SERVANT LEADERSHIP ON EMPLOYEE CREATIVITY, ORGANIZATIONAL COMMITMENT, AND WORK PERFORMANCE: KNOWLEDGE SHARING AS A MEDIATOR

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ABSTRACT

Servant Leadership on Employee Creativity, Organizational Commitment, and Work Performance: Knowledge Sharing as a Mediator

Servant leadership is concerned with employees' well-being and engagement in order to understand the factors affecting their achievement and performance (Ruiz-Palomino, P. &Zoghbi-Manrique-de-Lara, P., 2020). The study builds upon contemporary leadership theories and empirical research to examine how servant leadership practices influence various organizational outcomes. The research aims to explore how servant leadership behaviors contribute to employee commitment, creativity, and job performance. By focusing on the mediating role of knowledge sharing, the study also aims to elucidate how servant leaders foster a culture of collaboration, empowerment, and mutual support within their teams in complex organizational settings. Through a comprehensive review of existing literature and responses collected from 208 employees from different industries with a questionnaire, this study seeks to contribute to the understanding of effective leadership practices. By examining the dimensions of creativity and organizational commitment and the impact of servant leadership on task performance, the research aims to provide actionable insights for practitioners and scholars in organizational behavior. The results showed that servant leadership and knowledge sharing as a mediator had an essential influence on organizational commitment and creativity along with a strong relationship with work performance. Ultimately, the findings of this study offer practical recommendations for leaders and organizations seeking to cultivate a servant leadership ethos, thereby promoting innovation, collaboration, and

sustainable performance in the face of evolving business challenges.

ÖZET

Çalışan Yaratıcılığı, Örgütsel Bağlılık ve İş Performansı Üzerinde Hizmetkar Liderliğin Etkisi:Bilgi Paylaşımının Aracılık Rolü

Hizmetkar liderlik, çalışanların başarı ve performanslarını etkileyen faktörleri anlamak amacıyla çalışanların refahı ve katılımıyla ilgilenir (Ruiz-Palomino, P., & Zoghbi-Manrique-de-Lara, P., 2020). Bu çalışma, hizmetkar liderlik uygulamalarının çeşitli örgütsel sonuçları nasıl etkilediğini incelemek için çağdaş liderlik teorileri ve ampirik araştırmalara dayanmaktadır. Araştırmanın temel amacı, hizmetkar liderlik davranışlarının çalışanların bağlılığına, yaratıcılığına ve iş performansına katkıda bulunduğu mekanizmaları araştırmaktır. Bilgi paylaşımının aracılık rolüne odaklanan çalışma, hizmetkar liderlerin karmaşık organizasyonelortamlarda ekipleri içinde iş birliği, yetkilendirme ve karşılıklı destek kültürünü nasıl geliştirdiklerini açıklamayı amaçlamaktadır. Mevcut literatürün kapsamlı bir incelemesi ve farklı sektörlerden 208 çalışandan bir anketle toplanan yanıtlar yoluyla bu tez, etkili liderlik uygulamalarının anlaşılmasına katkıda bulunmayı amaçlamaktadır. Araştırma, yaratıcılığın ve örgütsel bağlılığın boyutlarını ve hizmetkar liderliğin bireysel ve ekip performansı üzerindeki etkisini inceleyerek, örgütsel davranış alanındaki uygulayıcılara ve akademisyenlere uygulanabilir bilgiler sunmayı amaçlamaktadır. Sonuçlar, hizmetkar liderliğin bilgi paylaşımının aracı rolüyle örgütsel bağlılık ve yaratıcılık üzerinde temel bir etkisi olduğunu göstererek iş performansı ile güçlü bir ilişkisi olduğunu ortaya koymuştur. Bu çalışmanın bulguları, hizmetkar liderlik ahlakını geliştirmek isteyen liderler ve kuruluşlar içinpratik öneriler sunmayı, böylece gelişen iş zorlukları karşısında yenilikçiliği, iş birliğini ve sürdürülebilir performansı teşvik etmeyi amaçlamakta

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CHAPTER 1

INTRODUCTION

> "A leader is best when people barely know he exists; when his work is done, his aimfulfilled, they will say: we did it ourselves." (Lao Tzu)

Each organization has its unique structure, so studying different leadership styles with different characterizing features has gained importance. In his recent review of administrative leadership, Van Wart (2013) noted that the changing historical, cultural, economic, and political contexts for managers require new leadership behaviors. For example, autocratic leadership is a leadership style in which the leader is the decision-making and order-giving mechanism and, therefore, has a high degree of control (Verna et al., 2023). This type of leadership can be used in organizations where quick decisions and clear direction are needed. Another example is transformational leadership, coined first by Downton, Jr.(1973) as the transformational leader is a role model to encourage innovation, instead of micromanaging things, this leader builds a strong company culture by motivating employees to create changes enabling the organization to grow and develop. Researchers have also shown interest in the development of leaders who put the interests of theirfollowers and organizations ahead of their own (e.g., Liden et al. 2008; Van Dierendonck 2011).In response to that, scholars (e.g., Liden et al., 2008; Parris and Peachey,2013; Van Dierendonck,2011) have turned to the servant leadership concept of Greenleaf (1977, p.338), who stated that

> "Servant leadership focuses on this type of leader who is service-oriented and strives selflessly and altruistically to assist others first before themselves."

While traditional leadership often involves the person at the "top of the pyramid" exercising power, servant leadership is different (Greenleaf, 1977*).* The servant

leader shares power, prioritizes the needs of others, and helps people develop and perform at their highest possible level.

Research shows that servant leadership influences organizational commitment (Liden et al., 2008), job satisfaction (Barbuto and Wheeler, 2006), team performance (Schaubroeck et al.,2011), and organizational citizenship behavior (Ehrhart, 2004). This study focuses on discussing the servant leadership variables and their influence on employee outcomes with knowledge sharing in the workplace as a mediator. This research makes a significant contribution to the literature on organizational behavior by enriching our understanding of how servant leadership influences employee creativity, organizational commitment, and work performance. That is why it is significant to investigate how servant leadership is linked toemployee outcomes through the mediating effects of knowledge sharing.

Knowledge sharing is defined as

> "the provision of task information, feedback, and collaborationwith others to solve problems or develop new ideas or products."

(Park & Kim, 2015,). In their study, Jain and Jeppesen (2013) noted that leadership allows an environment for knowledge sharing by demonstrating a commitment and motivating others to share it through their actions. Tuan (2016) highlighted that servant leaders show empathy and care for employeesand behave in their interest, which encourages employees to share information and knowledge for the development of others.

Global economic structures are being reshaped by rapid technological changes, altering how businesses operate, invest money, and create new products. Thinking creatively and innovatively is now essential for today's businesses to remain viable and prosper (Bauer, Liden,Erdogan, 2019; Christensen-Salem, Zanini, Walumbwa, 2021). Employees and managers are crucial in developing and

maintaining creative and innovative organizational processes (Ruiz- Palomino and Zoghbi-Manrique-de-Lara, 2020). Knowledge and experience on a specific topic might lead to a person's ability to think outside the box (Williams et al., 2017). It would be more beneficial to workers' abilities to be creative if their leader supported open communicationand the exchange of knowledge between them (Zada et al., 2022).

Leadership style may affect employee's commitment to their organization. A definition of organizational commitment by Porter et al., (1974) is the strength of a persons identification and participation in a certain organization. Known as being one of the earlier scholars of commitment, in his "side bet theory" Becker, (1960) pointed out that side bets (investments) (links external interests with a consistent line of activity) are the gains and losses that may occurwhen an individual stay or leave an organization. The individual may commit to the organization because s/he senses a high cost of losing organizational membership. In a study by Meyer and Allen (1991), it was found that organizational commitment has three dimensions, andthey can be felt by the employee with varying degrees; namely affective commitment, continuance commitment, and normative commitment. In the context of the current research, some empirical studies conducted by Bobbio et al. (2012) and Newman et al. (2017) have revealed that servant leadership with the knowledge sharing behavior has a positive effect on organizational commitment.

Work performance is critical for organizations Scholars have distinguished between in-role andextra-role behaviors as part of work performance. In-role behaviors, such as task performance, are formally recognized by the organization and are fixed by job descriptions (Chiniara & Bentein, 2016; Williams & Anderson, 1991). Task performance by itself can be studied at the level of organization, team,

and individual. Chiniara & Bentein (2016) empirically found that servant leadership indirectly affects task performance; servant leaders provide autonomy and self-sufficiency which results in the higher levels of performance of their subordinates. Other studies have identified a positive impact of servant leadership on team performance (Schaubroeck et al., 2011), firm performance (Peterson et al., 2012), and individual performance (Jaramillo et al., 2015). All of these mentioned above aim to analyze the impact ofservant leadership on employee creativity and organizational commitment through knowledge sharing, as well as how it reflects on employee work performance, to inspire employers and other practitioners to investing it.

CHAPTER 2

SERVANT LEADERSHIP

> "To make sure everyone is working towards a single goal, you need a visionary leader whocommunicates their ideas clearly and passionately." Tuan, (2020).

When the literature is examined, it is seen that servant leadership can be evaluated under the structure of "moral leadership". Ehrhart (2004) describes the servant leader in organizational terms as

> "his or her moral responsibility not only to the success of the organization, but also to his or her subordinates, the organization's customers, and other organizational stakeholders."

Although servant leadership is a timeless concept, the phrase was first coined by Robert K. Greenleaf (1977) in his article "The Servant as Leader". In his essay, Greenleaf stated:

> "The servant-leader is servant first… It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is a leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions... The difference manifests itself in thecare taken by the servant-first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?"

(Greenleaf, 1977, p. 338).

In a recent study (Van Dierendonck et al., 2011), it is highlighted that unlike traditional leaders, servant leaders show a sense of high moral responsibility and respect for their followers and motivate them to grow and succeed professionally, and ethically. More researchers studying servant leaders state that

> "Servant leaders, while prioritizing followers,motivate them to repair their dysfunctional relationships and address their conflicts effectively and efficiently"

(Jit et al., 2017). According to the findings of the study about servant leadership conducted by Liden et al., (2015), it was indicated that servant leaders build community by enhancing interpersonal relationships through addressing followers' concerns. In the study, Liden, (2015) identified nine dimensions of servant leadership which are *emotional healing,* as the act of showing sensitivity to others' concerns; *creating value forthe community*, as a conscious concern for helping the community; *conceptual skills,* as possessing the knowledge of the organization and tasks at hand to be in a position to effectively support others, especially followers; *empowering*, as encouraging and facilitating others; *helping subordinates grow and succeed*, as demonstrating a genuine concern for followers' career growth and development; *putting subordinates first,* as using actions and words to make it clear to followers that satisfying their work needs is a priority; *behaving ethically,* as interacting openly, fairly, and honestly with others; *relationships* as the act of making a genuine effort to know, understand, and support others in the organization and *servanthood* as someone who serves others first, even when self-sacrifice is required.

In a current study of Wang et al., (2023), it is argued that servant leaders convey expectationsthat one needs to behave self-sacrificially, support others and perform well. According to the findings of the study conducted by Laub (1999), servant leadership was indicated as an understanding and practice of leadership that places the good of those led over the self- interest of the leader. Hale & Fields (2007) revealed servant leadership as a style of leadershipwhich emphasizes leader behaviors that focus on follower development.

Another definition of servant leadership by Reed et al., (2011) is

> "the leader who manages organizational challenges by subordinating personal interests to those of organizational stakeholders and who see leadership as a chance for service to individual, organization, and community rather than as a tool to get personal power."

