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The Effects of Empowering Leadership on Constructive Deviant Behaviors

- Job Security as A Moderator -

조선대학교 대학원

경 영 학 과

상 여

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- 직무 안정성의 조절효과 -

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Abstract

임파워링 리더십이 직장 내 건설적 일탈행동에 미치는 영향

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본 연구는 임파워링 리더십이 조직구성원들의 직장내 건설적 일탈행동에 미치는 영향을 규명하며 이들 사이의 관계에서 직무안정성의 조절효과를 살펴보는 것에 있다. 임파워링 리더십을 발휘하게 되면 조직구성원들은 조직성과를 위해서 규범을 넘어서는 등의 건설적인 일탈행동을 할 것으로 보았다. 이 때 조직과 개인간의 관계에서 자신이 계속 고용될 수 있는 상황에서 긍정적 영향력은 더욱 확대될 것으로 보았다. 임파워링 리더십은 Amundsen & Martinsen(2014) 연구를 기반으로 자율성 지지(Autonomy support)와 개발성 지지(Developed support)로 구분하였으며, 건설적 일탈행동은 Chung & Moon(2001)의 연구를 기반으로 혁신적(Innovative) 요소와 도전적(Challenging) 요소로 구분하였다. 기존 연구들을 통해 주효과 가설과 조절효과 가설을 설정하였다. 가설검증은 설문을 통해 이루어졌으며 총 9개 기업을 대상으로 하였다. 동일방법편의 문제를 해결하기 위해 상사 응답과 조직구성원들의 응답을 구분하였고(응답원을 달리 적용) 총 9개 기업에서 29명의 상사와 201명의 조직구성원들이 응답한 설문을 분석에 활용하였다. 상사는

자신과 같은 부서에 근무하고 있는 조직구성원들의 건설적 일탈행동에 대해 응답하였고 조직구성원들은 상사의 임파워링 리더십과 직무안정성에 대해 응답하였다. 본 연구의 분석결과를 살펴보면 다음과 같다. 먼저 주효과 가설검증 결과 임파워링 리더십은 조직구성원들의 건설적 일탈행동에 유의미한 긍정적 영향력이 나타났는데 개발지지 임파워링 리더십이 혁신적인 건설적 일탈행동과 도전적인 건설적 일탈행동 모두에 유의미한 긍정적 영향력을 보이고 있었다. 그러나 자율성 지지 임파워링 리더십은 유의미한 영향력이 나타나지 않았다. 한편 직무안정성의 경우 혁신적인 건설적 일탈행동과 도전적인 건설적 일탈행동 모두에 유의미한 긍정적 영향력을 보이고 있었다. 다음으로 조절효과 가설검증 결과 직무안정성은 개발지지 임파워링 리더십이 혁신적인 건설적 일탈행동, 도전적인 건설적 일탈행동에 미치는 영향력에 조절효과가 나타나고 있었다. 즉, 직무안정성이 높은 경우 개발지지 임파워링 리더십이 혁신적인 건설적 일탈행동, 도전적인 건설적 일탈행동에 미치는 긍정적 영향력이 더욱 확대되어 나타나고 있었다. 본 연구결과를 통해 조직구성원들의 건설적 일탈행동을 높이기 위해서는 리더의 임파워링 리더십 발휘가 중요하다는 것을 알 수 있었으며 이 때 직무안정성을 확보해야만 가능하다는 점을 알 수 있었다. 본 연구는 기존 임파워링 리더십 연구에서 간과하고 있던 조직구성원들의 건설적 일탈행동에 미치는 영향력에 대한 검증을 통해 임파워링 리더십 연구의 폭을 확장하였으며 어떠한 상황(Context)에서 임파워링 리더십의 긍정적 영향력이 확대되는지를 규명하였다는 점에서 의의를 가지고 있다.

Ⅰ. Introduction

1.1. Research Background

For nowadays organizations, even through the employment issue has been talked for a very long time, it is still one of the most important questions in organizations to help the organization gain more effective outcomes. The unpredictable economic situation and the harder competitive standards have resulted in downsizing, lay off their employees, mergers and acquisitions, and other types of organizational change.

To successfully manage innovative organization, leaders and employees need to make adaptations to the challenging organizational environment (George & Jones, 2002). Not only the creation of the new products, the improvement of the relationship between leader and subordinate is also becoming more and more important. Researchers have stated that leadership influence the attitudes, beliefs, and abilities of employees to achieve organizational goals.

Under this economic environment, many companies are tending to encourage their employees' creativity, productivity, initiative and focusing on the relationship between employees and their managers to improve their competitiveness. In order to make the better development of their company. So many companies have replaced their traditional hierarchical management structures with empowered.

The concept of empowerment was first introduced from management view in the 1980s, and based on a need for an organizational concept that would increase employees productivity (Bartunek & Spreitzer, 2006). Empowerment as a process that involves a leader sharing power with subordinates (Conger & Kanungo, 1988). Empowered employees are more likely to do some creative behaviors for organization's positive results. In another words, employees' organizational attitude and behaviors, including work satisfaction, work engagement, organizational

commitment, turnover, organizational citizenship behaviors, workplace deviance, and so on.

Many types of research showed that leaders' behaviors have strongly influenced on their subordinates. Empowerment is a management style where managers share endeavors with the rest of the organizational members, the concept of empowering leadership was proposed in 1990s. Manz (1990) originally called empowerment leadership as "super leadership". Different from the traditional leadership style, empowerment leadership emphasized the process of subordinate's self-influence instead of level control. The influence in decision-making process, or the collaboration in the decision-making is not limited to the formal power with certain characteristics as far as information systems, rewarding, power sharing, leadership style and organizational culture are concerned (Pardo del Val & Lloyd, 2003).

Workplace deviance is one of the most frequent research topics affecting the well-being of the organizations and its members, thereby also having the considerable impact on its outcomes. In recent years, workplace deviant behaviors have drawn more and more increasing attention. In the management literature, there are two streams of research on deviant behavior exist.

One stream casts deviant behavior in a negative light, emphasizing employee rule breaking. It tends to focus on the negative forms of employee deviance. Precisely it includes such undesirable employee acts as stealing office supplies or embezzling company fund. That is, employee often create a set of expectations about the organization they belonged while his or her expectations are not met. Workplace deviance may arise from their expectation that their organization has mistreated him or her in some manner.

In contrast, the second stream of a literature emphasizes the positive forms of deviant behavior for organizations. This research highlights beneficial deviant behavior, such as dissent, tempered, radicalism, whistle-blowing, functional

disobedience, and exercising voice. They were named destructive and constructive (Bennett & Robinson, 2000; Raelin, 1984; Robinson & Bennett, 1995; Bennett & Stamper, 2001).

For instance, when employees perceive fair and equitable treatment from their organization, they are more likely to reciprocate and engage in constructive deviant behavior. The reason is that the constructive deviant behavior is defined as voluntary behavior that violates organizational norms but is intended for the well-being of the organization or its members (Galperin & Burke, 2006). Galperin (2003) and Warren (2003) have argued that despite constructive deviant behavior being deviant in nature, it emphasizes the good intentions and favorable outcomes that can be beneficial for the organization.

1.2. Research Purpose

Although the positive and functional perspective of deviant behavior has been continuously mentioned, the empirical research that have test its causes are still not much enough. Studies on the antecedents of constructive deviant behaviors have been limited as extent literature has tend to focus on organizational outcomes and organizational commitment. However, past researches have found that empowering leader tends to enhance the meaningfulness of work by helping an employee understand the importance of contribution to overall organizational effectiveness. Also empowering leader expresses confidence in an employee's competence and prospects for high performance.

Empowering leader provides an employee with autonomy and prospects for self-determination by encouraging the individual to decide how to carry out his or her job (Pearce, Sims, Cox, Ball, Schnell, Smith & Trevino, 2003; Sims & Manz, 1996). And empowering leader fosters an employee's participation in decision making (Manz & Sims, 1987).

