

## **The Effect of Shared Leadership perceived by organizational members on Team Learning Behavior and Team Effectiveness**

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### **Abstract**

*The purpose of this study sought to determine the impact of shared leadership perceived by organizational members on team effectiveness and team learning behavior. For this purpose, the results of the empirical analysis of 206 organizational members are as follows. First, shared leadership was analyzed to improve team effectiveness. Second, shared leadership had a positive effect on team learning behavior. Third, team learning behavior was statistically significantly analyzed for team effectiveness. This study confirmed the importance of shared leadership, which has a positive impact on team effectiveness and team learning behavior. This may require building a new culture that can demonstrate the inherent leadership of organizational members in the influence relationship between shared leadership, team effectiveness, and team learning behavior. In other words, in order to systematically demonstrate and implement shared leadership, the execution ability of executives, managers, and working-level managers is important. To this end, it is necessary to build an organizational culture that matches the characteristics of the organization and develop and continuously implement human resource development systems and programs that can implement this.*

**Keywords:** *Shared leadership, team effectiveness, team learning behavior, positive influence, relationships*

## **1. INTRODUCTION**

Recently, it has become complex and rapidly changing due to the rapidly changing global market, technological uncertainty, and competitive dynamics. In the modern management environment, organizational performance is created by exercising knowledge and inherent capabilities, which are intangible resources that have a significant direct or indirect impact on organizational operation and management [1]. People with leadership can contribute to the advancement of sustainable management based on the growth and development of the organization. In order to advance the organization's sustainable management, a new organizational culture must be implemented in which members can independently create innovative behavior and organizational performance [2]. Based on the systematic exercise of leadership, organizations must prepare various strategies in terms of human resource development so that members can more actively participate in

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activities that can positively change the organization [3]. Leadership requires new leadership and leader capabilities suitable for changes in the management environment and organizational members who desire horizontal job autonomy [4]. The importance of horizontal shared leadership, in which team members take the lead as leaders rather than relying on the leadership of an external leader to perform their duties, is being presented. Shared leadership is characterized by the emergence of an informal leader who disperses influence within the team, forms a relationship of trust with members, and shares vision, responsibility, and authority [5]. In other words, shared leadership is leadership that maximizes team effectiveness by exerting mutual influence among members [6]. However, the reality is that there is a lack of actual research on the causal relationship of shared leadership. Accordingly, this study sought to confirm the impact of shared leadership, which is the actual implementer of team performance and is recognized by members of the organization implementing it, on team learning behavior and team effectiveness. In other words, we aim to provide additional theoretical and practical implications for shared leadership through empirical analysis of the correlations and influence relationships between variables.

## **2. THEORETICAL BACKGROUND**

### **2.1 Relationship between Shared Leadership and Team Effectiveness**

Shared leadership is attracting attention based on the importance of relationships not only between team leaders but also between organizational members and collaborators [7]. Shared leadership is a phenomenon of an interactive influence relationship that encourages team members to contribute to achieving group goals by encouraging them to cooperate with each other to perform leadership functions and accept the leadership of colleagues [8]. Shared leadership is a type of leadership in which leadership roles appear collectively, communication between members is key, and vertical leadership and horizontal leadership are complementary [9]. In other words, shared leadership is an independent process in which organizational members provide mutual support and share information to achieve organizational and individual goals [4]. Meanwhile, team effectiveness is the productivity created by the team and is the result of members' actions to achieve a common goal [10]. Team effectiveness includes team performance as well as the quality of team performance perceived by team members and the degree of satisfaction with individual members' needs [11]. Team effectiveness is a perspective that simultaneously represents an attitude indicating team commitment and a subjective perspective on team performance [12]. In other words, team effectiveness is the degree to which team members perceive productive performance through satisfaction with the team. This emphasizes team effectiveness, which is the result of various implementation activities to improve organizational effectiveness in order to achieve the organization's management goals [13]. Shared leadership has a positive impact on improving team effectiveness, which is a team performance [14], and promotes team interaction and socialization, which promotes information sharing among team members and improves participation. Effectiveness can be increased [15]. In other words, shared leadership has a significant impact on team performance [16]. In a study targeting organizational members in the construction industry, shared leadership showed a significant effect on team effectiveness [17]. In the impact of shared leadership and organizational citizenship behavior on team effectiveness, shared leadership had a positive effect on team effectiveness [18]. In addition, in terms of the impact of shared leadership on team effectiveness through team learning behavior, shared leadership was analyzed to be statistically significant on team effectiveness [19]. Accordingly, this study established the following hypothesis based on the results of previous research.