Leroy et al., (2019) noted that a newaspect of servant leadership is caring and creating valuable outcomes for multiple stakeholders inside and outside the organization. Despite servant leadership shares some similarities with other leadership styles, such as transformational leadership, given its focus on follower development and empowerment, there is growing evidence that it is conceptually distinct and has incremental validity (Ehrhart 2004; Liden et al., 2008). Also empirical evidence suggests that servant leaders foster more satisfied, committed, engaged and better-performing followers (Carter and Baghurst 2013; Liden et al., 2008). The characteristics of a servant leader may include genuine concern for followers as well as involvement in the leader-follower relationship by developing long-term and uncertain mutualobligations. This reciprocal relationship between servant leaders and his followers has been associated in the literature with social exchange theory. Based on social exchange theory, it isstated by Wu et al., (2021) that followers respond to servant leadership by engaging in voice behavior. Another review by Leroy et al. (2019) found that social exchange theory and social learning theory are most commonly used to explain the effects of leadership styles. Moreover, Blau (1964) proposed that moral leaders can foster positive connections with theirfollowers, resulting in followers engaging in altruistic acts for the leader, their peers, the group, or the clients. A study by Cropanzano et al., (2017) suggests that servant leadership can influence followers by transforming the relationship between the servant leader and subordinates from transactional change to social change. It was also proposed that the exchange process starts with a positive or negative approach to the target individual by an organizational person, usually a supervisor or colleague, and that these initial approaches are called initiating actions. Then, in response to the initiating action, the target, usually a subordinate or

coworker, chooses to respond to this behavior with their own good or bad behavior. Their study claimed that social exchange theory predicts that targets will tend to react more positively to positive initiating actions. Supporting the study of Liao et al. (2010),according to Chang and Johnson (2010), the consideration of servant leaders for their followers creates trust from the followers and enhances social exchange between them. Also,Zou et al., (2015) stated that because of the shared values, helping behavior among group members, trust and respect, servant leadership will create an atmosphere of social exchange that can help the follower develop social exchange relationships with the other group members.

Servant leadership is also associated with self-determination theory as well as social exchange theory. Self-determination theory is a psychological framework proposing that human beings have an inherent tendency to pursue personal growth, fulfillment, and well- being, driven by the satisfaction of three fundamental psychological needs: autonomy (the desire to be self-directed), competence (the need to effectively interact with the environment), and relatedness (the desire to feel connected to others). In the light of self- determination theory, Brière et al., (2021) examined the effect of servant leadership on the adoption of positive deviant behaviors by employees, concerning basic psychological needs satisfaction and intrinsic motivation. Chiniara and Bentein, (2016) also linked servant leadership with performance outcomes through followers' need satisfaction and claimed that itwould be useful to managers who want to become more effective servant leaders. Saboe, (2010) highlighted that servant leaders seek to fulfill the needs of followers and promote theirsuccess and well-being. In the study, a model was proposed to describe the mediating mechanism of follower needs satisfaction, as proposed by self-determination theory for the relationship between servant leadership behaviors and

employee outcomes such as job performance and it is suggested that self-determination theory primarily mediates the relationship between supervisors' servant leadership behaviors and subordinates' job attitudes.

CHAPTER 3

CREATIVITY

Creativity is defined as the ability to make or otherwise bring into existence something new, whether a new solution to a problem, a new method or device, or a new artistic object or form(Kerr, 2023). Creativity has many dimensions in the literature. The creativity examined in thisstudy addressed is in the organizational context. Despite Hitt, (1964) stated in his study that

> "many research exist in the field of creativity asit relates to individual, little has been done relative to organizational creativity",

there are many important scholars (Amabile, 1988, Yu et al., 2019, Koh et al., 2019) who have contributed to the field of organizational creativity.

Organizational creativity has been defined by Griffin et al., (1993) as

> "the creation of a valuable, useful new product, service, idea, procedure, or process by individuals working together in a complex social system"

and employee creativity is defined as

> "the generation ofnovel and useful ideas"

(Amabile, 1988; Yu et al., 2019). Because Helzer and Kim, (2019) stated that most studies on creativity in organizations look at the end results, like new and helpful ideas or solutions to challenging problems, in their research, Lua et al., (2023) noted that employee creativity is essential to an organization's innovation and survival in today's competitive business environment. Similarly, Nonaka, (1994) an organizational theorist whohas examined successful Japanese companies, argued that creativity and knowledge creationwere two important factors affecting the success of organizations.

A claim made by Koseoglu et al., (2022) is that an employee in an

organization can have multiple catalytic relationships and that all of these relationships can contribute to his/her creative performance at the same time. A study conducted by Martinaityte and Sacramento,(2013) contributed to the concept of creativity by investigating the impact of workplace creativity on job performance based on social exchange theory. To support this, Martinaityte and Sacramento, (2013) argued that the extent to which employee creativity is related to objective measures of work effectiveness depends on the quality of leader-member exchange. Also, Imran et al., (2018) and Ogbeibu et al., (2018) studied on what leaders can do to encourage employee creativity. Additionally, the research conducted by Koh et al., (2019) highlights that several mediators intervene within the relationship between different leadership styles and creativity.

Various researchers (Amabile, (1988); Nonaka, (1994)) claim that organizational effectiveness depends on the creativity of the workforce. Scholars such as Amabile, (1988)and Sullivan & Harper, (2009) argue that to enhance creativity in businesses, three components are needed; *expertise* (technical and intellectual knowledge), *creative thinkingskills* (flexibility while approaching problems) and *motivation* (extrinsic motivation, and significantly intrinsic motivation). According to the study conducted by Amabile, (1988), employees are more creative when they have intrinsic motivation. Aligned with the principles put forth by the psychologists and management theorists (McGregor, 1957; Drucker, 1993), it is claimed that there are six managerial practices to encourage motivation which are challenge (person – assignment fit), freedom (people having autonomy in choosing means), resources (balancing time, money, etc.), work group features (diversity, support), supervisory encouragement (recognition, praising) and organizational support (information sharing, collaboration).

Rhodes, (1961) is the one who coined first the framework named “the four P’s” which identifies the dominant factors of creativity, investigating why some people are more creativethan others. The Four P’s are; a focus on *process* (cognitive approaches that try to describe thought mechanisms and techniques for creative thinking), *product* (a creative product, outputthat the standard definition of creativity as the production of something novel and useful), *person* (a creative person, an intellectual individual, autonomy, expertise) and *press and place(*circumstances in which creativity flourishes*).* Gabora, (2019), developed one of the theories of creativity, the “honing theory” revealing that creativity arises due to the self-organizing nature of a worldview, and the creative process is away in which the individual hones (and re-hones) an integrated worldview.

CHAPTER 4

ORGANIZATIONAL COMMITMENT

Organizational commitment is a concept discussed deeply since 1970s (Steers, 1977). According to the research conducted by Steers, (1977) researchers were seeking ways to enhance employee retention, effectivity and job performance. The definition of "commitment," according to the American Heritage Dictionary, is a sense of intellectual and emotional connection (Eisenberger et al., 1986). Porter et al., (1974) defined the organizational commitment as

> "a person's identification in a certain organization".

Reichers (1985) described organizational commitment as a mechanism to identify with the objectives shared by other organizational members like supervisors and consumers. Acoording to Ngahet al., (2021), organizational commitment behavior is fundamental for organizational performance and success.

From a relationship's perspective, Miller, (2003) defines organizational commitment as

> "thestate in which a worker identifies with the organization, its objectives, and wants to stay affiliated with it."

Reichers (1985) proposed that an individual's commitment to the group they belong to within an organization can be observed through their behaviors, termed as organizational citizenship (OC). Drawing conclusions from this description, it can be statedthat organizational commitment is the outcome of cumulative investments, which may include status, service, or skills unique to the firm.

One of the earlier scholars of commitment, in his "side bet theory" Becker, (1960) pointed outthat side bets (investments) are the gains and losses that may occur when an individual chooseto stay or leave an organization and they links extraneous

interests with a consistent line of activity. Becker, (1960) claimed that some costs such as economic costs (for instance pensionaccruals) and social costs (friendship ties with co-workers) are costs of losing organizational membership. He highlights that employees do not see the favorable costs as enough to stay with an organization; they should consider the availability of alternatives and other "side bets"(which accumulate with age and tenure).

After reviewing the literature, Meyer and Allen, (1991) developed the three-component modelof organizational commitment. They described commitment and benefited from Kanter's (1968) concept of commitment, which Porter et al., (2006) were largely inspired by. In their model, people's opinions about their relationship with the organization, and behavioral approach are united (Meyer & Allen, 1991). Their three-component model is the most often utilized in the literature and has received validation in a wide range of industrial and cultural contexts. (Chenand Francesco 2003; Park and Rainey 2007). The three-component model distinguishes between three 'psychological states' (Chen and Francesco 2003); affective, normative, and continuance commitment. This state makes sense of the relationship of an individual with her/his organization and gives signals about the eagerness to remain in that organizational membership statue. According to the model, an employee's emotional attachment to, involvement in, and identification with the organization is described as affective commitment. Mercurio, (2015) extended Meyer & Allen's (1991) model by reviewing the studies about organizational commitment. He claimed that emotional or affective commitment is the core of organizational commitment, and affective commitment is an enduring, requisite, and central characteristic of organizational commitment. Normative commitment relates to an employee's convictions to stay in the company (Caillier,2013), and continuance

commitment refers to the perceived costs to the employee of leaving the organization, for instance, due to the discontinuance of networking and the non-transferability of job skills (Allen and Meyer, 1991). These three components can be experienced in varying degrees by employees.

Another model regarding commitment is proposed by Wolf, (2018), who differentiates fourlayers that are inseparable from each other but still measure aspects that are specific to the employee. The four layers of commitment are rational, behavioral, normative and emotional layers. Wolf, (2018) states that several layers of commitment are built at varying degrees foreach of these four layers of commitment directions, which include the firm, the assignment and tasks, the colleagues, and the leaders or superiors.

According to the study conducted by Walumbwa et al., (2010) and a recent study conducted by Sendjaya et al., (2019), it has been noted that due to the observations of the followers, when their leaders exhibit a positive organizational behavior, followers eventually will adopt such behavior as it is displayed by their role model. Vecina et al., (2013) highlighted that organizational commitment has a positive and desirable outcome for organizations, includingnonprofits. As demonstrated in various researches, (Mathieu & Zajac, 1990; Riketta & Van Dick, 2005) organizational commitment is associated with outcomes such as job satisfaction, organizational satisfaction, motivation, organization- related extra-role behavior, work performance, and lower absenteeism. Supporting this, scholars revealed that there are many positive attitudinal and behavioral consequences, including greater motivation and better jobperformance (Angle and Perry 1981; Balfour and Wechsler 1996; Vandenabeele 2009).

4.1 Affective commitment

Affective commitment is defined as the emotional status when employees have a strong identification with and attachment to their organization's goals and values (Kim et al., 2016).Affective commitment, as emotional bond to the organization, is considered as a neccessary factor for dedication and loyalty (Rhoades, Eisenberger, & Armeli, 2001). Many scholars (Mercurio, 2015, Meyer and Allen, 1990) reviewed the organizational commitment theoreticalframeworks and the empirical researches on the outcomes of affective commitment. Mercurio,(2015) proposed a conceptual framework in which affective commitment (or the emotional attachment) to the organization is an important core of organizational commitment.

Employees' feeling of belonging and safe in the company is essential for their affective commitment. On this subject, Abraham Maslow said,

> "Provide people affection and security and they will give affection and be secure in their feelings and their behavior"

(Lowry, (1973),p. 18).According to the study conducted by Judge & Kammeyer-Mueller, (2012) affective commitment makes employees aspire to dedicate their lives to the company and employees who exhibit affective organizational commitment are eager to contribute to the mission and values of the company. Kumari and Afroz, (2013) defined affective commitment as

> "an employee's sense of attachment to, identification with, and participation in a company".

