

An Impact of Self-leadership on Innovative Behaviour in Sports Educators and Understanding of Advanced Research

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Abstract—Having a success in continuous innovation within an organization relies on innovative behaviour among organizational members. This study aims to recognize the importance of self-leadership with which one can lead oneself and look at the relationship between self-leadership and innovative behaviour among members in a sports organization and which role job satisfaction among members play in such a relationship. As a result of regression analysis based on the data of 197 sports educators, it is found that self-leadership has a static relationship with the innovative behaviour among members and job satisfaction among members partially mediates such a relationship. Unlike the existing empirical researches, this study organizes the previous researches on the relationship between self-leadership vs. innovative behaviour to help understand the researches. Also, this study finds a few of research results that examined the relationship between self-leadership and innovative behaviour among members from a special organization, sports organization and contributes to the expanded generalization of antecedent research findings. At the same time, this study reveals the mediating effect of job satisfaction to contribute to the enhanced understanding of the dynamics between self-leadership and innovative behaviour.

Keywords—Advanced Research; Innovative Behaviour; Job Satisfaction; Mediated Effect; Self-leadership; Sports Educator.

I. INTRODUCTION

IN this rapidly-changing society today, making voluntary efforts and eliciting passion for an organization from organizational members have become more important rather than leading the other organizational members by an individual. With the necessity of high level of knowledge and technology, high level of independence, self-confidence, and ability to exert leadership among group members, the meaning has been expanded. With such changes in this society and the current times and subsequent paradigms, there is a need for self-leadership, a new leadership that an individual may have an impact on himself/herself rather than by others. Therefore, view on leadership requires a new paradigm in tune with the times. As a result, a new leadership that makes an individual to exert leadership from the inner side, in other words, self-leadership has appeared [Gye-Sun Sung, 2010]. Self-leadership allows members to be responsible for their behaviours. In the long term, self-leadership replaces a leader's act of leadership and in this

case, may reduce the cost related to managers. Also, managers can improve efficiency by concentrating on the long-term issues and necessary issues that require much attention and interest [Jong-Bub Lee & Ho-Chul Jang, 2008]. Self-leadership with such significance is important from the following aspects. In other words, self-leadership is a thing that leads and directs oneself into the reasonable direction, which leads to the emphasis of autonomy and responsibility. Such a tendency is considered to be consistent with the self-leadership in fostering appropriate talents and training employees in modern business management. Especially in this modern organizational society that emphasizes 'autonomy,' every employee eliciting their voluntary efforts is something on which many companies are making a lot of efforts from the competitiveness dimension. What's the most important for a modern organization is that an organization needs to be operated by self-leadership based on autonomous management in order to achieve an organizational long-term goal [Kim Yeon Sun, 2008]. Given the discussions of self-leadership so far, self-leadership is necessary for educators in

sports related organizations and an important element. However, few researches on self-leadership targeting the area of sports organization, in other words, educators in sports related organizations are found. This is why self-leadership needs to be studied. Therefore, this study aims to reason the relationship between sports related educators' job satisfaction and their self-leadership and innovative behaviour logically and make an exploratory or empirical study to improve the efficiency in managing human resources. To achieve the purpose of this study efficiently, first, this study focuses on theoretical study through literature review. Such a theoretical study reviews internal and external related publications and research papers on the existing self-leadership and summarizes all contents on self-leadership and utilizes them as research data for advanced research and theoretical background. Based on such theoretical considerations, this study presents a causal-relationship model between variables and make an empirical study of sports organization related educations regarding this topic.

II. THEORETICAL BACKGROUND

2.1. Self-Leadership

Self-leadership was expanded as concept of self-management in Manz (1983)'s research through the Kerr & Jermier (1978)'s leadership substitute factor concept and self-control theory. Self-leadership means a process of deriving voluntary efforts and contribution for the organization in the private level of the organization unlike leader's influence [Manz, 1986]. In other words, self-leadership means leadership that controls individual's free will, establishes his own goal, and changes his thought and behaviour to the direction having a positive effect on the organization through self-motivation and then has influence over him. This study suggested a new concept of leadership because it is hard to get achievement through the traditional leadership which emphasizes instructions and control [Manz & Sims, 1987]. Self-leadership is a leadership that an individual controls free will, sets a goal, and self-motivate and by doing so, changes thoughts and behaviours in the direction of having a positive impact on the organization through self-motivation. It is a new leadership stemming from the perspective that it is difficult to improve the performance of organization and its members any longer with the traditional leadership that emphasizes instruction and control in the past [Manz & Sims, 1987]. The representative researcher is Houghton & Neck (2002). The elements of self-leadership are presented in the following three strategies. First, it's behaviour-focused strategies. Second, its constructive thought pattern strategies. Third, it's natural reward strategies. The behaviour-focused strategies refer to the conversion of external and other-directed self-control to internal and autonomous one when a self-leader performs his/her work. Therefore, a capable self-leader with behaviour-focused strategies aims at being independent and creative and having a high sense of achievement in work. The sub-elements of such behaviour-