Although the effects of job insecurity on employee attitudes, behaviors, and outcomes are rising, research on the implications of job insecurity is still much enough. The importance of job security derive from the fact for influencing the work-related outcomes, and the job security is an important factor for the wellbeing of employees no matter in physical or psychological (Burke, 1991; Jacobson, 1987, 1991; Kuhnert & Palmer, 1991). It is also an important determinant of employee turnover. Although many researches suggest that job security is related to employee work attitudes and well-beings, some issues concerning these relationships have not yet been fully addressed.

Job security has been recognized as one of the major employment issues during the past two decades (Sverke, Hellgren & Näswall, 2002). Previous researches indicated that low job security (job insecurity) exert a negative impact on employees' work related behaviors (Ashford, Lee & Bobko, 1989; De Witte, 1999; Sverke et al., 2002). Lots of previous research stated that job security reflects an employee's anticipation of employment stability and job continuity within an organization (Probst, 2003).

So far we have described the possibility that empowering leadership will affect employees' organizational constructive deviant behaviors under job security context. However, to go further by exploring and testing the mechanism according to organizational job characteristics, some research stated that the job characteristics, such as job flexibility, the relationship between person-organization fit, cognitive organizational trust and so on. That could moderating the relationship between personal psychological state and constructive deviant behaviors.

In this study, we briefly review the empowering leadership that forms the basis of this study. Then, we review literature related to the organizational constructive deviant behaviors, job security. Thus, the main purpose of this study is to further discuss the relationship between empowering leadership and organizational constructive deviant behaviors and job security as a moderating role of those relationship.

Ⅱ. Theoretical Background

2.1. Empowering Leadership

Leaders plays a very important part for organizations because leadership is leading people in organizations toward achieving goals. There was a time when leaders thought their role was to exert power over others. No longer, today's leaders are turning to recognize their leadership is most effective when they empower others to step up and lead. Empowering leader behaviors have assumed special importance, as is providing increased autonomy to employees (Bennis & Townsend, 1997). And leader's sharing power with a view toward enhancing employees' motivation in their work (Kirkman & Rosen, 1997, 1999; Thomas & Velthouse, 1990).

Empowering leadership have been studied from two perspectives. From leaders' perspective, empowerment is transfer of power from the one who has more (the leader), to the one who has less (the subordinate) (Forrester, 2000). This approach defines empowerment in the organizational context and focuses on the behavior of the leader. This relational approach to empowerment aims at reducing the dependencies that make it difficult to get the job done by delegating power from the leader to the follower (Burke, 1986; Lawler, 1992; Leach, Wall & Jackson, 2003). Compared to controlling leaders, empowering leader who shares power or gives more responsibility and autonomy to employees (Kirkman & Rosen, 1997; 1999; Strauss, 1963).

From employees' perspective, empowerment was defined as a four-dimensional psychological state based on followers perceptions of: (a) meaningfulness – the feeling that their work is personally important, (b) competence – the confidence in their ability to perform tasks well, (c) self-determination – the freedom to choose how they perform their tasks, (d) impact – the influence in their work role (Conger & Kanungo, 1988; Leach et al., 2003; Spreitzer, 1995, 1996; Thomas & Velthouse, 1990).

Empowering leadership can be defined as leader behaviors whereby authority, autonomy, and responsibility are shared with employees in order to enhance and encourage employees to be more receptive and adaptive to their work environment (Ahearne, Mathieu & Rapp, 2005; Arnold, Arad, Rhoades & Drasgow, 2000; Mathieu, Gilson & Ruddy, 2006; Menon, 2001; Quinn & Spreitzer, 1997; Srivastava, Bartol & Locke, 2006).

Amundsen and Martinsen (2014) demonstrated that empowering leadership has two dimensions (autonomy support and developed support). Autonomy support empowering leadership represents the most prominent characteristic that distinguishes it from other leadership theories and thus makes it more in line with the basic idea of empowerment at work. This particular autonomy attribute with respect to empowering leadership is especially important in contemporary work settings characterized by, among other things, more flexible, flattened, and decentralized organizational designs and delegation of responsibility and decision-making authority to self-leading knowledge workers. While developed support, which describes leader behaviors that mainly provide guidance and where the leader acts as a role model that facilitates observational learning, includes the behaviors "modeling" and "guidance".

Empowering leadership has been proven to be antecedents of positive outcomes, such as trust in leader, self-efficacy, job satisfaction, organizational commitment , organizational citizenship behavior, psychological empowerment, job, team, and firm performance, turnover, innovative behavior, knowledge sharing, etc (Liu, Siu & Shi, 2010; Podsakoff, MacKenzie, Moorman & Fetter, 1990; Avolio, Zhu, Koh & Bhatia, 2004; Chen, Sharma, Edinger, Shapiro & Farsh, 2011; Srivastava et al., 2006; Zhu & Walumbwa, 2009). Empowering leadership happens when leaders foster trust based relationships with subordinates, communicate to their employees, facilitate participative decision-making, encourage subordinates to be more self-reliant, and show more concern for their employees' personal problems (Ahearne et al., 2005; Hon, 2011).

Empowering leaders operate by consulting, delegating, supporting, developing, and team building (Pearce et al., 2003; Yun, Faraj & Sims, 2005). More specially, employees emotion are related with leader's behavior in organizations. In some cases, employees quit their job because they were not satisfied with their leaders. Leaders directly and indirectly affect employees psychologically and cognitively in both positive and negative

way (Arnold, Arad, Rhoades & Drasgow 2000; Einarsen, Aasland & Skogstad, 2007; Nielsen, Randall, Yarker & Brenner, 2008; Van Dierendonck, Haynes, Borrill & Stride, 2004).

Empowering leaders who employ participative decision making actively seek and highlight the value of employees' opinion and suggestion, informing behaviors by leaders ensure employees to be aware of the state of affairs in their work environment, while coaching refers to face-to-face communication and two-way influence processes in supervising practices. Today's successful organizations demand employees who can take more initiative to extend beyond job requirements (Lester, Meglino & Korsgaard, 2008) and today's workforce shows a higher need for achievement, innovation, personal control and self-esteem (Kundu & Rani, 2007). These demand a paradigm shift from the traditional "command and control" style of management to a new "involvement and commitment" style in which managers develop power while enabling or "empowering" individual employees to take responsibility for performance targets (Fligstein, 1990). As the name implies, empowering leadership is describe the relationship between leaders and their subordinates.

2.2. Constructive Deviant Behaviors

Workplace deviance is one of the most important research topics because workplace deviance is affecting the well-being of organization and its employees, even affect the organizations' outcomes. There are two typical types of work deviant behaviors: destructive deviant behavior and constructive deviant behavior (Bennet & Stamper, 2001). Most researches on workplace deviant behaviors have been focus on the negative way such as employee theft, personal aggression, and sabotage. Approximately 70 percent of employees have engaged in some form of workplace deviant behavior, such as losing their temper at work (Bennet and Robinson, 2000).

According to Robinson & Bennett (1995), the definition of workplace deviance

as voluntary behavior that violates significant organizational norms and, in so doing, threatens the well-being of the organization or its members, or both. Workplace deviant behaviors have been used to describe the following behaviors: Employee deviance (Robinson & Bennett, 1995), Antisocial behavior (Giacalone & Greenberg, 1997), which means the actions that harm or lack consideration for the well-being of others. Workplace aggression (O'Leary-Kelly, Griffin & Glew, 1996), which means any employees act of aggression, physical assault, threatening or coercive behavior that causes physical or emotional harm in a work setting and Organizational retaliation (Skarlicki & Folger, 1997), which is defined in the bottom up sense as an employee's reacting against a perceived injustice from their employer. Although previous research has increased our understanding of harmful effects of deviance within organizations, little research has examined the positive aspects of deviant behaviors.