It affects personal characteristics, work experiences, and structural characteristics. One aspect ofa multi-commitment work environment is affective organizational commitment (Kumari, 2013). Researchers have focused on the impact of affective commitment on many issues (Meyer & Maltin, 2010; Mercurio, 2015; Sinaga et al., 2019). Meyer & Maltin, (2010) stated that affective commitment has the strongest

impact on employees' behaviors such as attendance, turnover, job performance, stress and organizational citizenship behavior. Because it reduces negative employee behaviors and increases positive employee behaviors, affective commitment is one of the key management objectives that organizations should strive for. It is also one of the criteria used to gauge the effectiveness of organizational management (Mercurio, 2015). In their paper, Sinaga et al., (2019) focused on the fact that affective committed employees are needed for organizations to foster innovative behaviors and they examined the relationship between affective commitment and employees' innovative behavior. Their research comprehended the role of affective commitment on innovational work behavior.

According to a study by Thompson and Heron, (2006), workers with affective commitmentare more likely to share knowledge and be creative. Studies on employees' affective commitment have also taken different approaches. For example, Chughtai's (2013) study found that employees' commitment to their supervisors can improve their learning, work engagement, and innovativeness. The earlier studies also looked at the indirect connection between creative work behaviors and affective commitment. According to Liu & Li, (2011), productive and positive interactions and exchanges among coworkers may foster a sense of commitment that in turn encourages team members to share technical knowledge, which mayresult in creative outputs and improved commitment. Studies have shown significant relationships between social exchange and commitment (Shore, & Wayne, 1993; Hom et al., 2009). Specifically, Hom et al., (2009) stated that social exchange has positive associations with affective commitment. Also according to Liou, (2008) it was stated if employees feel themselves as a part of the institution, this will increase the level of organizational commitment.

CHAPTER 5

WORK PERFORMANCE

There are various definitions of performance at the workplace. As mentioned by Eliyana & Maarif (2019), performance is defined as the achievement or outcome of work. Abdullah & Suwarna (2020)defined performance as the receptiveness to performing specific tasks. Li etal., (2023) stated in their research that work performance indicates observable behaviors demonstrating employee support for the organization or its goals.

One crucial element that significantly impacts an organization's success is employee performance. Individual performance in an organizational context is the aggregate of all employees' efforts, skills, and contributions to the organization's productivity (Ellinger et al., 2003). By giving employees training and development opportunities, organizations can dramatically improve the performance of employees (Gitongu et al., 2016). Furthermore, since management standards for assessing employee performance accurately represent actual performance and how it matches benchmarks, they are also essential for enhancing employee performance. According to the findings of the study conducted by Putri et al., (2023) to improve employee performance, it is necessary to conduct research that analyzes the variablesthat affect employee performance. Rabindra, (2016) indicated that nine different factors are found to be related to the construct of employee performance: job role behavior, conscientiousinitiative, disciplined effort, dealing with uncertain and unpredictable work situations, interpersonal adaptability, handling emergencies and crises, proactivity, citizenship performance, and satisfaction with coworkers.

Employee satisfaction with their work has an impact on their performance as

well. Employeesare more motivated to perform effectively to attain organizational goals if they are happy withtheir jobs and the organization (Harter et al., 2002). According to Van Emmerik (2008), as the individual employee contributes to improve the organization's performance, it is fundamental that an individual performance management framework is in place that makes a difference in accomplishing strategic objectives.

5.1 Task performance

According to Van Dyne et al. (1995), task performance is an employee's ability to successfully perform the duties and responsibilities of the relevant position as stated in the jobdescription. Stated differently, the focus is on the effectiveness and efficiency employees perform their duties. Task performance, as perceived by the employee, is defined as behaviors that are "expected, evaluated, and rewarded" (Leung, 2007). Task performance refers to the contractual agreement between a manager and a subordinate, or an employer andemployee, to carry out a particular assignment (Pradhan & Jena, 2016).

As stated by Huang et al., (2014) task performance in an organizational setting refers to the agreement between a manager and a subordinate to complete a task assigned to them. When completing a task, performance consists of explicit job behaviors, including those assigned inthe job description. Task knowledge (necessary technical knowledge or principles to ensure job performance and having the capacity to manage multiple assignments), task skills (application of technical knowledge to accomplish tasks successfully without much supervision), and task habits (an ability to respond to assigned jobs that either facilitate or impede the performance) are the main factors that enable task performance (Conway, 1999).According to Huang et

al., (2014), after employees achieve a certain level of competence in their assigned jobs, they attempt to adapt their attitude and behavior to meet the various demands of their jobs. (Pradhan & Jena, 2016) referred to task performance as

> "People in theworkplace often display prosocial behavior known as task performance. Although such behavior is necessary for employees, it is not specifically stated in the job description."

There are several factors that influence task performance. For instance, Ali, (2021) has pointed out that trust within a workplace has a beneficial effect on task performance, additionally reducing turnover rates. Moreover, Weinland & Okumuş (2023) have proposedthat self-efficacy significantly impacts task performance, indicating that employees possessing this trait tend to be more successful in their tasks. These findings underscore theimportance of organizational factors, such as trust, as well as individual characteristics, likeself-efficacy, in shaping and enhancing task performance within work environments.

Successful task completion by employees affects all business operations, including the effectiveness and productivity of the business, either directly or indirectly (Van Scotter, 1994). In addition to performance being a broad area, studies (Smith, 2014; Parker et al., 2017) have sought to extend theoretical models to account for more performance dimensions for individual-level performance by considering team performance, paying more attention to the underlying mechanisms through which performance contributes to higher-level outcomes,and addressing performance management more broadly rather than just performance appraisal. Employees do various tasks throughout the day for the company in addition to the responsibilities included in their Key Performance Indicators (KPIs), most of which are not included in the KPIs. Consequently, employees distinguish between general and specialized task performances (Aslan et al., 2022). Aslan et al. (2022) claim that

the idea of how an individual performs all company activities—whether or not they are directly linked to KPIs—such as arriving at work on time, supporting colleagues, providing a high-quality level of service, and contributing to activities outside of the job description and KPIs—is referred to as perceived general task performance. Employee performance evaluation about the primary responsibilities in their job description—frequently included in KPIs—is known as perceivedspecific task performance. Furthermore, all employees understand the KPIs and if they are subject to formal or informal evaluations (Aslan et al., 2022).

5.2 Contextual performance

Borman & Motowidlo (1997) introduced the contextual performance construct within the realm of industrial and organizational psychology. They defined it as the activities undertakenby employees to enhance the social and psychological functioning of an organization. Borman & Motowidlo (1997) emphasized the significance of contextual activities as criteria for performance evaluation, distinguishing them from task performance. Contextual performance,they argued, often involves voluntary actions beyond formal job duties, such assisting colleagues and cooperating to achieve organizational goals, whereas task performance is typically prescribed by job descriptions. Borman & Motowidlo's (1997) research revealed that experienced supervisors consider contextual performance when assessing overall employee performance, assigning it a similar level of importance to task performance. They also underscored the importance of contextual activities in contributing to organizational effectiveness, shaping the organizational, social, and psychological context that influences task processes.

Drawing from previous concepts like organizational citizenship behavior (OCB),

Borman and Motowidlo's (1997) taxonomy of contextual performance incorporates elements of both OCBand prosocial organizational behavior (POB), as discussed by Smith, Organ, Near (1983) & Bateman, Organ (1983), and Brief & Motowidlo (1986). They highlighted the distinction between OCB and POB, noting that POB can encompass both role-prescribed and extra-role behaviors. Also, Van Scotter (2000) suggests that contextual performance serves as a significant predictor of turnover and organizational commitment beyond task performance. Moreover, Dalal (2007) found correlations between contextual performance and various indicators of organizational performance, including quality, quantity, financial metrics, and customer service measures.

5.3 Organizational citizenship behavior

Organ (1988) defines Organizational Citizenship Behavior (OCB) as

> "individual behavior thatis discretionary, not directly or explicitly recognized by the formal reward system, and that inthe aggregate promotes the effective functioning of the organization".

This definition is found to be highlighting three key aspects of OCB: *discretionary nature* (OCBs are voluntary actions that employees choose to engage in, not explicitly outlined in their job descriptions.), goes beyond job requirements (OCBs exceed the minimum expectations outlined in job descriptions.) and *positive contribution to organizational effectiveness* (OCBs contribute positively to the overall effectiveness of the organization.).

Various factors have been explored as antecedents of OCB. Among these, job satisfaction stands out as a significant predictor. Organ and Ryan (1995) conducted a meta-analysis revealing a modest yet meaningful relationship between job satisfaction and OCB, which surpassed the relationship between job satisfaction and

in-role performance. Additionally, perceived fairness, organizational commitment, and leader supportiveness show similar correlations with OCB (Organ & Ryan, 1995). Leadership behaviors also play a crucial role inpredicting OCB, particularly within the framework of leader-member exchange theory.

Podsakoff et al. (2000) discovered a positive relationship between leader-member exchangeand altruism, as well as an overall composite measure of OCB. Empirical research has focused on two main consequences of OCB: organizational performance and managerial evaluations of performance and reward allocation. Podsakoff, Blume, Whiting, and Podsakoff (2009) found positive associations between OCBs and unit- level performance and customer satisfaction. Nielsen, Hrivnak, and Shaw (2009) uncovered asignificant positive relationship between overall OCB and group-level performance. Regarding managerial evaluations, Podsakoff et al. (2009) established a positive relationshipbetween OCBs and performance ratings and reward allocations. Additionally, Podsakoff, Whiting, Podsakoff, and Mishra (2010) explored how job candidates' tendency to exhibit OCBs influences selection decisions during job interviews.

5.4 Team performance

In the literature, team performance is known as an essential factor for productivity, profitability and progress in an organizational structure. Various scholars (Baranski et al., 2007; Urban et al., 1996; Waag & Halcomb, 1972) have identified multiple factors having aninfluence on team performance such as team composition (e.g., personality, motivation, cultural factors) and work structure (e.g., team norms, communication structure) to task characteristics (e.g., workload, task type).

When talking about team performance, how to measure it should not be

overlooked. The significance of performance measurement has long been recognized by scholars and practitioners from a variety of disciplines. A performance measurement system can be definedas measurements utilized to measure the effectiveness and viability of actions by Neely (1995). All performance measurement systems consist of several individual performance measures. There are different ways in which these performance measures can be categorized, extending from Kaplan and Norton's (1992) balanced scorecard to Fitzgerald et al. (1991) framework of results and determinants.

Due to the measurement results, improving team performance over time can help enhance positive aspects and remove negative ones. There are many different measurement styles for team performance.For example, according to a study by Gorman et al. (2007), simulation- based training (SBT) is a practical training methodology for improving team performance. This is because SBT enables teams to participate in teamwork's dynamic social, cognitive, and behavioral processes while providing feedback based on team performance. Salas et al.,(2008) claim that applying new linear and nonlinear modeling methods of team performance shows that

> "team members who are high in collective orientation are more likely to pay attention to the demands and task inputs of their teammates."

CHAPTER 6

KNOWLEDGE SHARING

This study delves into the crucial role of a servant leader within a workplace context, particularly focusing on the practice of sharing their knowledge with subordinates. Recognizing knowledge sharing as a pivotal mechanism, this research underscores the importance of further exploration into this aspect. Specifically, the study investigates the intricate relationship between a leader's act of sharing knowledge with their subordinates andthe subsequent impacts on subordinates' creativity, organizational commitment, and task performance. Given the multifaceted nature of this dynamic, understanding the nuances of knowledge sharing becomes imperative for practitioners seeking to cultivate effective leadership strategies and foster positive outcomes within their organizations.