**Hypothesis 1. Shared leadership will have a significant positive effect on team effectiveness.**

## **2.2 Relationship between Shared Leadership and Team Learning Behavior**

Shared leadership is when team members take the lead and exercise leadership and carry out their roles [20]. Shared leadership is collective leadership in which members of an organization collectively exert influence on each other through interaction [21]. In other words, shared leadership is a relationship in which information sharing, advice, and support are provided to each other within a team [22]. Team learning behavior is a core behavior in which team members learn new knowledge, skills, and work methods through active interaction, and is an essential element that transforms members' knowledge and experience into team knowledge [23]. Team learning behavior is behavior that can improve outcomes at the individual, group, and organizational levels through team learning [24]. Team learning behavior is the process by which team members adapt to an uncertain environment, continuously improve performance and processes, and discover new ways to achieve the team's goals [25]. Major prior studies on shared leadership and team learning behavior are as follows. In a study targeting medical professionals and workers in the Jeon-nam region, shared leadership showed a positive effect on team learning activities [19]. Positive results were shown in team learning, a high-level learning behavior created based on shared leadership [26]. In a study on the antecedents of shared leadership and its effectiveness, it was empirically analyzed that shared leadership is leadership that causes team learning behavior in the process of creating team performance [27]. In terms of the impact of shared leadership in R&D project teams on team creativity, shared leadership showed a positive effect on team learning [28]. Accordingly, this study established the following hypothesis based on the results of previous research.

**Hypothesis 2. Shared leadership will have a significant positive effect on team learning behavior.**

## **2.3 Relationship between Team Learning Behavior and Team Effectiveness.**

Team learning activities are the activities of organizational members raising issues with each other, asking questions, trying things from different perspectives, evaluating alternatives, and reflecting on the past [23]. In other words, team learning behavior is when team members apply knowledge experimentally to achieve results, improve task performance, and adapt to environmental changes. In addition, it refers to a series of activities that improve existing task performance methods and encode newly acquired knowledge through reflective communication [29]. Team effectiveness is the degree to which team members are overall satisfied with the team and perceive productive performance. This is a sense of competency and satisfaction at the individual and group level for improving team performance and successfully performing tasks [10]. Team effectiveness can be expressed in operational efficiency, quality of work, innovation, and schedule compliance [30]. In other words, team effectiveness is the specific performance of the team and is called 'team effectiveness' or 'team performance' [31]. Meanwhile, research on the impact of team learning activities on team effectiveness is as follows. In the mediating effect of shared mental model in the relationship between team learning behavior and team effectiveness in college classes for college students, team learning behavior acted as a positive factor in team effectiveness [32]. It was said that team learning behavior directly affects organizational members' independent team learning and cooperation activities within the team, and consequently affects team performance and team member satisfaction [33]. In addition, we empirically analyzed that team learning activities are activated and team effectiveness is improved [19, 34]. This study established Hypothesis 3 as follows based on the results of previous research.

**Hypothesis 3. Team learning activities will have a significant positive impact on team effectiveness.**

### 3. RESEARCH METHOD

#### 3.1 Research Model and Organizational Definition

This study established a research model as shown in Figure 1 to confirm the influence of shared leadership perceived by organizational members on team learning behavior and team effectiveness.

