific values of the secondary moderator, the



Note: XM is the result of the two-way interaction

<Figure 2> Research model analysis results

emotional intelligence of the leader (W) using Pick-a-Point and the Johnson-Neyman technique. First, the Pick-a-Point results showed that the effect of the evaluative concerns perfectionism in the group that perceives the leader’s emotional intelligence ($W = 0.6388$) on resilience was moderated by the leader’s social support through a significant two-way interaction ($\Theta XM \rightarrow Y = 0.216, t(241) = 2.530, p = 0.012$). Second, using the Johnson-Neyman technique in PROCESS macro, we identified the significant and insignificant regions of the two-way interaction of XM in respect to emotional intelligence (W). The results showed that the mean centered value, 0.2306, of emotional intelligence (W) differentiated the region of significance in the interaction between evaluative concerns perfectionism and the leader’s social support (XM). That is, evaluative concerns perfectionism and the leader’s social support showed a significantly positive two-way interaction only in the region where the emotional intelligence of the leader showed values

greater than 0.2306. Also, only 35.856% of the respondents fell within the region where the two-way interaction (XM) is significant, and 64.143% of the respondents were in the region of insignificance. Lastly, the moderating effects of the emotional intelligence and social support of the leader were expressed in a graph to test the significance of the difference in the $X \rightarrow Y$ slopes (Hayes 2013; Hayes 2013). The following equation was used to verify the difference between the slopes:

$$z = \frac{(\beta_1 - \beta_2)}{\sqrt{SE_1^2 + SE_2^2}}$$

The z value indicates the difference between the members who are highly-perceptive and less-perceptive of the leader’s emotional intelligence in their respective groups. In the group whose leader provides low social support, the z-value was 3.4036, indicating a significant difference between the slopes. In the group whose leader provides high

social support, however, the z value was -0.4652, showing an insignificant difference between the slopes. The graph showing two way interaction and moderated moderation is shown in <Figure 2>, <Figure 3> below.

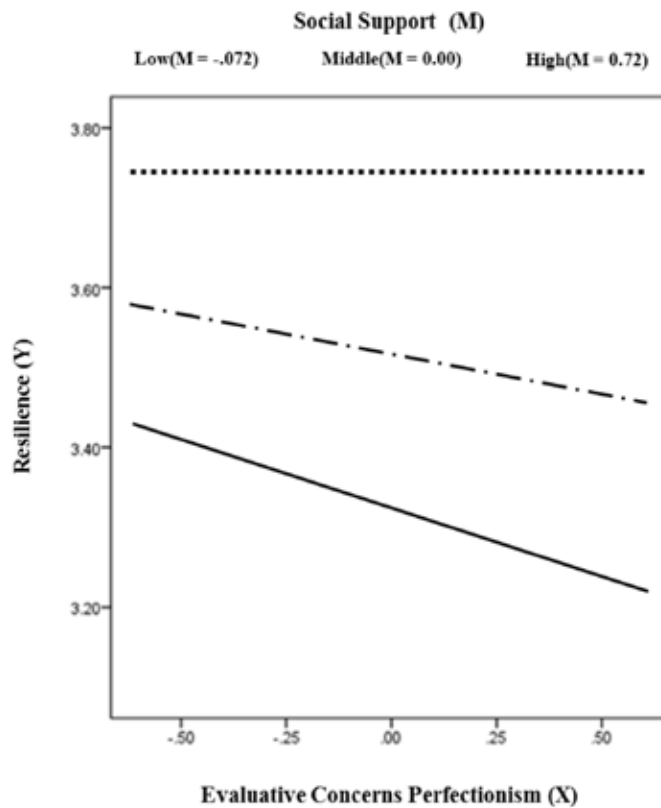
5. Discussion and Conclusion

5.1 Research findings

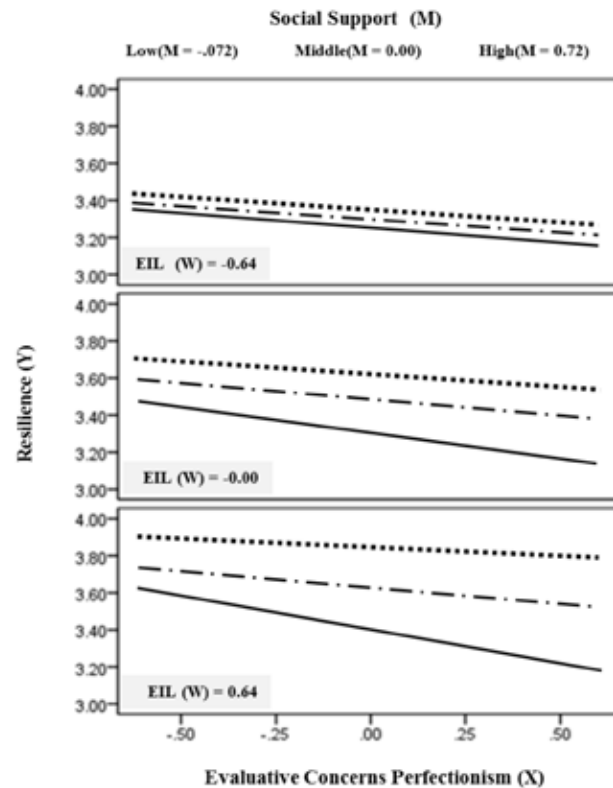
This study set out to identify the relationship between evaluative concerns perfectionism and resilience from the perspective of knowledge