focused strategies include setting self-goals, rehearsal, self-observation and evaluation, self-reinforcement, and self-criticism. People can change their thoughts through training as they can change their habitual behaviours through learning. Therefore, if cherishing expectation and trust in one's own self, it appears specifically in behaviours. Such an expectation and trust has a cognitive impact, thus transforming oneself into a positive and active human being. The representative thing in natural reward strategies is autonomous task redesign and redesign of environmental conditions. To enjoy working itself, elements that suit one's satisfaction should be input into one's works. By inputting one's favourite methods into works, methods and the nature of work itself can be changed. This results in having a sense of competence, a sense of self-control, a sense of purpose, and a sense of meaning. In addition, by changing one's surrounding conditions, work efficiency can be improved. To evade repetitive routine works, environmental factors can be changed and by altering work hours or places, one can concentrate on works with a refreshing mind. Moving the existing conference site to a new place or creating a new atmosphere may lead to the creation of a lot of various and new ideas.

2.2. Innovative Behaviour

The innovative behaviour means that members of an organization develop, suggest, apply and carry out various ideas in relation with performance of the task. It can be considered as a wider concept that focuses on the generation of new and useful idea in respect of willingly accommodating and utilizing other people's ideas or opinions [Scott & Bruce, 1994]. However, such innovative behaviours are not the behaviours that are officially requested by an organization but the behaviours except roles that are based on members' autonomy and discretion. In other words, developing or accepting new ideas and propose one's own idea or applying an idea into the works are the behaviours that are done by one's own freewill and decision rather than by official tasks among all members, in other words, the most important behaviours except roles to achieve effective function [Katz & Kahn, 1978]. Furthermore, today, voluntary and discretionary behaviour among members has become more important in achieving the effective functioning of an organization. Accordingly, many scholars are granting a value to the researches that may have an impact on behaviours except various roles among members.

2.3. Job Satisfaction

Generalizing many scholars' opinions, job satisfaction means a subjective attitude on individual belief and value for the job of the organization where a member of organization is belonged to and it can be considered a mean of positive reaction of a duty which is evaluated according to how much internal and external desires are satisfied with [Locke, 1976]. Job satisfaction is a complex and dynamic concept which is explained in various job levels, not explainable in a single level, and its influential factors are also complex.

III. ADVANCED RESEARCH

3.1. Advanced Research of Self-leadership

The existing researches on self-leadership have been carried out from the perspective that self-leadership has an impact on organizational commitment, organizational performance, job satisfaction, and psychological empowerment among members. Neck & Manz (1996) found that self-leadership has a positive (+) impact on positive emotion and job satisfaction. In addition, Houghton et al., (2004) studied the relationship between self-leadership vs. personality variables such as extroversion, conscientiousness, and stability in college students. Kim Yeonseon & Kim Sunghyuk (2010) found in an research on five-star hotel employees that self-leadership does not have an impact on organizational commitment. However, most studies found that self-leadership has an impact on organizational commitment. Song Jeongsu & Yang Philsuk (2008) found that the intrinsic compensation of self-leadership has a positive impact on performance as self-leadership aims at looking for a true value or reward from works or activities.