Sandra et al., (2022) noted that knowledge sharing is the transfer of knowledge from an individual, group, or organization to another individual, group, or organization. According to Foss and Pedersen (2002), it is generally accepted that knowledge ranks first in the hierarchy of strategically relevant resources. Ansera et al., (2021) highlighted that knowledge is an essential asset for organizations to gain a competitive advantage. Zaher (2015) pointed out that in 21st-century organizations, knowledge is admitted to be an organizational resource that can increase an organization’s competitive advantage when fully harnessed. Supporting this, in the words of Holden et al., (2010) stated that

> "21st-century organizations adopt knowledge as an asset.”

Also, a study conducted by Lin (2007) found that the most valuable strategic resource for an organization is knowledge, which may give businesses a long-term

competitive advantage. Berends, (2005) pointed out that knowledge sharing has received a lotof attention in the academic and management literature.

Active participation of individuals is crucial across all levels of knowledge sharing (Argote & Ingram, 2000), implying that individual-level traits and goal orientations significantly influence this process (Cabrera et al., 2006). Initial research highlights certain personality traits, such as conscientiousness and openness to experience (Cabrera et al., 2006), alongside goal orientations like learning and performance orientation (Swift et al., 2010), as direct antecedents shaping knowledge sharing behavior.In their research, Matzler & Mueller (2011), proposed that an individual's learning orientation positively impacts knowledge sharing, as the motivation to enhance one's skills in facing challenges inherently involves learning, for which knowledge sharing serves as a prerequisite. Moreover, contextual factors such as organizational culture, project team dynamics, performance metrics, and evaluation systems may also influence the relationships between these antecedents and knowledge sharing behavior.

The findings of the study conducted by Hislop (2003) indicated that the success of knowledgemanagement initiatives depends fundamentally on the presence of workers willing to share their knowledge. As mentioned by Sial et al. (2014),

> "Due to its significance in the processes of knowledge creation, innovation, and organizational learning, knowledge sharing has drawna lot of attention."

Ng (2022) highlighted that knowledge-sharing tendencies measure how willingly and positively a person tends to share knowledge, motivated by contextualized concerns and interests. Nonaka, (1994) proposed a model for managing the dynamic aspects of the organizational knowledge creation process. In their research, Lin et al., (2022) noted that their results demonstrate that trust facilitates consumer knowledge-sharing behavior. According to Mittal et al., (2015), knowledge sharing also occurs when an

employee disseminates information to spread new ideas. And as mentioned by Lin, (2007),

> "According to social exchange theory, knowledge sharing reflects a culture of social interaction, which involves the exchange of knowledge, experience, and skills of employees throughout an entire department or organization."

CHAPTER 7

RESEARCH MODELS AND HYPOTHESES

7.1 Theoretical framework

This study aims to investigate the multifaceted impact of servant leadership on specific employee outcomes, including creativity, organizational commitment and work performance.Leaders prioritizing the well-being and development of their subordinates can encourage knowledge sharing within the organization. It is suggested that servant leadership which fosters an environment of trust and support, can promote knowledge sharing among employees. This, in turn, is expected to positively influence employees' creativity, organizational commitment and their work performance. By investigating these relationshipsas in the theoretical framework (Figure 1) this study aims to contribute to a deeper understanding of how servant leadership practices can enhance employee skills along with their performance-related outcomes, highlighting the importance of servant leaders' knowledge sharing behavior as a significant link in this process.

The mediating role of knowledge sharing between servant leadership and work Performance (Fig.1):

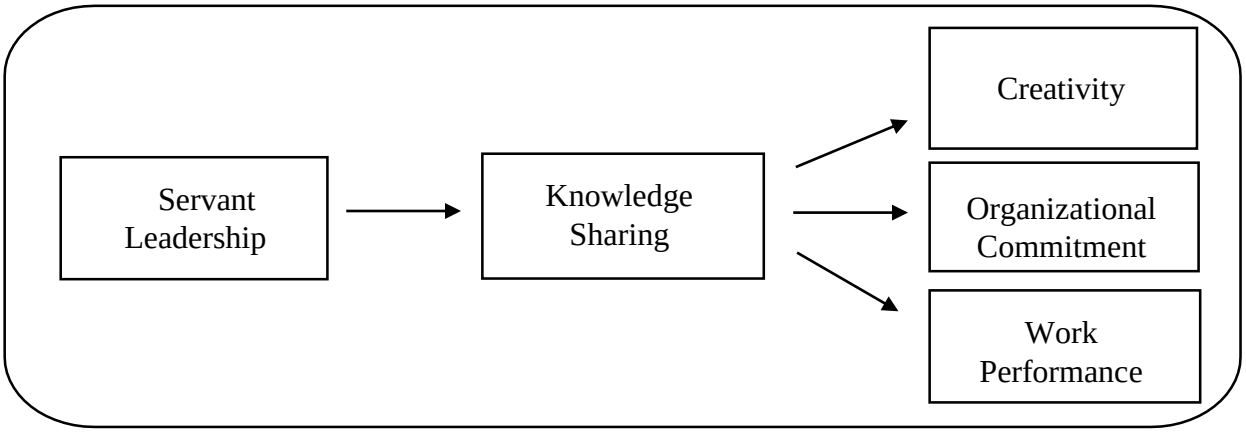


Fig.1. Theoretical Framework

7.1.1 Social exchange theory

It is known that the roots of the theory, which was first conceptualized by Thibaut and Kelley,(1959); Homans, (1969); Blau, (1964) and Emerson (1962, 1972), date back to the 1920s.

Encouraging people to contribute knowledge has become a major challenge for organizationsand an important research topic for researchers. To promote knowledge sharing, supervisors need to understand the mechanism that leads individuals to contribute their knowledge. According to a recent study by Almuqrin, (2022), knowledge sharing is an essential factor inemployee interaction, communication and development within the organization. Employees'knowledge-sharing intentions depend on their voluntary motivation to communicate their knowledge to colleagues.

Several theories have been applied to study knowledge-sharing behavior. Wu et al.'s (2008) research shows that the social exchange theory plays a vital role in identifying individuals' knowledge-sharing behavior. The results also show that social interaction and trust derivedfrom the social exchange theory can predict an individual's knowledge-sharing behavior.

Social exchange theory is one of the most influential conceptual perspectives in management and related fields such as sociology. The theory is not limited to institutions but extends to family, friends, and everyday life. This study draws on the theory's influences, which have one of the gold standards for understanding workplace behavior. According to Cropanzano and Mitchell, (2005), social exchange theory is one of the most enduring and widely used conceptual frameworks. Although many researchers have worked on the theory, Homans, (1969) was the first to come up with the idea of "Social behavior as exchange" in the literature. Homans,

(1969) views exchange as a social behavior driven by costs and benefits. Homans, (1969) believed that the persistence of suchexchange behavior depends on the perspective of the benefits received by all parties involved. Blau, (1964) introduced the concept of "exchange and power", which refers to the ability of one party to influence another party to do something. According to Blau, (1964), social exchange is limited to actions that depend on the rewarding reactions of others and exchange behavior refers to voluntary actions of individuals motivated by expected payoffs. As stated insocial exchange theory (Blau, 1964), knowledge sharing within an organization not only leadsto finding effective solutions but can also lead to a tendency to cooperate. Blau, (1964) arguesthat social exchange between people is driven by social attraction. Only when each party can receive helpful information from the other party will the two parties continue cooperating. Therefore, when interacting parties are confronted with different cases, they should negotiateresources to meet the demands of the other party to make the exchange relationship favorable for both parties. Social exchange theory has been used in various studies to examine interpersonal communication and relationships. Wu and Lee (2017) also used social exchange theory to understand how knowledge sharing can be improved by empowering group leaders with positive organizational behaviors. A study by Cropanzano et al., (2017) suggests that servant leadership can influence followers by transforming the relationship between the servant leader and coworkers from transactional change to social change. It was also proposed that the exchange process starts with a positive or negative approach to the target individual by an organizational person, usually a supervisor or colleague, and that theseinitial approaches are called initiating actions. Then, in response to the initiating action, the target, usually a subordinate or coworker, chooses to respond to this behavior with

their own good or bad behavior. Their study claimed that social exchange theory predicts that targets will tend to react more positively to positive initiating actions. Scholars use Leader-Member Exchange (LMX) and Team-Member Exchange (TMX) concepts to describe the phenomena of social exchange in the work team. According to Liaoet al. (2010), LMX represents the reciprocal social exchange between servant leaders and followers, which is based on trust, loyalty, and obligations. On the other hand, TMX represents the employee's social exchange with the team members in terms of the reciprocalcontribution of ideas, feedback, and assistance. Supporting the study of Liao et al. (2010), according to Chang and Johnson (2010), the consideration of servant leaders for their followers creates trust from the followers and enhances social exchange between them. AlsoZou et al., (2015) later stated that because of the shared values, helping behavior among group members, trust and respect, servant leadership will create an atmosphere of social exchange that can help the follower develop social exchange relationships with the other group members. Employers typically value commitment and loyalty from their workers, while employees value positive activities from the organization, such as benefits, information, compensation,and appraisals (Rhoades & Eisenberger, 2002). The social exchange theory holds that employee choices to remain committed to their organizations are based on how they perceive and evaluate the treatment they receive from (Eisenberger, Huntington, Hutchison, & Sowa, 1986). Additionally, theorists have claimed that employees are likely to be committed to their employers in return for their support, suggesting that positive organizational support is a strong indicator of employee commitment(Cropanzano & Mitchell, 2005). For an employment relationship to continue between an employer and employee, commitment is necessary. This suggests that the goal is to acquire long-term benefits rather than

temporary conveniences (Gundlach, Achrol, & Mentzer, 1995).

7.1.2 Self-determination theory

Ryan and Deci, (1985) first developed self-determination theory as a metatheory of human motivation and personality development. Among the various human need theories (e.g., Maslow, 1943; Murray, 1938), self-determination theory (Ryan and Deci, 1985) is one of themost established in the work field. As revealed in a recent investigation by Chiniara and Bentein, (2016), self-determination theory is a broad theory of personality and motivation concerned with how the individual is in an dynamic interaction with the social environment; centered on the basic psychological needs of autonomy, competence, and relatedness and satisfaction of each of these three needs fuels employees in a distinct way, either producing anincrease in task performance, organizational citizenship behaviors or both.

In the light of self-determination theory, Brière et al., (2021) examined the effect of servantleadership on the adoption of positive behaviors by employees, concerning basic psychological needs satisfaction and intrinsic motivation. Chiniara and Bentein, (2016) also linked servant leadership with performance outcomes through followers' need satisfaction andclaimed that it would be useful to managers who want to become more effective servant leaders. Saboe, (2010) highlighted that servant leaders seek to fulfill the needs of followers and promote their success and well-being. In the study, a model was proposed to describe the mediating mechanism of follower needs satisfaction, as proposed by self-determination theoryfor the relationship between servant leadership behaviors and employee outcomes such as job performance and it is suggested that self-determination theory primarily mediates the relationship between supervisors' servant leadership behaviors and subordinates'

job attitudes.

Organizations must now balance such processes with job security due to the economy growing on a daily basis on both a local and global scale. In his study Azzam, (2018) assessed the relationship between organizational commitment, happiness, and work engagement using the social determination theory (SDT) and the findings indicated a strong correlation between happiness, work engagement, and organizational commitment. It was also discovered that the Self Determination Theory (SDT) was relevant to assessing the factors that influence how employees behave toward the company. Similarly, Krajcsák, (2019) discovered the relationship between organizational commitment model and self- determination theory (SDT).

7.2 Hypotheses development

7.2.1 Servant leadership and knowledge sharing

As revealed in a recent investigation (Birasnav, 2014),

> "There are various relationships between leadership, knowledge management process, and organizational performance.".

In their research, Amin,Ahmed & Soomro (2018) noted that organizational culture is very important in cultivating an environment of knowledge sharing and one of the most important factors for organizational culture is leadership. Politis's (2001) research demonstrated that leadership styles related to human interaction are positively associated with the skills required for knowledge management. Nonaka et al. (2000) pointed out that managers can lead the organization to create and share knowledge actively and dynamically by providing certain conditions.

