

**Shared Leadership, Team Creativity, and  
the Moderating Role of Psychological Safety**

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### **Abstract**

Shared leadership is an emerging leadership style that distributes the leadership function among the members of a group aiming to achieve a common goal. It has been shown to improve a number of team outcomes, such as team creativity, team innovation, and team performance. According to research, team creativity has become a good indicator of organizational success and survival. Therefore, during this study we seek to investigate the impact of shared leadership on team creativity. Furthermore, psychological safety has been shown to positively affect team creativity, which we seek to research in this study. Consequently, drawing from previous research, we also investigate the moderating effect of psychological safety on the relationship between shared leadership and team creativity. We conducted a survey study (N=47) using convenience and snowball sampling, which was filled by members of teams across various domains. The findings demonstrated that shared leadership and psychological safety have a positive effect on team creativity. However, the moderation hypothesis was not supported by the results.

*Keywords:* shared leadership, team creativity, psychological safety

## **Shared Leadership, Team Creativity, and the Moderating Role of Psychological Safety**

Research in the past has investigated how traditional forms of leadership can impact the efficiency, creativity, and innovation of teams. However, while these structures have numerous strengths, recently a new form of leadership called shared leadership has emerged. According to Ali and colleagues (2020), shared leadership has been positively associated with numerous benefits, such as team performance, learning, creativity, and innovation. For instance, a meta-analysis (Wang, et. al., 2014) done on the impacts of shared leadership supports the hypothesis that shared leadership can benefit the performance of groups and more specifically teams within organizations. The distribution of functions amongst team members, the sharing of a group's cognitive resources, expertise, and the ability to coordinate efforts more efficiently are some of the ways in which shared leadership can positively impact team performance. A research conducted by Xie and colleagues (2021) has divided shared leadership into two separate dimensions, namely relation-oriented shared leadership and task-oriented shared leadership. On the one hand, relation-oriented shared leadership consists of behaviors such as respect, support, and collaboration among team members. On the other hand, task-oriented shared leadership is more about the processes that the members of a team are devoting themselves to in order to accomplish a common goal. The findings of this study show that both types of shared leadership are positively related to team creativity. Additionally, it adds to the literature by showing the importance of investigating different behavioral domains of shared leadership when it comes to team creativity. Nowadays, in a world where technology is continuously changing and new ideas are applied on a daily basis to ensure the success of enterprises, two vital factors have emerged. Team creativity and innovation, in particular, are becoming increasingly important predictors of

organizational success, performance, and long-term survival (Anderson, et. al., 2014). Therefore, due to the ability of shared leadership to promote team creativity and innovation, which are vital factors to an organization's success and survival according to the research mentioned above, it can be a beneficial style of leadership.

Since team creativity has become a clear indicator of organizational survival, the implementation of leadership styles that stimulate this are becoming necessary in the workplace. In teams that utilize a traditional leadership model, team members are expected to seek directions and support from their leader, which can reduce their motivation when it comes to generating creative ideas (Ali, et. al., 2020). Hence, the implementation of shared leadership can enhance team creativity through the creation of an environment where mutual input is not only accepted but also encouraged. Since shared leadership promotes and appreciates each member's unique expertise, knowledge, and experience, members feel more comfortable sharing their creative ideas.

Based on previous research, shared leadership and psychological safety have been individually proven to increase team creativity (Ali, et al., 2019). Throughout the duration of this research, we seek to answer the question of what are the effects of shared leadership on team creativity when psychological safety has a moderating effect. More specifically, we seek to investigate the relationship between shared leadership and team creativity as well as the moderating impact of psychological safety on the strength of this relationship, as shown in Figure 1. Psychological safety is introduced as a moderator because it promotes the creation of a safe environment where the expression of novel ideas is encouraged (Han, et. al., 2019). Consequently, when psychological safety is high, meaning that employees feel comfortable and share their ideas freely, we expect a strong relationship between shared leadership and team

creativity. Likewise, when psychological safety is low, we expect a weaker relationship between shared leadership and team creativity, considering that employees will presumably hesitate to express their ideas.

We seek to contribute to the existing knowledge and literature by building upon the research on the relationship between shared leadership and team creativity. We accomplish that by adding psychological safety as a moderator to that relationship. In doing so, we introduce a new perspective on the antecedents of team creativity and highlighting the importance and effects of psychological safety. Finally, in order to investigate the hypotheses of our research we asked employees working in real organizational teams to fill in a survey. The participants were working on a number of different domains, which contributed to the diversity of our sample.