Recently, several studies have attempted to theoretically develop a typology identifying constructive deviant behavior as a construct (Galperin, 2003; Spreitzer & Sonenshein, 2004; Warren, 2003). Constructive workplace deviance encompasses behaviors that violate significant organizational norms in order to contribute to the well-being of the organization (Galperin, 2003). Constructive deviant behaviors are becoming more and more important in today's businesses because constructive deviant behaviors can bring positive outcomes and changes to the organizations. Unlike much of the field of organizational behavior which focuses on managerial dysfunctions, such as resistance to change (Luthans, 2002), constructive deviant behaviors can play a central role in facilitating organizational change.

In some management research, there are examples of positively characterized deviant behavior. Galperin & Burke (2006) defined and categorized organizational constructive deviant behavior in three different dimensions: innovative organizational constructive deviant behavior, challenging organizational constructive deviant behavior and interpersonal constructive deviant behavior.

Innovative organizational constructive deviant behavior refers to the behaviors that helps the organization such as implementing innovative way to perform daily works and developing creative solutions to solve organizational problems.

Challenging organizational constructive deviant behavior refers to behaviors that challenge the existing organizational norms and break organizational rules in order to help the organization such as breaking and bending the rules to perform jobs and violating company procedures to solve organizational problems.

Interpersonal constructive behavior refers to behaviors such as disobeying the orders given from a supervisor or reporting a wrong doing by coworkers in order to bring a positive organizational change. Despite the importance of workplace organizational constructive deviant behavior in facilitating change and innovation, the literature on constructive deviant behavior is limited.

In this study, we discuss the constructive deviant behaviors in organizational dimension. That means, we will analysis innovative organizational constructive deviant behaviors and challenging organizational deviant behaviors.

2.3 Job Security

For the better understanding of job security, we introduce the job insecurity at first. In contrast to job security, job insecurity was introduced from two different dimensions, quantitative job insecurity (worries about losing the job itself) and qualitative job insecurity (worries about losing important job features, which including future career opportunities, stimulating job content, competence exertion, pa development, etc) (Hellgren, Sverke & Isaksson, 1999). The literature generally refers to job insecurity as a subjective variable that is determined by individual perceptions of the stability of a job (Sverke et al., 2002).

Job insecurity has been defined in various ways. Davy, Kinicki & Scheck, (1997) defined it as an employee's expectations about continuity in a job situation. Van Vuuren & Klandermans (1990) defined it as the employee's concern about the future performance of the job. Consistent with past definitions, job insecurity in the current research refers to job insecurity that is due to threat of layoffs, reduced pay, or reduced hours. Similar to previous research, the current study

defined job insecurity as the threat of experiencing involuntary job loss in the future (Greenhalgh & Rosenblatt 1984; Sverke et al., 2002).

Job insecurity would also contribute to the psychological stress experienced by the workers includes depression, stress, sadness, relation problems, low physical health (Jahoda, 1982). Most of past research on job insecurity have focused on examining the strain created by job insecurity due to involuntary job loss (Greenhalgh & Rosenblatt, 1984; Sverke et al., 2002). Thus, job insecurity was related to a fear of lose one's job for employees. Job insecurity in the current study does not meant to an employee's personal intention to leave his or her job due to personal choice, such as a personal desired change in career. The original definition of job insecurity emphasized the importance of a lack of power over the job loss situation, which would not apply if an employee is desirable to choosing to change jobs for personal reasons.

By definition, job insecurity reflects the level of the job security perceived by employee and the level of job security that an employee would prefer. Therefore, job insecurity is likely to threaten the job situations (Rosenblatt & Ruvio, 1996; Sverke et al., 2002). Instead, job security is defined as the extend to which an organization provides the probability that an individual will keep his or her job by Herzberg (1968), Meltz (1989). Similarly, it's also defined broadly as an individual remains employed with the same organization with no reduction of seniority, pay, person rights, etc. Job security is considered as a key element to organizational success because of its relationship with work behavior.

Ⅲ. Research Model and Hypothesis Development

3.1. Empowering Leadership and Constructive Deviant Behaviors

Empowering leadership involves encouraging and facilitating employees to manage themselves. Empowering leaders share power with their employees by delegating authority to employees, hold employees accountable, involve employees in decision making, encourage self-management of work, and convey confidence in employees capabilities to handle challenging work (Kirkman & Rosen, 1999; Konczak, Stelly & Trusty, 2000).

Empowering leadership essentially involves encouraging and facilitating employees to lead and manage themselves. A range of leaders, not only truly exceptional and inspirational individuals, have the potential to utilize person-oriented empowering leadership behaviors, which involve actual empowerment as well as behaviors oriented toward employee self-development (Burke, Stagl, Klein, Goodwin, Salas & Halpin, 2006). Representative behaviors include leaders encouraging employees to assume responsibilities and work independently, coordinate efforts with other members of the team, think about problems as learning opportunities or challenges, seek out opp12ortunities to learn and grow, and acknowledge and self-reward their efforts (Pearce & Sims, 2002).

In building a model linking empowering leadership and constructive deviance behavior, we drew on the psychological empowerment. Psychological empowerment, is defined as a psychological state that is manifested in four cognitions: meaning, competency, self-determination, and impact (Spreitzer, 1995). According to the motivational model, psychological empowerment is a motivational construct which mediates the relationship between empowering leadership behaviors and work outcomes (Conger & Kanungo, 1988). Spreitzer (1995) defined psychological empowerment as increased intrinsic task motivation manifested in a set of four cognitions reflecting an individual's orientation to his or her work role: meaning, competence (which is synonymous with Conger & Kanungo's self efficacy, self determination and impact). More specifically,

psychological empowerment is achieved by promoting employees' autonomy in influencing the outcomes of their work (Hechanova, Alampay & Franco, 2006). Psychological empowerment is the perception of employees that they can adjust their work roles to accomplish their tasks and make important decisions regarding work tasks (Yukl & Becker, 2006).

Scholarly debate has emerged on when empowering leadership is particularly effective in promoting employee outcomes. Whereas one study showed a positive relation between empowering leadership and creativity (Zhang & Bartol, 2010), other theoretical and empirical work examines that the influence of empowering leadership on employee outcomes is likely to be more complex than previously thought (Ahearne et al., 2005; Fineman, 2006).

First, empowerment may be particularly effective for employees whose characteristics indicate relatively low levels of readiness or propensity for pursuing a focal activity (e.g., Ahearne et al., 2005). Extrapolating this insight to creative activities, we propose that empowering leadership may be especially beneficial for enhancing creativity in employees who are not predisposed to be creative. Second, whether employees have a trust with their supervisors may be a necessary condition for empowering leadership to promote creativity in employees not predisposed to be creative (Fineman, 2006).

The antecedents of constructive deviant behaviors such as, psychological ownership (Chung & Moon, 2001; Vandewalle, Van Dyne & Kostova, 1995), personality traits (Big Five) (Bodankin & Tziner, 2009) and cultural factors (Galperin, 2002) have been studied in last decade. Empowering leadership can play an extrinsic or an intrinsic motivational role to facilitate employee extra work behavior, empowering leadership can help employees meet the basic need for self-determination or control (Ryan & Deci, 2000). Empowering leaders operate by consulting, delegating, supporting, developing and team building. By through consultation, delegation, and support level, motivation is combined with employees' ability to succeed and work-related goal achieving.

Intrinsically, we propose that empowering leadership behaviors help employees meet the basic need for self-determination or control (Ryan & Deci, 2000). By

encouraging employees to use self-rewards, facilitating employee self-leadership, engaging in participative goal setting, and encouraging teamwork and independent action, empowering leaders transmit power to employees (Manz & Sims, 1987), and in doing so should enhance employees' capacity for self-determination and employees' feelings of mastery. Extrinsically, the outcome of a heightened sense of mastery and self-determination is enhanced motivation for task accomplishment (Conger & Kanungo, 1988).