management and to verify the moderated moderation of the social support and emotional intelligence of leaders. Our findings showed that, first, evaluative concerns perfectionism reduces resilience in organization members; second, the social support of the leader alleviates the negative influence of evaluative concerns perfectionism on resilience; and third, that the leader’s emotional intelligence has a synergistically moderated the two-way interaction of the leader’s social support to confirm a moderated moderation effect.

These results indicate that evaluative concerns perfectionism in members can reduce their



<Figure 2> Two way interaction



<Figure 3> The moderated moderation

resilience, but this can be alleviated and improved by the leader’s social support as well as emotional intelligence. That is, evaluative concerns perfectionism reduces the resilience of organization members, but an increase in the social support of leaders can act as a buffer to improve their resilience, where this buffering effect strengthens with an increase in the emotional intelligence of leaders.

5.2 Research implications

The theoretical and practical implications of this study are as follows. Theoretically, first, our study presents a meaningful attempt to empirically and theoretically explain the relationship between

evaluative concerns perfectionism and resilience, an element of positive psychological capital, based on positive psychology theory. As the competition for better performance intensifies in social groups, their members face higher tacit expectations to perform their given tasks more thoroughly and achieve greater outcomes in order to succeed (Kim and Seo 2008). As such, perfection in job performance is often seen as the ideal of success to be pursued (Burns 1980). However, in this pursuit of perfection, individuals can exhibit the positive or negative aspects of perfectionism depending on various factors such as personal values.

Existing studies have identified the associations

between positive perfectionism and positive outcome variables and between negative perfectionism and negative outcome variables (Dunkley and Blankstein 2000; Frost et al. 1990; Hewitt and Flett 1991), suggesting that companies need to manage and maximize the use of the internal resources involved in evaluative concerns perfectionism for better organizational performance. Our findings confirmed resilience as an internal resource for evaluative concerns perfectionism based on positive psychology theory and identified its mechanism with a focus on the social support and emotional intelligence of leaders. Furthermore, we verified the role and effectiveness of leaders in positively transforming the negative aspect of evaluative concerns perfectionism, thereby expanding the research on perfectionism and leadership from the standpoint of positive psychology theory.

Second, based on trait activation theory, we investigated the effect of evaluative concerns perfectionism on resilience as an interaction between the leader's multidimensional role (situational factor) and the members' evaluative concerns perfectionism (dispositional factor). Our findings indicated that evaluative concerns perfectionism interacted with leadership to recover resilience. That is, evaluative concerns perfectionism led to low resilience, but under the influence of multidimensional leadership, resilience can be strengthened to induce actions towards overcoming difficulties. This mechanism can also be interpreted as the negation of the negative dimension of perfectionism through the influence

of the situational factor of leadership on individual members' dispositions (Kim 2016; Mischel 1973; Snyder and Lckes 1985). The greater inconsistency in organizational dynamics due to the rapid and unpredictable changes in the business environment cause the members of organizations show varied psychological responses in reaction, making it difficult to predict their behavior than in the past. Our findings theoretically confirmed the effectiveness of multidimensional leadership by showing the strong relationship between leaders' emotional intelligence and social support, thereby highlighting the need for leaders to provide adequate social support and display high emotional intelligence as part of their leadership for managing employees effectively in today's organizations.

Third, our study investigates perfectionism, which has been studied mainly in relation to their psychopathological characteristics in the field of psychology, from the business perspective. While research on the positive aspects of perfectionism has been gradually expanding over time, research exploring the relationship between perfectionism and its outcome variables is scarce in the field of business administration despite the association between individual's perfectionist characteristics and job performance (Son et al. 2010) and the role of perfectionism as a predictor of individual and organizational performance. Our study, therefore, contributes to strengthening the academic connection between psychology and business administration by reexamining perfectionism theory in the business organization context.

Our research presents three practical and methodological implications. First, we identified the social support and emotional intelligence of leaders as important variables of multidimensional leadership that can be effective on members exhibiting evaluative concerns perfectionism. Our findings showed that the low resilience in members with evaluative concerns perfectionism can be alleviated through the leader's social support and further strengthened by the leader's emotional intelligence. By providing encouragement and support to organization members who obsessively pursue perfection out of the fear of rejection, leaders can transform evaluative concerns perfectionism into a positive psychological state to bring a positive effect on the organization. By equipping themselves with high emotional intelligence, leaders can empathize with organization members' emotions and utilize the emotions appropriately to provide genuine social support. The high emotional intelligence of leaders can also help maintain positive emotions to enhance altruistic behavior in leaders themselves, and such behavior, when perceived by members, are seen as active efforts to provide support (Staw, Sutton, and Pelled 1994).

