

**The Role of Self-Efficacy in Shared Leadership: Examining Its Influence on Job
Satisfaction Within Leader-Follower Dyads**

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Abstract

Shared leadership has become an increasingly relevant model of organizational functioning. This study examined the role of self-efficacy in the relationship between shared leadership and job satisfaction within leader-employee dyads. While shared leadership has been linked to positive team outcomes, less is known about its effects at the dyadic level or the individual factors that may shape these effects. Drawing on Bandura's (1977) self-efficacy theory, it was hypothesized that shared leadership would positively predict job satisfaction and that self-efficacy would independently predict job satisfaction and moderating the relationship between shared leadership and job satisfaction. Data were collected through validated self-report scales of 57 leader-employee dyads from Dutch organizations. Results from hierarchical regression analysis indicated that shared leadership was a significant positive predictor of job satisfaction. However, self-efficacy did not significantly predict job satisfaction in the regression model, nor did it moderate the relationship between shared leadership and job satisfaction. These findings suggest that shared leadership fosters employee job satisfaction across different levels of self-efficacy, highlighting its broadly empowering nature in dyadic leader-follower relationships. This study contributes to the literature by emphasizing the value of shared leadership in dyadic contexts and suggests that leadership development efforts should encourage collaborative decision-making structures. Future research should explore these dynamics using longitudinal designs and larger samples and should further investigate other potential individual and contextual moderators of shared leadership effectiveness.

Keywords: Shared Leadership, Job Satisfaction, Self-efficacy, Dyadic Relationships

The Role of Self-Efficacy in Shared Leadership: Examining Its Influence on Job Satisfaction Within Leader-Follower Dyads

In today's rapidly changing working environment, leadership is widely recognized as a key driver for organizational success, employee engagement and workplace wellbeing (Yukl & Gardner, 2020). As organizations become more team-based and collaborative, the conceptualization and enactment of leadership are evolving (Pearce & Conger, 2003). Leadership is no longer solely seen as the responsibility of a single person at the top. Instead, it is increasingly viewed as a shared, dynamic process distributed among multiple individuals in a team (Carson et al., 2007). This shift has given rise to the concept of shared leadership, where influence, decision-making and responsibility are distributed across team members rather than centralized in one formal leader. In such models, the distinction between leader and follower becomes more fluid and employees are often granted greater autonomy, involvement and empowerment. These characteristics are believed to foster stronger motivation, collaboration and, ultimately, improved job satisfaction, a core indicator of employee wellbeing and retention (Wang et al., 2014).

While the research above has highlighted the benefits of shared leadership at a team-level, considerably less is known about its functioning within dyadic relationships between a leader and an individual employee. These dyads are part of a team, but the dyadic approach allows us to zoom in on the interpersonal dynamics that occur within the broader team context. Understanding leadership at this interpersonal level is crucial, as individual relationships within teams can vary significantly in terms of trust, communication and perceived leadership quality. These relational factors may directly influence an employees' day-to-day experience and engagement at work (Drescher et al., 2014). Relatively few studies have explored the role of

personal psychological factors that might affect how employees respond to shared leadership structures. One such factor is self-efficacy, an individual's belief in their ability to successfully perform tasks (Bandura, 1977). Research by Chen and Zhang (2022) suggests that shared leadership promotes collaboration, innovation, and engagement, ultimately leading to higher job satisfaction. However, these benefits depend on individual and contextual factors, highlighting the need for adaptive leadership strategies and a deeper understanding of dyadic leader-follower interactions within shared leadership. Previous studies have explored the effects of individual leadership styles on job satisfaction, but research on shared leadership and its impact on job satisfaction remains scarce. While Kim et al. (2020) discussed the importance of leader-follower interactions in shaping workplace attitudes, much of the existing literature has examined shared leadership at a team level rather than within dyadic relationships. Existing studies often assume that shared leadership functions uniformly across all team members, overlooking the individualized relationships between leaders and employees. Additionally, research has predominantly focused on direct relationships, neglecting potential moderators that could strengthen or weaken these relationships.

To address this gap, the present study examines whether self-efficacy moderates the relationship between shared leadership and job satisfaction at the dyadic level. Drawing on Bandura's (1977) self-efficacy theory, this study posits that employees with higher self-efficacy are better positioned to thrive in shared leadership environments. These employees may benefit more from the autonomy and distributed responsibility inherent in shared leadership, leading to increased job satisfaction. By focusing on dyads rather than teams as a whole, this research offers a deeper understanding of leadership dynamics in organizations. Integrating insights from self-efficacy theory along with perspectives from participative and transformational leadership

theories, this research aims to shed light on how leadership style and individual psychological traits interact to shape important organizational outcomes such as employee wellbeing and job satisfaction.