Despite the fact that constructive deviant behaviors break the organization's norms, it is nonetheless behaviors that is aimed at enhancing the organization's well-being. In other words, it may be expected that subordinates who get the authority and support from their leaders will "pay back" their organizations by engaging in positive behavior that will benefits their manager and organization, even it breaks the organization's rules and norms. Therefore, it is resonable to design a positive association between empowering leadership and constructive deviant behaviors.

As we discussed empowering leadership in two dimensions, autonomy support empowering leadership and developed empowering leadership. We hypothesize that both sides of empowering leadership will positively affect employees constructive deviant behaviors. Thus, we made the hypothesis 1 as follows:

Hypothesis 1: Empowering Leadership will positively (+) affect to employees' organizational constructive deviant behaviors

H1-1: Developed support empowering leadership will positively (+) affect to innovative organizational constructive deviant behavior.

H1-2: Developed support empowering leadership will positively (+) affect to challenging organizational constructive deviant behavior.

H1-3: Autonomy support empowering leadership will positively (+) affect to innovative constructive deviant behavior.

H1-4: Autonomy support empowering leadership will positively (+) affect to challenging organizational constructive deviant behavior.

3.2. Job Security and Organizational Constructive Deviant Behavior

Today's unemployment is an very important problem to almost all countries. It seems like job security to be in decrease in every part of this world. One of the most obviously reasons for decreasing job security can be cited as technology, demographic change and government policy. From this aspect, job security, which as a reason for employees to keeping his or her job, is also important for them to find new jobs.

According to social exchange theory (Blau, 1964; Gouldner, 1960), when organizations treat their employees in a positive manner, employees should respond their organizations by engaging in some positive behaviors, such as constructive deviant behavior. Previous study examined the impact of job insecurity on organizational commitment, job satisfaction, and job performance (Ashford, 1989). And some other researchers argued that job insecurity reduces job performance (Bolt, 1983; Mooney, 1984; Rosow & Zager, 1985). For instance, (Ng & Feldman, 2011) found that employees who were satisfied with their jobs would provide more improvement in their employment relationships.

In a meta-analysis of job insecurity by (Sverke et al., 2002), the results indicated that job insecurity has detrimental consequence for employees' job attitudes, organizational attitudes, health, and their behavioral relationship with the organization. Considerable research attention has been given to how job insecurity is related to organizational attitudes, such as commitment, most studies examined that organizational commitment has been found to have a negative association with job insecurity, meanwhile, some studies have also reported a strong negative relationship or no significant relation at all (Sverke et al., 2002).

In addition, employees with perceptions of low job security are more likely to engage in work withdraw behaviors (Ashford et al., 1989; Davy et al., 1991), that represented high job security are tend to engage in positive behavior. Dunbar (1993) found that the link between job insecurity and safety outcomes is that job insecurity reduced satisfaction. On the basis of the psychological contract theory, job security was defined as a key element of the relational psychological contract

(Millward & Brewerton, 2000). And we suppose that job security will engage employees in doing more constructive deviant behavior. Thus, we made the hypothesis 2 as follows:

Hypothesis 2: Job security will positively (+) affect to employees' organizational constructive deviant behavior.

H2-1: Job security will positively (+) affect to innovative organizational constructive deviant behavior.

H2-2: Job security will positively (+) affect to challenging organizational constructive deviant behavior.

3.3. Job security as A Moderator

Although the above discussion shows that people who under a higher job security environment are more likely to engage in some positive organizational behaviors, the current studies on that research by examining the moderating effects to job security are not much. Empirical research shows that job insecurity is associated with employees, in terms of reduced their fell of well-being (De Witte, 1999), job satisfaction (O'Quin & LoTempio, 1998), organizational commitment (Rosenblatt & Ruvio, 1996) and turnover intentions (Tivendell & Bourbonnai, 2000).

Research has identified negative effects of job insecurity on outcomes such as decreased job satisfaction, increased job search activities. In their summary of perceived job security, Sverke & Hellgren (2002) noted that the need for more researches on how perceived job security contributes to changes in these outcomes. For employees, job insecurity directly reflect the relationship between the employee own effort and rewards what received from their leader (Greenhalgh & Sutton, 1991).

Past researches have measured the moderating effects of individual difference or some coping variables, such as organization trust, job involvement, on work outcomes such as organizational citizenship behavior and organizational constructive deviant behavior. Few studies measured the moderating effect of the

job security even job insecurity.

Previously, we argued that when job security decreases, employee engage in few positive organizational behavior. Therefore, when job security moves from low to high levels, employees are especially likely to be more satisfied with the work environment. when they got the support and power form their leaders, they are more likely to maintain organizational constructive deviant behavior to their organizations. Thus, we made the hypothesis 3 as follows:

Hypothesis 3: Job security will positively (+) affect the relation between empowering leadership and constructive deviant behavior.

H3-1: Job security moderates the positive relationship between developed empowering leadership and innovative organizational constructive deviant behavior in such a way that the relationship is stronger when job security is high.

H3-2: Job security moderates the positive relationship between developed empowering leadership and challenging organizational constructive deviant behavior in such a way that the relationship is stronger when job security is high.

H3-3: Job security moderates the positive relationship between autonomy empowering leadership and innovative organizational constructive deviant behavior in such a way that the relationship is stronger when job security is high.

H3-4: Job security moderates the positive relationship between autonomy empowering leadership and challenging organizational constructive deviant behavior in such a way that the relationship is stronger when job security is high.

This theoretical relationship as shown in the next page:

<Figure 1> Hypothesis Model
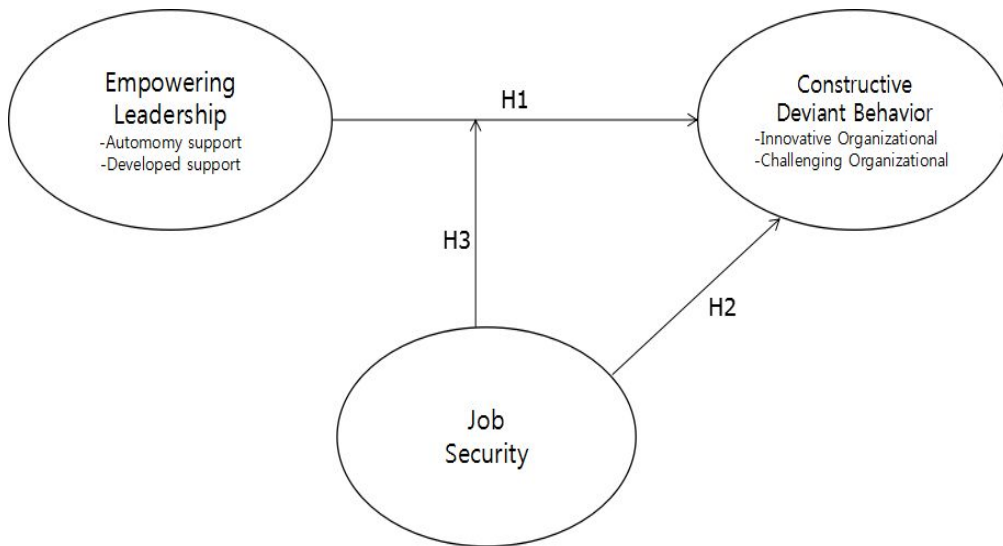
Ⅳ. Methodology

4.1. Sample and Data Collection

The criteria according to which we selected organizations to help us finish our questionnaires were the organizations be structured around the employees in the departments within common tendency to create organizational constructive deviant behavior. Compared with the stated-owned enterprise such as bank, school, civil service center and so on, we preferred the companies in the field of manufacturing, service, etc. In order to enable tests of the hypotheses, our aim was to collect empowering leadership, job security data from individual employees, constructive deviant behavior data from the manager of each department, then match the two questionnaires for the same employee.

