



Authentic Leadership and Organizational Job Embeddedness in Higher Education

Yükseköğretimde Otantik Liderlik ve Örgütsel İşe Gömülmüşlük

Hakan ERKUTLU*, Jamel CHAFRA**

• *Received:* 10.09.2014 • *Accepted:* 18.05.2016 • *Published:* 28.04.2017

ABSTRACT: This study examines the relationship between authentic leadership and organizational job embeddedness and the mediating roles of psychological ownership and self-concordance on that relationship in higher education. The study sample encompasses 1193 faculty members along with their deans from randomly selected 13 universities in İstanbul, Ankara, İzmir, Kayseri, Antalya, Bursa, Samsun and Gaziantep during 2013-2014 spring semester. Faculty member's perceptions of psychological ownership, self-concordance and organizational job embeddedness were measured using the Psychological Ownership Scale developed by Van Dyne and Pierce (2004), Perceived Locus of Causality Scale developed by Sheldon and Elliot (1999) and Organization Embeddedness Scale developed by Mitchell, Holtom, Lee, Sablinski, and Erez (2001) respectively. Avolio, Gardner, and Walumbwa's (2007) Authentic Leadership Questionnaire was used to assess faculty dean's authentic leadership behaviors. The results revealed a significant and positive relationship between authentic leadership and organizational job embeddedness and mediating roles of psychological ownership and self-concordance on that relationship.

Keywords: Authentic leadership, organizational job embeddedness, psychological ownership, self-concordance

ÖZ: Bu çalışmanın amacı yüksek eğitimde otantik liderlik ve örgütsel işe gömülmüşlük arasındaki ilişkiyi ve bu ilişkide psikolojik sahiplik ve öz-uyum kavramlarının aracılık rollerini araştırmaktır. Bu çalışmanın örneklemini 2013-2014 ilkbahar döneminde İstanbul, Ankara, İzmir, Kayseri, Antalya, Bursa, Samsun ve Gaziantep'te rastlantısal yöntemle seçilen 13 üniversitedeki 1193 öğretim üyesi ve onların dekanları oluşturmaktadır. Öğretim üyelerinin psikolojik sahiplik, öz-uyum ve örgütsel işe gömülmüşlük düzeyleri sırasıyla Van Dyne ve Pierce (2004) tarafından geliştirilen Psikolojik Sahiplik Ölçeği, Sheldon ve Elliot (1999) tarafından geliştirilen Davranış Nedenselliğinin Odağı Ölçeği ve Mitchell, Holtom, Lee, Sablinski ve Erez (2001) tarafından geliştirilen Örgütsel İşe Gömülmüşlük Ölçeği kullanılarak ölçülmüştür. Fakülte dekanlarının otantik liderlik davranışlarını değerlendirmek için Avolio, Gardner ve Walumbwa'nın (2007) Otantik Liderlik Ölçeği kullanılmıştır. Sonuçlar otantik liderlik ile örgütsel işe gömülmüşlük arasında önemli ve olumlu bir ilişki ve bu ilişkide psikolojik sahiplik ve öz-uyum kavramlarında aracılık rolleri bulunduğunu göstermiştir.

Anahtar sözcükler: Otantik liderlik, örgütsel işe gömülmüşlük, psikolojik sahiplik, öz-uyum

1. INTRODUCTION

Authentic leadership has recently emerged as an extension of existing leadership theories such as ethical and transformational leadership (Avolio, Gardner, Walumbwa, Luthans and May, 2004; Walumbwa, Wang, Wang, Schaubroeck and Avolio, 2010). It refers to "a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development" (Walumbwa, Avolio, Gardner, Wernsing and Peterson, 2008:94). Literature on authentic leadership has revealed that authentic leadership may positively affect employee attitudes and behaviors, such as affective organizational commitment, work engagement, organizational citizenship behavior, and performance (Avolio and Gardner, 2005; Meyer and Gagné, 2008; Ilies, Morgeson and Nahrgang, 2005). For example, Ilies et al. (2005) argued that authentic leaders are likely to have a positive influence on followers' behaviors because such leaders provide senses of self-determination, security, and

* Assoc. Prof., Nevsehir University Faculty of Economics and Administrative Sciences, erkutlu@nevsehir.edu.tr

** Lecturer, Bilkent University School of Applied Management and Technology, jamel@tourism.bilkent.edu.tr

trust, which enable followers to focus their energies on goal-related endeavors and on finding different pathways for solving problems and benefitting from opportunities. Other authors have argued that authentic leaders support follower feelings of intrinsic work motivation (Avolio and Gardner, 2005) and thereby boost follower work engagement (Meyer and Gagné, 2008).

In the present study, we set out to examine how authentic leadership behavior relates to employees' organizational job embeddedness. We focus here on examining the links between authentic leadership and job embeddedness because prior theoretical work suggests that authentic leaders, through their ethical role modeling, transparency, and balanced decision-making, create the conditions that promote high quality leader-member exchange (Wherry, 2012) and trust in leaders, which in turn leads to higher levels of job embeddedness.

We tested the influence of authentic leadership on organizational job embeddedness through two intermediate mechanisms. These mechanisms include psychological ownership and self-concordance, which we describe in more details below. By focusing on psychological ownership and self-concordance as intervening mechanisms linking authentic leadership to employee outcomes, we hope to contribute to this emerging literature much in details by explaining how authentic leaders enhance employee job embeddedness.

In arguing that psychological ownership and self-concordance are key mechanisms explaining the effect of authentic leadership on organizational job embeddedness and by providing empirical support for these arguments, we hope to make several important theoretical and empirical contributions. First, we hope to add to the growing body of research showing that authentic leadership affects individual-level outcomes such as psychological capital (Walumbwa et al., 2010), psychological well-being (Cassar and Buttigieg, 2013), and lead to improved work engagement, organizational citizenship behavior and organizational identification (Walumbwa et al., 2010). Second, our study sheds light on how it is that authentic leadership helps shape organizational job embeddedness. Harris, Wheeler and Kacmar (2011:273) noted that “relatively neglected is what leaders should actually be doing to enhance organizational job embeddedness.” By examining the mediating role of two potential intervening variables, we extend previous research by showing underlying mechanisms that are responsible for the effects of authentic leadership. Third, our study contributes to the literature on organizational job embeddedness (e.g., Gorgievski and Hobfoll, 2008). A key assumption in organizational job embeddedness literature is that job embeddedness helps employees, groups and organizations perform more effectively (Mitchell et al., 2001), yet this assumption has received little empirical attention. In addition, we contribute to recent researches on psychological ownership (e.g., Van Dyne and Pierce, 2004) and relational identification (e.g., Sluss and Ashforth, 2007), providing additional evidence that they are robust individual-level constructs with meaningful outcomes.