3.2. Advance Research of Innovative Behaviour

Innovation is a new idea that may be applied to the process of developing new products, processes, and services or making them much better [Van de Ven, 1986; Kanter, 1988]. Such an innovation can be said as a product of various innovative behaviours among members. Innovative behaviour refers to all related activities that make it possible to create new ideas deliberately to create or improve performance of an organization where one belongs and apply them into the organization [West, 1989; West & Far, 1990; Lee Jiwoo, 2002; Robins, 2005; Song Jeongsu & Yang Philsuk, 2008]. Innovative behaviours is influenced by various factors such as personal characteristics, positivity, and type of problem-solving, achievement need, organizational atmosphere, organizational structure, and organizational culture. To summarize the antecedents of innovative behaviours that'd been studied so far, a person who is involved in innovative behaviours from a personal-quality aspect, has been proven that such a person is highly patient in ambiguousness, strong in taking risks, independent, self-confident, creative, and multifaceted in way of thinking [Kim Haeryong & Yang Philsuk, 2008; Kim Ilchun et al., 2004; Scot & Bruce, 1994]. Song Jeongsu & Yang Philsuk (2008) stated that knowledge and technical ability well-known by organizational members within their own field have an impact on innovative behaviours because they are related to problem discovery and solving and rich resources of an organization and boss's acknowledgement and feedback to works are also influential to innovative behaviours. The similar results are seen from the research on the innovative performance in small- and medium-sized small businesses. In particular, an organization provides vision and goals specifically and if improving the understanding among employees and promoting on-the-job education as actively as possible, innovative performance will be increased [Cho Sehyung & Yun Seokcheon, 2009]. This

study also emphasized that the leadership of a middle manager in a small- and medium-sized business is an important factor for organization innovation and performance. On the other hand, to maintain continuous success even after creating innovative performance, above all, right evaluation of innovation and based on this, appropriate compensation for members should be supported [Davila et al., 2006]. The presence of compensation system and the right execution of such a system provide an important guideline for the behaviour and attitudes among organizational members. From this aspect, Kim Sungguk & Baek Youngmi (1998) revealed that innovative behaviours occur more frequently in an organization with positive compensation system for innovative behaviours than in an organization without such a positive compensation system and the higher the association between innovative performance and compensation is recognized, the more frequently members are involved in innovative behaviours.

IV. RESEARCH MODEL AND RESEARCH HYPOTHESIS

4.1. Research Model

This study is purposed to research whether or not three strategies of self-leadership perform a mediated behaviour between the influence on the job satisfaction and the innovative behaviours in the relationship. Accordingly, a model can be made as figure 1.

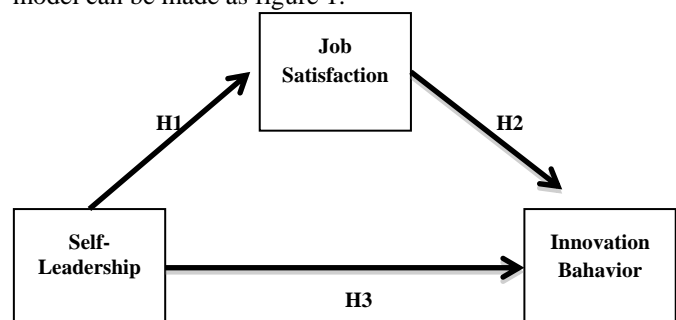


Figure 1: Research Model

4.2. Self-Leadership and Job Satisfaction

It is considered that factors of self-leadership which can obtain autonomy and self-decision for the job performance can affect the organization member's job satisfaction. In this context, the self-leadership can derive a hypothesis that will have a considerable effect on the member's job satisfaction.

<Hypothesis 1> Taekwondo leader's self-leadership will have a positive effect on the job satisfaction.

4.3. Self-Leadership and Innovative Behaviour

Particular and logical explanation about the relationship between self-leadership and innovative behaviour can be found from internal motivation theory. As explained, internal motivation theory assumes that a person is a positive being and it is based on the principle of natural compensation which gives happiness and satisfactory to a man when he conducts interesting works or activities with the fact that he performs

what he likes. Members of the organization have effect on the innovative behaviour since they find a true value and achievement from their works and activities sense of accomplishment [Manz & Sims, 1987].

<Hypothesis 2> Taekwondo leader's self-leadership will have a positive effect on the innovative behaviour.

4.4. Job Satisfaction and Innovative Behaviour

Examining from the research in relation with the innovative behaviour, researches to understand factors affecting the innovative behaviour [Goldsmith & Matherly, 1987; Bruce, 1994; Janssen, 2000] was performed. For these researches, various variables such as creativeness, desire of achievement, positivity, self-effectiveness, problem solving skill, business intensity, task performance relationship between leader and comrades of team, competition pressure that organization faces, organization culture and organization structure were considered as advanced research.