The data all from Korean respondents in the organizations were collected by using two single questionnaires. First, one questionnaire was sent to the general employees in part of departments of each company to ask them about the empowering leadership and the job security they perceived. Second, the other questionnaire was sent to the directly manager after the employee questionnaire was returned to let them appraise the possibility of the constructive deviant behaviors will happen by each subordinates. That means, if there are 10 employees in the same department to answer the questionnaire which for the employee, then the manager who in charge of these 10 employees need to answer 10 questionnaires which for the leaders that corresponds to the 10 employees.

The final sample for this study is consisted of 230 employees and 29 managers from 9 companies in various job sectors which consisted of manufacture industry, production industry, service industry, distribution industry and computer industry in Seoul, Busan and Gwangju. In reviewing the survey packets, resulting in 201 completed surveys were used in the data analysis. More detail, as shown in Table 1, A company included 3 managers and 23 employees from 3 departments; B company included 4 managers and 26 employees from 4 departments; C company

included 4 managers and 32 employees from 4 departments; D company included 2 managers and 20 employees from 2 departments; E company included 3 managers and 10 employees from 3 departments; F company included 1 managers and 8 employees from 1 department; G company included 3 managers and 27 employees from 3 departments; H company included 5 managers and 30 employees from 5 departments; I company included 4 managers and 25 employees from 4 departments; Finally, 201 surveys were usable, 88%, as cases with missing data were deleted. Of the 201 cases, 57.2% were male and 42.8% were female. The average age was 29.2 years and average organizational tenure was 3.8 years (s.d. 2.45) and the majority of the sample had a college degree and the majority was within the entry level position (73.6%).

<Table 1> Results of The Company and Its Respondents

Company	Number of Manager	Number of Employee	Department					
			general affair	manufacturing	marketing	financial	accounting	others
A	3	23	3	14	6			
B	4	26	11	8	4	3		
C	4	32	8	8	5	4	4	3
D	2	20	10					10
E	3	10	4			3	3	
F	1	8	8					
G	3	27	8	12	7			
H	5	30	6	9	6	6	3	
I	4	25	15		3	4		3
Total	9	29	201	73	51	31	20	10	16

4.2. Measures

All of the items were measured by using a 5-point Likert scale from 1

("strongly disagree") to 5 ("strongly agree") throughout the questionnaire except the job security items. Job security items were measured by the converse score 1 ("strongly agree") to 5 ("strongly disagree), and because this study was conducted in Korea, the survey measures were translated from English into Korean.

4.2.1. Empowering leadership

In this study, the empowering leadership was measured with Amundsen & Martinsen (2014). The used scales were independently designed, but clearly based on the definitions and recommendations outlined in the literature on super leadership and self-leadership (Manz, 1986; Manz & Sims, 1989, 2001), and other relevant sources (Yukl, 2002). Considered with the typical cultural context in South Korea, totally the 18 items divided into two dimensions (Autonomy support empowering leadership(ELA), e.g., "My leader conveys that I shall take responsibility" and "My leader gives me power", and Developed empowering leadership(ELD), e.g., "My leader guides me in how I can do my work in the best way" and "My leader tells me about his/her won way of organizing his/her work"). The Cronbach's coefficient alpha were .889 and .792, respectively. The full question items were shown in the end part of this research. (See Appendix)

4.2.2. Constructive deviant behaviors

Constructive deviant behaviors was measured with Chung & Moon (2001) and Galperin's (2002). The scale were used to test constructive deviant behaviors in three dimensions, they were innovative, challenging, and interpersonal. For this study, we used just innovative and challenging items. Innovative organizational constructive deviant behavior(CDBI)(e,g., "Developed creative solutions to problems" and "Searched for innovative ways to perform day to day procedures"),

challenging organizational constructive deviant behavior(CDBC)(e.g., "Sought to bend or break the rules in order to perform your job" "Departed from organizational requirements in order to increase the quality of services, products, job"). The Cronbach's coefficient alpha were .818 and .855, respectively. The full question items were shown in the end part of this research. (See Appendix)

4.2.3. Job Security

Job security was measured with Ashford, Lee & Bobko (1989)'s items to measure job insecurity. We selected 5 items and the sample items are here. (e.g., "You may lose your job and be moved to a lower level within the organization" and "You may lose your job and be moved to another job at the same level within the organization"). All of the questions are converse so that for job security, we used Likert 5-point scale (1 "strongly agree" to 5 "strongly disagree")

4.2.4. Questionnaire items

The questionnaire we used in this research was consisted of Empowering leadership, 18 items (Autonomy support empowering leadership, 12 items and Developed support empowering leadership, 6 items); Constructive deviant behavior, 11 items (Innovative organizational constructive deviant behavior, 6 items and Challenging organizational constructive deviant behavior, 5 items); Job Security, 5 items; The scale table was shown in Table 2 in the next page.

<Table 2> The consist of the questionnaire

Variable	Number of items	References
Empowering Leadership	18	Amundsen & Martinsen(2014)
Constructive Deviant Behaviors	11	Chung & Moon(2001), Galperin(2002)
Job Security	5	Ashford, Lee & Bobko(1989)

4.3. Data analysis

4.3.1. Data Description

The background of the respondents involved gender, age, working years, education, working department, position, the kind of industry and firm size. the frequency results as shown in Table 3.

There were 115 male and 86 female. The age of the participants range from 22 to 50, and the average age was 29.3. and 158 participates have been working at 1 to 5 years, 33 participates are working at 6 to 10 years, 4 participates are working at 11 to 15 years, same to the employees who are working yet 1 year. About the education level, 32 participates are high school graduates, 15.9%, 36 participates are graduated from technical college, 17.9%, 119 participates are graduated from general university, 59.2%, 14 participates have over bachelor's degree. The number of general affairs department is 73, 36.3%, manufacturing is 51, 25.4%, marketing is 31, 15.4%, financial accounting is 30, 14.9%, others is 16, 8.0%. Position numbers are, general staff, 201, 87.4%, manager, 28, 12.1%, director, 1, 0.4%. Most of the participates are working in a small-medium sized company, the data is, under 30 sized, 87, 43.3%, 30-50 sized, 65, 32.3%, 50-100 sized, 49, 24.4%.

Control variables included gender, education, position. All were coded as dummies. For gender, the code was 1 as male, and 0 as female. For education, the code was 1 if the employee was over undergraduate, and the code was 0 if the employee was under technical college 0. For position, the code was 1 if they are in manager level, the code was 0 if they are in general staff level.

<Table 3> Result of The Respondent's Background

	Valid	Frequency	%	Valid	Frequency	%
Gender	Male	115	57.2	Department		
				general affairs	73	36.3
				manufacturing	51	25.4
				marketing	31	15.4
	Female	86	42.8	financial accounting	30	14.9
				others	16	8.0
Age	19-30	144	71.6	Position		
				general staff	201	87.4
	31-40	48	23.9	manager	28	12.1
	over 40	9	4.5	director	1	0.4
Working Years	under 1 year	4	2.0	Industry		
				production	26	12.9
	1-5 years	158	79	telecommunication	52	25.9
	6-10 years	33	16.5	machinery	14	7.0
	11-15 years	4	2.0	distribution service	81	40.3
	over 16 year	1	0.5	others	28	13.9
Education	high school	32	15.9	Firm Size (the number of employees who work in the same department)		
				under 30	87	43.3
	technical college	36	17.9	30-50	65	32.3
	university	119	59.2	50-100	49	24.4
	over graduated	14	7.0	over 100	0	0.0
	Total				201	100

4.3.2. Scale Validity and Reliability

When both independent and dependent variables are derived from a single

subject, response bias may appear (Podsakoff & Organ, 1986; Salancik & Pfeffer, 1997). To avoid such possible common method bias, we first tested reliability coefficients for each of the scales described. In Table 4, empowering leadership was measured from two dimensions, autonomy support empowering leadership including the 11 items (One item: EL12 was deleted because the result of the two factors analysis were both over .4), the Cronbach's coefficient alpha was .889. And developed empowering leadership including 6 items, the Cronbach's coefficient alpha was .792. In Table 5, constructive deviant behavior was measured from two dimensions, either. Innovative organizational constructive deviant behavior including 6 items, the Cronbach's coefficient alpha was .818 and challenging organizational constructive deviant behavior including 5 items, the Cronbach's coefficient alpha was .792. In Table 6, job security including 5 items, the Cronbach's coefficient alpha was .850.