In this sense, the emotional intelligence of the leader becomes vital in controlling evaluative concerns perfectionism, which creates and sustains strong negative emotions in organization members. Therefore, organizations should introduce programs for enhancing leaders' emotional intelligence to help them maintain positive emotional and mental health and

contribute to effective member management. Furthermore, since the positive effect of the leaders' social support on resilience can be affected by the degree to which the social support is perceived by organization members, we suggest competency training for leaders to strengthen their ability to understand what resources are needed by members and to provide them effectively in a given situation.

Second, it can be inferred from our findings that evaluative concerns perfectionism can be simultaneously improved as resilience strengthens through the social support and emotional intelligence of leaders. In particular, that the low resilience of evaluative concerns perfectionism can be recovered to a higher level through the leader's support and empathy shows that the desire to receive recognition and love from others lies at the psychological foundation of evaluative concerns perfectionism (Burns 1980; Hollender 1965). Therefore, in today's organizational environment that pushes members to pursue perfectionism, organizations and leaders have the vital role to embrace the members exhibiting evaluative concerns perfectionism and help them improve their resilience.

Third, unpredictable business environments and competitive organizational structures have added complexity to the psychological states and behaviors of organization members. The greater difficulty in understanding and predicting how organization members will feel or act highlights the need for better knowledge management strategies to be employed by organizations so that

they can use the knowledge on the psychological and affective states of their members to provide adequate motivation to perform tasks. In this sense, our study provides the knowledge on the traits of members who exhibit evaluative concerns perfectionism and the mechanism through which their low resilience can be recovered, which has practical implications from the perspective of knowledge management.

Meanwhile, from the perspective of research methodology, our study provides a meaningful attempt in verifying moderated moderation, which is a three-way interaction, using PROCESS macro. Our decision to apply this method reflects the need for better research methods for examining the growing complexity in the psychological mechanisms underlying in present-day organizations from multiple perspectives. Also, as PROCESS macro allows further verification of the region of significance, it enables a deeper and more detailed interpretation of the analysis results. Through our use of PROCESS macro, our study presents a helpful guideline for applying the method and contribute to expanding the research methodology in this field of research.

5.3 Limitations and suggestions for future research

Despite the theoretical and practical implications illustrated above, this study has the following limitations. First, this study was conducted on organization members who exhibit evaluative concerns perfectionism. However, organizations also have members who show positive

perfectionism as well as those who do not exhibit perfectionism at all. In this regard, future studies will benefit from expanding the scope of research to include the various traits of organization members. In particular, demographically, respondents in higher job ranks and positions showed stronger tendencies of evaluative concerns perfectionism. Interesting insights may be gained by investigating the interactions and performance related to perfectionism between leaders and members and their effects on the individual and organizational level, which may present meaningful contributions to business administration and leadership research.

Second, we applied multiple methods for minimizing common method bias in our study, yet there remains a possibility of bias from our use of the self-report surveying method on the same pool of respondents. A more detailed research design that analyzes the measure for each variable at the group level will help to improve the generalization and objectivity of analysis results.

Third, we expect new insights will be gained from comparing the concept of evaluative concerns perfectionism with its four lower components by exploring and comparing the relationships among the lower components of evaluative concerns perfectionism and their outcome variables. Future studies may also find significant implications for organizations by analyzing which sub-components have significant relationships with the outcome variables.

Lastly, the scope of our study, in respect to the field of business administration, may be

further expanded by analyzing the positive and negative aspects of perfectionism based on the social identity theory and the conservation of resource theory and verifying their relations to organizational performance.

Reference

1. Anderson, J. C., and Gerbing, D. W. 1988. "Structural Equation Modeling in Practice: Review and Recommended Two-Step Approach," *Psychological Bulletin* (103:3), pp. 411-423.
2. Baik, K. B., Shin, J. G., and Cha, D. O. 1998. "Thirty-Year Leadership Research in Korea: A literature review and critique," *Korean Management Review* (27:1), pp. 113-156.
3. Bandura, A. 1982. "Self-efficacy mechanism in human agency," *American Psychologist* (37:2), pp. 122-147.
4. Bandura, A. 1997. *Self-efficacy: The exercise of control*. New York: Freeman.
5. Bandura, A. 2000. *Cultivate self-efficacy for personal and organizational effectiveness*. In E. Locke (Ed.), *Handbook of principles of organizational behavior*: 120-136. Oxford, UK: Blackwell.
6. Baruch-Feldman, C., Brondolo, E., Ben-Dayyan, D., and Schwartz, J. 2002. "Source of social support and burnout, job satisfaction, and productivity," *Journal of Occupational Health Psychology*, (7:1) pp. 84-93.
7. Bass, B. M. 1990. *Handbook of leadership: A survey of theory and research*. New York: Fres Press.
8. Bass, B. M. 2000. *Cognitive, Social and Emotional Intelligence of Transformational Leaders*. In Riggio, R. E., Murphy, S. E. and Pirozzolo, F. J. (eds.) *Multiple Intelligences and Leadership*. pp. 105-118. Mahwah, NJ:

- Lawrence Erlbaum Associates.
9. Berg, J. M., Wrzesniewski, A., and Dutton, J. E. 2010. "Perceiving and responding to challenges in job crafting at different ranks: When proactivity requires adaptivity," *Journal of Organizational Behavior* (31:2/3), pp. 158-186.
 10. Billings, R., and Wroten, S. 1978. "Use of path analysis in industrial/organizational psychology: Criticisms and suggestions," *Journal of Applied Psychology* (63:6), pp. 677-688.
 11. Blankstein, K. R., and Dunkley, D. M. 2002. *Evaluative concerns, self-critical, and personal standards perfectionism: A structural equation modeling*. Washington, DC: American Psychological Association.
 12. Block, J., and Kremen, A. M. 1996. "IQ and ego-resiliency: Conceptual and empirical connections and separateness," *Journal of Personality and Social Psychology* (70:2), pp. 349-361.
 13. Boal, K. B., and Whitehead, C. J. 1992. *A critique and extension of the stratified system theory perspective*. In R. L. Phillips & J. G. Hunt (Eds.), *Strategic leadership: a multiorganizational-level perspective* (pp. 237-255). Westport, CT: Quorum.
 14. Boyatzis, R. E., Goleman, D., and Rhee, K. 2000. *Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI)*. Handbook of emotional intelligence, 343-362.
 15. Burke, M. J., Brief, A. P., and George, J. M. 1993. "The role of negative affectivity in understanding relations between self-reports of stressors and strains: A comment on the applied psychology literature," *Journal of Applied Psychology* (78:3), pp. 402-412.
 16. Burns, D. D. 1980. "The perfectionist's script for self-defeat," *Psychology Today*, pp. 34-51.
 17. Campbell, J. D., and Paula, A. D. 2002. *Perfectionistic self-beliefs: Their relation to personality and goal pursuit*. Washington, DC, US: American Psychological Association.
 18. Caruso, D. R., Mayer, J. D., and Salovey, P. 2002. "Relation of an ability measure of emotional intelligence to personality," *Journal of Personality Assessment* (79:2), pp. 306-320.
 19. Chang, E. C., Watkins, A., and Banks, K. H. 2004. "How Adaptive and Maladaptive Perfectionism Relate to Positive and Negative Psychological Functioning: Testing a Stress Mediation Model in Black and White Female College Students," *Journal of Counseling Psychology* (51:1), pp. 93-102.
 20. Chen, P. Y., and Spector, P. E. 1991. "Negative affectivity as the underlying cause of correlations between stressors and strains," *Journal of Applied Psychology* (76:3), pp. 398-407.
 21. Choi, Y. D. 2009. "A study on the antecedents and outcomes of the employee's positive psychological capital in organization," Sogang University Master's degree.
 22. Cobb, S. 1976. "Social Support as a moderator of life stress," *Psychosomatic Medicine* (38:5),

- pp. 300-314.
23. Cohen, S., and Hoberman, H. 1983. "Positive events and social support as buffers of life change," *Journal of Applied Social Psychology* (13:2), pp. 99-125.
 24. Cohen, S., and Wills, T. A. 1985. "Stress, social support, and the buffering hypothesis," *Psychological bulletin* (98:2), pp. 310-357.
 25. Cummings, L. L., and Bromiley, P. 1996. *The organizational trust inventory(OTI): development and validation*. Thousand Oack CA: Sage.
 26. Demaray, M. K., Malecki, C. K., Davidson, L. M., Hodgson, K. K., and Rebus, J. 2005. "The relationship between social support and student adjustment: A longitudinal analysis," *Psychology in the School* (42:7), pp. 691-706.
 27. Diefendorff, J. M., Croyle, M. H., and Gosserand, R. H. 2005. "The Dimensionality and Antecedents of Emotional Labor Strategies," *Journal of Vocational Behavior* (66:2), pp. 339-357.
 28. Dormann, c., and Zapf, D. 1999. "Social support, social stressors at work, and depressive symptoms: Testing for main and moderating effects with structural equations in a three wave longitudinal study," *Journal of Applied Psychology* (84:6), pp. 874-884.
 29. Dougall, A. L., Hyman, M. C., Mcfeelley, S., and Baum, A. 2001. "Optimism and traumatic stress: The importance of stress and coping," *Journal of Applied Social Psychology* (31:2), pp. 223-245.
 30. Dunkley, D. M., Blankstein, K. R., Halsall, J., Williams, M., and Winkworth, G. 2000. "The relation between perfectionism and distress: Hassles, coping, and perceived social support as mediators and moderators," *Journal of Counseling Psychology* (47:4), pp. 437-453.
 31. Dyer, J. G., and McGuinness, T. M. 1996. "Resilience: Analysis of the Concept," *Archives of Psychiatric Nursing* (10:5), pp. 276-282.
 32. Enns, M. W., and Cox, B. J. 1999. "Perfectionism and depression symptom severity in major depressive disorder," *Behaviour Research and Therapy* (37:8), pp. 783-794.
 33. Ericsson, K. 2006. *The inflence of experience and deliberate practice on the development of superior expert performance*. In *The Cambridge handbook of expertise and expert performance* (pp. 685-706).
 34. Ferrari, J. R. 1992. "Procrastinators and Perfect behavior: An exploratory factor analysis of self-presentation, self-awareness, and self-handicapping components," *Journal of Research in Personality* (26:1), pp. 75-84.
 35. Flett, G. L., Hewitt, P. L., Blankstein, K., and O'Brien, S. 1991. "Perfectionism and learned resourcefulness in depression and self-esteem," *Personality and Individual Differences* (12:1), pp. 61-68.
 36. Flett, G. L., and Hewitt, P. L. 2002. *Perfectionism: Theory, research, and treatment*, Washington, DC, US: American Psychological Associaton. xiv pp. 1-435.
 37. Flett, G. L., Besser, A., Davis, R. A.,