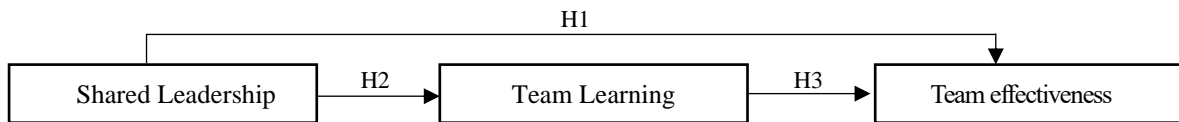


Figure 1. Research model

Meanwhile, the organizational definition of each variable in the research model was defined as follows based on previous research results. First, shared leadership was defined as a behavioral process in which organizational members independently demonstrate leadership through mutual support and information sharing. In addition, shared leadership was applied by modifying and supplementing questions that had been empirically verified in previous studies [4, 19-20] to fit the research purpose. In other words, it was measured with a total of 20 questions on four subfactors: planning and organizing, problem solving, support and consideration, and development and mentoring. Second, team learning behavior was defined as an interactive activity in which team members solve problems, improve processes, and discover new methods to achieve team performance. In addition, team learning activities were measured with 6 questions by modifying passages empirically applied from previous researchers' research results [19, 35-36]. Third, team effectiveness was defined as the performance shown by team members through work performance based on the research results of previous researchers. To measure this, 5 questions verified in previous research results [19, 37-38] were modified and used to suit the study. Meanwhile, the passage for each variable was structured so that respondents could select based on a 5-point Likert scale (1: not at all, 3: neutral, 5: very much).

#### 3.2 The Data Collection and Analysis Methods

In order to achieve the research goal, this study conducted empirical analysis to verify the hypotheses set according to the research model. In other words, of the 280 copies collected from July 17 to 28, 2023 for organizational members working at the company, 206, excluding 17 insincere responses from 223 copies, were used in the final analysis. The program applied for empirical analysis was SPSS 24.0, a statistical package program. In other words, the research hypothesis set was empirically analyzed through frequency analysis, reliability and validity analysis, correlation analysis, and regression analysis methods, which are the general characteristics of respondents to the measurement tool.

### 4. EMPIRICAL ANALYSIS

#### 4.1 Demographic General Characteristics

The demographic characteristics of 206 parts of the sample group secured to achieve the purpose of this study are as follows. There are 148 men (71.8%) and 58 women (28.2%). Age was as follows: 93 people (45.1%) in their 40s, 67 people (32.5%) in their 30s, 28 people (13.6%) in their 50s or older, and 18 people (8.8%) in their 20s. Educational background: 118 people (57.3%) graduated from college, 82 people (39.8%) graduated from college, and 6 people (2.9%) graduated from graduate school or higher. The ranks were analyzed as follows: 74 people (35.9%) below assistant manager, 57 people (27.7%) manager, 47 people

(22.8%) assistant manager, and 28 people (13.6%) above manager. Meanwhile, the number of years of service was distributed as follows: 46 people (22.3%) with less than 5 years, 85 people (41.3%) with less than 10 years, 48 people (23.3%) with less than 15 years, and 27 people (13.1%) with more than 15 years.

#### 4.2 Reliability and Validity, Correlation Analysis

Reliability analysis and exploratory factor analysis were conducted to verify the reliability and validity of each construct concept for the variables applied in this study. In factor analysis, only factors with factor loadings of 0.5 or more and eigenvalues of 1.0 or more were analyzed. As a result of the reliability analysis, Cronbach's  $\alpha$  coefficients were .827 (planning and organizing), .822 (problem solving), .801 (support and consideration), .878 (development and mentoring), .833 (team learning behavior), .913 (team effectiveness) and is analyzed to have internal consistency among measurement items. Additionally, as a result of factor analysis, factors with an eigenvalue of 1.0 or higher were extracted. In particular, the KMO (Kaiser-Meyer-Olkin) value, which indicates the degree to which the correlation between variables is explained by other variables, was high at .918. In addition, Bartlett's test of sphericity, which indicates the suitability of factor analysis, is  $\chi^2=3,269.495$  and the probability of significance is  $p<.001$ , which means that the use of factor analysis is appropriate and a common factor exists. Meanwhile, Pearson's correlation analysis was conducted to confirm the relationship between the main variables of this study: planning and organization, problem solving, support and consideration, development and mentoring, team learning behavior, and team effectiveness. As shown in <Table 1>, the correlation analysis results showed that the average value of each variable was over .285. In other words, the correlation coefficients all show positive (+) values, showing that the research hypothesis and direction of this study are somewhat similar.