## **Theory and Hypotheses Development**

### **Shared Leadership**

In general, research into leadership investigates traditional forms of leadership, where one person exerts authority and tries to improve the organization. However, as teams within organizations become increasingly complex, new leadership styles like shared leadership have the potential to prove more effective (Ali, et. al., 2020). Over the years, this leadership style has been defined in a number of ways, all of which have similar key characteristics. For the purpose of this study, we define shared leadership as mutual influence amongst the team members, derived from their interactions that aim the individual behaviors of the team towards achieving a collective team goal (Hoch, Kozlowski, 2014). It is a procedure that entails interactive behaviors, such as communication, task assignment, suggestions, accountability, and an equal distribution of leadership functions amongst the team members. In short, shared leadership (Ali, et. al., 2020) is a collaborative form of leadership that distributes power amongst the members of a group with

the purpose of achieving a common goal. Previous research into shared leadership has found a positive relationship between it and a number of team factors that have a positive impact on an organization's success, such as learning (Liu, et. al.,2014), performance (Perry, et. al., 1999), creativity (Peter, et. al., 2015), and innovation (Hoch, 2013).

### **Team Creativity and Innovation**

Today, in a world where technology is advancing rapidly and new ideas are implemented daily to ensure the success of organizations, team creativity and team innovation are becoming critical determinants of organizational success, performance, and overall long-term survival (Anderson, et. al.,2014). Team creativity and team innovation are considered to be steps of essentially the same process. Team creativity is defined as the process in which a group of people generates novel ideas (Amabile, Pratt, 2016). Then, after those ideas have been thoroughly discussed and evaluated by the team as ideas that have potential, they proceed to the step of team innovation (Anderson, et. al., 2004), which is defined as the intentional application and implementation of novel and feasible ideas, processes, or procedures within a team or organization to ensure its success.

However, according to Han and colleagues (2019), team creativity sounds as something simple, yet quite difficult to achieve and maintain in a team. By contrast, if implemented successfully, shared leadership has the ability to boost team creativity by fostering an environment in which all members' reciprocal influence is valued and promoted (Carson et al., 2007). Shared leadership's appreciation of members' knowledge and distinctive skills motivates them to contribute their ideas and viewpoints. New insights and creative ideas are more likely to emerge when such exchanges take place (Amabile, 1996). As argued earlier, team creativity and team innovation are essentially considered parts of the same process. Therefore, taking that into

account, only team creativity will be investigated in this research as the first part of that process. On top of that, we do not research team innovation due to practical implications, such as not having access to the number of novel ideas implemented. According to the aforementioned reasons, we propose the following hypothesis.

H1: Shared leadership is positively associated with Team Creativity.

### **Psychological Safety and Team Creativity**

Psychological safety (Han, et. al., 2019) is a concept that defines an environment in which team members show mutual respect for each other's skills, freely share information, talk about mistakes without experiencing negative feelings, and feel comfortable taking calculated risks. Psychological safety is slowly becoming a necessity in organizations for its numerous benefits. For instance, it appears to allow team members to use task conflict constructively to produce more innovative ideas and critically analyze decisions without taking criticism personally themselves (Bradley, et. al., 2012). Moreover, team members who feel psychologically safe may contribute unique skills and insights, allowing them to collectively shape inputs into valuable and creative solutions, according to team creativity researchers (Han et al., 2017). Based on previously conducted studies, mentioned above, we can see that psychological safety is perceived to have a positive relationship with Team Creativity by fostering, for example, a safe environment where the team members feel safe and their ideas flow freely. On that account, we expect that psychological safety enhances team creativity.

H2: Psychological safety is positively associated with Team Creativity.

### **The Moderating Role of Psychological Safety**

Psychological safety in teams encourages group members to value each other's skills and talents and thrive in an environment that promotes constructive feedback (Edmondson, 1999).

Therefore, it enables them to share information, discuss mistakes, and utilize team conflict in a productive way by generating creative ideas and not taking constructive feedback personally (Johnson, Avolio, 2018). Consequently, when it comes to shared leadership, psychological safety emerges as a particularly promising factor that when it is high it has the potential to further enhance the relationship between shared leadership and team creativity. This can happen because psychological safety can help teams overcome key obstacles preventing them from optimizing team creativity (Bradley, et. al., 2012).