4.3.3. Results of Factor Analysis

Before testing hypotheses, we examined the construct validity of the study's variables. Table 4 shows that the factor analysis (FA) results of the empowering leadership. We analysis the empowering leadership in a 2-factor model (autonomy support empowering leadership (ELA) and developed support empowering leadership (ELD)).

A clear result was shown distinguish the autonomy support empowering leadership factor and developed support empowering leadership factor. And both of the Cronbach's coefficient alpha was over .7, mean it was highly reliable.

<Table 4> Factor Analysis of Empowering Leadership

Items		Component		Reliability α
		1	2	
EL1	My leader conveys that I shall take responsibility	**.804**	.173	
EL2	My leader gives me power	**.668**	.300	
EL3	My leader gives me authority over issues within my department	**.711**	.223	
EL4	My leader encourages me to start tasks on my own initiative	**.593**	.460	
EL5	My leader express positive attitudes related to me starting my own defined tasks	**.543**	.461	
EL6	My leader encourages me to take initiative	**.664**	.366	.889
EL7	My leader is concerned that I reach my goals	**.396**	.527	
EL8	My leader is concerned that I work in a goal-directed manner	**.529**	.382	
EL9	My leader listens to me	**.431**	.481	
EL10	My leader recognizes my strong and weak sides	**.661**	.077	
EL11	My leader invites me to use my strong sides when needed	**.600**	.215	
EL13	My leader lets me see how he/she organizes his/her work	.155	**.745**	
EL14	My leader's planning of his/her work is visible to me	.176	**.566**	
EL15	I gain insights into how my leader arranges his/her work days	.406	**.621**	
EL16	My leader shows me how I can improve my way of working	.155	**.706**	.792
EL17	My leader guides me in how I can do my work in the best way	.240	**.610**	
EL18	My leader tells me about his/her own way of organizing his/her work	.212	**.685**	
Eigenvalue		7.181	1.306	
% of Variance		26.183	23.744	
% of Cumulative		16.183	49.962	

Note: EL = Empowering Leadership; Component 1 = Autonomy support Leadership; Component 2 = Developed support Empowering Leadership.

Table 5 shows the factor analysis of constructive deviant behavior, a clear result was shown distinguish the innovative organizational constructive deviant behavior factor and challenging organizational constructive deviant behavior factor. And both of the Cronbach's coefficient alpha was over .8, high reliability was proved.

<Table 5> Factor Analysis of Constructive Deviant Behavior

Item		Component		Reliability α
		1	2	
CDB1	Developed creative solutions to problems	.102	**.709**	
CDB2	Searched for innovative ways to perform day of work	.286	**.761**	
CDB3	Decided on unconventional ways to achieve work goals	.048	**.760**	
CDB4	Departed from the accepted tradition to solve problems	.266	**.629**	.818
CDB5	Introduced a chance to improve the performance of your work group	.264	**.660**	
CDB6	Sought to bend or break the rules in order to perform your job	.382	**.627**	
CDB7	Violated company procedures in order to solve a problem	**.766**	.212	
CDB8	Departed from organizational procedures to solve a customer's problem	**.775**	.190	
CDB9	Bent a rule to satisfy a customer's needs	**.760**	.224	.855
CDB10	.Departed from dysfunctional organizational policies or procedures to solve a problem	**.765**	.255	
CDB11	Departed from organizational requirements in order to increase the quality of products or services	**.766**	.157	
	Eigenvalue	4.916	1.506	
	% of Variance	30.152	28.225	
	% of Cumulative	30.152	58.377	

Note: CDB = Constructive Deviant Behavior; Component 1 = Challenging Organizational Constructive Deviant Behavior; Component 2 = Innovative Organizational Constructive Deviant Behavior.

The last result in Table 6 is the factor analysis of the moderator, job security. The single factor result was clear shown and the Cronbach's coefficient alpha was over .8, high reliability was proved.

<Table 6> Factor Analysis of Job Security

	Item	Component 1	Reliability α
JS1	You may lose your job and be moved to a lower level within the organization	.863	
JS2	You may lose your job and be moved to another job at the same level within the organization	.718	
JS3	You may be moved to a different job at a higher position in your current location.	.880	.850
JS4	You may be moved to a different job at a higher position in another geographic location.	.786	
JS5	You may be laid off permanently.	.709	
	Eigenvalue	3.155	
	% of Variance	63.106	
	% of Cumulative	63.106	

Note: JS = Job Security; Component 1 = Job Security.

4.3.4. Descriptive statistics and Correlation

The means, standard deviations, and reliabilities for the variables in this study are shown in the Table 7. The results indicate that autonomy support empowering leadership was positively related with innovative organizational constructive deviant behavior ($r = .144$, p < .05), job security ($r = .249$, p < .01). Developed support empowering leadership was positively related with innovative organizational constructive deviant behavior ($r = .262$, p < .01), challenging organizational deviant behavior ($r = .199$, p < .01), job security ($r = .345$, p < .01). Innovative constructive deviant behavior was positively related with job security ($r = .239$, p < .01). Challenging organizational constructive deviant behavior was positively related with job security ($r = .155$, p < .05). A strong internal consistency across all measures was reported.

<Table 7> Means, standard deviations, and correlations

Variables	M	s.d.	1	2	3	4	5	6	7	8	9
1. Gender	.572	.496	1.000								
2. Age	29.164	5.033	.285**	1.000							
3. Working Years	3.768	2.455	045	.681**	1.000						
4. Education	.662	.474	-.300**	-.119	-.011	1.000					
5. Position	.105	.307	.067	.365**	.479**	.001	1.000				
6. ElA	3.496	.618	-.015	.054	.205**	.129	.234**	1.000			
7. ELD	3.391	.617	.016	.084	.214**	.146*	.152*	.700**	1.000		
8. CDBI	3.433	.644	-.081	-.098	.035	-.025	-.039	.144*	.262**	1.000	
9. CDBC	3.325	.812	.002	-.107	-.018	-.07	-.058	.126	.199**	.545**	1.000
10. JS	2.598	.804	.003	.009	.066	.149*	.061	.249**	.345**	.239**	.155*

Note: *: $p<.05$, **: $p<.01$(2-tailed), ELA: Autonomy support Empowering Leadership; ELD: Developed Empowering Leadership; CDBI: Innovative organizational Constructive Deviant Behavior; CDBC: Challenging organizational Constructive Deviant Behavior; JS: Job Security.

4.3.5. Hypothesis Testing: Regression Analysis

We used hierarchical ordinary least squares (OLS) regression analyses to test Hypothesis 1-3. First, we ran a regression test of the dependent variable, organizational constructive deviant behavior (innovative organizational constructive deviant behavior and challenging organizational constructive deviant behavior), on the independent variable, empowering leadership (autonomy support empowering leadership and developed support empowering leadership).

Table 8 shows that the developed empowering leadership was significant positively impact on both innovative organizational constructive deviant behavior ($\beta = .328$, $p < .001$) and challenging organizational constructive deviant behavior

(β = .242, p < .05). And this table also shows that the autonomy empowering leadership does not have the influence on neither innovative organizational constructive deviant behavior nor challenging organizational constructive deviant behavior. showing the support for Hypothesis 1 (H1-1, H1-2), but not support for Hypothesis 1 (H1-3, H1-4).