- and Hewitt, P. L. 2003. "Dimensions of perfectionism, unconditional self-acceptance, and depression," *Journal of Rational Emotive and Cognitive Behavior Therapy* (21:2), pp. 119-138.
38. Fredrickson, B. L. 1998. "What good are positive emotions? Review of General Psychology: Special Issue," *New Directions in Research on Emotion* (2:3), pp. 300-319.
39. Fredrickson, B. L. 2001. "The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions," *American Psychologist* (56:3), pp. 218-226.
40. Fredrickson, B. L., and Losada, M. F. 2005. "Positive Affect and the Complex Dynamics of Human Flourishing," *American Psychologist*, (60:7), pp. 678-686.
41. Frost, R. O., Marten, P., Lahart, C., and Rosenblate, R. 1990. "The dimensions of perfectionism," *Cognitive Therapy and Research*, (14:5), pp. 449-468.
42. Frost, R. O., and Marten, P. A. 1990. "Perfectionism and evaluative threat," *Cognitive therapy and Research*, (14:6), pp. 559-572.
43. Garmezy, N. 1993. *Vulnerability and resilience*. In C. C. Funder, R. D. Parke, C. Tomlinson-Keasey, & K. Widaman (Eds.), *Studying lives through time: Personality and development* (pp.377-398). Washington, DC: American Psychological Association
44. George, J. 2000. "Emotions and leadership: The role of emotional intelligence," *Human Relations* (53:8), pp. 1027-1055.
45. Goleman, D. 1998. *Working with Emotional Intelligence*, NY, Bantam.
46. Gray, J. A. 1987. *The Psychology of Fear and Stress* (2nd ed.): Cambridge University Press.
47. Hamachek, D. E. 1978. "Psychodynamics of normal and neurotic perfectionism," *Psychology* (15:1), pp. 27-33.
48. Hart, K. E., Hittner, J. B., and Paras, K. C. 1991. "Sense of coherence, trait anxiety, and the perceived availability of social support," *Journal of Research in Personality*, (25:2), pp. 137-145.
49. Hayes, A. F. 2013. *Introduction to mediation, moderation, and conditional process analysis: a regression-based approach*. The Guilford Press.
50. Heller, H., and Mansbach, W. E. 1984. "The Multifaceted Nature of Social Support in a Community Sample of Elderly Women," *Journal of Social Issues*, (40:4), pp. 99-112.
51. Hewitt, P. L., & Flett, G. L. 1991. "Perfectionism in the self and social context: Conceptualization, assessment, and association with psychopathology," *Journal of Personality and Social Psychology* (60:3), pp. 456-470.
52. Hollender, M. H. 1965. "Perfectionism," *Comprehensive Psychiatry*, (6:2), pp. 94-103.
53. Hollander, E. P. 1979. *Leadership and social exchange process*. In. Gergen, M. S. Greenberg, & R. H. Wills (Eds.), *Social exchange advances in theory and research*. New York: Winstorn-Wiley.