Previous studies have shown that both shared leadership and psychological safety can individually promote team creativity (Han et al., 2019; Xie et al., 2021). According to that research, psychological safety fosters a safe environment where the expression of novel ideas is encouraged. Shared leadership promotes team creativity in that team members feel comfortable sharing their opinions and ideas in an environment of constructive feedback rather than fear and negative judgment (Han, et. al., 2019). As a result, we expect groups with shared leadership to display a higher level of creativity when psychological safety is high.

On the other hand, creativity in groups might be considered risky, which can cause members of groups to hesitate to express creative ideas or suggest innovative solutions due to fear of negative criticism in environments where they do not feel safe (Han, et. al., 2019). Additionally, it can be inhibited by, for instance, lack of trust among team members, personality differences, and differences in viewpoints (Han, et. al., 2017). The aforementioned inhibitors describe the absence of psychological safety. Consequently, we expect the absence of psychological safety to negatively impact the relationship between shared leadership and team creativity. Overall, without psychological safety, an environment of silence can be created where employees are afraid to express their opinion in a variety of situations out of fear of losing or



endangering their position. For instance, two Boeing 747 planes clashed on the Canary Islands in 1977 (Schafer, et. al., 2011). This accident resulted in the death of 583 people. Had psychological safety existed in this environment, the outcome may have been different. The accident was caused because the person in charge of the flight took risky actions and did not wait for clearance from the Air Traffic Control. Both the first officer and the flight engineer could have spoken up. However, neither of them did out of fear to offend the captain and lose their own positions.

Therefore, we suspect that a high level of psychological safety will enhance the relationship between shared leadership and team creativity. Similarly, we believe that a low level of psychological safety will weaken this relationship in such a way that it will result in reduced team creativity.

H3: Psychological Safety moderates the relationship between shared leadership and team creativity. This relationship is pronounced when psychological safety is higher than lower.

## **Methods**

### **Sample**

We contacted 131 people, but 43 people were excluded because they did not meet the criteria, which were working at least 20 hours per week and being a team member. Additionally, 41 more participants dropped out during the questionnaire, leading to a sample size of 47 (19 males, 28 females). The age of the participants ranged from 21 to 66 years with an average age of 38.8 years. Furthermore, 36 of the participants were Dutch and the remaining 11 were Greek, Spanish, American, Romanian, and Cypriot. In terms of education level, 1 person completed secondary school as the highest level of education, 8 participants intermediate vocational training, 15 higher vocational training, while 20 participants acquired a university degree, 2 a

doctoral degree, and 1 a postdoctoral degree. Finally, in terms of the work sector, 11 participants work in health and social welfare, 7 in public administration, 6 in education and instruction, 4 in communication and marketing, 3 in construction industry, 2 in the agrarian sector, 2 in the financial industry, 2 in the hospitality sector, 2 in transport storage and communication, 1 in production, and 7 in other domains.

### **Procedure**

In order to study the effects of team dynamics on team outcomes, we invited people to complete a survey using a combination of two sampling methods, namely convenience and snowball sampling. Our study did not involve any type of incentives, meaning that participants did not receive monetary or other types of rewards. Furthermore, all participants completed a questionnaire that assessed a number of variables, such as team engagement, team enjoyment, and team performance, etc. Finally, the participants' personal information stayed anonymous and was shared only among the researchers.

### **Shared Leadership**

The assessment of shared leadership was conducted using a questionnaire by Hoch and colleagues (2010). The questionnaire included 18 items on a 7-point Likert scale, where 1 stands for "strongly disagree", 7 "strongly agree", and 4 "neither agree nor disagree". Examples of items included in the questionnaire are "My team members provide a clear vision of whom and what our team is" and "My team members are driven by higher purposes or ideals". This questionnaire has a Cronbach's alpha of .91, which shows that this questionnaire has a very high reliability.

### **Psychological Safety**

In order to assess the team members' perception of psychological safety, a questionnaire by Edmondson (1999) was employed. The adjusted version of the questionnaire consists of 7 items on a 7-point Likert scale, the scale ranges from 1 being "strongly disagree" to 7 "strongly agree", and 4 "neither agree nor disagree". Some of the items included are "If I make a mistake on my team, it is often held against you" and "Members of my team are able to bring up problems and tough issues". The Cronbach's alpha for this scale is .83, demonstrating a high reliability.