<Table 8> Results of Regression Analysis for Empowering Leadership

Variable		Constructive Deviant Behavior			
		Innovative Organizational Constructive Deviant Behavior		Challenging Organizational Constructive Deviant Behavior	
		Model 1	Model 2	Model 3	Model 4
Controls	Gender	-.044	-.066	.035	.015
	Age	-.227*	-.198*	-.196	-.165
	Working years	.216*	.147	.139	.076
	Education	-.051	-.096	-.092	-.132
	Position	-.053	-.060	-.054	-.068
Empowering Leadership	Autonomy Support Empowering Leadership		-.084		-.011
	Developed Support Empowering Leadership		.328***		.242*
	R²	.09	.110	.029	.079
	F	1.551	3.356**	1.153*	2.355*

Note: *: p < .05, **: p < .01, ***: p < .001.

Control variables included gender, education, position. All were coded as dummies. (Gender: male 1, female 0; Education: over undergraduate 1, under technical college 0; Position: manager level 1, general staff level 0)

Then, we tested the relationship between job security and constructive deviant behavior. The regression results in Table 9 show that the job security was positively related with innovative organizational constructive deviant behavior (β = .247, p < .001), and also positively related with challenging organizational

constructive deviant behavior (β = .186, p < .01). Therefore, the Hypothesis 2 was supported (H2-1, H2-2).

<Table 9> Results of Regression Analysis for Job Security

Variable		Constructive Deviant Behavior	
		Innovative Organizational Constructive Deviant Behavior	Challenging Organizational Constructive Deviant Behavior
Controls	Gender	-.058	.024
	Age	-.214*	-.186
	Working Years	.195	.124
	Education	-.093	-.123
	Position	-.062	-.060
Independent	Job Security	.247***	.186**
	R²	.098	.062
	F	3.462**	2.132*

Note: *: p < .05, **: p < .01, ***: p < .001.

Control variables included gender, education, position. All were coded as dummies. (Gender: male 1, female 0; Education: over undergraduate 1, under technical college 0; Position: manager level 1, general staff level 0)

To evaluate the last condition for moderating role of job security, we used moderated regression analysis to test them. As indicated in Table 10, the interaction term comprised developed support empowering leadership and job security has been shown to significantly increase the innovative organizational constructive deviant behavior (β = .190, p < .05) and challenging organizational constructive deviant behavior (β = .306, p < .01). Table 10 was shown in the next page.

<Table 10> Results of Regression for Job Security as a Moderator

Variable		Constructive Deviant Behavior			
		Innovative Organizational Constructive Deviant Behavior		Challenging Organizational Constructive Deviant Behavior	
		M1	M2	M3	M4
		β	β	β	β
Controls	Gender	-.072	-.076	.012	.005
	Age	-.197*	-.218*	-.164	-.198*
	Working Years	.149	.150	.077	.079
	Education	-.116	-.126	-.146*	-.162*
	Position	-.062	-.056	-.070	-.06
Empowering Leadership	Autonomy Support Empowering Leadership	-.085	-.117	-.012	-.064
	Developed Support Empowering Leadership	.268**	.275**	.201	.211*
Moderator	Job Security	.180*	.159*	.125*	.09
Interaction	Autonomy Support Empowering Leadership * Job Security		-.099		-.158
	Developed Support Empowering Leadership * Job Security		.190*		.306**
	R²	.138	.154	.093	.137
	△R²		.016*		.044*
	F		3.443***		2.975**

Note: *: p < .05, **: p < .01, ***: p < .001.

    Control variables included gender, education, position. All were coded as dummies. (Gender: male 1, female 0; Education: over undergraduate 1, under technical college 0; Position: manager level 1, general staff level 0)

This result shows the higher job security has more positive influence on the relationship between developed empowering leadership and constructive deviant behavior, both in innovative and challenging level. Therefore, hypothesis 3 (H3-1, H3-2) was supported. This results also showed that relationship between empowering leadership and constructive deviant behavior does not affect by

autonomy support empowering leadership. Thus, hypothesis 3 (H3-3, H3-4) was not supported.

4.4. Results

The results of all tests for hypothesis was summarized in Table 11 as follows:

<Table 11> Summary of the Test for Hypothesis

		Hypothesis	Support
Main Effect	Empowering Leadership	**H1**. Empowering Leadership → Constructive Deviant Behavior	△
		H1-1. Developed support Empowering Leadership → Innovative Organizational Constructive Deviant Behavior	○
		H1-2. Developed support Empowering Leadership → Challenging Organizational Constructive Deviant Behavior	○
		H1-3. Autonomy support Empowering Leadership → Innovative Organizational Constructive Deviant Behavior	X
		H1-4. Autonomy support Empowering Leadership → Challenging Organizational Constructive Deviant Behavior	X
	Job Security	**H2**. Job Security → Constructive Deviant Behavior	○
		H2-1. Job Security → Innovative Organizational Constructive Deviant Behavior	○
		H2-2. Job Security →Challenging Organizational Constructive Deviant Behavior	○
Interaction Effect		**H3**. Empowering Leadership → Constructive Deviant Behavior: Job Security as a Moderator	△
		H3-1. Developed support Empowering Leadership → Innovative Organizational Constructive Deviant Behavior: Job Security as a Moderator	○
		H3-2. Developed support Empowering Leadership → Challenging Organizational Constructive Deviant Behavior: Job Security as a Moderator	○
		H3-3. Autonomy Support Empowering Leadership → Innovative Organizational Constructive Deviant Behavior: Job Security as a Moderator	X
		H3-4. Autonomy Support Empowering Leadership → Challenging Organizational Constructive Deviant Behavior: Job Security as a Moderator	X

Note: ○: supported, X: not supported, △: partially supported

Ⅴ. Conclusion And Implication

5.1. Results and Discussion

The purpose of study is to examine the relationship between empowering leadership and organizational constructive deviant behavior. This study represents an important link in the chain of studies emerging on how and why empowering leadership matters in today's organizations. we suggest empowering leaders influence employees' organizational constructive deviant behavior. Empowering leaders may enhance employees' positive deviant behavior, in addition, by encouraging organizational constructive deviant behavior, employees perceive social norms for speaking out in their work environments, and as a result feel positive affect associated with empowering leadership. In conclusion, this research on empowering leadership contributes to a growing body of support for its positive effects inside organizations.

We suggested that empowering leadership may be regarded as important characteristics with subordinates that influence their outcomes, because many of organizations today increasingly use leadership practices that give power, autonomy and responsibility to employees in order to enable and encourage them to be more receptive and adaptive to their work environment(Ahearne et al., 2005; Kirkman & Rosen, 1997, 1999; Mathieu et al., 2006; Menon, 2001; Srivastava et al., 2006) more specially, can bring the benefits to the organizations such as employees' constructive deviant behavior.

This study suggestion regarding the antecedent of organizational constructive deviant behavior can be organized in an model of organizational constructive deviant behavior. In building this model, we draw on empowering leaders' behavior start a motivational process that leads to employees' work behavior, and consequently to higher performance. and more salient and gain their motivational potential when employees are working with empowering leader to mobilize and generally are more encouraged in their work. this suggestion are critical implication for increasing employees organizational constructive deviant behavior.

Another point of our research, empowering leadership has a positive effects on employees' organizational constructive deviant behavior for organization well-being. to successful organizational change, leader's behavior by encouraging employees is also important. we confirm that leaders empowering behaviors is essential to change employees' constructive deviant behavior through their work environment. it is showed that job security as an important factor. empowering leadership is distinct from the traditional leader's type, empowered leaders who give power to their employees and let them to gain the authority to make some decisions as well as to help them to feel more authority then they regard the organizations as a part of their own and try to make some other extra efforts to their organization. thus empowering leadership affect employee organizational constructive deviant behavior through their work environment.