According to Amin, Ahmed & Soomro, (2018), the benefits of knowledge-sharing behavior can be leveraged through a servant leadership model and encouraging employee engagement. As revealed in a recent investigation (Tripathi et

al., 2020),

> "Servant leaders play an importantrole in employee work performance by assessing the mediating role of knowledge sharing andpsychological empowerment."

According to Zaher, (2015), the servant leadership style, due toits emphasis on increasing followers' potential, can play an essential role in determining the extent to which to implement knowledge management by improving followers' desire to use these strategies as eager to share knowledge. Therefore, it can be hypothesized that:

H1a: *Servant leadership relates positively to knowledge sharing.*

7.2.2 Servant leadership, knowledge sharing, and employee creativity

Researchers advocate various views on leaders' knowledge sharing and creativity. While some sources state that knowledge sharing and creativity have been studied together in theresearch literature, some sources state that although existing systematic reviews have addressed the concepts of knowledge sharing and creativity separately. Although there are different views, most researchers believe that knowledge-sharing fosters creativity. Thisstudy prioritizes exploring the key links between leaders sharing knowledge with subordinates and innovation in organizations.

Knowledge sharing refers to the exchange of task-related information, advice, and direction toassist others and work together to complete tasks, find solutions, and generate new ideas (Ahmad, 2019). Park and Joo, (2022) argued that knowledge exchange in the workplace is essential because it helps employees generate innovative ideas and creative results. In a study by Kim and Park, (2015), employees should share their knowledge in the workplace, as it fosters their creativity. Rudawsak, (2021) pointed out that due to the persistent complexity of the

contemporary world, it becomes necessary for organizations to develop new methods to compete with other businesses. We see that the need to harness knowledge to be able to help employees come up with unique and innovative ideas and initiatives has become an urgent need. Therefore, one of the most important reasons to promote knowledge transfer between individuals is to contribute to the promotion of individual creativity.

The competitive advantage, flexibility, and long-term viability of many organizations all depend on the ability of employees and their supervisors to foster a culture of innovation andnew ideas (Holtzhausen and de Klerk, 2018). Therefore, understanding the role of creativity in organizations is a major concern of researchers in organizational behavior (Afsar et al., 2018; Wu and Zhu, 2021). According to the findings of the study conducted by Shipton et al., (2006), organizational activities such as feedback and performance appraisals are internalfactors necessary to stimulate creativity at work. Creativity is strongly influenced by the exchange of ideas, information, knowledge, and perspectives (Baer, 2010). Sharing expertiseand knowledge allows employees to hone thei rcreative potential (Bodla et al., 2016). These collaborative exchanges of knowledge in ideas, information, experience, and thoughts end up in workplace creativity. Therefore, it can be hypothesized that:

H2a: *Knowledge sharing relates positively to employee creativity.*

As studied in the literature, it can be stated that there exists a role of knowledge sharing in thelink between servant leadership and employee creativity. According to the results, employee creative process engagement behavior mediates servant leadership and employee creativity. Inaddition, the link between servant leadership and employee creativity is strengthened through knowledge sharing. Therefore, knowledge sharing among employees can be said to be mutually beneficial, where

employees share and apply different ideas to facilitate each other to take on creative roles under the supervision of the servant leader. For this reason, it is suggested that knowledge sharing can act as a link between servant leadership and employee creativity. Social exchange theory supports the idea that employees'creative responses are stimulated when they perceive their leaders to provide information that allows them to pursue opportunities. It can also be said that despite setbacks and fears, employees found new ways to express their roles in a collaborative environment. As revealedin a recent investigation (Su et al., 2020),

> "Employees become more creative when they sharetheir expertise and they have enough knowledge to come up with and implement new ideas under the guidance of servant leadership.".

In their research, Tripathi et al., (2020) stated thatservant leadership encourages people to seek new possibilities and make smart choices to meet challenges to which they respond by sharing their expertise. As mentioned by Van Dierendonck, (2011), servant leadership creates an environment where everyone's opinions and ideas are valued and encourage people to work together to create creative solutions to difficult problems. Islam & Asad (2021) highlighted that while knowledge is recognized as the company's most important strategic asset, servant leadership is concerned with continually searching for strategic opportunities that create value in the best interest of the company. In a study by Najam & Inam, et al., (2018), it was found that knowledge is the basis of information and it enhances skills, abilities, and performance, so creativity requires the latest knowledge. Leadership plays an important role in the success or failure of an organization. Good leadership can inspire and motivate employees, create a positive workenvironment, and foster collaboration and innovation (Oc et al., 2023).

Yoshida et al., (2014) revealed that servant leadership style plays an

important role in employee creativity. According to the findings of the study conducted by Neubert et al., (2008), it was indicated that the literature have paid more attention to the benefits of servant leadership on employee creativity, especially in the workplace. Servant leaders are helpful inencouraging and developing a culture of creativity among employees (Iqbal et al., 2020). Employees who work under the direction of servant leaders are encouraged to challenge the wrong system and try new techniques to stimulate employee creativity (Williams et al., 2017). According to Podsakoff et al. (2003), servant leadership includes important traits thatprovide constant stimulation and encourage subordinates to evaluate things from a new perspective and rethink how their work is done. Servant leaders motivate employees by sharing their knowledge with them and bring creativity to their roles (Wang et al., 2021). Therefore, it can be hypothesized as:

H2b: *Knowledge sharing mediates the relationship between servant leadership and employeecreativity.*

7.2.3 Servant leadership, knowledge sharing, and employee organizational commitment

In the organizational behavior literature, various scholars (Wilkinson, 1998; Bowen and Lawler, 1992) have identified the positive relationship between knowledge sharing and organizational commitment. In their study, Demirel and Goc, (2013) defined knowledge sharing in their study as

> "An activity which exchanges knowledge such as information, talentor expertise within people, friends, family members, in a community or an organization."

andorganizational commitment as

> " individual's connection within an organization, involvement in activities and display of willingness."

They noted that if organizations use their resources effectively by generating a

knowledge sharing culture, they provide stable and loyal employees. In their study, Tormo Carbo and Osca Segovia, (2011) investigated the positive influence organizational and individual antecedents on knowledge-sharing intention in relationship with organizational commitment. Also according to the study conducted by Hooff and Ridder, (2004), the results show that commitment to the organization and knowledge sharing positively influences each other. Saleem and Ambreen, (2011) analyzed the relationship between organizational commitment (OC) and knowledge sharing attitude (KSA) and claimed that a positive relationship exists between them. Saleem and Ambreen, (2011) noted that managers and stakeholders should be helped to understand the significanceof organizational commitment and knowledge sharing attitude as well as their relationship with each other to ensure the best-fitting selection of employees to the organization. By that,a supportive environment would be created to improve organizational commitment and knowledge sharing of the employees which will eventually result in increased effectiveness of the organization. Thus, it can be hypothesized as;

H3a: *Knowledge sharing is positively associated with employees' organizational commitment.*

Numerous research have documented the positive relationship between servant leadership and organizational commitment (Parris & Peachey, 2013). Liden et al., (2008) stated that there is growing evidence that servant leaders are successful in inspiring their followers to becommitted to the organization. Also, Miao, (2014) found there is a connection between organizational commitment and servant leadership.

A new area of focus for servant leadership research is the underlying factors that influence organizational commitment (Van Dierendonck et al., 2014). According

to Van Dierendonck et al. (2014),

> "Servant leadership and transformational leadership both predicted organizationalcommitment in leader-follower dyads; however, in comparison, servant leadership through follower need satisfaction had an impact on organizational commitment, whereas transformational leadership behavior is more strongly related to being perceived/regarded as a leader" (p. 559).

The effects of servant leadership on employee outcomes were demonstrated to be both direct (invitation, inspiration, affection) and indirect (culture, structural mechanisms) in Ebener and O'Connell's (2010) qualitative study of servant leadership in a nonprofit organization. The study specifically looked at the mechanisms through which servant leadership influenced organizational citizenship behaviors (voluntarywillingness to complete work that is not contractually required).

In order to best utilize their potential and contribute to increased organizational success, servant leaders empower their subordinates to carry out activities in accordance with their skills and talents (Elche et al., 2020; Hu & Liden, 2011; Panaccio et al., 2015). One way toserve employees for leaders is sharing their knowledge with them. Positive individual and organizational outcomes like organizational commitment, job satisfaction, lower turnover, organizational citizenship behaviors, and leadership effectiveness have all been linked to servant leadership in previous studies (Ebener & O'Connell, 2010; Liden et al., 2008; Parris & Peachey, 2013) Blau, (1964) and Liden et al., (2008) explained the social exchange theory as the reason why servant leadership increases subordinates' organizational commitment by the knowledge sharing attitude. This theory was supported by Hunter et al., (2013) and, more recently, Hamdan et al., (2020), who discovered that servant leaders sharing their knowledge with subordinates affects workers' organizational citizenship behavior. Hence, it can be hypothesized as:

H3b: *Knowledge sharing mediates the relationship between servant leadership and*

employees' organizational commitment.

7.2.4 Servant leadership, knowledge sharing, and work performance

Erwina and Mira, (2019) pointed out that knowledge-sharing behavior can promote new abilities and sharpen existing abilities in individuals, such as generating new ideas, means of communication, measuring creativity, planning, problem-solving, and teamwork, which affect employee performance.

Ferdian and Devita, (2020) revealed that knowledge management is closely linked and contributes to improved performance in an organization. Improving employee performance not only helps your organization achieve its vision, but it can also improve employee satisfaction and reduce employee turnover over time. However, one of the main problems thatmanagement always faces is performance, so it is necessary to know the factors that affect it, including knowledge sharing. Many researchers (e.g. Tseng and Huang, 2011; Swanson et al., 2020) have studied and found a positive relationship between how knowledge sharing in an organization improve employee performance.

Swanson et al. (2020) highlighted that knowledge sharing is an important social asset fororganizations, leading to better work performance and improving organizational success.Individual job performance has been found to be influenced by reflection on knowledge sharing and protection (Oliveira et al., 2019). Consequently, different models of knowledge sharing can lead to individual performances at work, which can affect organizational effectiveness. Therefore, the following hypothesis can be formulated:

H4a: *Knowledge sharing is positively linked to work performance.*

It is well-known that our modern world is built on knowledge societies. Individuals

bring theirknowledge to the organization they have accumulated during their professional and academic careers. As a result, organizational performance is enhanced by generating ideas and providing high-quality services or by developing new knowledge through the guidance of supervisors. Leaders must inspire the collaborative effort of their employees to drive organizational performance. Mueller, (2012) supports this fact stating,

> "Leaders should foster trust, a sense of belonging, and loyalty, which further facilitates knowledge sharing and management.”.

Another recent study by Yas, et al., (2023) indicates that a good leader motivates employees, and motivated employees not only improve job performance and commitment to the organization but also go beyond the job requirements, thus increasing performance, and the organization's overall profit. Northhouse (2010) noted that a leader's goal is to enhance the growth of others as well as his own. In this way, he/she gives employees a sense of worth andbelonging, motivating them to contribute to growth and organizational success.

Many studies have found the impact of servant leadership on individual performance. It has been argued that servant leaders create a sense of belonging and self-esteem, play a role in creating an organizational culture, and thus contribute to organizational success. Also, this leadership style significantly impacts how employees behave in an organization and how theyview their work. Vuong’s (2022) research demonstrated a relationship between servant leadership and job performance.