**Table 1. Correlation analysis**

division	1	2	3	4	5	6
Planning and Organizing	1					
problem solving	.611***	1				
support and consideration	.455***	.396***	1			
Development and Mentoring	.403***	.421***	.511***	1		
team learning behavior	.526***	.506***	.309***	.344***	1	
team effectiveness	.509***	.516***	.285***	.329***	.613***	1

\* $p<.05$ , \*\* $p<.01$ , \*\*\* $p<.001$

#### 4.3 Hypothesis Verification

In order to achieve the research purpose of this study, the verification results of the research hypothesis established according to the research model are presented as follows. First, hypothesis 1 is the relationship between shared leadership and team effectiveness. In other words, to examine the impact of shared leadership on team effectiveness, a regression analysis was conducted with planning and organization, problem solving, support and consideration, development and mentoring as independent variables and team effectiveness as the dependent variable. In other words, as a result of regression analysis to verify Hypothesis 1, the regression model produced statistically significant results as shown in <Table 2> ( $F=49.987$ ,  $p<.001$ ).

**Table 2. Relationship between shared leadership and team effectiveness**

dependent variable	independent variable	B	S.E	$\beta$	t	p	VIF
team effectiveness	(constant)	1.297	.221		5.909***	.000	
	Planning and Organizing	.297	.056	.296	5.327***	.000	1.783
	problem solving	.269	.054	.271	4.949***	.000	1.702
	support and consideration	.233	.053	.234	4.662***	.000	1.692
	Development and Mentoring	.174	.052	.172	3.414**8	.000	1.481
F=49.987(p<.001), R <sup>2</sup> =.341, adj R <sup>2</sup> =.337, D-W=1.725							

\*p<.05, \*\*p<.01, \*\*\*p<.001

The Durbin Watson (D-W) statistic between the independent variables was 1.733, a value close to 2, so it was determined that there was no particular problem with the assumption of independence of the residuals. In addition, the variance inflation factor (VIF) is all analyzed to be less than 10, so there appears to be no multicollinearity problem. In other words, among the sub-factors of shared leadership, the factors that have a significant positive influence on team effectiveness are planning and organizing ( $\beta=.296$ ,  $t=5.329$ ,  $p<.001$ ) and problem solving ( $\beta=.271$ ,  $t=4.952$ ,  $p<.001$ ), support and consideration ( $\beta=.234$ ,  $t=3.416$ ,  $p<.001$ ), and development and mentoring ( $\beta=.198$ ,  $t=3.837$ ,  $p<.01$ ). appear. Therefore, Hypothesis 1, shared leadership, was analyzed and adopted as statistically significant for team effectiveness. This is in line with previous research results [14-19] was supported. In other words, as shared leadership improves team effectiveness, the importance of establishing a system and culture that can enable shared leadership has emerged.

Second, this is the verification result of Hypothesis 2, which is the relationship between shared leadership and team learning behavior. In other words, in order to verify how shared leadership affects team learning behavior, planning and organizing, problem solving, support and consideration, development and mentoring were set as independent variables and team learning behavior was set as the dependent variable, and regression analysis was performed as follows. As shown in <Table 3>, the regression model was statistically significant ( $F=57.107$ ,  $p<.001$ ), and the explanatory power of the regression model was approximately 26.9% (adjusted R<sup>2</sup> was 26.1%), sufficiently explaining the regression model. In addition, the Durbin Watson (D-W) statistic is 1.995, which is close to 2, so it can be said that the multicollinearity problem and independence of residuals have been secured. Therefore, Hypothesis 2, shared leadership, was adopted as it showed a positive effect on team learning behavior. In other words, among the sub-factors of shared leadership, the factors that have a statistically significant impact on team learning behavior are planning and organizing ( $\beta=.371$ ,  $t=6.879$ ,  $p<.001$ ) and problem solving ( $\beta=.253$ ,  $t=4.251$ ,  $p<.001$ ), support and consideration ( $\beta=.324$ ,  $t=6.073$ ,  $p<.001$ ), and development and mentoring ( $\beta=.392$ ,  $t=7.381$ ,  $p<.001$ ). These results supported previous research results [19, 26-28]. This indicates that the more shared leadership is improved, the better team learning behavior is, emphasizing the importance of shared leadership for improving team learning behavior.