### **Team Creativity**

Moreover, team creativity was measured with a questionnaire by Zhou and George, (2001). In this questionnaire, participants were asked to answer 13 items assessing their perception of their group's team creativity on a 7-point Likert scale. The questions of this questionnaire have been adjusted in order to be applicable for team members. Examples include "My team suggests new ways to achieve goals or objectives" and "My team comes up with new and practical ideas to improve performance". The scale ranges from 1 to 7, where 1 stands for "not at all characteristic", 7 for "very characteristic", and 4 for "moderately characteristic". The Cronbach's alpha of this questionnaire is .96, showing a very high reliability.

## **Results**

### **Descriptive Statistics**

Table 1 depicts the descriptive statistics and the correlations of all the study variables. The mean and standard deviation of shared leadership were 4.6 and 0.9, respectively. Team creativity had a mean of 4.7 and a standard deviation of 1.1. Additionally, psychological safety had a mean of 5.19 and a standard deviation of 1.1. According to Table 1, shared leadership is significantly correlated with team creativity ( $r=.59, p=.00$ ). Moreover, there is a strong positive

correlation between team creativity and psychological safety ( $r=.48, p=.00$ ). Furthermore, shared leadership and psychological safety are also significantly correlated ( $r=.63, p=.00$ ).

### **Assumption Check**

We investigated five main assumptions, namely normality, linearity, homoscedasticity, independence, and multicollinearity. We tested the normality using two tests, a Shapiro-Wilk normality test and a Kolomogorov-Smirnov test, shown in Table 2. On the one hand, according to the Shapiro-Wilk normality test, only team creativity is normally distributed ( $p=.52$ ). Therefore, the null hypothesis can be rejected, because it argues that the data are not normally distributed. On the other hand, shared leadership ( $p=.04$ ) and psychological safety ( $p=.00$ ) are not normally distributed based on the same test. However, according to the Kolomogorov-Smirnov test, all the variables are normally distributed, as depicted in Table 2. We investigated the linearity using a P-P plot. As shown in Figure 2, our variables follow a linear line, which confirms our assumption of linearity. Moreover, in order to check the assumption of homoscedasticity, we used the scatter plot shown in Figure 3. This figure/figure identifies no obvious pattern, supporting our assumption of homoscedasticity. Furthermore, we used the Durbin-Watson index in order to check the independence, the result of which was slightly above the upper limit of 2.5 ( $DW=2.76$ ) and thus contradicts our assumption of independence. Finally, we conducted an analysis of the variance factor (VIF) to check multicollinearity. The VIF value was 1, which means there is no multicollinearity in our regression model.

### **Hypothesis Testing**

In order to test hypotheses 1 and 2, we conducted a regression analysis. Our first hypothesis, which argues that shared leadership is positively associated with team creativity, is supported by our data ( $B=.75, SE=.15, p<.001$ ). Moreover, shared leadership explains 59.5% of

team creativity. In terms of the second hypothesis, which states that psychological safety is positively associated with team creativity, the data show that psychological safety is indeed a significant predictor of team creativity ( $B=.47$ ,  $SE=.12$ ,  $p<.00$ ). Additionally, psychological safety explains 47.9% of team creativity. Finally, our moderation hypothesis, according to which psychological safety moderates the relationship between shared leadership and team creativity, is not supported by our findings, even though the relationship is in the right direction. As shown in Table 5, there was no significant data to support the notion of this moderation effect ( $B=.01$ ,  $SE=.11$ ,  $p=.94$ ).

### **Discussion**

Throughout the duration of this study, we investigated three hypotheses. A research conducted by Carson and colleagues (2007), shared leadership can potentially boost creativity in teams by promoting an environment where all members' influence and input is valued and encouraged. According to the aforementioned research, we hypothesized that shared leadership positively impacts team creativity. Moreover, members of a team where psychological safety exists, are more likely to value the skills and talents of each other, take calculated risks, and discuss mistakes without negative criticism resulting in the generation of valuable and creative solutions (Edmondson, 2004; Han et al., 2017). Consequently, based on the previously mentioned studies, we hypothesized that psychological safety positively impacts team creativity. Finally, we sought to add to the existing literature by investigating the moderating role of psychological safety on the relationship between shared leadership and team creativity.