Zaher (2015) highlighted that among the styles proposed to influence the organization's success, servant leadership has been proposed as the future leadership style. Many authors (deWaal and Sivro, 2012; Alafeshat and Aboud, 2019; Peterson et al., 2012) revealed a positive relationship between servant leadership and

organizational performance. In their research, García-Morales et al., (2008) noted that servant leaders promote learning within the organization; they educate their followers, thereby creating a learning environment.In turn, employees develop organizational capabilities and boost organizational performance. As stated in the research conducted by Yas et al., (2023),

> "We aim to examine strategic leadership styles in terms of different leadership styles and to see how they affect employee performance with the mediating effect of knowledge sharing."

and found that servant leaders affect employee performance through knowledge sharing behavior, and the following hypothesis can be formed:

H4b: *Knowledge sharing mediates the relationship between servant leadership and workperformance.*

Table 1. Hypotheses of the study

Number	Hypotheses	
H1	H1a	Servant leadership relates positively to knowledge sharing.
H2	H2a	Knowledge sharing relates positively to employee creativity.
	H2b	Knowledge sharing mediates the relationship between servant leadership and employee creativity.
H3	H3a	Knowledge sharing is positively associated with employees' organizational commitment.
	H3b	Knowledge sharing mediates the relationship between servant leadership and employees' organizational commitment.
H4	H4a	Knowledge sharing is positively linked to work performance.
	H4b	Knowledge sharing mediates the relationship between servant leadership and work performance.

CHAPTER 8

RESEARCH DESIGN

This research employs exploratory research, which provides insights into employee work outcomes impacted by servant leaders, followed by descriptive research in the form of a single cross-sectional survey. Descriptive research design is a formal, objective, systematicprocess in which numerical data is used to quantify the findings of exploratory research andobtain information about the variables. Primary data were collected through a web-based survey questionnaire. Seven hypotheses are generated to address the impact of servant leadership on employee creativity, organizational commitment, and work performance through knowledge sharing as a mediator.

8.1 Data collection

The research focused on employees from various organizations and industries. Therefore, this data collection method was designed to reach employees with a variety of jobs and who were willing to cooperate in the study without financial compensation. The participants were informed about the objective of this study and the assurance of confidentiality and anonymity of their responses. Respondents were assured that their information will only be assessed by authorized individuals. It is clearly stated that any data collected from the respondents were used for academic purposes and were destroyed after anonymous analysis. Respondents were asked to mark a voluntary contribution statement if they wished to participate in the survey, or they could leave the online survey platform if they did not want to participate in the survey.

On the first page of the online survey, the consent form explained the purpose of the study, ethical sensitivity, and personal data protection approach. Data were

collected through a web-based survey that participants could participate in via an online link, with responses based on self-reported perceptions of respondents. This allowed respondents to participate in the survey at their convenience while answering questions.

8.2 Sampling

Sampling is a process or technique of choosing a sub-group from a population to participate inthe study; it is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Ogula, 2005). Sampling procedure was conducted with convenience sampling method.

Convenience sampling is a type of nonprobability sampling which involves the sample being drawn from that part of the population which is close to hand, that is, a population which is readily available and convenient, the researcher using such a sample cannot scientifically make generalizations about the total population from this sample because it would not be representative enough (Michael, 2011). This type of sampling is most useful for pilot testing. The primary selection criterion relates to the ease of obtaining a sample. Ease of obtaining thesample relates to the cost of locating elements of the population, the geographic distribution of the sample, and obtaining the interview data from the selected elements (de Leeuw, Hox &Huisman, 2003). The population chosen to the online survey has reached via online channels specifically LinkedIn which is a professional networking platform where members are communicating for business purposes. Along with online platforms, managers and employeesof various organizations are contacted in order to allow both themselves and people in their network to participate in the survey. The participants'

completion time of the survey was threeweeks.

After removing the duplicates, outliers and responses with missing data, 208 valid responses were obtained for further data analysis. As showed in Table 2, Demographic Characteristics of the Respondents, participant employees' industries were composed by 4.3% fast moving consumer goods,13% banking, 2.9% technology, 3.4% health care, 5.8% education, 4.3% insurance, 3.8% art/entertainment, 7.2% pharmaceuticals, 11.1% technology, 10.6% automotive, 5.3% construction, 4.3% logistics, 9.1% audit, 1% e-commerce, 1.9% telecommunication, 2.4% tourism, 1% legal services, 1% government and public administration and 20.7% other industries. Additionally, 56.7% ofthe participant employees were females whereas 43.3% of them are males. More than 80% of them have a bachelor's degree and more. As to years of work life, 25% of them have 0-2 year total work experience whereas 35.6% of them have 2-5 years, 14.9%, 6-9 years and 24.5% 10 years more total work experience. As to age of the sample; 23.1% of their ages were between 16-26, 51.4% were between 27-36, 16.3% were between 37-46, 7.4% were between 47-56 whereas 2% were above 57. Moreover, 8.2% of the participants work fully remote, 43.8% of them work hybrid and 48.1%of themwork in-office. 29.3% of them have a managerial role at their workplace, and 47.1% of the employeeshave been working with their managers for 0-2 years, whereas 32.2% of them have been working for 2-5 years, 14.9% of them 6-9 years and 5.8% of them 10 years and more.

Table 2. Demographic characteristics of the respondents

Variables	Categories	Frequency (f)	Percentages (%)
Age in Years	16-26	48	23,10
	27-36	107	51,4
	37-46	34	16,3
	47-56	15	7,4
	57+	4	2
Sex	Male	118	43,3
	Female	90	56,7
Educational Status	High School	25	12
	Associate Degree	11	5,3
	Undergraduate	127	61,1
	Graduate	42	20,2
	Post Graduate	3	1,4
Experience	0-2 Years	52	25
	2-5 Years	74	35,6
	6-9 Years	31	14,9
	10+ Years	51	24,5
Experience in Current Workplace	0-2 Years	81	38,9
	2-5 Years	69	33,2
	6-9 Years	28	13,5
	10+ Years	30	14,4
Experience with Current Manager	0-2 Years	98	47,1
	2-5 Years	67	32,2
	6-9 Years	31	14,9
	10+ Years	12	5,8
Working Style	Fully Remote	17	8,2
	Hybrid	91	43,8
	In-Office	100	48,1

8.3 Measurement

This study used existing validated instruments in the literature. The constructs were measured using multiple items on a five-point scales where “1” meant strongly disagree and“5” meant strongly agree. The measures along with the results of confirmatory factor analysis are given below. Also, the questionnaire items used in this study were presented in the Appendix A.

8.3.1 Servant leadership

Servant Leadership measure was developed by Liden, Wayne, Meuser, Hu, Wu and Liao, (2015) as 9 items scale. They used Liden et al., (2008) shortened scale with the identificationof nine servant leadership dimensions based on the servant leadership philosophy introduced by Greenleaf, (1970), as well as the conceptual work by Barbuto and Wheeler, (2006), Graham, (1991), Page and Wong, (2000), and Spears and Lawrence, (2002). In order to ensure that the short version maintains the integrity of the full 28-item version (Liden et al., 2008), they utilized rigorous scale development procedures in multiple studies (as per Credé et al., 2012). Specifically, they compared the SL-7 and SL-28 in terms of their reliability and validity in three separate studies containing six independent samples. The Cronbach's alpha reliability estimates for the short (SL-7) and long (SL-28) servant leadership composite scales were .80 and .95, respectively. A sample item is, “*My leader is interested in making sure thatI achieve my career goals*.” For the Turkish translation of Servant Leadership measure, Gokcen, (2019) conducted a study with the translated version of Servant Leadership measureand that was used for this study with 5-point Likert scale including “1: Strongly Disagree” and “5: Strongly Agree”.

8.3.2 Knowledge sharing

Knowledge Sharing measure was developed by de Vries, (2006) as 4 items scale. The correlations among the variables, reliabilities, means obtained by averaging items in a scale, and standard deviations are measured. A sample item is, "*When my manager has learned something new, he tells me about it*." For the Turkish translation of Knowledge Sharing measure, a translation study was conducted from English to Turkish and it is checked by researcher, and then it was translated from Turkish to English again, and the survey was given its final form. The translated version of Knowledge Sharing measure was used for this studywith 5-point Likert scale including "1: Strongly Disagree" and "5: Strongly Agree". The Cronbach's alpha of knowledge sharing scale is .84.

8.3.3 Creativity

Creativity measure was developed by George & Zhou, (2001) as 9 items scale. A sample itemis, "*Exhibits creativity on the job when given the opportunity to*." For the Turkish translation of Creativity measure, Yildiz, Kacay, Soyer, (2022) applied exploratory factor analysis and confirmatory factor analysis to the data and measured the reliability of the scale and concluded that the Turkish version of the Individual Creativity Scale is a valid and reliable scale. Their translated version of Creativity measure was used in this study with 5-point Likertscale including "1: Strongly Disagree" and "5: Strongly Agree".

8.3.4 Organizational commitment

Employee commitment 8-item measure was developed by Mowday, Steers & Porter, (1974). A sampleitem is "*I am willing to put in a great deal of effort beyond that*

normally expected in order to help thisorganization be successful." This measure was translated into Turkish by Turan, (1998). His translated version of this measure is used in this study with 5-point Likert scale including "1: Strongly Disagree"and "5: Strongly Agree".

8.3.5 Task performance

Task Performance measure was developed by Williams and Anderson, (1991) 4 items scale.A sample item is, "*Adequately completes assigned duties."* For the Turkish translation of Task Performance measure, Sancar and Bekaroglu, (2020) stated "within the scope of scale adaptation, translation, back- translation and comparison of translations and expert evaluation steps were followed for linguistic validity. In terms of construct validity, explanatory factor analysis was conducted. Their translated version of Task Performance measure was used for this study with 5-point Likert scale including "1: Strongly Disagree" and "5: Strongly Agree".

CHAPTER 9

DATA ANALYSIS

In this study, multiple regression analysis was conducted as analyzing multiple variables in asingle relationship or set of relationships, along with simple regression and correlation analysis.(Hair, Black, Babin & Anderson, 2010). Creativity, organizational commitment andwork performance were used as dependent variables whereas servant leadership and knowledge sharing were used as independent variables in the data analysis. Before starting toconduct the analysis, data were evaluated in terms of missing data, outliers and reverse coding. Also, the sums and means were calculated to evaluate the data. IBM SPSS Statistics Application was used to conduct the data analysis. Assumptions tests, analyses and tables were presented under the related topics in this chapter.

9.1 Reliability analysis

All variables are assumed to have some degree of measurement error leading to weakened correlationsand less precise means (Hair, Black, Babin, & Anderson, 2010). In order to assess the degree of measurement error in the measurement instruments of this study, validity and reliability characteristicsof the measures were addressed. Reliability refers to how consistent a variable or group of variables isin gauging what it's supposed to measure, while validity relates to how accurately a measure or set of measures captures the intended concept of the study. (Hair, Black, Babin, & Anderson, 2010).

The reliability of a scale, often assessed through internal consistency, is commonly evaluated using a reliability coefficient such as Cronbach's alpha. This

coefficient helps determine the consistency of theentire scale After calculating the summated scales by taking the averages of the variables in the measurement instruments, each of the summated scale's Cronbach's alpha values were calculated and presented by Table 3. All of the scores are above 0.70 showing quite high internal consistency.

Furthermore, an Exploratory Factor Analysis was conducted to evaluate both convergent and discriminant validity. Significant results were observed for the Kaiser-Meyer-Olkin (KMO) measureand Bartlett's test, as indicated in Table 4. All the items within servant leadership, knowledge sharing, creativity, organizational commitment and work performance were loaded on their correspondent factor. Hence, theitems exhibited loading onto their respective factors rather than spreading across different factors, suggesting that the scales effectively measured the intended concepts as distinct constructs. Additionally, previous research findings supported this notion, affirming the validity of utilizing the Knowledge Sharing scale as a higher-order construct and a reliablemeasure.