Shared leadership and job satisfaction

Research suggests that shared leadership is positively associated with job satisfaction. When leadership is distributed among members of a team, employees often experience more autonomy, involvement in decision-making, and a sense of ownership over their work (Pearce & Conger, 2003). These experiences contribute to feelings of empowerment, meaningfulness, and engagement, which are closely tied to job satisfaction. Participating in shaping team processes and decisions can also enhance feelings of being valued and respected, as employees see their input actively recognized and acted upon by peers. Additionally, the distribution of leadership responsibilities reduces the burden on any single individual, leading to a more balanced workload and lower stress levels. This collaborative environment fosters trust, mutual support, and collective problem-solving conditions that support higher levels of job satisfaction (Wang et al., 2014). Carson et al. (2007) also found that shared leadership enhances team performance through increased trust and collaboration, factors closely linked to job satisfaction. This aligns with the self-determination theory (Deci & Ryan, 1985), which posits that satisfaction of the psychological needs for autonomy, competence, and relatedness leads to enhanced wellbeing and motivation. Shared leadership directly supports these needs by enabling employees to influence their work (autonomy), the chance to contribute meaningfully to team success (competence), and opportunities to build strong peer relationships (relatedness). While much of the existing research on shared leadership has focused on team-level dynamics, less is known about how these principles apply in dyadic relationships between leaders and individual employees.

However, the core mechanisms may still be at play. In dyadic contexts, the employee may similarly experience greater satisfaction due to the sense of partnership and respect within the relationship. Trust and open communication, key factors of shared leadership at the team level, can arguably have even more direct impact in one-on-one leader-follower dynamics, where the interpersonal bond is central. Therefore, shared leadership is expected to be positively associated with job satisfaction.

Hypothesis 1: shared leadership is positively associated with job satisfaction

Job satisfaction and self-efficacy

Job satisfaction is a central psychological outcome that reflects how employees evaluate their work experiences. It is generally understood as a pleasurable emotional state resulting from the appraisal of one's job (Judge et al., 2017). This evaluation involves both cognitive and affective components, encompassing elements such as compensation, work conditions, interpersonal relationships, career advancement, and job security. When employees perceive alignment between their job and personal or professional values, they are more likely to experience satisfaction, manifesting in motivation, engagement, and overall enhanced wellbeing (Ilies et al., 2015). On the other hand, when their expectations are unmet or their goals are obstructed by their work environment, dissatisfaction can occur. Persistent job dissatisfaction has been linked to negative outcomes such as stress, burnout, and increased turnover intentions (Hom et al., 2017).

The link between job satisfaction and employees' perceived ability to manage their work environment aligns with Bandura's (1997) social cognitive theory, which emphasizes the role of self-efficacy in shaping motivation and affective outcomes. Self-efficacy contributes to job satisfaction by enabling employees to feel competent and in control of their work environment.

When employees believe they can overcome challenges and succeed in their roles, they are more likely to view their job experiences positively.

Judge and Bono (2001) found that core self-evaluations, including self-efficacy, were strong predictors of job satisfaction. Their meta-analysis demonstrated that individuals with high self-efficacy are more likely to appraise their job experiences positively due to greater persistence, resilience, and problem-solving capacity. Similarly, Luthans et al. (2007) found that psychological capital, which includes self-efficacy, significantly predicted job satisfaction and performance. These findings suggest a reciprocal relationship: high self-efficacy contributes to job satisfaction and satisfying work experiences can in turn reinforce one's self-efficacy through positive feedback, recognition, and developmental opportunities.

While much of this research has focused on self-efficacy at the individual or team level, its role in dyadic leader-follower relationships remains less explored. In such one-on-one contexts, employees who feel confident in their abilities may engage more actively in interactions with their leaders, take initiative and respond positively to increased responsibility, all of which can enhance job satisfaction within the relationship. Conversely, in dyads where self-efficacy is low, employees may struggle to assert influence or cope with shared leadership demands, potentially leading to lower job satisfaction. Thus, self-efficacy may play a crucial role in shaping how employees experience leadership at the interpersonal level, especially when leadership responsibilities are shared or delegated. This leads to the second hypothesis.

Hypothesis 2: self-efficacy is positively associated with job satisfaction

Self-efficacy as moderator

Not all employees benefit equally from shared leadership structures. While shared leadership generally promotes engagement, empowerment, and motivation (Pearce et al., 2002),

its positive outcomes can vary across individuals. A key individual difference that influences how employees respond to shared leadership is self-efficacy. Katitas et al. (2022) found that the relationship between school principals' shared leadership behaviors was mediated by teachers' self-efficacy. This suggests that shared leadership does not uniformly benefit all employees, but rather depends on individual beliefs in their capability to engage with leadership demands. Likewise, research suggests that self-efficacy can influence how individuals experience shared leadership more broadly, including in terms of motivation and role clarity within distributed leadership contexts (Hans & Gupta, 2018).

Employees with high self-efficacy are more likely to feel empowered in shared leadership settings, as they have confidence in their ability to contribute to decision-making and take on leadership roles, enhancing their job satisfaction (Luthans et al., 2007). In contrast, employees with low self-efficacy may struggle with the added responsibilities and expectations of shared leadership, leading to stress and uncertainty rather than the anticipated increase in satisfaction (Schwarzer & Hallum, 2008).