1.1. Authentic Leadership and Organizational Job Embeddedness

Job embeddedness is defined as “the combined forces that keep a person from leaving his or her job” (Birsel, Boru, Islamoglu, and Yurtkoru, 2012; Yao, Lee, Mitchell, Burton, and Sablynski, 2004, p. 159). Mitchell et al. (2001) conceptualized job embeddedness as including one's links to other aspects of the job (people and groups), perceptions of person-job fit, and sacrifices involved in leaving the job. The links aspect of embeddedness suggests that employees have formal and informal connections with other entities on the job and, as the number of those links increases, embeddedness is higher (Holtom, Mitchell, and Lee, 2006). Fit refers to the match between an employee's goals and values and those of the organization; higher fit indicates higher embeddedness (Holtom et al., 2006). Finally, sacrifice concerns the perceived costs of leaving the organization, both financial and social. The higher the perceived costs, the greater the embeddedness (Holtom et al., 2006).

Leadership support and high quality leader-member exchange have been suggested as significant factors contributing to employee organizational job embeddedness (Harris, Wheeler, and Kacmar, 2011). Authentic leaders behave in accordance with their values and strive to achieve openness and truthfulness in their relationships with followers (Gardner, Avolio, Luthans, May and Walumbwa, 2005; Walumbwa et al., 2010). Such leaders build trust with their followers by encouraging totally open communication, engaging their followers, sharing critical information, and sharing their perceptions and feelings about the people with whom they work; the result is a realistic social relationship arising from followers' heightened levels of personal identification (Avolio et al., 2004). Study by Jung and Avolio (2000) suggests that leaders may build trust by demonstrating individualized concern (i.e., engagement) and respect (i.e., encouraging diverse viewpoints) for followers. We also know from social exchange theory (i.e., Blau, 1964) that a realistic social relationship is likely to lead to gestures of goodwill being reciprocated, even to the extent of each side willingly going above and beyond the call of duty (Konovsky and Pugh, 1994). Moreover, because authentic leaders exemplify high moral standards, integrity, and honesty, their favorable reputation fosters positive expectations among followers, enhancing their levels of trust and willingness to cooperate with the leader for the benefit of the organization. Because of trust and high quality leader-member exchange, followers feel more comfortable and empowered to do the activities required for successful task accomplishment.

Previous researchers have found that the benefits associated with high quality exchanges are able to supplement or even compensate for low levels of person-organization fit (e.g., Erdogan, Kraimer and Liden, 2004), as the leader-member exchange relationship provides valuable resources for subordinates in high quality exchanges. With respect to links, the leader-member exchange relationship is a linkage in the organization, and those subordinates in high quality exchanges would be expected to be more connected to their supervisor and organization than their low quality counterparts (Sparrowe and Liden, 2005). Hence, the supervisor-subordinate relationship is a key driver of employee turnover intentions and actual turnover behaviors. Finally, subordinates in high quality exchanges are less likely to leave an employer as they would have to forego the advantages associated with their relationships with their supervisors (Liden, Sparrowe and Wayne, 1997). Thus, we suggest that high quality leader-member exchange exchanges provide subordinates with numerous benefits and resources that are associated with organizational job embeddedness. Therefore, we propose the following hypothesis:

Hypothesis 1. Authentic leadership is positively related to organizational job embeddedness.

1.2. The Mediating Roles of Psychological Ownership and Commitment to Organizational Change

Psychological ownership can be defined as "the state in which individuals feel as though the target of ownership or a piece of that target is 'theirs' (i.e., 'I am an owner and vested in this organization, it is mine!')" (Pierce, Kostova, and Dirks, 2003: 86). Pierce et al. (2003) argued that psychological ownership would make people feel more responsible for workplace outcomes and some empirical support exists for the positive relationship of psychological ownership with increased productivity, organizational commitment, job satisfaction, involvement, and organizational citizenship behavior as well as a negative relationship with employee turnover (McIntyre, Srivastava, and Fuller, 2009; Van Dyne and Pierce, 2004).

Authentic leadership is related to employee psychological ownership through emphasizing four core values and corresponding norms for behavior related to psychological ownership: equity, accountability, self-efficacy and belongingness.

Firstly, authentic leaders are concerned with fairness for employee rights and responsibilities. Feelings of ownership produce felt responsibility to the target (to nurture, provide for, protect) and a sense of rights to have control over what happens to the target (Pierce, Kostova and Dirks, 2001). Violation of these rights would serve to steal employee ownership. However, authentic leaders would be less likely to violate these perceived rights due to their explicit value of fairness, equity, transparency, openness and respect for others (Gardner et al., 2005).

Secondly, authentic leaders are more likely to demonstrate and promote accountability among followers. Authentic leaders have a highly developed sense of accountability – they are aware of the moral and ethical ramifications of their actions (Avolio et al., 2004). Hogg (2001) suggests quality leaders are people who have the characteristics of the type of leader that best fits situational requirements. Authentic leaders realize their ethical behavior sends an impassioned message to followers influencing what they deal with, what they think, how they construct their own roles, and ultimately how they make choices and behave (Avolio et al., 2004; Walumbwa et al., 2008). This suggests that they model accountability in their daily interactions with followers. Based on the tenets of social learning theory (e.g., Bandura 1977, 1986) employees learn the process of accountability through direct and indirect experiences such as observing authentic leaders hold people accountable for results and how results are achieved. These observations and interactions among employees provide a form of social information that over time creates the norms for social behaviors in this group (Salancik and Pfeffer, 1978). In addition, employees are held accountable for themselves, and directly experience the enforcement of standards held by the leader for the group. Thus, employees of authentic leaders are more likely to hold each other and themselves accountable, which is an aspect of psychological ownership.

Thirdly, observing exemplary behaviors and psychological strengths in authentic leaders, and receiving constructive criticism and feedback in a respectful and developmental manner from them, employees may develop more confidence in their abilities to pursue goals (Ilies et al., 2005). When authentic leaders solicit views that challenge deeply held positions and openly share information with employees, one may expect that employees become more self-confident (Walumbwa et al., 2008). Considering that authentic leaders focus on followers' strengths, unleash their potential (Gardner and Schermerhorn, 2004), and constantly emphasize their growth, employees' self-efficacy potentially develops (Avolio et al., 2004; Gardner et al., 2005).

Finally, authentic leaders promote psychological ownership in followers through fostering norms that promote an environment of belongingness for employees. Wong and Cummings (2009) suggest authentic leaders pay attention to individuals by listening to their employees thereby giving them a voice in their daily work environment. As implied in the job characteristics model and further by Spreitzer (1995) and Avey, Wernsing, and Luthans (2008), employees who are listened to and have input into their work environment are more likely to feel that they belong to the organization as a whole and the work group specifically. Contrarily, employees who are ignored and isolated emotionally detach themselves from the organization and possess no sense of belongingness. Therefore, when authentic leaders seek to include followers through keeping their best interests in mind and listening to their concerns, they foster an environment where employees can feel this sense of belongingness, a core component of psychological ownership.