Our results showed that shared leadership has a positive effect on team creativity, supporting our first hypothesis. Similarly, psychological safety also has a positive effect on team creativity, as hypothesized. During this research, we sought to add to the existing literature by

investigating the moderating role of psychological safety on the relationship between shared leadership and team creativity. However, our moderation hypothesis was not supported by our findings.

### **Theoretical and Practical Implications**

Our research gives the opportunity for a number of both theoretical and practical implications to exist. Initially, the findings of the first two hypotheses provide further evidence supporting previous research. For example, Han, and colleagues (2019) also investigated the effects of shared leadership and psychological safety on team creativity and found similar results. Moreover, as we were the first to investigate the moderating role of psychological safety on the relationship between shared leadership and team creativity, this adds a unique perspective into the already existing literature. In addition, this new perspective gives the opportunity for future research into the subject.

As previously mentioned, throughout this study, team creativity has become a very important indicator of organizational success and survival (Anderson, et. al., 2014). As a result leadership styles that have a positive impact on it are becoming increasingly more valuable. Similarly, as psychological safety has been found to positively impact team creativity, it can also be considerably valuable. Consequently, since shared leadership and psychological safety have been proven to individually have a positive effect on team creativity, we can expect that the utilization of those findings will be very valuable to both small and large companies. Therefore, regarding the practical implications of this study, implementing shared leadership and ensuring the existence of psychological safety in teams, could solve current creativity challenges or prevent them from happening in the future. Moreover, the findings could also be applicable in other domains such as education, where students frequently work in groups to either solve

problems or create projects. More specifically, teachers could apply the results in this setting to enhance the creativity of students. On the one hand, shared leadership will allow students to share the leadership functions and the responsibilities in their group. On the other hand, psychological safety will ensure the existence of an environment where students feel comfortable expressing their ideas without receiving negative criticism. As a result, we would expect students to devise more creative solutions to the problems provided by the teacher.

### **Strengths and Limitations**

We identified some strengths in our study. For instance, we were able to gather a diverse sample size with people from different work domains, educational backgrounds, nationalities, and age groups. Diversity is a good indicator of a representative sample. Additionally, the scales we employed to measure our variables have a high reliability, meaning that they are consistent in measuring what they are supposed to measure. Finally, the aim of the investigation of our study is relevant, as in today's world team creativity has become a critical determinant of organizational success, performance, and overall long-term survival (Anderson, et. al.,2014). As a result, factors, such as shared leadership and psychological safety, that have a positive impact on it become important.

Furthermore, our current research had a number of limitations. Firstly, the sample size was considerably small. On the one hand, a number of participants failed to start the survey due to not fulfilling the necessary criteria. On the other hand, other participants dropped out willingly before completing the survey in its entirety. This resulted in having different sample sizes for different variables as shown in Table 1. Another limitation is the way the questionnaire was used. It focused on the individuals' opinion about the team rather than a combined view of the opinions of all team members. Additionally, the time available for the data collection was

limited, as the study belonged to the bachelor thesis and it had a designated deadline. As mentioned earlier, the moderation hypothesis was not supported from the results of our study. Therefore, after taking into consideration the aforementioned limitations, the theoretical background that we based our moderation hypothesis on, and the findings, we can speculate that the results could have been different, had the sample size been larger and more representative and the questionnaire was applied on whole teams. This speculation could be investigated in future research.

### **Future Research Suggestions**

The limitations of the study can serve as a basis for future research. For instance, taking into consideration the small sample size, future research could be conducted on a larger scale, making the sample representative of the population. Additionally, the method used in this study, namely the questionnaire, could be changed in future research. Future studies researching teams, should investigate them as a whole. For example, reaching out to teams instead of reaching for just the members of them, this would allow the researcher to obtain a more complete overview of how teams feel about something, such as shared leadership, psychological safety and team creativity. Another suggestion would be for a study to span over a longer period of time to allow the researchers to obtain a larger sample size. Finally, there was enough theoretical information to support the moderation hypothesis. For instance, psychological safety has been shown to help members use task conflict effectively to generate more novel ideas and evaluate decisions without taking criticism personally themselves (Bradley, et. al., 2012). Moreover, shared leadership has the ability to promote team creativity by fostering an environment where team members' influence is valued (Carson et al., 2007). However, the moderation hypothesis was not supported by the results of our research. As this study was affected by the number of limitations



mentioned above, future research should investigate further the moderating effect of psychological safety on the relationship between shared leadership and team creativity.