This is in line with Bandura's (1986) social cognitive theory, which posits that self-efficacy influences individuals' motivation, effort, and perseverance when facing challenges. In contexts that promote autonomy, like shared leadership, employees with high self-efficacy are more likely to thrive, perceiving their involvement as an opportunity for meaningful contribution, which in turn may enhance their job satisfaction. On the other hand, those with lower self-efficacy may experience increased role ambiguity and decreased confidence, undermining the intended benefits of shared leadership.

The dyadic perspective further highlights how self-efficacy can influence interpersonal dynamics in shared leadership settings. Shared leadership depends on reciprocal influence and

mutual reliance between team members (Carson et al., 2007; Pearce & Conger, 2003).

Employees with high self-efficacy are more likely to engage constructively in these dyadic exchanges, assume leadership roles when appropriate and foster positive interpersonal relations that enhance both individual and collective job satisfaction (Bandura, 1986; Lee et al., 2017). In contrast, those with low self-efficacy may withdraw from such exchanges or feel marginalized within the leadership process, potentially weakening team cohesion and diminishing their satisfaction (Luthans et al., 2007; Judge & Bono, 2001).

While Lee et al. (2017) did not specifically examine self-efficacy, their meta-analysis demonstrated that the effects of empowering are moderated by various contextual and individual factors, such as organizational tenure and cultural background. Empirical evidence supports this moderating role. These findings support the broader argument that empowerment-based leadership outcomes are contingent on follower characteristics. Empowering leadership and shared leadership are similar in that both emphasize autonomy, participation, and the development of follower capabilities (Srivastava et al., 2006). However, empowering leadership is primarily a vertical, leader-driven process where formal leaders delegate authority and foster autonomy, while shared leadership reflects a more horizontal, distributed form of influence among team members (Carson et al., 2007; Pearce & Conger, 2003). Building on the findings of Lee et al. (2017), this study extends the investigation to shared leadership, examining how self-efficacy may moderate the effects of shared leadership. By focusing on the dyadic level within teams, this study adds nuance to our understanding of how individual differences interact with distributed leadership within teams.

Hypothesis 3: Self-efficacy moderates the relationship between shared leadership and job satisfaction. The positive effect of shared leadership on job satisfaction is stronger for employees

with high self-efficacy. The negative effect of shared leadership is weaker for employees with low self-efficacy.

Methods

Participants

Teams of supervisors and employees were recruited from the personal network of bachelor students from the study Psychology of the University of Groningen in the year 2025. The requirements were a minimum age of 18 years old, working a minimum of 20 hours per week, be proficient in Dutch, be employed in the Netherlands and be part of a team. The effective sample size comprised $n = 135$ leaders and $n = 135$ employees, making a total $n = 270$ participants.

Out of all the leaders, 58.6 % identified as male and 41.4% as female. The age of the leaders ranged from 20 years to 65 years ($M = 42.14$, $SD = 13.13$). Most leaders worked in hospitality, government or healthcare sectors, with 18% indicating employment in other industries. In terms of education, 43.7% had completed higher professional education and 29.6% had completed university education. The number of followers per leader ranged from 1 to 100 ($M = 18.52$, $SD = 18.38$).

Among employees, 42.9% identified as male and 57.1% as female. Their ages ranged from 18 to 63 years ($M = 33.88$, $SD = 12.51$). Regarding education, 30.1% had an HBO (higher vocational education) degree, 24.8% had a WO (scientific education) degree, 21.1% had completed vocational education and the remaining participants reported having completed secondary education.

Design and Procedure

This study employed a cross-sectional dyadic survey design with each dyad consisting of

a team leader and one of their direct employees. The survey can be found in Appendix B. Data were collected at a single time point through an online questionnaire administered via Qualtrics. The survey link was spread through various methods, including email, QR codes, and online sharing.

Before starting the survey, participants received a short explanation of the study and gave their informed consent. Leaders and employees completed separate surveys, each tailored to their respective roles. While some items were self-assessment, others required participants to rate their counterparts. Both surveys included questions about demographic information and key study variables and were administered in Dutch.

Completing either one of the surveys took respondents approximately 10 to 15 minutes, with no compensation provided, voluntary participation and making sure of confidentiality. The study received ethical approval from the Faculty of Behavioural and Social Sciences Ethics Committee, which operates according to the code of ethics for research set by the National Ethics and Council for Social and Behavioural Sciences.