Holtom, Mitchell, Lee, and Eberly (2008) described organizational job embeddedness as the desire to encourage an employee to remain with an organization. When possessions are viewed as part of the extended self, it follows that the loss of possessions equates to a “loss or lessening of the self” and is associated with detrimental consequences (Belk, 1988, p. 142). Therefore, employees who experience feelings of psychological ownership strive to maintain

their association with the organization because of unfavorable consequences if this connection is broken. The result is high levels of job embeddedness in which an employee feels a sense of compatibility between his or her personal career needs, goals and values and those of the job and organization; experiences positive formal and informal connections between himself or herself and the team or organization; and perceives the costs of leaving the job (the material and psychological benefits that may be forfeited) as being too high (Mitchell et al. 2001). Therefore, we claim that:

Hypothesis 2. Employee perception of psychological ownership partially mediates the relationship between authentic leadership and organizational job embeddedness.

Self-concordance refers to the extent to which activities such as job-related tasks or goals express individuals' authentic interests and values (Bono and Judge, 2003; Sheldon and Elliot, 1999). The self-concordance model is a theory of self-regulation that is based in self-determination theory (Ryan and Deci, 2000). According to Ryan and Deci (2000), intentional behavior can be chosen freely or it can be chosen because of internal or external constraints or controls. Thus, individuals' reasons for acting range on a continuum from complete control by reward or punishment (such as, I go to work in the morning so I am not fired) to full integration and internalization (such as, I stay late and help a coworker because I believe that the work we do is important and makes a difference in the world).

The self-concordance model proposes that the reasons why people engage in certain activities range on a continuum from more internal reasons for goal pursuit to more external reasons for goal pursuit (Davidson and De Stobbeleir, 2011). When employees pursue their work goals because they identify with these goals (identified motivation) or because they find these goals highly interesting and enjoyable (integrated motivation), they experience high levels of self-concordance throughout their goal pursuit (Bono and Judge, 2003; Sheldon and Elliot, 1999). In contrast, the self-concordance level of employees is lower when they pursue their work goals in order to obtain extrinsic rewards or to avoid punishments (external motivation) or because of coercive social pressure, such as a sense of obligation (introjected motivation). In sum, the more internal the reason for goal pursuit, the more congruent the goal will be with individuals' authentic interests and core values, i.e., the higher individuals' level of self-concordance.

Authentic leadership is related to employee self-concordance through developing high quality leader-follower relationship (Gardner et al., 2005). The development of high quality leader-follower relationships has been hypothesized to occur in three distinct stages (Graen and Scandura, 1987). In the role taking stage, leaders seek to discover the talents and motivations of their followers through an iterative process of leader role sending and follower behavior. During this stage, the initial interaction is influenced by leader and follower characteristics (Dienesch and Liden, 1986). It is during this stage that a leader's authentic relational orientation will first become salient to followers. Such a relational orientation will form the foundation for subsequent trust, an important component of relationship development (Bauer and Green, 1996). In the role making stage, leaders and followers begin to refine how they will interact across a host of different situations, thereby defining the nature of their relationship. Over the course of this stage, followers become aware of leaders' unbiased processing of self-relevant information and personal integrity. Coupled with an authentic relational orientation, this should lead to the development of respect, positive affect, and trust, all of which are key components of high quality leader-follower relationships (Liden et al., 1997). In the final role routinization stage mutual expectations become implicitly or explicitly agreed upon and followers are likely to maximally benefit (in terms of well-being) from high quality relationships.

Research has suggested that high quality leader-follower relationships foster more open communication, strong value congruence, and minimal power distance (Fairhurst, 1993). These

findings suggest that followers of authentic leaders are more likely to have similar values and thereby begin to behave more authentically because of working with their leader. In addition, recent research has suggested that followers reciprocate high quality relationships in a manner consistent with the type of behavior valued in their work environment (Hofmann, Morgeson and Gerras, 2003). This also suggests that followers of authentic leaders will reciprocate by engaging in behaviors that are consistent with the behaviors and values of their leader. Therefore, we expect self-concordance to serve as a mediator through which authentic leadership influences organizational job embeddedness. However, because we have argued in Hypothesis 2 that the influence of authentic leadership on organizational job embeddedness may also be explained through employee's perception of psychological ownership, we propose partial mediation rather than full mediation. Hence, we test the following:

Hypothesis 3. Employee perception of self-concordance partially mediates the relationship between authentic leadership and organizational job embeddedness.

2. METHOD

2.1. Samples

The sample of this study included 1193 faculty members along with their superiors (deans) from 13 universities in Turkey. These universities were randomly selected from a list of 196 universities in the country (The Council of Higher Education, 2014).

This study was completed in April - May 2014. A cluster random-sampling method was used to select sample. In this sampling method, first, all the universities in Turkey were stratified into seven strata according to their geographic regions. Then, universities in each stratum were proportionally selected by a cluster random sampling; lecturers working at the selected universities comprised the study sample. A research team consisting of six research assistants visited 13 universities in different regions of Turkey. In their first visit, they received approvals from the deans of economics and administrative sciences, fine arts, engineering and education. The research team of this study, then, gave information about the aim of this study to faculty members and told that the study was designed to collect information on the job embeddedness and their relationship with superiors (deans) in the higher education workforce. They were given confidentially assurances and told that participation was voluntary. Faculty members, wishing to participate in this study, were requested to send their names and departments via e-mail to the research team members. In the second visit (1 week later), the questionnaires were delivered to the respondents in their offices. A randomly selected group of faculty members completed the psychological ownership, the perceived locus of causality, authentic leadership and organizational job embeddedness scales (63 - 113 faculty members per university, totaling 1300). Fifty-six per cent of the faculty members were male with an average age of 33.69 years. Moreover, faculty members' average tenure was 11.13 years. Missing data reduced the sample size to 1193 out of 1300 participants, leading to a response rate of 92 percent.

2.2. Measures

Authentic leadership. It was measured using a 16-item scale from Avolio et al. (2007), called the Authentic Leadership Questionnaire (ALQ). The authors propose four theoretically related factors, including balanced processing (3 items), internalized moral perspective (4 items), relational transparency (5 items) and self-awareness (4 items), which form a core higher order authentic leadership construct. Sample items are: "Listens carefully to different points of view before coming to conclusions" (balanced processing), "Demonstrates beliefs that are consistent with actions" (internalized moral perspective), "Says exactly what he or she means" (relational transparency) and "Accurately describes how others view his or her capabilities" (self-

awareness). Items were scored on a 5-point Likert-type scale, ranging from 1 (Not at all) to 5 (Frequently, if not always). Principal component analysis revealed only one factor with an eigenvalue greater than 1.0. Thus, by averaging the values of 16 items, a composite score was created to represent each respondent's perceived authentic leadership. Reliability coefficient (Cronbach alpha) for this scale was .87.