Table 3. Internal consistency

Measure	Cronbach's Alpha
Servant Leadership	.754
Knowledge Sharing	.778
Creativity	.760
Organizational Commitment	.748
Work Performance	.769

Table 4. KMO and Bartlett's test from EFA analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.973
Bartlett's Test of Sphericity	Approx. Chi-Square	16.630.973
	Df	1653
	Sig.	.000

9.2 Correlation analysis

Pearson Correlation was employed to statistically reveal the relationships among variables. According to correlation analysis, a higher correlation coefficient indicates a stronger relationship between variables, which translates to greater predictive accuracy. (Hair, Black, Babin, & Anderson, 2010, p.159). As it was presented at the Table 5, all correlations betweenall the variables depicted were statistically significant at 0.01 significance level (2-tailed).

Correlation coefficient (r) indicates the strength of the association between two metric variables and the sign (+ or -) indicates the direction of the relationship (Hair, Black, Babin,& 54 Anderson, 2010). Since all the r values are positive, there was a positive relationship between all the variables in the study and all correlations have been found as statistically significant. Among the variables, the strongest correlation of servant leadership and organizational commitment is r=0.580 and following that work performance was between creativity with r=0.556. Also, the correlation of knowledge sharing between servant leadership is 0.522 and 0.415 between organizational commitment. Moreover, knowledge sharing has a correlation of 0.363 with work performance.

Table 5. Descriptives and correlation table

Constructs		Mean	S.D.	1	2	3	4	5
1	Servant Leadership	3.18	.701					
2	Knowledge Sharing	3.16	.814	.522**				
3	Creativity	3.24	.756	.407**	.365**			
4	Organizational Commitment	3.16	.760	.580**	.415**	.457**		
5	Work Performance	3.27	.852	.364**	.363**	.556**	.454**	

**. Correlation is significant at the 0.01 level (2-tailed); *.Notes: S.D.=standard deviation; N=208

9.3 Simple regression analysis

Using correlation analysis, the significance and strength of relationships between variables were examined. Subsequently, regression analysis was employed to predict dependent variables based on independent variables. In this context, dependent variables represent the presumed effects or responses to changes in the independent variable, while independent variables are considered the presumed causesof any changes in the dependent variable (Hair, Black, Babin, & Anderson, 2010, p. 2).

As presented at Table 6, relationships presented at the hypothesis 1a, 2a, 3a and 4a were testedbased on simple regression analysis. Independent and dependent variables within each hypothesized path were entered simple regression model and their relationships were analyzed. Firstly, for H1a, unstandardized beta (B) which is the slope of the line between the independent and the dependent variable shows that one unit increase in servant leadership leads to 0.607 unit increase in knowledge sharing. For hypotheses H2a, H3a, and H4a, it was found that a one-unit increase in knowledge sharing corresponded to increases of 0.339, 0.388, and 0.382 units in creativity, organizational commitment, and work performance, respectively. Additionally, the standardized beta (β) values indicate both the strength and direction of each relationship. Moreover, the probability level (p) indicates whether the

independent variable significantly predicts the dependent variable. As observed in the table, all independent variables significantly predict their respective dependent variables along the hypothesized paths. As a result, H1a, H2a, H2b, H3a, H3b, H4a and H4b are supported.

Table 6. Simple regression analysis results based on hypothesized paths

Hypothesis	Hypothesized Path	*B*	*SE B*	*β*	*T*	*p*
H1a	Servant Leadership --> Knowledge Sharing	.607	.069	.522	8.78	0.00
H2a	Knowledge Sharing --> Creativity	.339	.060	.365	5.62	0.00
H3a	Knowledge Sharing --> Organizational Commitment	.388	.059	.415	6.55	0.00
H4a	Knowledge Sharing --> Work Performance	.382	.068	.365	5.63	0.00

9.4 Mediation analysis

The role of knowledge sharing as a mediator was tested as stated for H2b, H3b and H4b in this study. For the mediation analysis, Hayes' PROCESS Macro package version 4.2 (Hayes, 2013) was utilized on SPSS Statistics. The relationship between servant leadership and knowledge sharing was shown in H1 and also can be seen in Table 7. The lower limit confidence interval (LLCI) and upper limit confidence interval (ULCI) values are both positive and do not include 0, indicating that the positive relationship is reliable. Furthermore,in the regression analysis with servant leadership and knowledge sharing as independent variables, the results once again suggest a positive relationship between these two variables and creativity, organizational commitment, and work performance, as evidenced by the significant p-values (<0.001) and LLCIs and ULCIs greater than 0.

Thus, there is strong evidence for knowledge sharing as a single, dominant mediator which means that H2b, H3b and H4b were supported according to the

mediation results. Finally, asshown in Table 8, all of the hypotheses were supported as a result of these analysis.

For mediation analysis, the Servant Leadership model was initially examined with the knowledge sharing outcome variable. The coefficient for Servant Leadership came out as .6066, and simultaneously, LLCI and ULCI values were examined. Additionally, the significance of the p-value was measured. As a result, it was observed that both LLCI andULCI values are positive and do not include 0, indicating that the positive relationship is reliable. Moreover, a significant p-value was observed.

Table 7. Mediation analysis results based on hypothesized paths

Outcome Variable	R^2	MSE	F	p
Knowledge Sharing	.2726	.4847	77.21	<0.001
Model	*coeff*	*p*	*LLCI*	*ULCI*
Servant Leadership	.6066	<0.001	.4705	.7427

The same analysis continued with the addition of knowledge sharing to the Servant Leadership model, with the outcome variables being creativity, organizational commitment, and work performance, respectively. In the analysis, LLCI and ULCI values were positive, indicating a positive relationship between the variables, and the p-value was found to be significant. Through the utilization of two distinct models and an outcome variable for each path, the analysis reveals a partial support for the mediation hypotheses within the study conducted.

Table 8. Mediation analysis results based on hypothesized paths with models added

Outcome Variable	R^2	MSE	F	p
Creativity	.1659	.4795	40.97	<0.001
Model	coeff	p	LLCI	ULCI
Servant Leadership	.4395	<0.001	.3041	.5749
Knowledge Sharing	.1946	<0.001	.0603	.3289

Outcome Variable	R^2	MSE	F	p
Organizational Commitment	.3538	.3776	56.12	<0.001
Model	*coeff*	*p*	*LLCI*	*ULCI*
Servant Leadership	.5417	<0.001	.4009	.6826
Knowledge Sharing	.1446	<0.001	.0234	.2659

Outcome Variable	R^2	MSE	F	p
Work Performance	.1750	.6048	21.74	<0.001
Model	*coeff*	*p*	*LLCI*	*ULCI*
Servant Leadership	.2903	<0.001	.1120	.4686
Knowledge Sharing	.2518	<0.001	.0984	.4053

Table 9. Results of the hypotheses testing

Number	Hypothesis	Results of the Hypothesis Testing
H1a	Servant leadership relates positively to knowledge sharing.	Supported
H2a	Knowledge sharing relates positively to employee creativity.	Supported
H2b	Knowledge sharing mediates the relationship between servant leadership and employee creativity.	Supported
H3a	Knowledge sharing is positively associated with employees' organizational commitment.	Supported
H3b	Knowledge sharing mediates the relationship between servant leadership and employees' organizational commitment.	Supported
H4a	Knowledge sharing is positively linked to work performance.	Supported
H4b	Knowledge sharing mediates the relationship between servant leadership and work performance.	Supported

9.5 Common method bias

One commonly used technique to address the common method variance problem is Harman's one- factor (or single-factor) test, as outlined by Podsakoff, MacKenzie, Lee, & Podsakoff (2003). In conducting this test, all variables in the study were loaded into an exploratory factor analysis, and the unrotated factor solution was examined. No single factor emerged from the factor analysis, and the item with the largest variance was 30.32%, indicating no significant signal for common method bias. The structural parameters were then examined both with and without this measure to assess its potential effects on the observed relationships. In summary, the direct effect of servant leadership on creativity, organizational commitment, and work performance has been found through the mediation ofknowledge sharing. As illustrated in Table 8, all hypotheses have been supported based on the analysis results.

CHAPTER 10

DISCUSSION & CONCLUSION

The purpose of this study was to investigate the influence of servant leadership on employee outcomes within the knowledge-sharing relationship. Servant leadership and knowledge sharing was comprehensively analyzed based on creativity, organizational commitment and work performance. Although there were generally studies exist investigating servant leadership and work performance, this study also added creativity and organizational commitment. The findings highlight the importance of knowledge sharing as a critical resource in driving innovation and fostering creativity in the dynamic workplace environment. Additionally, the study emphasizes the positive relationship between knowledge sharing and employee commitment, as well as its impact on organizational success due to the role of servant leaders. Whereas, when it comes to organizational outcomes like work performance outcome which depends on reciprocity mechanisms, directrelationship was seen based on social exchange perspective.

Three main results can summarize the primary conclusions of this study. Firstly, the results of this study provided evidence for the importance of knowledge sharing as a critical resource. In today's dynamic workplace environment, the exchange of knowledge among employees plays a pivotal role in driving innovation and fostering creativity. Park and Joo (2022) underscore the significance of this phenomenon, highlighting how knowledge sharing fuels the generation of fresh ideas and creative outcomes. Building upon this notion, Kim and Park (2015) advocate for a culture of open communication and information exchange within organizations, contending that such practices are essential for nurturing creativity

among employees. Baer (2010) further supports this perspective by emphasizing the profound impactof idea exchange on stimulating creative thinking. Moreover, Bodla et al. (2016) assert that sharing expertise and knowledge not only enhances individual creative potential but also contributes to organizational innovation. Beyond its implications for creativity, the literature on organizational behavior reveals a positive relationship between knowledge sharing and employee commitment (Wilkinson, 1998; Bowen and Lawler, 1992). Demirel and Goc (2013) delve deeper into this relationship, highlighting how organizations that prioritize knowledge sharing cultivate a sense of loyalty and commitment among their workforce. Furthermore, research by Tseng and Huang (2011) and Swanson et al. (2020) corroborates these findings, emphasizing the positive impact of promoting knowledge sharing on employee performance and organizational success. In particular, Swanson et al. (2020) stress the indispensable nature of knowledge sharing as a vital social asset, essential for enhancing work performance and driving organizational prosperity. Thus, the first finding of this study suggesting that knowledge sharing has a partial positive effect on creativity, organizational commitment and task performance is supporting these theoretical explanations.

The second conclusion of this study was about the servant leadership on employee outcomes. Responding to the studies of Van Dierendonck, (2011) and Liden et al., (2014), this study contributes to the servant leadership literature by studying its consequent employee outcomes. Findings show that servant leadership is directly and positively related to employee outcomes when mediators are not included in the model. The results suggest that organizations must have leaders who focus on the developmental needs of employees and encourage employees to serve in nature. First, servant leadership, a less explored leadership style, plays a specific role

in influencing employee performance (Tripathiet al., 2020). The project's collaborative and hedonistic character needed a servant leadership style that fosters employee development, stewardship for the good of all, and value creation for the community (Christensen et al., 2014). When a company practices servant leadership, people feel more engaged, empowered, and dedicated at work, and the dynamic needs of the organization are given more attention (Van Dierendonck, 2011). Because of this, companies should start looking for leaders who exhibit the traits of servant leadership and make an effortto foster and advance these qualities through training and development initiatives. Additionally, leaders ought to receive training on how to recognize and control various performance behaviors. Similar claims have been made by Hackman and Hackman (2002) regarding the effectiveness of leaders who create a supportive environment. Thus, this relationship can be explained by social exchange perspective as the results are supporting this idea. The findings suggested that servant leadership had a positive influence on employee outcomes.