Measures

Job satisfaction

This variable was measured using a four-item scale designed to assess employees' overall satisfaction and enjoyment in their current job. The scale ranged on a 7-point scale, ranging from 1 (*not at all*) to 7 (*to a great extent*). Higher scores indicated a greater level of job satisfaction. The items included statements such as: "*I really like my job*" "*I like my job more than the average person likes his/her job.*" "*Most days I am enthusiastic about my job.*" "*I feel quite satisfied with my job.*" Three of these items were adapted from Judge et al. (1998) to fit the dyadic approach, based on the original scale by Brayfield and Rothe (1951) and one item was added by

the authors to complement the construct (see Appendix B). The internal consistency of the scale was assessed using Cronbach's alpha, which demonstrated a reliability of $\alpha = .905$.

Shared leadership

This variable was measured in the employee survey using the Shared Leadership scale adapted from Hoch et al. (2013) to fit a dyadic approach. Employees were asked to indicate the extent to which their leader engages in various leadership behaviors within their team. The scale contained 18 items, which are grouped into three subscales: Transformational Leadership, Individual Empowering Leadership, and Participative Leadership. Each subscale measured a different aspect of leadership behaviors contributing to shared leadership within teams. The Transformational Leadership subscale included six items that assessed the leader's ability to inspire, provide a clear vision, and encourage extra effort from team members. A sample item is: *"My manager gives a clear picture of what our team stands for."* The Individual Empowering Leadership subscale contained eight items that evaluated how the leader promotes self-management, personal development, and collaboration among employees. An example of an item from this subscale is: *"My manager encourages me to take responsibility for my own work."* Finally, the Participative Leadership subscale consisted of four items that measured the extent to which the leader involves employees in setting performance goals and making important decisions. A sample item is: *"My manager and I work together to choose what my performance goals should be."* The full scale can be found in Appendix B.

Similar to the variable of job satisfaction, the scale of this variable also ranged on a 7-point scale, ranging from 1 (*not at all*) to 7 (*to a great extent*). Higher scores indicated that employees perceived their leader as demonstrating the specific leadership behavior more frequently. The internal consistency of the scale was assessed using Cronbach's alpha, which demonstrated a

reliability of $\alpha = .919$.

Self-efficacy

This variable was measured in the employee survey using the occupational self-efficacy scale adapted from Rigotti et al. (2008) to fit dyadic approach. Employees were asked to indicate the extent to which they feel confident in handling work-related challenges and achieving their professional goals. The scale consisted of six items, each assessing different aspects of occupational self-efficacy (see Appendix B).

The scale also ranged on a 7-point scale, ranging from 1 (*not at all*) to 7 (*to a great extent*). Higher scores indicated a stronger sense of self-efficacy in the workplace. The items included statements such as: *"I can remain calm when faced with difficulties in my work because I can fall back on my skills."* *"When I am faced with a problem in my work, I usually find several solutions."* The internal consistency of the scale was assessed using Cronbach's alpha, which demonstrated a reliability of $\alpha = .89$.

Results

Descriptives

Leader and employee responses were matched using unique numerical identifiers and datasets were merged accordingly. Cases missing more than 20% of data were excluded. Due to limited data collection during the current year, responses from the previous year were also included. A total of 135 leader-employee dyads were initially identified, but after cleaning and matching, the final sample consisted of 57 complete dyads suitable for the main analysis. There was an error in the online questionnaire in the questions about job satisfaction. This led to only 57 dyads filling in the job satisfaction scale which determined the small number of cases used in the analysis.

Means and standard deviations for the key variables are presented in Table 1. Job satisfaction, shared leadership and self-efficacy were all measured on Likert-type scales.

Pearson correlation coefficients were calculated to examine the relationships between the main variables. Shared leadership is positively associated with job satisfaction ($r=.485, p < .001$). Self-efficacy is positively associated with job satisfaction ($r=.284, p=.032$).

Table 1

Means, Standard Deviations, and Correlations Between Core Study Variables

Variable	Mean	SD	1.	2.	3.
1. Job satisfaction	5.84	.89	–		
2. Self efficacy	5.72	.90	.284*	–	
3. Shared leadership	5.40	.87	.485**	.483**	–

Note. $N = 57$

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

Regression assumptions

To test the assumptions for our main analyses (as reported below), we inspected standardized residual plots and a scatterplot of standardized residual-by-predicted-values. The histogram and the normal P-P plot of the standardized residuals showed that the residuals were approximately normally distributed. Tolerance values ranged from .779 to .871 and variance inflation factor (VIF) values ranged from 1.149 to 1.382, indicating no concerns regarding multicollinearity. Plots of these tests can be found in Appendix A.

The independence of residuals was assessed using the Durbin-Watson statistic (DW=2.22), suggesting that the assumption of independence was met. Inspection of a scatterplot

of standardized residuals versus standardized predicted values revealed a random pattern, supporting the assumptions of linearity and homoscedasticity.

Taken together, these results suggest that all assumptions for the regression analysis were met, allowing us to proceed with hypothesis testing.