### **Conclusion**

Our study demonstrated the importance of team outcomes such as team creativity on organizational success and survival. Additionally, we learned about the importance of shared leadership and psychological safety on improving not only team creativity and innovation, but also overall team performance. Finally, we shed light on a new perspective of the relationship between shared leadership and team creativity by proposing psychological safety as a moderator, which can serve as a basis for future research.

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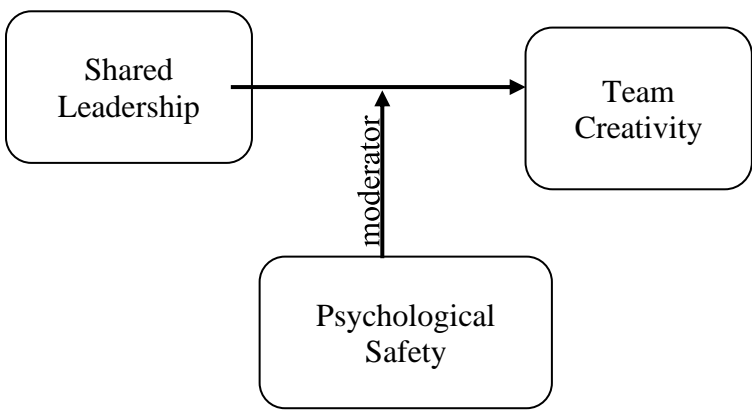
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### Appendix A

#### Tables and Figures

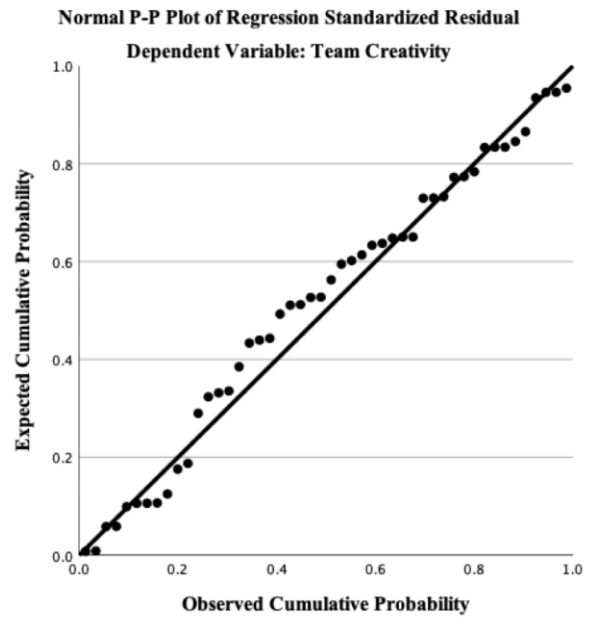
**Figure 1.**

*This figure shows the moderation effect of psychological safety on the relationship between shared leadership and team creativity.*