<Hypothesis 3> Taekwondo leader's job satisfaction will have a positive effect on the innovative behaviour.

4.5. Job Satisfactions' Mediated Effect

Job satisfaction's mediated effect can be explained through combination of correlation between self-leadership and job satisfaction, between self-leadership and innovative behaviour and innovative behaviour of job satisfaction.

V. RESEARCH METHOD

5.1. Sample and Data Acquisition Method

Data for this study were collected for the Taekwondo leaders who have business offices in Daegu, which was determined that they are belonged to the business types requiring higher innovative behaviour in a keen management environment and requiring defying and creative behaviour. The researcher directly visited the relevant business offices or test stations and explained the purpose of questions for collecting objective data. The researcher distributed 200 copies of the questions for the National Taekwondo [Pumsae] Contest for the flag of Keimyung university president from May 17, 2013 to May 19, 2013. Total 197 response papers were recovered for use as final analysis data. All questions were prepared on the base of 5-point Likert's scale. Gender, position, age and career were adapted as control variables input to verify hypotheses.

The characteristics of sample as analysis object are as follows: 80.4% of the whole of respondents were male and 19.6% were female. As for position of respondents, 59.8% were directors of studio and 40.2% were masters. As for age, twenties were 33% and thirties were the 36.1% highest. Forties were 24.7% and fifties were the 6.2% least. As for respondents' instruction career, less than 3 years were 10.3% and less than 5 years more than 3 years were 21.6%. Less than 9 years more than 6 years were 23.7%. Instructors more than 10 years were the 44.3% most.

5.2. Measuring of Variables

5.2.1. Self-leadership

In this study, items used in the research by Prussia et al., (1998) are used. In a survey, 20 total questions such as 6 questions for behaviour-oriented strategies, 6 questions for natural compensation strategies and 8 questions for constructional thinking strategies are measured.

5.2.2. Job Satisfaction

As for job satisfaction, 5 questions used by Park Mi-ok (2004) by referring to the Futrell's & Parasuraman (1984)'s advanced researches were re-organized for use.

5.2.3. Innovative Behaviour

Innovative behaviours mean behaviour to particularly adapt cognition for problem and a new idea, search for support for the selected idea, gather and construct supporters for realizing the selected idea and develop a proper plan. In this study, 6 questions developed by Scott & Bruce (1994) are measured.

VI. DISCUSSION

6.1. Analysis of Reliability and Validity

Statistical analysis used SPSS 20.0 to verify the hypotheses suggested in this study. Reliability and validity of measuring tools were checked. Cronbach's α confidence coefficient (0.905), job satisfaction (0.728) and innovative behaviour (0.851) respectively, and it can be considered that the measuring tool was reliable satisfying the standard suggested by Nunnally (1978). A varimax rotation through a principal component analysis was used as factor extraction method which was generally used for factor analysis of measuring tools. Table 1 shows the results of performing factor analysis to examine whether or not self-leadership is classified into 3 sub-factors.

Table 1: Average, Distribution and Correlation

Variable	Average	Standard Deviation	1	2	3	4	5	6	7
1	4.02	0.44	1.000						
2	20.51	2.95	.570***	1.000					
3	17.63	2.11	.374***	.233**	1.000				
4	1.19	0.39	-.143	-.103	-.197*	1.000			
5	1.40	0.49	.199*	.155	-.145	.337**	1.000		
6	2.04	0.91	-.127	-.132	.167	-.309**	-.779***	1.000	
7	3.02	1.04	-.176*	-.287**	.143	-.311**	-.768***	.746***	1.000

Note) 1. Self-leadership 2. Innovative behaviour 3. Job satisfaction 4. Gender 5. Position 6. Age 7. Career
 *p < 0.10, **p < 0.05, ***p < 0.01

6.2. Correlation between Variables

Table 2 shows average, standard deviation and correlation of research variables and control variables as advanced stage for verifying hypotheses. Self-leadership shows a considerable positive relationship with job satisfaction and innovative behaviour. It was found that there was a high correlation between three factors of self-leadership and job satisfaction and innovative behaviour via analysis of correlation.