Hypothesis testing

Hypothesis 1 predicted that shared leadership would be positively related to job satisfaction, while Hypothesis 2 proposed that self-efficacy would positively predict job satisfaction. Furthermore, Hypothesis 3 predicted that self-efficacy would moderate the relationship between shared leadership and job satisfaction. To test these hypotheses, a hierarchical linear regression was conducted. All predictor variables were mean-centered prior to creating the interaction term. In the first step, shared leadership and self-efficacy were entered as predictors. In the second step, the interaction term (shared leadership and self-efficacy) was added to test the moderation effect. The overall model in step 2 was statistically significant $F(3,57)=6.57$ $p<.001$ and explained 27.1% of the variance in job satisfaction ($R^2=.271$). As shown in Table 2, shared leadership significantly predicted job satisfaction ($B=0.468$, $p=.002$) supporting Hypothesis 1. However, self-efficacy did not significantly predict job satisfaction ($B=0.244$, $p=.117$) and Hypothesis 2 was not supported in this model.

The interaction term was not significant ($B=.133$, $p=.36$) and the inclusion of the interaction did not significantly contribute to the model ($\Delta R^2=.012$, $F\text{-change}=.853$, $p=.36$). This indicates that self-efficacy did not significantly moderate the relationship between shared leadership and job satisfaction.

Table 2

Results of the Regression Analysis Predicting

Predictor	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Constant	5.873	.109	53.938	<.001
Shared leadership	.468	.142	3.287	.002
Self-efficacy	.244	.153	1.593	.117
Interaction	.133	.144	.923	.360

Note. $N = 57$

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

Discussion

This study aimed to explore whether and how self-efficacy plays a role in the link between shared leadership and job satisfaction among leader-employee dyads. Drawing on the self-efficacy theory (Bandura, 1977) and existing literature on shared leadership and employee outcomes, it was hypothesized that shared leadership would be positively associated with job satisfaction, that self-efficacy would independently predict job satisfaction and that self-efficacy would moderate the relationship between shared leadership and job satisfaction. Consistent with Hypothesis 1, shared leadership was found to be a significant positive predictor of job satisfaction. While self-efficacy showed a significant bivariate correlation with job satisfaction, it did not emerge as a significant predictor in the regression model, providing no support for Hypothesis 2. Additionally, inconsistent with Hypothesis 3, self-efficacy did not moderate the relationship between shared leadership and job satisfaction. This suggests that the positive impact of shared leadership on job satisfaction was consistent across employees with varying levels of self-efficacy.

The positive relationship between shared leadership and job satisfaction aligns with and extends earlier findings by Wang et al. (2014) and Carson et al. (2007), who found that shared

leadership enhances motivation and that trust among team members is a key contributor to job satisfaction. This study reinforces those conclusions but adds a new layer by showing that the positive effects of shared leadership are not only a function in collective team dynamics but also emerge in individual leader-employee relationships within the team. This view is supported by recent work of Hoch (2013) and Friedrich et al. (2016), which points to the importance of both vertical and distributed leadership mechanisms within dyadic exchanges. This finding aligns with self-determination theory (Deci & Ryan, 1985), which emphasizes that autonomy and competence are fundamental psychological needs. Shared leadership supports these needs by distributing authority and encouraging active participation. Even within one-on-one leader-employee relationships, this approach can enhance employees' sense of autonomy and competence, thereby increasing job satisfaction.

The lack of a significant main effect for self-efficacy in the regression contradicts the studies of Judge and Bono (2001) and Luthans et al. (2007), which identified self-efficacy as a robust predictor of job satisfaction. One possible explanation for this discrepancy lies in the unique dyadic focus of the current study. Previous research often examined self-efficacy in more general or team-based settings where individual agency may play a more prominent role in shaping experiences. In dyadic interactions, the structural empowerment provided by the leader may reduce the variability in job satisfaction attributable to personal efficacy beliefs. This interpretation aligns with the findings of Seibert et al. (2011), which suggests that empowered environments can buffer the influence of individual psychological traits such as self-efficacy.

Additionally, the absence of a moderating effect challenges the idea that only high-efficacy individuals benefit from shared leadership, a view supported in earlier work by Lee et al. (2017). The findings in this study may suggest that shared leadership has a broadly

empowering and inclusive effect, helping to level the playing field between individuals regardless of how confident they are in their capabilities. This could have important practical implications: shared leadership structures might be especially beneficial in diverse teams where members differ in psychological resources like self-efficacy. Alternatively, the non-significant interaction may be a function of methodological limitations, such as the relatively small sample size, which may have reduced statistical power and constrained the ability to detect subtle moderation effects. Another possibility is that the relationship between self-efficacy and the benefits of shared leadership may be variable or dependent on other contextual factors such as team climate, task interdependence, or the quality of the leader–member relationship, which were not captured in the present study.