Organizational job embeddedness. It was measured using the 23 organization embeddedness items developed by Mitchell et al. (2001). It consists of three subscales, links to organization (sample items: "how long have you been in your present position?" "how many coworkers do you interact with regularly?"), fit to organization (sample item: "my coworkers are similar to me"), and organization-related sacrifice (sample item: "I would sacrifice a lot if I left this job"). The links items were measured on an open-ended numerical scale (e.g., years, number of coworkers); the fit and sacrifice items were scored on a five-point Likert-type scale from strongly disagree (1) to strongly agree (5). Prior to combining items into subscales (links, fit, and sacrifice) and embeddedness scores, item scores were standardized. Higher scores indicated higher levels of embeddedness. The Cronbach alpha for this scale was .91.

Psychological Ownership. It was measured by the seven-item scale developed by Van Dyne and Pierce (2004). In this scale, respondents rate the extent to which they agree or disagree with a series of statements on a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree). Sample items are "This is my organization" and "Most of the people that work for this organization feel as though they own the company." The Cronbach alpha for this scale was .92.

Self-concordance. It was measured using the Perceived Locus of Causality Scale (Sheldon and Elliot, 1999). Faculty members were asked to identify six of their short-term, job-related goals. Because it fits within the time frame of other self-concordance research such as Bono and Judge (2003), we defined a short-term goal as one that could be accomplished in 60 days. After faculty members identified their goals, we asked for their reasons for pursuing each goal by using a seven-point scale anchored by 1='not at all' and 7='extremely' in terms of each of four reasons: external, introjected, identified, and intrinsic. The external reason was 'because somebody else wants you to or because the situation demands it'. The introjected reason was 'because you would feel ashamed, guilty, or anxious if you didn't'. The identified reason was 'because you really believe it's an important goal to have'. The intrinsic reason was 'because of the fun and enjoyment that it provides you'. Following Sheldon and Elliot (1999), a composite self-concordance variable was created by summing the identified and intrinsic scores, and subtracting the introjected and external scores. The Cronbach alpha for this scale was .89.

Control variables. To help eliminate potentially spurious relationships between our independent variable (authentic leadership), mediators (psychological ownership and self-concordance), and the outcome (organizational job embeddedness) in this study, we controlled for faculty members' age (measured in years), gender (female=0, male=1), and dean-faculty member relationship tenure (measured in years) (e.g., Felps, Mitchell, Herman, Lee, Holtom and Harman, 2009).

3. FINDINGS

Table 1 shows the means, standard deviations and correlations for the study variables. The mediating roles of psychological ownership and self-concordance were analyzed by using procedures for testing multiple mediation outlined by MacKinnon (2000). As a straightforward extension of Baron and Kenny's (1986) causal step approach, this procedure involves estimating three separate regression equations. Since mediation requires the existence of a direct effect to be mediated, the first step in the analysis here involved regressing authentic leadership on organizational job embeddedness and the control variables. The results presented in Table 2

(model 2) show that authentic leadership is significantly and positively related to job embeddedness ($\beta = .34, p < .001$), thus providing support for the direct effect of authentic leadership on job embeddedness (Hypothesis 1).

Table 1: Descriptive statistics and correlations ^a

| Variable | M | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------------------|-------|------|-------|-----|------|-------|------|-----|--------|--------|--------|
| 1. Faculty member's age | 33.69 | 2.69 | | | | | | | | | |
| 2. Faculty member's gender | 0.56 | .44 | .04 | | | | | | | | |
| 3. Faculty member's tenure (years) | 11.13 | 2.96 | .26** | .03 | | | | | | | |
| 4. Dean's age | 51.13 | 1.12 | .04 | .03 | .06 | | | | | | |
| 5. Dean's gender | 0.76 | 0.24 | .03 | .09 | .03 | .07 | | | | | |
| 6. Dean's tenure (years) | 17.23 | 3.21 | .09 | .06 | .09 | .23** | .03 | | | | |
| 7. Psychological ownership | 3.10 | .63 | .12* | .04 | .12* | .09 | .06 | .10 | | | |
| 8. Self-concordance | 3.06 | .89 | .09 | .07 | .10 | .06 | .09 | .09 | .30*** | | |
| 9. Authentic leadership | 3.13 | .91 | .09 | .07 | .09 | .12* | -.04 | .10 | .29** | .28** | |
| 10. Job embeddedness | 3.69 | .69 | .13* | .09 | .14* | .07 | .03 | .09 | .33*** | .32*** | .36*** |

^a $n = 591$, * $p < .05$, ** $p < .01$, *** $p < .001$.

As the mediation hypotheses in this study imply that authentic leadership is related to both psychological ownership and self-concordance, the first part of the second step in the mediation analysis involved regressing psychological ownership, self-concordance and the control variables on authentic leadership. The results in Table 2 indicate that authentic leadership has a significant, positive relationships with psychological ownership ($\beta = .28, p < .01$) and self-concordance ($\beta = .27, p < .01$), thus offering support for the main effects of authentic leadership on psychological ownership and self-concordance.

Table 2: Results of the standardized regression analysis for the mediated effects of authentic leadership via psychological ownership and self-concordance on organizational job embeddedness ^a

| Variables | Organizational job embeddedness | | | | | |
|-------------------------|---------------------------------|------------------|---------|---------|---------|---------|
| | Psychological ownership | Self-concordance | Model 1 | Model 2 | Model 3 | Model 4 |
| Faculty member's age | .10 | .09 | .12* | .10 | .09 | .08 |
| Faculty member's gender | .04 | .06 | .08 | .08 | .07 | .06 |
| Faculty member's tenure | .11 | .09 | .13* | .12* | .10 | .09 |
| Dean's age | .09 | .06 | .06 | .04 | .03 | .01 |
| Dean's gender | .05 | .07 | .03 | .02 | .01 | .01 |
| Dean's tenure (years) | .09 | .07 | .08 | .06 | .05 | .04 |
| Authentic leadership | .28** | .27** | | .34*** | | .09 |
| Psychological ownership | | | | | .31*** | .29** |
| Self-concordance | | | | | | .30*** |
| R^2 | .23** | .31*** | .19** | .21** | .24** | .29** |
| Adjusted R^2 | .21** | .30*** | .18** | .19** | .22** | .26** |
| F | 3.23*** | 4.88*** | 1.63** | 3.23** | 4.63*** | 6.13*** |
| ΔR^2 | .08* | .07* | .09* | .04* | .03* | .01* |

^a $n = 591$, * $p < .05$, ** $p < .01$, *** $p < .001$.