Table 2: The Result Table of Regression Analysis for Hypothesis

Dependent Variable / Independent Variable	Hypothesis 1	Hypothesis 2	Hypothesis 3	Mediated Effect
	Job Satisfaction	Innovative Behaviour	Innovative Behavior	Innovative Behavior
Self-Leadership	.339**	.588***		.596***
Job Satisfaction			.180*	.222**
t-value	3.510**	7.098***	1.782*	
F-value	12.317**	50.320***	3.176*	
R ²	.115**	.346***	.032*	.347**
ΔR ²	.105**	.339***	.022*	.333**

*p < 0.10, **p < 0.05, ***p < 0.01

VII. PROBLEMS AND SOLUTIONS

This study has some limitations. First, the causal relationship between variables cannot be concluded due to characteristics of cross sectional survey. For example, members who are involved in more innovative behaviours are habituated in doing such behaviours and can improve self-leadership. Also, members who are highly satisfied with an organization do innovative behaviours in the process of improving works for their organizations as well as themselves and as such behaviours become accumulated, they can become a self-leader. Therefore, it is necessary to make a definite confirmation of the causal relationship between variables through longitudinal analysis in the future.

Second, all data were obtained from the same city because of the characteristics of sports related organizations in which data collection is relatively difficult. Accordingly, two problems occur. The first one is the possibility of common method bias from statistical aspect. As found in result analysis, however, the problem of common method bias is found to be insignificant. Accordingly, the previous studies have taken a method to measure behaviours except roles from others. Therefore, data need to be collected from various sources in consideration of the possibility of common method bias and appropriateness of response sources in proceeding with works in the future.

Finally, the potential variables' mediating the relationship between self-leadership and innovative behaviour has not been considered simultaneously. As shown in analysis result, members' job satisfaction explains partially the effect of self-leadership. Therefore, there exist more possibilities of mechanism. This is why it is necessary to

expand knowledge on the impact of self-leadership by making an empirical validation of additional mediating variables based on the literature review in the future. At the same time, the effect of self-leadership that may have an impact on innovative behaviour is not always constant. Therefore, it seems to be necessary to take interest in the adjusting variables in the relationship between self-leadership and innovative behaviours. If such researches are performed, it seems to be possible to make more systematic understanding of the relationship between self-leadership and innovative behaviours.

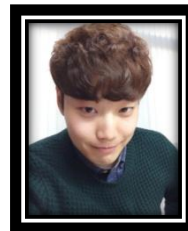
VIII. CONCLUSION AND FUTURE WORK

This study is performed largely with two important purposes. The first purpose is to validate the relationship between self-leadership and innovative behaviours among members in sports organization related educators. As a result, it is found that self-leadership is involved in more innovative behaviours among members. This result provides a suggestion for what an organization or a manager can do for improving innovative behaviours among members essential for a successful innovation of an organization. Today, continuous innovation of an organization is required more than any other times because of rapidly-changing environmental changes. In this period, members' innovative behaviour is the basis for improving environmental adaptation and competitive advantage for the existence and growth of an organization [Drucker, 1985]. Such an importance of innovation is also true for sports related organizations. In modern sporting events, players' voluntary participation, creative thinking, and innovative behaviour are an important factor for deciding the success or failure of a game. Accordingly, there have been researches on various factors that may have an impact on innovative behaviours, but in the role of self-leadership, the number of empirical researches is relatively lower than that of conceptual statements and in particular, no researches on sports related organizations have been made. This study has some contributing suggestions to the general expansion of the findings from the previous researches by recognizing the limitations of this study and revealing the static relationship between self-leadership and innovative behaviour in sports organization related educations. In other words, despite the difference in general characteristics between sports organizations and general companies, the self-leadership characterized by behaviour-focused strategies, constructive thought pattern strategies, and natural reward strategies provide clear implications for how to manage human resources for successful and continuous innovation to multiple organizations and how to educate or train them by proving that self-leadership plays an important role in innovative behaviours among members in any organizations. The second purpose is to look at the mediating effect of job satisfaction in the relationship between self-leadership and innovative behaviour among members. As a result of multiple regression analysis, it is found that educators' job satisfaction mediates partially the effect of self-leadership by an educator

who may have an impact on innovative behaviour. This study improves our understanding of why self-leadership improves the innovative behaviours among members and how it has an impact on innovative behaviours through which process. At the same time, by revealing the mediating function of job satisfaction among members which are directly related to various behaviours and performance useful for an organization, it provides practical suggestions to managers who ask who to do to improve friendly attitudes toward organization that it is necessary to invest resources to the development of self-leadership and training of members.

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