Strengths and Limitations

A key strength of this study is its dyadic design, which moves beyond traditional team-level analyses to more accurately capture interpersonal dynamics between individuals. Importantly, while the focus is on dyads, these dyads exist within teams, offering a valuable bridge between individual-level and team-level processes. This is highly relevant for organizations focused on direct leader-employee interactions, as it reflects the nuanced, two-way nature of influence and communication in workplace settings. The focus on Dutch organizations is also a significant strength of this study, as previous research mainly focused on American or globalized contexts. By examining Dutch leadership styles in relation to shared leadership approaches, this study adds important cultural depth to the broader leadership literature and provides practical insights for organizations operating in or collaborating with Dutch teams.

Some limitations should be noted. The relatively small sample size ($n=57$ dyads) may have limited the statistical power to detect subtle effects, especially in the hypothesized

interaction between shared leadership and self-efficacy. This limitation means that while we did not find evidence of moderation, we cannot conclusively rule out that self-efficacy influences the relationship between shared leadership and job satisfaction, suggesting caution in interpreting the absence of this effect as definitive. The study employed a cross-sectional dyadic design, which limits the ability to draw definitive causal conclusions. Although the regression analyses tested hypotheses assuming that increased shared leadership leads to higher job satisfaction, the single-time-point data do not allow for confirmation of the temporal order or causality.

Consequently, alternative explanations, such as employees who are more satisfied perceiving leadership more positively, cannot be ruled out, which tempers confidence in causal claims and calls for longitudinal or experimental designs to verify the directionality. Finally, all measures were self-reported, which could lead to common method bias and inflated associations. For example, employees may have completed the questionnaires in collaboration with their leaders or may have rated both leadership behavior and job satisfaction more favorably due to generally positive attitudes toward their workplace or might have influenced each other's responses within dyads. This potential bias means that the strength of the relationship between shared leadership and job satisfaction reported here may be somewhat overstated, underscoring the need for multi-source data in future research to provide a more objective test of these relationships.

Future research

Future research should focus on longitudinal dyadic designs that measure leadership behaviors and employee outcomes across multiple points in time to better understand the impact of shared leadership on job satisfaction. Tracking leader-employee dyads longitudinally can reveal how changes in shared leadership relate to shifts in employee attitudes and behaviors. Additionally, exploring the boundary conditions under which shared leadership operates

effectively is essential. Moderated models should examine individual factors such as self-efficacy (Lee et al., 2017) and contextual factors like psychological safety (Edmondson, 1999) and leader-member exchange quality (Graen & Uhl-Bien, 1995) to understand how these factors shape the influence of shared leadership. Incorporating these factors into more nuanced, multi-level theoretical models will deepen our understanding of shared leadership's mechanisms and variability across contexts.

Practical implications

From a practical perspective, this research suggests organizations should move beyond one-size-fits-all leadership development approaches and customize shared leadership initiatives to fit the unique needs of different teams and individuals. By understanding for whom and under what conditions shared leadership enhances job satisfaction, organizations can customize training and resources to more effectively encourage empowering leadership practices. Additionally, promoting supportive environments that enhance psychological safety and high-quality leader-member exchanges can enhance the benefits of shared leadership, encouraging employees at all levels to participate actively in leadership processes. Longitudinal insights would allow organizations to monitor and adapt leadership strategies over time, ensuring sustained positive outcomes.

Conclusion

As organizational research on leadership styles and team outcomes continues to expand, it is essential to remember that teams are composed of individuals whose characteristics shape overall dynamics. This study sheds light on this by demonstrating that shared leadership within leader-employee dyads positively influences job satisfaction across employees, regardless of their levels of self-efficacy. Although self-efficacy did not independently predict or moderate this

relationship, the findings highlight the broad empowering nature of shared leadership. By focusing on the dyadic relationship, this research fills an important gap in the shared leadership literature and offers a foundation for future studies to explore how individual and contextual factors may further shape the effectiveness of shared leadership.