The last but not the least conclusion of this study was that, knowledge sharing had an effect on the relationship between servant leadership and employee outcomes. This study supports the research conducted by Tripathi et al., (2020) as knowledge sharing acts as an underlying mechanism through which servant leaders influence work performance. According to their findings, servant leaders foster a supportive work environment where people participate proactively and adaptively in addition to carrying out their tasks.

The findings of this study have important practical implications for organizations. It is identified that knowledge sharing as a mediating mechanism affects the relationship between employee outcomes and servant leadership The significance of investing in knowledge sharing, creativity, organizational

commitment, and servant leadership to enhance workplace dynamics and improve performance outcomes is underscored. Organizations are encouraged to select, train, and retain leaders who exhibit servant leadership qualities and support knowledge-sharing initiatives. Additionally, the study emphasizes the importance of creating a supportive work environment conducive to knowledge sharing and employee development.

Despite the significant findings, there are several limitations to consider. Firstly, the data were collected from a single source, limiting the generalizability of the results. To measure task performance, supervisor report could be provided. Secondly, reliance on self-report data introduces the potential for social desirability bias. Lastly, while the results indicate strong relationships, further research is needed to establish causality. Additionally, the study was conducted with a specific sample in Turkey, which may limit its applicability to other cultural contexts.

While this study provides valuable insights, there are opportunities for further research. Future studies could explore the relationship between servant leadership and employee outcomes in different cultural contexts and with diverse samples. Additionally, longitudinal studies could help establish causality and better understand the long-term effects of servant leadership and knowledge sharing on organizational outcomes. Moreover, research could examine the effectiveness of interventions aimed to promoting knowledge sharing and servant leadership within organizations.

APPENDIX A

SURVEY QUESTIONS

SERVANT LEADERSHIP

Yöneticinizle ilgili aşağıda belirtilen ifadelere ne kadar katılıyorsunuz?

(Please indicate the level of agreement with each statement about your manager.)

1	**2**	**3**	**4**	**5**
Kesinlikle Katılmıyorum *(Strongly Disagree)*	Katılmıyorum *(Disagree)*	Ne Katılıyorum Ne Katılmıyorum *(Neither AgreeNor Disagree)*	Katılıyorum *(Agree)*	Kesinlikle Katılıyorum *(StronglyAgree)*

1- Yöneticim işler yolunda gitmediğinde bunu bana ifade eder.

(My leader can tell if something work-related is going wrong.)

2- Yöneticim kariyer gelişimime öncelik verir.

(My leader makes my career development a priority.)

3- Kişisel bir problemim olduğunda, yöneticimden yardım isterim.

(I would seek help from my leader if I had a personal problem.)

4- Yöneticim topluma değer katmanın önemini vurgular.

(My leader emphasizes the importance of giving back to the community.)

5- Yöneticim benim çıkarlarıma öncelik verir.

My leader puts my best interests ahead of his/her own.)

6- Yöneticim zor durumların üstesinden en iyi hissettiğim şekilde gelmem konusundabeni özgür bırakır.

(My leader gives me the freedom to handle difficult situations in the way that I feel is best.

7- Yöneticim başarıya ulaşmak için etik ilkelerden ödün vermez.

(My leader would not compromise ethical principles in order to achieve success.)

8- Liderim kariyer hedeflerime ulaşmamı sağlamakla ilgilenir.

(My leader is interested in making sure that I achieve my career goals.)

9- Yöneticim bana yeni beceriler geliştirmemi sağlayan işler verir.

(My leader provides me with work experiences that enable me to develop new skills.)

KNOWLEDGE SHARING

Yöneticinizle ilgili aşağıda belirtilen ifadelere ne kadar katılıyorsunuz?

(Please indicate the level of agreement with each statement about your manager.)

1	2	3	4	5
Kesinlikle Katılmıyorum *(Strongly Disagree)*	Katılmıyorum *(Disagree)*	Ne Katılıyorum Ne Katılmıyorum *(Neither AgreeNor Disagree)*	Katılıyorum *(Agree)*	Kesinlikle Katılıyorum *StronglyAgree)*

1- Yöneticim yeni bir şey öğrendiğinde bunu bana anlatır.

(When my manager has learned something new, he tells me about it.)

2- Yöneticim sahip olduğu bilgileri benimle paylaşır.

(My manager shares information he has with me.)

3- Yöneticim benim onun ne yaptığını bilmesinin önemli olduğunu düşünür.

(My manager thinks it is important that I know what he is doing.)

4- Yöneticim düzenli olarak bana ne yaptığını anlatır.

(My manager regularly tells me what he is doing.)

CREATIVITY

Kendinizle ilgili aşağıda belirtilen ifadelere ne kadar katılıyorsunuz?

(Please indicate the level of agreement with each statement about yourself.)

1	2	3	4	5
Kesinlikle Katılmıyorum *(Strongly Disagree)*	Katılmıyorum *(Disagree)*	Ne Katılıyorum Ne Katılmıyorum *(Neither AgreeNor Disagree)*	Katılıyorum *(Agree)*	Kesinlikle Katılıyorum *StronglyAgree)*

1- Hedeflere veya amaçlara ulaşmak için yeni yöntemler öneririm.

(Suggests new ways to achieve goals and objectives.)

2- Performansı artırmak için yeni ve pratik fikirler ortaya koyarım.

(Comes up with new and practical ideas to improve performance.)

3- Kaliteyi arttırmak için yeni yöntemler öneririm.

(Suggests new ways to increase quality.)

4- Yaratıcı fikirler üretme konusunda iyi bir kaynak olduğumu düşünürüm.

(Is a good source of creative ideas.)

5- Fırsat verildiğinde işimde daha yaratıcı olurum.

(Exhibits creativity on the job when given the opportunity to.)

6- Genellikle yeni ve yaratıcı fikirlere sahibimdir.

(Often has new and innovative ideas.)

7- Sorunlar karşısında yaratıcı çözümler üretirim.

(Comes up with creative solutions to problems.)

8- Genellikle sorunlara yönelik güncel bir yaklaşım tarzına sahibimdir.

(Often has a fresh approach to problems.)

9- İşteki görevleri yerine getirme konusunda yeni yöntemler öneririm.

(Suggests new ways of performing work tasks.)

ORGANIZATIONAL COMMITMENT

Kendinizle ilgili aşağıda belirtilen ifadelere ne kadar katılıyorsunuz?

(Please indicate the level of agreement with each statement about yourself.)

1	2	3	4	5
Kesinlikle Katılmıyorum *(Strongly Disagree)*	Katılmıyorum *(Disagree)*	Ne Katılıyorum Ne Katılmıyorum *(Neither AgreeNor Disagree)*	Katılıyorum *(Agree)*	Kesinlikle Katılıyorum *StronglyAgree)*

1- Bu işyerinin başarılı olması için benden normal olarak beklenenden daha fazlasını ortaya koymaya istekliyim.

(I am willing to put in a great deal of effort beyond that normally expected in order to help thisorganization be successful.)

2- Arkadaşlarıma bu işyerinde çalışmanın benim için ne kadar büyük anlam ifade ettiğinden bahsediyorum.

(I talk up this organization to my friends as a great organization to work for.)

3- Bu işyerinde çalışmaya devam edebilmek için şahsıma verilebilecek her görevi üstlenmeye hazırım.

(I would accept almost any type of job assignment in order to keep working for this organization.)

4- İşyerimin ve benim değerlerimiz birbirine çok yakın.

(I find that my values and the organization's values are very similar.)

5- Bu işyerinin bir parçası olduğumu başkalarına söylemekten gurur duyuyorum.

(I am proud to tell others that I am part of this organization.)

6- En iyi performansımı ortaya çıkarmakta bu işyeri beni heveslendiriyor.

(This organization really inspires the very best in me in the way of job performance.)

7- Bu işyerinde çalışmaya başladığım dönemde seçenekler arasından bu işyerini tercih ettiğim için çok memnunum.

(I am extremely glad that I chose this organization to work for over others I was considering atthe time I joined.)

8- Bu işyerinin kaderini umursuyorum.

(I really care about the fate of this organization.)

TASK PERFORMANCE

Kendinizle ilgili aşağıda belirtilen ifadelere ne kadar katılıyorsunuz?

(Please indicate the level of agreement with each statement about yourself.)

1	2	3	4	5
Kesinlikle Katılmıyorum *(Strongly Disagree)*	Katılmıyorum *(Disagree)*	Ne Katılıyorum Ne Katılmıyorum *(Neither AgreeNor Disagree)*	Katılıyorum *(Agree)*	Kesinlikle Katılıyorum *StronglyAgree)*

1- Çalıştığ ım birimde sorumluluklarımı layığ ıyla yerine getiririm.

(Adequately completes assigned duties.)

2- İş tanımımda yer alan sorumlulukları yerine getiririm.

(Fulfills responsibilities specified in job description.)

3- İşimin bir parçası olması beklenen görevleri yerine getiririm.

(Performs tasks that are expected of him/her.)

4- Çalıştığ ım birimde performans beklentilerini karşılarım.

(Meets formal performance requirements of the job.)

5. Birimde çalışanlara onların iş sorumlulukları ile ilgili yardımcı olurum.

(Engages in activities that will directly affect his/her performance evaluation.)

DEMOGRAPHIC VARIABLES

1- Kaç Yaşındasınız? *(How old are you?)*

2- Cinsiyetiniz nedir? (*What is your gender?)*

Kadın *(Female)*

Erkek *(Male)*

3- Eğitim düzeyiniz nedir? *(What is your education status?)*

Lise *(High School)*

Ön lisans *(Associate Degree)*Lisans *(Undergraduate)* Yüksek lisans *(Graduate)*

Doktora *(Post Graduate)*

4- Kaç yıldır çalışma hayatındasınız? (*How many years have you been in working life?)*

0-2 Yıl *(0-2 Years)*

2-5 Yıl *(2-5 Years)*

6-9 Yıl *(6-9 Years)*

10 Yıl ve Üzeri *(10+ Years)*

5- Hangi sektörde çalışıyorsunuz? *(What industry do you work in?)*

Bankacılık/Finans *(Banking/Finance)*

Sağlık Hizmetleri *(Health Care)*

FMCG-Kozmetik, paketlenmiş ürünler, reçetesiz ilaçlar vb. *(FMCG-Cosmetics, packaged goods, over the counter drugs etc.)*

Eğitim *(Education)*

Sigorta *(Insurance)*

Sanat, Eğlence *(Art, Entertainment)*

İlaç *(Pharmaceuticals)* Teknoloji *(Technology)*Otomotiv *(Automotive)*İnşaat *(Construction)* Lojistik *(Logistics)* Denetim *(Audit)*

E-ticaret *(E-commerce)* Telekomünikasyon *(Telecommunication)*Turizm *(Tourism)*

Hukuk Hizmetleri *(Legal Services)*

Hükümet ve Kamu Yönetimi *(Government and Public Administration)*

Diğer *(Other)*

6- Şu anki işinizde kaç yıldır çalışıyorsunuz? (How many years have you been working at your current job?)

0-2 Yıl (*0-2 Years)*

2-5 Yıl *(2-5 Years)*

6-9 Yıl *(6-9 Years)*

10 Yıl ve Üzeri *(10+ Years)*

7- İşyerinde yönetici rolünüz var bulunmakta mıdır? *(Do you have a managerial role at your workplace?)*

Evet *(Yes)*

Hayır *(No)*

8- Yöneticinizle kaç yıldır birlikte çalışmaktasınız*? (How long have you been working with your manager?)*

0-2 Yıl (*0-2 Years)*

2-5 Yıl *(2-5 Years)*

6-9 Yıl *(6-9 Years)*

10 Yıl ve Üzeri *(10+ Years)*

9- Çalışma şekliniz nedir? *(What is your working style?)*

Ofisten *(In-Office)*

Hibrit *(Hybrid)*

Tamamen Uzaktan *(Fully Remote)*

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