54. Holt, M. K., and Espelage, D. L. 2005. "Social support as a moderator between dating violence victimization and depression/anxiety among African American and Caucasian adolescents," *School Psychology Review*, (34:3), pp. 309-328.
55. House, J. S. 1981. *Work stress and social support*. Reading, MA: Addison-Wesley.
56. Im, Y. S., and Park, O. S 2012. "A study on the roles of the emotional intelligence and its interactions in the leader-subordinate dyad," *Korean Management Review* (41:6), pp. 1261-1293.
57. Jain, A. K., and Sinha, A. K. 2005. "General health in organizations: Relative Relevance of Emotional Intelligence, Trust, and Organizational Support," *International Journal of Stress Management* (12:3), pp. 257-273.
58. Jo, H. I., and Lee, H. A. 2013. "The relation among perfectionism, academic engagement and academic burnout: The mediating effects of motives and goal process," *Korean Psychological Association* (25:3), pp. 575-601.
59. Jung, M. K. 2012. "Mediating effects of coping styles on the relationship between perfectionism and affect," Daegu University Master's thesis.
60. Kim, B. Y. 2016. "Knowledge sharing in co-worker relationships: Interaction effect of quality of co-worker exchange and learning goal orientation," *Knowledge Management Research* (17:4), pp. 147-162.
61. Kim, S., A., and Min, K., H 2011. "Comparison of three resilience scales and relationship between resilience and emotional characteristics," *The Korean Psychological Association* (25:2), PP. 223-243.
62. Kim, Y. G. 2016. "The effects of distributed leadership and energizing relationships on organizational citizenship behavior, team commitment and team performance: The role of team resilience and team efficacy as a mediator," *Knowledge Management Research* (23:5), pp 1-24.
63. Kim, Y., H., and Seo, S., Y. 2008. "A review of perfectionism: Assessment and Treatment," *The Korean Journal of Counseling and Psychotherapy* (20:3), pp. 581-613.
64. Kim, J. H. 2014. "The effects of Leader's feedback on the subordinates' resilience and self-efficacy," *Korean Academy of Leadership* (5:2), pp. 3-37.
65. Kim, H. J., and Son, C., N. 2007a. "The mediating effects of stress and repetitive thoughts in relationship among evaluative concerns perfectionism, anxiety, and depression," *Korean Journal of Psychology* (26:2), pp. 183-205.
66. Klibert, J., Lamis, D. A., Collins, W., Smalley, K. B., Warren, J. C., Yancey, C. T., and Winterrowd, C. 2014. "Resilience mediates the relations between perfectionism and college student distress," *Journal of Counseling and Development* (92:1), pp. 75-82.
67. Langford, C. P., Bowsher, J., Maloney, J. P., and Lillis, P. P. 1997. "Social support: a conceptual analysis," *Journal of Health and Social Behavior* (21:3), pp. 202-218.

68. Larsen, R. J., and Diener, E. 1987. "Affect intensity as an individual difference characteristic: A review," *Journal of Research in Personality*, (21:1), pp. 1-39
69. Lazuras, L., Barkoukis, V., Rodafinos, A., and Tzorbatzoudis, H. 2010. "Predictors of Doping Intentions in Elite-Level Athletes: A Social Cognition Approach," *Journal of Sport & Exercise Psychology* (32:5), pp. 694-710.
70. Lee, O. H. 2012. "The influence of life stress, ego-resilience and social support on psychological well-being among college students," *Korea Youth Research Association* (19:1), pp. 29-57.
71. Lee, D. S., Cho, B. S., Kim, K. T., Kim, S. K., Lee, I. S., and Choi, Y. D. 2009. "A New approach to management studies: application of positive psychology," *Korean Academy of Management* (17:2), pp. 307-339.
72. Lee, D. S., and Choi, Y. D. 2010. "A study on antecedents and cosequences of positive psychological capital in organizations," *Korean Management Review* (39:1), pp. 1-28.
73. Lee, S. M., and Lee, Y. H. 2015. "The casual relationship between the perfectionism tendency and the resilience of the gymnasts," *The Korea Journal of Sports Science* (24:2), pp. 403-414.
74. Luthans, F. 2002a. "The need for and meaning of positive organizational behavior," *Journal of Organizational Behavior* (23:6), pp. 695-706.
75. Luthans, F. 2002b. "Positive organizational behavior: Developing and managing psychological strengths," *Academy of Management Executive*, (16:1), pp. 57-72.
76. Luthans, F., Avolio, B. J., Avey, J. B., and Norman, S. M. 2007. "Positive psychological capital: Measurement and relationship with performance and satisfaction," *Personnel Psychology* (60:3), pp. 541-572.
77. Luthar, S. S., Cicchetti, D., and Becker, B. 2000. "The construct of resilience: A critical evaluation and guidelines for future work," *Child Development* (71:3), pp. 543-562.
78. Luthans, F., and Youssef, C. M. 2007. "Emerging positive organizational behavior," *Journal of Management* (33:4) pp. 321-349.
79. Lyu, J. S. 2012. "The structural relationships among social support, family resilience, self-determination, commitment to career choice and career preparation behavior of undergraduate surdents," Chungbuk National University doctorate thesis.
80. Mahoney, J., and Pandian J, R. 1992. *The Resource- Based View Within the Conversation of Strategic Management*. Working paper, Department of Business Administration University of Illinois -- Urbana.
81. Maslach, C., Jackson, S. E., and Leiter, M.P. 1996. *MBI: The Maslach Burnout Inventory: Manual*, Consulting Psychologists Press, Palo Alto, CA.
82. Masten A. S. 2001. "Ordinary magic: Resilience processin development," *America Psychologist* (56:3), pp. 227-239.
83. Masten, A. S., and Reed, M. G. J. 2002.