In addition, in forwarding the mediation hypotheses, a positive relation between psychological ownership or self-concordance and organizational job embeddedness was presumed. The second part of the second step of the mediation analysis, therefore, involved regressing organizational job embeddedness on both psychological ownership and self-concordance. The results reported in Table 2 (model 3) confirm the two presumed relationships.

The results indicate that both psychological ownership and self-concordance have significant and positive relationships to employees' job embeddedness ($\beta = .31, p < .001$; $\beta = .30, p < .001$ respectively).

In the final step of the mediation analysis, job embeddedness was regressed on authentic leadership, psychological ownership, self-concordance and the control variables. As predicted, the results (model 4) indicate that the significant relationship between authentic leadership and job embeddedness becomes insignificant when psychological ownership and self-concordance are entered into the equation ($\beta = .09$, non-significance). At the same time, the effect of psychological ownership ($\beta = .29, p < .01$) and, self-concordance ($\beta = .26, p < .01$) on organizational job embeddedness remained significant. These results suggest that psychological ownership and self-concordance mediate the relationship between authentic leadership and job embeddedness, a pattern of results that support Hypotheses 2 and 3.

4. DISCUSSION and CONCLUSION

To our knowledge, this is the first attempt to simultaneously test the roles of psychological ownership and self-concordance as cognitive-affective attitudes on how authentic leadership affects employees' job embeddedness. Our results showed that authentic leadership was positively related to employees' perceptions of psychological ownership and self-concordance. These, in turn, were all positively related to job embeddedness.

Our findings extend research on authentic leadership and make several important contributions to the literature. The primary contribution is identifying employee work attitudes by which authentic leadership relates to organizational job embeddedness. Avolio et al. (2004) proposed that social exchange theory (Blau, 1964) is primary mechanism by which authentic leaders affect their followers. Along this line, our study makes two important contributions. First, consistent with Gardner et al.'s (2005) theorizing, we found self-concordance to be important intervening variable in the authentic leadership–embeddedness relationship. Thus, this study empirically tested the self-determination perspective (Ryan and Deci, 2000) explaining the authentic leadership– job embeddedness relationship. However, since this variable only partially mediated the relationship, the second important contribution of the study comes. Our findings showed that psychological ownership theory (Pierce et al., 2003) is another important mechanism that, in combination with social exchange perspective, can help explain the complex authentic leadership–job embeddedness relationship. Thus, our study represents the first attempt to integrate social exchange, and self-determination perspectives in explaining the relationship between authentic leadership and job embeddedness.

We focused on the two mediators that we thought were most theoretically relevant, recognizing that there may be more mediating mechanisms than the ones examined in this research. We do not argue that all mechanisms are equal in strength; yet suggest that certain mechanisms may be more influential on certain individuals than others. For example, an individual with high-quality interpersonal relationships may perceive greater psychological ownership from an authentic leadership as compared to an individual who has low-quality interpersonal relationships with a leader (Carmeli, Brueller and Dutton, 2009). Moreover, an individual who has worked at an organization for a long time and, thus, is committed to the organization's values may be more likely to respond to an authentic leader by feeling more psychological ownership and self-concordance as compared to an individual who has less of a value congruence with the organization. In addition, since authentic leadership research is still in its infancy (Shirey, 2006), further research is needed to explain the myriad of boundary conditions (e.g., moderators) that serve to either promote or impede the effectiveness of authentic leadership in facilitating employee development through various mechanisms.

Furthermore, this research has theoretical implications that extend beyond the authentic leadership literature. For example, it contributes to the emerging area of research integrating leadership, employees' work attitudes and social exchanges in organizations. Indeed, we examined how a form of leadership central to these constructs affects psychological ownership as well as employees' self-concordance. In addition, although leadership scholars generally acknowledge that there are typically several mechanisms that link leader behavior to employee outcomes, leadership research tends either not to measure the theorized mediator or to measure one mediator per study (Walumbwa, Mayer, Wang, Wang, Workman and Christensen, 2011). Our research highlights the value in examining multiple mediators within the same study – as this approach allows one to determine the relative importance of each of the mediators.

This study has some limitations. First, because faculty members provided ratings of authentic leadership, job embeddedness, psychological ownership and self-concordance, the hypothesized relationships between authentic leadership and the two mediating variables must be interpreted with caution due to same-source concerns. For example, it is possible that faculty members' evaluations of authentic leadership biased their ratings of perceptions of psychological ownership, self-concordance and high-quality dean-faculty member relationship. Future research should strive to measure all predictors and job embeddedness ideally from different sources or utilize manipulations or objective outcomes.

Second, because our study is cross-sectional by design, we cannot infer causality. Indeed, it is possible that, for example, psychological ownership could drive perceptions of authentic leadership as opposed to the causal order we predicted. Additionally, employing an experimental research design to address causality issues would be useful. For example, a lab study could aid in making causal claims for each of the specific mediators investigated in the present study.

Third, although we did examine two theoretically relevant mediators and test their effects simultaneously, other mechanisms could help explain the relationship between authentic leadership and employee job embeddedness. For example, Giosan, Holtom, and Watson (2005) have shown support for organizational characteristics that could be considered antecedents of the job embeddedness construct. Future research should provide a more exhaustive test of different mediators such as role ambiguity, perceived supervisor support, and participation in benefits.

Finally, we did not control for other forms of related leadership theories. Future research could overcome this limitation by controlling for other styles of leadership that have been found to positively relate to authentic leadership such as transformational leadership (Bass and Avolio, 1994) or ethical leadership (Brown, Treviño and Harrison, 2005) to examine whether authentic leadership explains additional unique variance. In summary, despite the importance of authentic leadership in organizations, research investigating the potential mechanisms through which authentic leadership influences employees' job embeddedness has been lacking. This study makes an important contribution by examining how and why authentic leadership is more effective in increasing employee job embeddedness by highlighting the importance of employees' perception of psychological ownership and self-concordance. Thus, we provide a more complete picture on how to translate authentic leader behavior into employee action such as increased organizational job embeddedness. We hope the present findings will stimulate further investigations into the underlying mechanisms and the conditions under which authentic leadership relates to various individual and group outcomes.

5. REFERENCES

- Avey, J. B., Wernsing, T. S., & Luthans, F. (2008). Can positive employees help positive organizational change? *Journal of Applied Behavioral Science*, 44, 48-70.

- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16, 315–338.
- Avolio, B. J., Gardner, W. L., & Walumbwa, F. O. (2007). Authentic Leadership Questionnaire [Çevrim-içi: <http://www.mindgarden.com>], Erişim tarihi: 26 Ağustos 2014.
- Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: a look at the process by which authentic leaders impact follower attitudes and behaviors. *Leadership Quarterly*, 15, 801–823.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173–1182.
- Bass, B. M., & Avolio, B. J. (1994). Shatter the glass ceiling: Women may make better managers. *Human Resource Management*, 33, 549-560.
- Bauer, T. N., & Green, S. G. (1996). Development of the leader–member exchange: A longitudinal test. *Academy of Management Journal*, 39, 1538–1567.
- Belk, R. W. (1988). Possessions and the extended self. *Journal of Consumer Research*, 15, 139-168.
- Birsel, M., Boru, D., Islamoglu, G., & Yurtkoru, E. S. (2012). Job embeddedness in relation with different socio demographic characteristics. *Öneri*, 51, 51-61.
- Blau, P. M. (1964). *Exchange and power in social life*. New York: Academic Press.
- Bono, J. E., & Judge, T. A. (2003). Self-concordance at work: Toward understanding the motivational effects of transformational leaders. *Academy of Management Journal*, 46, 554–571.
- Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97, 117–134.
- Carmeli, A., Brueller, D., & Dutton, J. (2009). Learning behaviors in the workplace: The role of high quality interpersonal relationships and psychological safety. *Systems Research and Behavioral Science*, 26, 81–98.
- Cassar, V., & Buttigieg, S. (2013). An Examination of the Relationship between Authentic Leadership and Psychological Well-Being and the Mediating Role of Meaningfulness at Work. *International Journal of Humanities and Social Science*, 3(5), 171-183.
- Davidson, T., & De Stobbeleir, K. E. M. (2011). Shaping environments conducive to creativity: The role of feedback, autonomy and self-concordance. Paper presented at the Academy of Management Proceeding San Antonio.
- Dienesch, R. M., & Liden, R. C. (1986). Leader-member exchange model of leadership: A critique and further development. *Academy of Management Review*, 11, 618-634.
- Erdogan, B., Kraimer, M. L., & Liden, R. C. (2004). Work value congruence and intrinsic career success: The compensatory roles of leader–member exchange and perceived organizational support. *Personnel Psychology*, 57, 305–332.
- Fairhurst, G. T. (1993). The leader-member exchange patterns of women leaders in industry: A discourse analysis. *Communication Monographs*, 60, 321-351.
- Felps, W., Mitchell, T., Herman, D., Lee, T., Holtom, B., & Harman, W. (2009). Turnover contagion: How coworkers' job embeddedness and job search behaviors influence quitting. *Academy of Management Journal*, 52, 545-561.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). Can you see the real me? A self-based model of authentic leader and follower development. *The Leadership Quarterly*, 16, 343-372.
- Gardner, W. L., & Schermerhorn, J. R. (2004). Unleashing individual potential: Performance gains through positive organizational behavior and authentic leadership. *Organizational Dynamics*, 33, 270–281.
- Giosan, C., Holtom, B. C., & Watson, M. R. (2005). Antecedents to job embeddedness: The role of individual, organizational and market factors. *Journal of Organizational Psychology*, 5, 31–44.
- Gorgievski, M. J., & Hobfoll, S. E. (2008). Work can burn us out or fire us up: Conservation of resources in burnout and engagement. In J. R. B. Halbesleben (Ed.), *Handbook of stress and burnout in healthcare* (pp. 7-22). Hauppauge, NY: Nova Science Publishers.
- Graen, G. B., & Scandura, T. A. (1987). Toward a psychology of dyadic organizing. In B. M. Staw & L. L. Cummings (Eds.), *Research in Organizational Behavior* (Vol. 9, pp. 175-208). Greenwich, CT: JAI Press.

- Harris, K. J., Wheeler, A. R., & Kacmar, K. M. (2011). The mediating role of organizational job embeddedness in the LMX-outcomes relationships. *The Leadership Quarterly*, 22, 271-281.
- Hofmann, D. A., Morgeson, F. P., & Gerras, S. J. (2003). Climate as a moderator of the relationship between leader-member exchange and context specific citizenship: Safety climate as an exemplar. *Journal of Applied Psychology*, 88, 170-178.
- Holtom, B. C., Mitchell, T. R., & Lee, T. W. (2006). Increasing human and social capital by applying job embeddedness theory. *Organizational Dynamics*, 35(4), 316-331.
- Holtom, B. C., Mitchell, T. R., Lee, T. W., & Eberly, M. (2008). Turnover and retention research: A glance at the past, a closer review of the present, and a venture into the future. *Academy of Management Annals*, 2, 231-274.
- Ilies, R., Morgeson, F. P., & Nahrgang, J. D. (2005). Authentic leadership and eudaemonic well-being: Understanding leader-follower outcomes. *The Leadership Quarterly*, 16, 373-394.
- Jung, D. I., & Avolio, B. J. (2000). Opening the black box: An experimental investigation of the mediating effects of trust and value congruence on transformational and transactional leadership. *Journal of Organizational Behavior*, 21, 949-964.
- Konovsky, M., & Pugh, D. (1994). Citizenship behavior and social exchange. *Academy of Management Journal*, 37, 656-669.
- Liden, R. C., Sparrow, R. T., & Wayne, S. J. (1997). Leader-member Exchange Theory: the Past and Potential Empowerment on the Relations between the Job, Interpersonal Relationships, and Work Outcomes. *Journal of Applied Psychology*, 85(3), 407-416.
- MacKinnon, D. P. (2000). Multivariate applications in substance use research: New methods for new questions. In J. S. Rose, L. Chassin, C. C. Presson & S. J. Sherman (Eds.), *Contrasts in multiple mediator models* (pp. 141-160). Mahwah, NJ: Erlbaum.
- McIntyre, N., Srivastava, A., & Fuller, J. A. (2009). The Relationship of Locus of Control and Motives with Psychological Ownership in Organizations. *Journal of Managerial Issues*, 21(3), 383-401.
- Meyer, J. P., & Gagné, M. (2008). Employee engagement from a self-determination theory perspective. *Industrial and Organizational Perspectives*, 1, 60-62.
- Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablinski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of Management Journal*, 44, 1102-1121.
- Pierce, J. L., Kostova, T., & Dirks, K. T. (2001). Towards a theory of psychological ownership in organizations. *Academy of Management Review*, 26(2), 298-310.
- Pierce, J. L., Kostova, T., & Dirks, K. T. (2003). The state of psychological ownership: Integrating and extending a century of research. *Review of General Psychology*, 7(1), 84-107.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Salancik, G. R., & Pfeffer, J. (1978). A social information processing approach to job attitudes and task design. *Administrative Science Quarterly*, 23, 224-252.
- Sheldon, K. M., & Elliot, A. J. (1999). Goal striving, need satisfaction, and longitudinal well-being: The self-concordance model. *Journal of Personality and Social Psychology*, 76, 482-497.
- Shirey, M. R. (2006). Authentic leaders creating healthy work environments for nursing practice. *American Journal of Critical Care*, 15(3), 256-267.
- Sluss, D. M., & Ashforth, B. E. (2007). Relational identity and identification: defining ourselves through work relationships. *Academy of Management Review*, 32, 9-32.
- Sparrowe, R. T., & Liden, R. C. (2005). Two routes to influence: Integrating leader-member exchange and social network perspectives. *Administrative Science Quarterly*, 50, 505-535.
- Spreitzer, G. M. (1995). Psychological empowerment in the workplace-Dimensions, measurement, and validation. *Academy of Management Journal*, 38, 1442-1465.
- The Council of Higher Education. (2014). Universities. [Çevrim-ıci: <http://www.yok.gov.tr/web/guest/universitelerimiz.jsessionid=3588723D3E805FB95177C9DBE73CEDB8>]. Erişim tarihi: 27 Ağustos 2014.