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Appendix A

Multiple Regression Assumption Plots

Figure 1

Histogram of multiple regression analysis

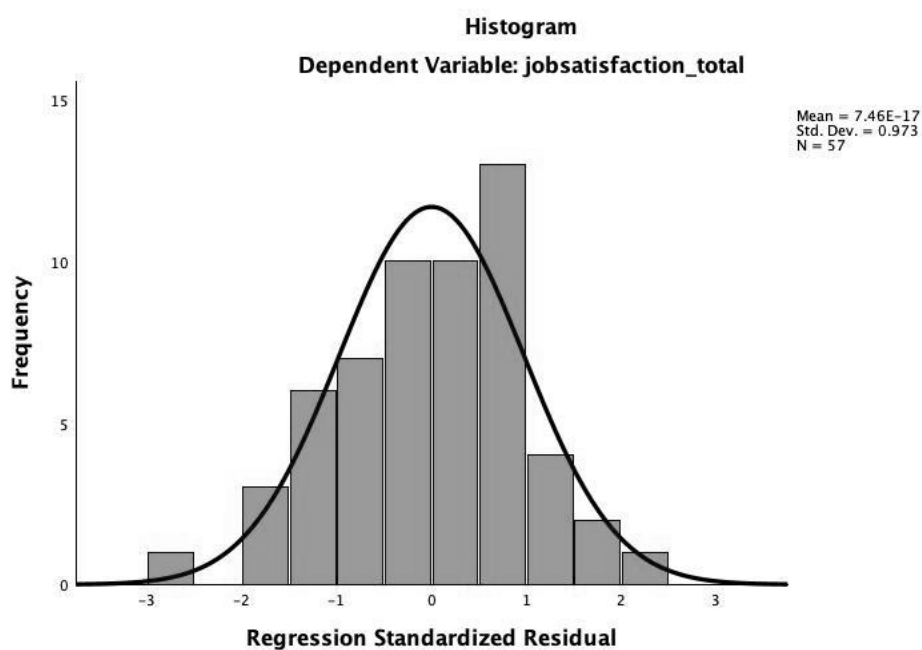


Figure 2

Normal P-P plot of job satisfaction

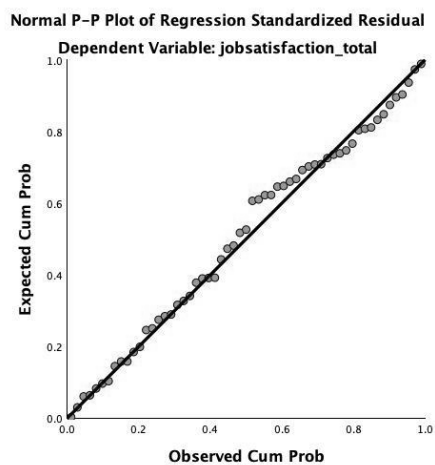
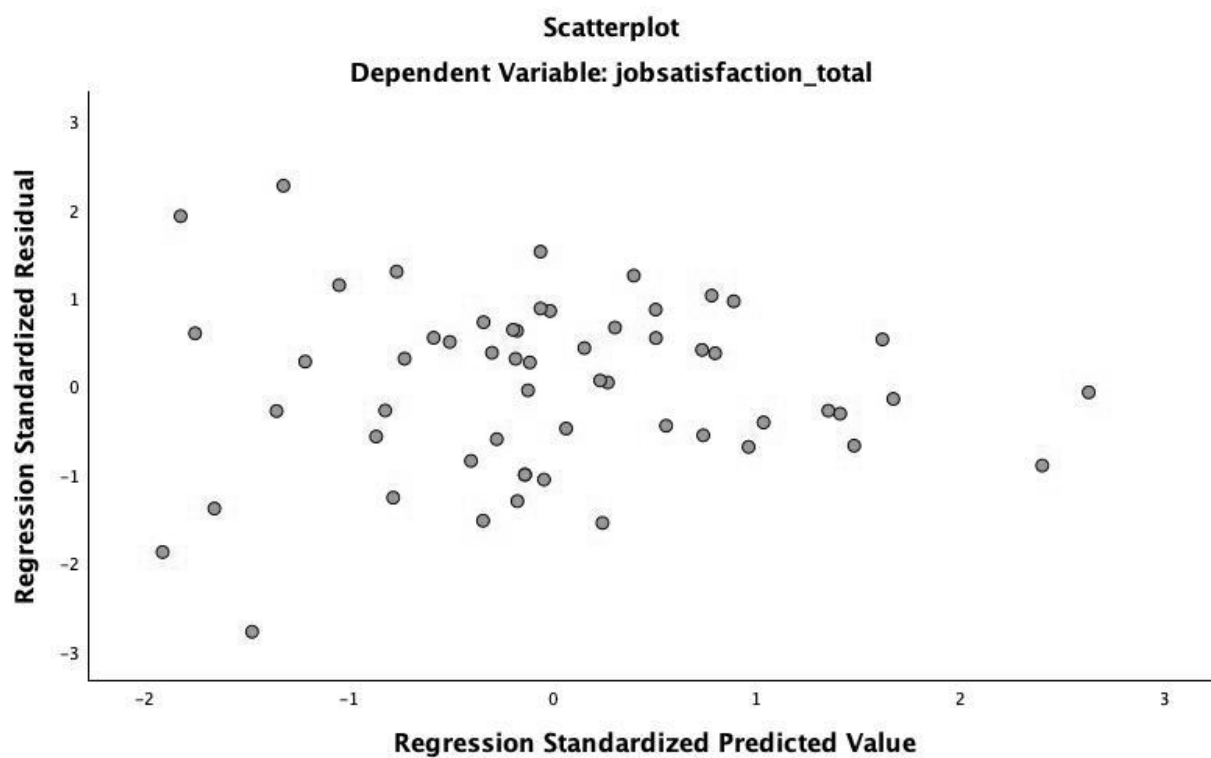


Figure 3

Residual-by-Predicted Plot to check Homoscedasticity



Appendix B

Original and Adjusted Questionnaires

Scale 1: Scale Measuring Shared Leadership (Hoch et al., 2013)