- Resilience in development.* In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of Positive Psychology*, 74-88. New York: Oxford University Press.
84. Mayer, J. D., and Salovey, P. 1997. *What is Emotional Intelligence?* In P. Salovey & D. Sluyter(Eds.). *Emotional Development and Emotional Intelligence: Educational implications*, New York, Basic Books.
85. Mischel, W. 1973. "Toward a cognitive social learning reconceptualization of personality," *Psychological Review* (80:4), pp. 252-283.
86. Neff, T. J., Critin, J. M., and Brown, P. B. 1999. "Lesson from the top: The search for America's best business leaders," Broadway Business.
87. Norris, F. H., and Kaniasty, K. 1996. "Received and perceived social support in times of stress: A test of the social support deterioration deterrence model," *Journal of Personality and Social Psychology* (71:3), pp. 498-511.
88. Ong, A. D., Bergeman, C. S., Bisconti, T. L., and Wallace, K. A. 2006. "Psychological Resilience, Positive Emotions, and Successful Adaptation to Stress in Later Life," *Journal of Personality and Social Psychology*, (91:4), pp. 730-749.
89. O'Reilly, C. A., III, and Pfeffer, J. 2000. *Hidden value: How great companies achieve extraordinary results with ordinary people*, Boston: Harvard Business School Press.
90. Pacht, A. R. 1984. "Reflection on perfection," *American Psychologist*, (39:4), pp. 386-390.
91. Park, W. W., Kim, S. M., Jeong, S. M., and Huh, K. M. 2007. "Causes and remedies of common method bias," *Korean Academy of Management* (15:1), pp. 89-133.
92. Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., and Podsakoff, N. P. 2003. "Common method biases in behavioral research: A critical review of the literature and recommended remedies," *Journal of Applied Psychology* (88:5), pp. 879-903.
93. Pfeffer, J. 1998. *The human equation: Building profits by putting people first*, Boston, MA: Harvard usiness School Press.
94. Procidano, M. E., and Smith, W. W. 1997. *Assessing perceived social support*. In G. R. Pierce, B.
95. Ross, R. R., Altmaier, E. M., and Russell, D. W. 1989. "Job stress, social support, and burnout among counseling center staff," *Journal of Counseling Psychology* (36:3), pp. 345-351.
96. Salovey, P., and Mayer, J. D. 1990. "Emotional Intelligence," *Imagination, Cognition and Personality* (9:3), pp. 185-211.
97. Salovey, P., Bedell, B. T., Detweiler, J. B., and Mayer, J. D. 1999. "Coping intelligently: Emotional intelligence and the coping process." In C. R. Snyder (Ed.), *Coping: The psychology of what works* (pp. 141-164). New York: Oxford University Press.
98. Sarason, L. G., Levine, H. M., Basham, R. B., and Sarason, B. R. 1983. "Assessing social support: The social support questionnaire," *Journal of Personality and Social Psychology* (44:1), pp. 127.