- Van Dyne, L., & Pierce, J. L. (2004). Psychological ownership and feelings of possession: Three field studies predicting employee attitudes and organizational citizenship behaviors. *Journal of Organizational Behavior*, 25, 439-459.
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: development and validation of a theory-based measure. *Journal of Management*, 34, 89-126.
- Walumbwa, F. O., Mayer, D. M., Wang, P., Wang, H., Workman, K., & Christensen, A. L. (2011). Linking ethical leadership to employee performance: The roles of leader-member exchange, self-efficacy, and organizational identification. *Organizational Behavior and Human Decision Processes*, 115, 204-213.
- Walumbwa, F. O., Wang, P., Wang, H., Schaubroeck, J., & Avolio, B. J. (2010). Psychological processes linking authentic leadership to follower behaviors. *The Leadership Quarterly*, 21, 901-914.
- Wherry, H. M. S. (2012). Authentic Leadership, Leader-Member Exchange, and Organizational Citizenship Behavior: A Multilevel Analysis. (Doctorate Degree), University of Nebraska.
- Wong, C. A., & Cummings, G. G. (2009). Authentic leadership: a new theory for nursing or back to basics? *Journal of Health Organization and Management*, 23(5), 522-538.
- Yao, X., Lee, T., Mitchell, T., Burton, J., & Sablinski, C. (2004). *Job embeddedness: Current research and future directions*. Greenwich, CT: Information Age.

Uzun Özet

Bu çalışmanın amacı yüksek eğitimde otantik liderlik ve örgütsel işe gömülmüslük arasındaki ilişkiyi ve bu ilişkide psikolojik sahiplik ve öz-uyum kavramlarının aracılık rollerini araştırmaktır. Bu amaç için şu sorulara yanıtlar aranmıştır: 1. Fakültede Dekanın otantik liderlik düzeyi ile öğretim üyelerinin örgütsel işe gömülmüslük düzeyleri arasında bir ilişki var mıdır? 2. Dekanın otantik liderlik davranışı ile örgütsel işe gömülmüslük düzeyi arasındaki ilişkide öğretim üyelerinin psikolojik sahiplik ve öz-uyum düzeylerinin aracılık rolleri bulunmakta mıdır?

Bu çalışmanın kavramlarından olan otantik liderlik Walumbwa ve diğerleri (2008) tarafından örgütlerde pozitif iklimi artıran, pozitif iklimi örgütsel amaçlar doğrultusunda kullanan, ahlaki bakış açısını içselleştiren, bilginin dengeli dağılmasında etkin davranan, beraber çalıştığı astlarına yönelik ilişkilerinde şeffaflığı benimseyen ve olumlu benlik gelişmesine katkıda bulunan liderlik davranışı olarak tanımlanmaktadır. Çalışmanın bir diğer kavramı olan örgütsel işe gömülmüslük ise Birsal, Börü, İslamoğlu ve Yurtkoru (2012) tarafından “çalışanları halen çalışmakta oldukları işte devamlarını sağlayan tüm unsurlar” olarak tanımlanabilir.

Bu çalışmanın örneklemini 2013-2014 ilkbahar döneminde İstanbul, Ankara, İzmir, Kayseri, Antalya, Bursa, Samsun ve Gaziantep’te rastlantısal yöntemle seçilen 13 üniversitedeki 1193 öğretim üyesi ve onların dekanları oluşturmaktadır.

Çalışma Nisan-Mayıs 2014 tarihleri arasında tamamlanmıştır. Katılımcılara, çalışmanın yüksek eğitim işgücü içerisinde öğretim üyelerinin örgütsel işe gömülmüslük algıları ve dekanlarının otantik liderlik düzeyleri konularında bilgi toplamak için tasarlandığı bildirilmiştir. Katılımın gönüllü olduğu ifade edilmiştir. Anketler hemen toplanılmıştır. Çalışmada toplam 1300 öğretim üyesine psikolojik sahiplik, öz-uyum, otantik liderlik ve örgütsel işe gömülmüslük ölçekleri verilmiş olup bunlardan 1193 kişinin anketleri kullanabilecek durumda geri alınmıştır. Çalışmadaki öğretim üyelerinin %56’u erkek olup yaş ortalaması 33.69 yıldır. Ayrıca dekanların %76’sı erkek olup yaş ortalaması 51.13 yıldır. Anketlerin geri dönüş oranı %92’dir.

Bu çalışmada dört farklı ölçek kullanılmıştır. Öğretim üyelerinin psikolojik sahiplik düzeyleri Van Dyne ve Pierce (2004) tarafından geliştirilmiş bulunan ve 7 maddeden oluşan Psikolojik Sahiplik Ölçeği kullanılarak ölçülmüştür. Ölçekte yer alan örnek maddeler “Çalıştığım işyerini sahiplenirim.”, “Çalışanların çoğu iş yerini kendi işyeri olarak görür.” biçimindedir. Ölçeğe verilen yanıtlar 1 (kesinlikle katılmıyorum) ile 7 (kesinlikle katılıyorum) arasında değişmektedir. Ölçeğin güvenirlik katsayısı 0.92’dir. Öğretim üyelerinin öz-uyum düzeyini ölçmek için Sheldon ve Elliot (1999) tarafından geliştirilen Davranış Nedenselliğinin Odağı Ölçeği kullanılmıştır. Öğretim üyelerinden iş ile ilgili altı kısa dönemli amaç belirtmeleri istenilmiştir. Daha önce yapılan öz-uyumu çalışmalarında (Bono ve Judge, 2003) kullanıldığı üzere kısa dönem amaçlar 60 gün içerisinde ulaşılmaya çalışılan amaçlar olarak ifade edilmiştir. Öğretim üyelerinden daha sonra verdikleri bu amaçları öz-uyumun boyutları açlarından