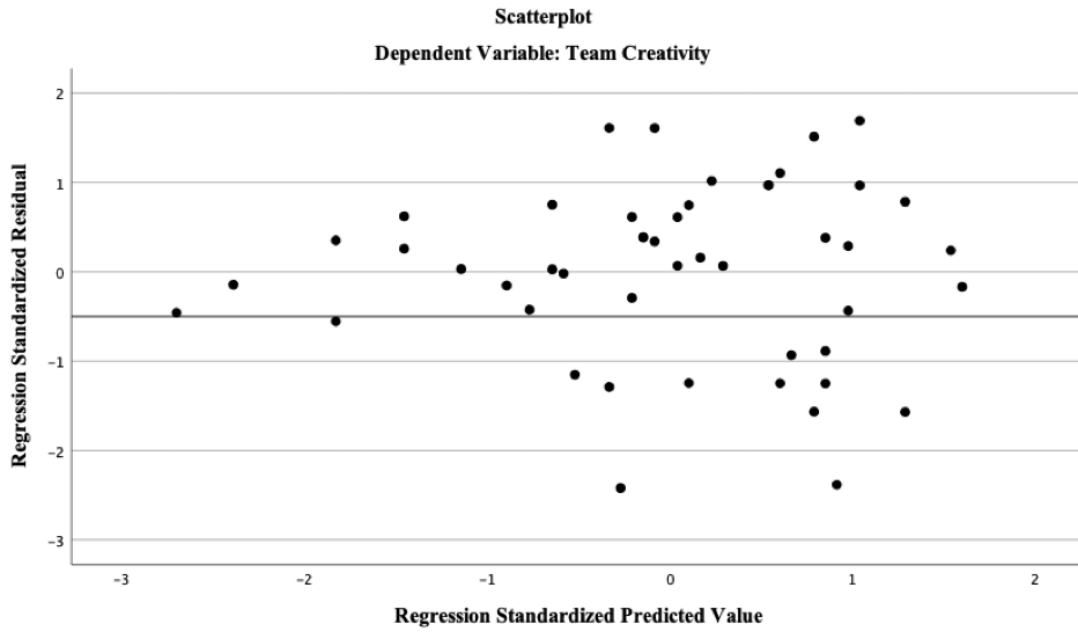
**Figure 2.**

*This figure demonstrates the relationship between the observed and expected cumulative probability of team creativity. It is used to check for linearity.*



**Figure 3.**

This figure depicts the regression standardized predicted value against the regression standardized residual. It is used to check the assumption of homoscedasticity.

**Table 1.**

*Means and Standard Deviations and Correlations of the Variables*

	N	Mean	SD	1	2	3
1. Shared Leadership	70	4.60	.89			
2. Team Creativity	48	4.74	1.13	.59**		
3. Psychological Safety	58	5.19	1.06	.63**	.48**	

Note. N = 70. \*\*  $p < .01$ , \*  $p < .05$ , †  $p < .10$ .

**Table 2.***Normality Test*

	Kolomogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Shared Leadership	.10	48	.20*	.95	48	.04
Team Creativity	.10	48	.20*	.98	48	.52
Psychological Safety	.12	48	.07	.91	48	.00

*Note.* This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Table 3.***Regression Analysis*

Model		Unstandardized Coefficient		Standardized Coefficient		t	Sig	LLCI	ULCI
		B	Std. Error	Beta					
1	(constant)	1.21	2.10			29.00	.57		
	Shared leadership	.76	.15	.59		5.02	<.00	.45	1.06
	Psychological safety	.47	.13	.48		3.7	<.00	.21	.73
	Interaction	.01	.11	0.05		.07	.94	-.21	.22

*Note.* Dependent variable: Team Creativity

## Appendix B

### Measures

#### Shared leadership (Hoch, et. al. 2010)

##### Label Transformational leadership

1. My team members provide a clear vision of whom and what our team is.
2. My team members are driven by higher purposes or ideals.
3. My team members show enthusiasm for my efforts.
4. My team members encourage me to rethink ideas which had never been questioned before.
5. My team members seek a broad range of perspectives when solving problems.
6. My team members encourage me to go above and beyond what is normally expected of one (e.g., extra effort).

##### Directive leadership

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

##### Empowerment (individual)

1. My team members encourage me to search for solutions to my problems without supervision.
2. My team members urge me to assume responsibilities on my own.
3. My team members encourage me to learn new things.



4. My team members encourage me to give myself a pat on the back when I meet a new challenge.
5. My team members encourage me to work together with other individuals who are part of the team.
6. My team members advise me to coordinate my efforts with other individuals who are part of the team.
7. My team members urge me to work as a team with other individuals who are part of the team.
8. My team members expect that the collaboration with the other members in the team works well.

**Psychological Safety (Edmondson, 1999)**

1. If you make a mistake on this team, it is often held against you.
2. Members of this team are able to bring up problems and tough issues.
3. People on this team sometimes reject others for being different.
4. It is safe to take a risk on this team.
5. It is difficult to ask other members of this team for help.
6. No one on this team would deliberately act in a way that undermines my efforts
7. Working with members of this team, my unique skills and talents are valued and utilized.

**Team Creativity (Zhou, & George, 2001)**

1. Suggests new ways to achieve goals or objectives.
2. Comes up with new and practical ideas to improve performance.
3. Searches out new technologies, processes, techniques, and/or product ideas.
4. Suggests new ways to increase quality.

5. Is a good source of creative ideas.
6. Is not afraid to take risks.
7. Promotes and champions ideas to others.
8. Exhibits creativity on the job when given the opportunity to.
9. Develops adequate plans and schedules for the implementation of new ideas.
10. Often has new and innovative ideas.
11. Comes up with creative solutions to problems.
12. Often has a fresh approach to problems.
13. Suggests new ways of performing work tasks.