1. My colleagues provide a clear vision of whom and what our team is.
 2. My colleagues are driven by higher purposes or ideals.
 3. My colleagues show enthusiasm for my efforts.
 4. My colleagues encourage me to rethink ideas which had never been questioned before.
 5. My colleagues seek a broad range of perspectives when solving problems.
 6. My colleagues encourage me to go above and beyond what is normally (e.g., extra effort).
-
1. My colleagues encourage me to search for solutions to my problems without supervision.
 2. My colleagues urge me to assume responsibilities on my own.
 3. My colleagues encourage me to learn new things.
 4. My colleagues encourage me to give myself a pat on the back when I meet a new challenge.
-
1. My colleagues encourage me to work together with other individuals who are part of the team.
 2. My colleagues advise me to coordinate my efforts with the others, who are part of the team.
 3. My colleagues urge me to work as a team with the others, who are part of the team.
 4. My colleagues expect that the collaboration with the other members in the team works well.
-
1. My colleagues decide on my performance goals together with me.

2. My colleagues and I work together to decide what my performance goals should be.
3. My colleagues and I sit down together and reach agreement on my performance goals.
4. My colleagues work with me to develop my performance goals.

Scale measuring Self-Efficacy (Riggots et al., 2008)

1. I can remain calm when faced with difficulties in my work because I can rely on my skills.
2. When I am confronted with a problem in my work, I usually find several solutions.
3. Whatever happens in my work, I can usually handle it.
4. The experiences I have gained in my work in the past have prepared me well for my work in the future.
5. I achieve the goals I set for myself in my work.
6. I feel able to cope with the demands of my job.

Scale measuring Job Satisfaction (Brayfield & Rothe, 1951)

1. I feel fairly well satisfied with m y present job,"
2. "Most days I am enthusiastic about my work,"
3. "Each day of work seems like it will never end" (reverse scored),
4. "I find real enjoyment in my work,"
5. "I consider m y job rather unpleasant" (reverse scored).

Adjusted Shared Leadership scale

1. Mijn leidinggevende geeft een duidelijk beeld van waar ons team voor staat.
2. Mijn leidinggevende is gedreven door hogere doelen of idealen.
3. Mijn leidinggevende laat waardering zien voor mijn inspanningen.

4. Mijn leidinggevende moedigt mij aan om ideeën te heroverwegen die nooit eerder in twijfel getrokken zijn.
5. Mijn leidinggevende maakt gebruik van veel verschillende perspectieven om problemen op te lossen .
6. Mijn leidinggevende moedigt mij aan om meer te doen dan alleen dat wat van mij verwacht wordt (bijv. extra inspanning).
7. Mijn leidinggevende moedigt mij aan om zelf oplossingen te zoeken voor mijn problemen in het werk.
8. Mijn leidinggevende dringt aan om zelf verantwoordelijkheid voor het werk te nemen.
9. Mijn leidinggevende moedigt mij aan om nieuwe dingen te leren.
10. Mijn leidinggevende moedigt mij aan om mezelf een schouderklopje te geven wanneer ik een nieuwe uitdaging heb behaald.
11. Mijn leidinggevende moedigt mij aan om samen te werken met andere teamleden.
12. Mijn leidinggevende adviseert mij om mijn werk af te stemmen met anderen, die onderdeel uitmaken van het team.
13. Mijn leidinggevende dringt erop aan om als een team samen te werken met anderen, die deel uitmaken van het team.
14. Mijn leidinggevende verwacht dat de samenwerking met de andere teamleden goed verloopt.
15. Mijn leidinggevende besluit samen met mij wat mijn prestatiedoelen zijn.
16. Mijn leidinggevende en ik werken samen om te kiezen wat mijn prestatiedoelen moeten zijn.

17. Mijn leidinggevende en ik gaan samen om de tafel om overeenstemming te krijgen over mijn prestatiedoelen.

18. Mijn leidinggevende werkt met mij samen om mijn prestatiedoelen te ontwikkelen.

Adjusted Self-Efficacy scale

1. Ik kan kalm blijven wanneer ik geconfronteerd word met moeilijkheden in mijn werk, omdat ik kan terugvallen op mijn vaardigheden
2. Wanneer ik geconfronteerd word met een probleem in mijn werk, dan vind ik meestal meerdere oplossingen
3. Wat er ook gebeurt in mijn werk, ik kan het meestal wel aan
4. De ervaringen die ik in het verleden in mijn werk heb opgedaan, hebben me goed voorbereid op mijn werk in de toekomst
5. Ik haal de doelstellingen die ik aan mezelf stel in mijn werk
6. Ik voel me in staat om de eisen van mijn werk me het hoofd te bieden.

Adjusted Job Satisfaction scale

1. Ik heb echt plezier in mijn werk.
2. Ik vind mijn baan leuker dan de gemiddelde persoon zijn/haar baan vindt.
3. De meeste dagen ben ik enthousiast over mijn baan.
4. Ik voel me best wel tevreden met mijn baan.