(dışsal, içe yansıtma, tanımlanmış, içsel) değerlendirmeleri istenilmiştir. Ölçeğe verilen yanıtlar 1 (Asla) ile 7 (Tamamen) arasında değişmektedir. Örnek sorular dışsal neden için “bu amaca ulaşmaya çalışıyorum. Çünkü başkaları ya da çevre koşulları beni buna zorluyor.” İçsel neden için “bu amaca ulaşmaya çalışıyorum. Çünkü bunu gerçekten istiyorum ve bana mutluluk vereceğine inanıyorum.” Biçiminde verilebilir. Ölçeğin güvenilirlik katsayısı 0.89’dır. Dekanın otantik liderlik düzeyinin ölçümü için Avolio ve diğerleri (2007) tarafından geliştirilmiş bulunan Otantik Liderlik Ölçeği kullanılmıştır. Ölçek 16 maddeden oluşmakta olup: “Yöneticim belirli bir yargıya ulaşmadan önce farklı bakış görüşleri dikkatlice dinler.”, “Yöneticimin inandıkları ile eylemleri arasında bir tutarlılık vardır.” örnek maddeler olarak verilebilir. Ölçek soruları 1 (asla) ile 5 (tamamen) arasında bir ölçekte değerlendirilmiştir. Ölçeğin güvenilirlik katsayısı 0.87’dir. Çalışmada kullanılan son ölçek Mitchell, Holtom, Lee, Sablynski, ve Erez (2001) tarafından geliştirilen Örgütsel İşe Gömülmüslük Ölçeğidir. Ölçek 23 maddeden oluşmaktadır. Örnek maddeler arasında “İş arkadaşlarım bana benzerler.”, “Eğer işimden ayrılırsam çok fazla fedakarlık yapmış olurum” biçiminde verilebilir. Ölçeğin güvenilirlik katsayısı 0.91’dir.

Bu çalışmada, aracılık rollerinin test edilmesinde MacKinnon (2000) tarafından detayları açıklanan yöntem izlenilmiştir. Çalışmanın sonuçları, dekanların yüksek otantik liderlik düzeyleri ile öğretim üyelerinin örgütsel işe gömülmüslük düzeyleri arasında olumlu bir ilişkinin varlığını ortaya çıkarmıştır. Ayrıca öğretim üyelerinin psikolojik sahiplik ve öz-uyum düzeyleri, otantik liderlik ve işe gömülmüslük arasındaki olumlu ilişkide aracı rolleri göstermişlerdir.

Walumbwa ve diğerleri (2008) otantik liderliği “çok geniş kapsamlı olarak nasıl düşüneceğini ve nasıl davranacağını bilen, kendini çok iyi tanıyarak diğerlerini algılayan ve yönetsel anlamda diğerlerinin değerlerine saygılı, ahlaki bakış açısının, bilgisinin ve gücünün farkında olarak yöneten, birey olarak yetenekli, umutlu, iyimser, dirayetli ve yüksek ahlâki karakterlere sahip kimse” olarak tanımlamaktadır. Otantik liderliğin temel bileşenleri; ilişkilerinde şeffaflığa odaklanan, kişisel farkındalığı yüksek, içselleştirilmiş ahlak anlayışına sahip ve bilgiyi dengeli bir şekilde değerlendiren nitelikler olarak sıralanabilir (Walumbwa ve diğerleri (2008)). İlişkilerde şeffaflığa yönelen yöneticilerin, örgütte her türlü gelişme, sonuç, amaç ve performans hedefleri konusunda çalışanlarla açık iletişim kurmakta olduğunu göstermektedir. Bilginin dengeli değerlendirilmesi bileşeni, yöneticilerin karar alma sürecinde çoklu kanallardan bilgi alması ve örgüt politikalarının bu şekilde oluşturulmasını ifade eder. İçselleştirilmiş ahlak anlayışı bileşeni, yöneticilerin ahlaki değerleri kişisel çıkarları için göz ardı etmeyeceğinin önemli bir göstergesidir. Kişisel farkındalık ise yöneticilerin kendilerini olduğu gibi ifade edebilmesi ile güçlü ve zayıf taraflarının farkına vararak hareket etmesini ifade etmektedir.

Şeffaflık, açıklık ve güvene dayalı olarak şekillenen, çalışanlara anlamlı hedeflere ulaşmada rehberlik eden ve onların gelişimlerine odaklanan bir süreç olarak (Gardner ve diğerleri, 2005) otantik liderlik çalışanların liderlerine daha fazla güven duymalarına ve onlarla daha olumlu ilişkiler kurmalarına neden olacaktır (Walumbwa ve diğerleri, 2010). Bu olumlu örgütsel sonuçlar çalışanların örgütsel işe gömülmüslük düzeylerinin de artmasına yol açacaktır.

Çalışmanın aracı rollerinden olan örgütsel anlamda psikolojik sahiplik “çalışanların kendilerini içerisinde buldukları işyerinin sahibi olarak hissetmeleri” olarak tanımlanabilir (Pierce, Kostova, ve Dirks, 2003). Psikoloji sahiplik konusunda yapılan araştırmalarda, çalışanın kendisini işyeri ile bütünleştirmesi ve oranın sahibi olarak hissetmesinin, çalışanın verimliliğini, örgüte bağlılığını, iş doyumunu ve örgütsel vatandaşlık davranışlarını artırdığı buna karşılık işten ayrılma davranışını azalttığı bulunmuştur (Van Dyne ve Pierce, 2004; McIntyre, Srivastava, ve Fuller, 2009). Çalışmanın bir diğer aracı değişkeni olan öz-uyumu ise Sheldon ve Elliot (1999) tarafından “çalışanın kendi değerleri ve amaçları ile örgütsel değer ve amaçlar arasında uyum” olarak tanımlanmıştır. Örgütsel amaçlara ulaşmayı ve/veya görevleri tamamlamayı kendi değer yargılarına ve amaçlarına uygun bulan çalışanların daha yüksek öz-uyumuna sahip oldukları ve bu uyumun neticesinde daha istekli olacakları ifade edilebilir (Bono ve Judge, 2003). Otantik liderin bilgiyi astları ile şeffaf bir biçimde paylaşması, etik bir rol model olmaya çabalaması ve bunu davranışları ile astlarına göstermesi, liderin astları ile yakın ve samimi ilişkiler kurmaya çalışması, çalışanın kendini örgüttün ana bir ögesi yada sahibi olarak hissetmesine ve kendi değerleri ve amaçları ile örgütsel değerler ve amaçlar arasında daha fazla bir uyum algılamasına yol açabilecek olup bu durum çalışanın örgütsel işe gömülmüslük düzeyi üzerinde olumlu bir etki yapacaktır.