99. Sarason, B. R., Sarason, I. G., and Pierce, G. R. 1990. "Traditional views of social support and their impact on assessment." In B. R. Sarason, I. G. Sarason, & G. R. Pierce (Eds.), *Social support: An interactional view* (pp. 9-25). New York: Wiley.
100. Sarason, I. G., Sarason, B. R., Brock, D. M., and Pierce, G. R. 1996. "Social support: Current status, Current issues." In I. G. S. Charles D. Spielberger (Ed.), *Stress and Emotion: Anxiety, Anger, & Curiosity* (pp. 3-27). Taylor & Francis.
101. Settoon, R. P., Bennett, N., and Liden, R. C. 1996. "Social exchange in organizations: Perceived organizational support, leader-member exchange, and employee reciprocity," *Journal of Applied Psychology* (81:3), pp. 219-227.
102. Scott, B. A., and Barnes, C. M. 2011. "A multilevel field investigation of emotional labor, affect, work withdrawal, and gender," *Academy of Management Journal* (54:1), pp. 116-136.
103. Scott, B. A., and Barnes, C. M., and Wagner, D. T. 2012. "Chameleonic or Consistent? A multilevel investigation of emotional labor variability and self-monitoring," *Academy of Management Journal* (55:4), pp. 905-926.
104. Shin, J. W., and Yang, N. M. 2016. "The impact of maladaptive perfectionism on life satisfaction in college student: Mediating effect of ego-resilience and active coping," *Korean Journal of Counseling* (17:1), pp. 265-286.
105. Slaney, R. B., Ashby, J. S., and Trippi, J. 1995. "Perfectionism: Its measurement and career relevance," *Journal of Career Assessment* (3:4), pp. 279-297.
106. Slaski, M., and Cartwright, S. 2002. "Health, performance and emotional intelligence: an exploratory study of retail managers," *Stress and Health* (18:2), pp. 63-68.
107. Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., and Bernard, J. 2008. "The brief resilience scale: Assessing the ability to bounce back," *International Journal of Behavioral Medicine* (15:3), pp. 194-200.
108. Snyder, M., and Lckes, W. 1985. *Personality and social behavior*. In G. Lindzey, & E. Aronson (Eds.), *The handbook of social psychology*, Vol. 2, 883-947. New York, Randon House.
109. Solomon, L. J., and Rothblum, E. D. 1984. "Academic procrastination: frequency and cognitive-behavioral correlates," *Journal of Counseling Psychology* (31:4). pp. 503-509.
110. Son, S. Y., L, S., P, H., and Y, S. H. 2010. "The effects of self-oriented perfectionism, perceived organizational support, and abusive supervision on task performance," *Korean Academy of Management* (18:2), pp. 139-177.
111. Spector, P. E. 1987. "Method variance as an artifact in self-reported affect and perceptions at work: Myth or significant problem?," *Journal of Applied Psychology* (72:3), pp. 438-443.
112. Staw, B. M., Sutton, R. L., and Pelled, L. H. 1994. "Employee Positive Emotion and Favorable Outcomes at the Workplace," *Organization*

- Science* (5:1), pp. 51-71.
113. Tett, R. P., and Guterman, H. A. 2000. "Situation trait relevance, trait expression, and cross-situational consistency: Testing a principle of trait activation," *Journal of Research in Personality* (34:4), pp. 397-423.
114. Tugade, M. M., and Fredrickson, B. L. 2004. "Resilient individuals use positive emotions to bounce back from negative emotional experience," *Journal of Personality and Social Psychology*, (86:2), pp. 320-333.
115. Turner, R, J. 1981. "Social support as a contingency in psychological well-being," *Journal of Health and Social Behavior* (22:4), pp. 357-367.
116. Van Dam, N. T., Sheppard, S. C., Forsyth, P., and Earleywine, M. 2011. "Self-compassion is a better predictor than mindfulness of symptom severity and quality of life in mixed anxiety and depression," *Journal of Anxiety Disorder* (25:1), pp. 123-130.
117. Vangelisti, A. L. 2009. "Challenges in conceptualizing social support," *Journal of Social and Personal Relationships*, (26:1), pp. 39-51.
118. Wang, H., Law, K. S., Hackett, R. D., Wang, D., and Chen, Z. X. 2005. "Leader-member exchange as a mediator of the relationship between transformational leadership and followers' performance and citizenship behavior," *Academy of Management Journal* (48:3), pp. 420-432.
119. Wang, Y., Kraut, R., and Levine, J. M. 2012. "To stay or leave? The relationship of emotional and informational support to commitment in online health support groups," Proceedings of the ACM 2012 Conference on computer Supported Cooperative Work, pp. 833-842.
120. Wentzel, K., Battle, A., Russell, S., and Looney, L. 2010. "Social support from teachers and peers as predictors of academic and social motivation," *Contemporary Educational Psychology* (35:3), pp. 193-202.
121. Wong, C. S., and Law, S. L. 2002. "The effect of leader and follower emotional intelligence on performance and attitude: An exploratory study," *The Leadership Quarterly* (13:3), pp. 243-274.
122. Wright, T. A. 2003. "Positive organizational behavior: An idea whose time has truly come," *Journal of Organizational Behavior* (24:4), pp. 437-442.
123. Wu, T. F., and Wei, M. 2008. "Perfectionism and negative mood: The mediating roles of validation from others versus self," *Journal of Counseling Psychology* (55:2), pp. 276-288.
124. Yukl, G. 2006. *Leadership in organizations*. Englewood Cliffs, NJ: Prentice Hall.

● 저 자 소 개 ●



김민경(Min-Kyung Kim)

서울과학종합대학원대학교(aSSIST)에서 경영학 박사, 국민대학교 경영대학원에서 리더십과 코칭 MBA를 전공하였다. 주요 연구관심분야는 리더십, 경영학 및 심리학, 완벽주의, 기업교육, 지식경영 등이며 경영학 및 HRD 관련 학회에서 논문들을 발표하였다.



신제구(Je-Goo Shin)

서울과학종합대학원대학교 교수로 재직하며, 경영학과 리더십을 전공하였다. 주요 연구 주제는 리더십, 조직행동 및 조직심리, 지식경영, 기업교육 등 경영학 분야이다. 경영학연구, 리더십연구, 조직과 인사관리연구, HRD연구 등 다수의 논문 게재 및 경영학 관련 학회에서 논문들을 발표를 하였다.