**Table 3. Relationship between shared leadership and team learning behavior**

dependent variable	independent variable	B	S.E	$\beta$	t	p	VIF
team learning behavior	(constant)	1.284	.207		6.185	.000	
	Planning and Organizing	.358	.052	.371	6.879	.000	1.783
	problem solving	.243	.051	.253	4.251	.000	1.702
	support and consideration	.304	.052	.324	6.073	.000	1.692
	Development and Mentoring	.390	.051	.392	7.381	.000	1.481
F=57.107(p<.000), R <sup>2</sup> =.269, adj R <sup>2</sup> =.261, D-W=1.995							

\*p&lt;.05, \*\*p&lt;.01, \*\*\*p&lt;.001

Third, this is the verification result of hypothesis 3, the relationship between team learning behavior and team effectiveness. In other words, in order to verify the influence relationship between team learning behavior and team effectiveness, a regression analysis was conducted with team learning behavior as an independent variable and team effectiveness as a dependent variable. The results are shown in <Table 4>.

**Table 4. Relationship between team learning behavior and team effectiveness**

dependent variable	independent variable	B	S.E	$\beta$	t	p	VIF
team effectiveness	(constant)	1.553	.167		9.179***	.000	
	team learning behavior	.627	.042	.613	15.297***	.000	1.000
F=233.88(p<.000), R <sup>2</sup> =.374, adj R <sup>2</sup> =.371, D-W=1.754							

\*p&lt;.05, \*\*p&lt;.01, \*\*\*p&lt;.001

As shown in <Table 4>, the regression model yielded statistically significant results (F=233.88, p<.001), and the explanatory power of the regression model was 37.4% (adjusted R<sup>2</sup>=.371). The Durbin Watson (D-W) statistic is 1.754, which is close to 2, so it can be said that the independence of the residuals has been secured. In addition, the variance inflation factors (VIF) were all below 10, so it was determined that there was no multicollinearity problem. In other words, the results of the empirical analysis of Hypothesis 3 showed that team learning behavior had a positive effect on team effectiveness ( $\beta$ =.613, t=15.297, p<.001). These results were the same as previous studies [19, 32-34]. This can be said to confirm that the team learning behavior of members in an organization has a positive effect on team effectiveness. Therefore, Hypothesis 3 was accepted.

## 5. CONCLUSION

This study sought to verify the effect of shared leadership on team effectiveness and team academic behavior. To verify this, the results of an empirical analysis using 206 organizational members working in the manufacturing industry as a research sample are as follows. First, shared leadership had a positive effect on team effectiveness, so Hypothesis 1 was accepted. Second, shared leadership was analyzed to be statistically significant in team learning behavior, and Hypothesis 2 was accepted. Third, team learning behavior was shown to improve team effectiveness, so Hypothesis 3 was accepted. The main theoretical implication revealed through these research results is that it provides additional academic theory on the impact of shared leadership

on team effectiveness and team learning behavior. Meanwhile, the practical implications are as follows. This aspect suggests the importance of shared leadership to improve team effectiveness and team learning behavior of organizational members, which are the source of organizational competitiveness. In addition, there is a need to build a new organizational culture that can demonstrate qualitative shared leadership among organizational members and to re-establish systems and training systems that can demonstrate this. To this end, it is believed that the organization's executives, managers, and working-level managers should once again confirm the importance of shared leadership and make continuous and systematic efforts to establish shared leadership that matches the characteristics of the organization. In particular, what differentiates this research paper from previous research is that it presents new research results in the insufficient research on the positive relationship between shared leadership and team effectiveness and team learning behavior. Despite these research results, it is considered difficult to generalize the results of this study as the results were limited to a specific organization. Accordingly, it is expected that future research will be able to expand the scope of the study to various organizations and derive systematic and reasonable measures to help form shared leadership.

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