More specifically, the results of our analysis proved this theoretical relationship as follows:

First, the empowering leadership has positive effect on employee organizational constructive deviant behavior. When employees got the support and the authority, power from their leaders, they are more engaged to do some positive deviant behaviors for their organizations.

Second, we discussed the empowering leadership from two dimensions: autonomy support empowering leadership and developed support empowering leadership. we discussed the constructive deviant behavior from two dimensions: innovative organizational constructive deviant behavior and challenging organizational constructive deviant behavior as well. Although the empowering leadership can help employees to engage their constructive deviant behavior, but if the employees got the autonomy support type power, the effects to the both types of the organizational constructive deviant behavior was not shown. when they got the developed support power for their managers, they prefer to do the constructive deviant behavior.

Third, this research showed the job security is really positively related to the organizational constructive deviant behaviors. When employees feel more safety about their work environment, they are more likely to engage the constructive

deviant behavior.

Last, when job security is as a moderator, it truly affect the relationship between empowering leadership and constructive deviant behavior. But job security does not affect the relationship between autonomy support leadership and constructive deviant behavior. Only when the employees got the developed typed empowerment from their leaders, if their work environment is high security, they are more engaged to do constructive deviant behavior.

5.2. Limitations and Future Research

There has been a limited number of studies for the past researches, it remains important to highlight them for the purpose of informing how future studies should improve, replicate, and extend the findings from this study as well as applying caution when interpreting implications. there are several limitations that should be considered when interpreting the results.

First, as the data is always of concern, for this study, we collected the questionnaires form Guwangju, Busan, and Seoul as a representative sample of the whole Korean organizations, obviously, it is hard to do that. Also, we divided the surveys into two parts, for employee and for leader, that means, a manager may answered as much as almost 30 questionnaires, it's a hard work and the reliability become lower. When we made our questionnaire, we chose the scale all in english and translate it into korean, we should think does the questionnaire match with koreans, error could happened.

Second, the potential limitation concerns that common method bias could happen. Analysis this study was obtained in individual level. To overcome the problems for the level issues on the leadership, the cross-level analysis should be considered prove effectiveness of empowering leadership. Future research could benefit from a longitudinal design and collecting data from multiple sources.

In conclusion, it would be helpful for the future research to consider what can affect employee organizational constructive deviant behavior. In this research, our

finding suggest that empowering have the effects on workplace constructive deviant behavior. Some additional conditions should be investigated such as affective personal traits, self-regulatory as they can enhance the constructive deviant behavior. Spector and Fox (2002) argued how positive affect and negative affect can influence an individual engaging in organizational citizenship behavior. And future researches should take into some factors we did not mentioned in this study like emotional stability, negative affect, risk taking propensity affecting our proposed linkages. Thus, further researches should take into account of these factors to better understand these relations.

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Appendix Ⅰ (Korean)

For employee

■ 귀하의 생각과 일치하는 정도에 따라 해당란에 체크해(V) 주시기 바랍니다.

나의 직속상사(부서장/팀장)는...	전 혀 아니다	← 보통 이다	→ 	매 우 그렇다	
	1	2	3	4	5
1. 내가 책임을 질 것을 알려준다.					
2. 나에게 파워를 실어준다.					
3. 나에게 부서(팀) 내 이슈에 대해 권한을 부여한다.					
4. 나에게 자발적으로 업무계획을 수립하도록 격려한다.					
5. 내가 스스로 업무수행을 결정하는 것에 대해 긍정적이다					
6. 내가 업무 주도권을 갖도록 격려한다.					
7. 나의 목표달성에 관심을 갖는다.					
8. 나의 업무수행 방향이 적절한지에 대해 관심을 기울인다.					
9. 나의 의견을 경청한다.					
10. 나의 강점과 약점을 인정해준다.					
11. 필요할 때 나의 강점을 활용되도록 한다.					
12. 미래가 낙관적이라는 것을 보여준다.					
13. 자신의 업무수행을 내가 볼 수 있도록 한다.					
14. 업무계획이 가시적이다.					
15. 업무일정 조정을 통해 나에게 통찰력을 제공한다.					
16. 나의 업무수행 방식이 개선될 수 있도록 한다.					
17. 내가 최선의 방법으로 업무수행 할 수 있도록 한다.					
18. 자신만의 업무수행 방안을 나에게 알려준다.					

■ 귀하의 생각과 일치하는 정도에 따라 해당란에 체크해(V) 주시기 바랍니다.

나는...	전 혀 아니다 1	보통 ← 이다 → 2	보통 ← 이다 → 3	4	매 우 그렇다 5
1. 회사에서 낮은 직급으로 강등될 여지가 있다.					
2. 회사에서 같은 직급의 다른 업무로 이동할 가능성이 높다.					
3. 현 회사가 속한 지역의 다른 회사로 지금과 다른 직무를 수행하는 자리로 옮겨야만 한다.					
4. 현 회사가 속한 지역 이외에 다른 지역의 회사로 지금과 다른 직무를 수행하는 자리로 옮겨야만 한다.					
5. 회사에서 해고될 가능성이 있다.					

※ 해당하는 사항에 체크해(V) 주시기 바랍니다.

성 별	① 남 ( ) ② 여 ( )	직 급	① 일반사원 ( ) ② 대리 ( ) ③ 과장/차장 ( ) ④ 부장 ( ) ⑤ 임원 ( )
연 령	( )세		
근속년수	( )년		
최종학력	① 고졸 ( ) ② 전문대졸 ( ) ③ 대졸 ( ) ④ 대학원졸 이상 ( )	업 종	① 일반제조업 ( ) ② 전기/전자/통신/컴퓨터 ( ) ③ 자동차/기계/중공업 ( ) ④ 화학/제약 ( ) ⑤ 금융/증권/보험업 ( ) ⑥ 도·소매/유통/서비스 ( ) ⑦ 기타 ( )
담당업무	① 인사/총무/기획 ( ) ② 생산/제조/자재 ( ) ③ 영업/마케팅 ( ) ④ 회계/재무 ( ) ⑤ 기타 ( )	종업원수	( )명

For leader

▣ 귀하의 생각과 일치하는 정도에 따라 해당란에 체크해(V) 주시기 바랍니다.

OO는...	전 혀 아니다		보통 ← 이다 →		매 우 그렇다
	1	2	3	4	5
1. 창의적인 문제해결책을 마련한다.					
2. 업무수행에 있어서 창의적인 방안을 찾아본다.					
3. 업무목표 달성을 위해 지금까지와는 다른 방법을 활용한다.					
4. 문제해결을 위해 과거부터 활용되어온 전통적인 방법과는 거리를 둔다.					
5. OO가 속한 부서(팀)의 성과향상을 위해 필요한 변화를 찾는다.					
6. 업무수행을 위해 기존 규정(룰)을 변경하거나 바꿀 수 있는 방안을 찾는다.					
7. 문제해결을 위해서라면 회사의 절차를 위반하기도 한다.					
8. 고객의 문제 해결을 위해서라면 회사의 규칙에 얽매이지 않는다.					
9. 고객의 요구를 만족시키기 위해서라면 회사의 규칙도 바꿀 수 있다고 생각한다.					
10. 문제해결을 위해서 역기능적인 회사정책 또는 절차를 벗어나려고 한다.					
11. 제품과 서비스 품질 향상을 위해서라면 회사 요구사항에 얽매이지 않는다.					

Appendix Ⅱ (English)

For employee

◉ Check(V) the number which you thought

My Leader is	Strong Disagree ← 1	2	→ 3	4	Strong Agree 5
1. My leader conveys that I shall take responsibility					
2. My leader gives me power					
3. My leader gives me authority over issues within my department					
4. My leader encourages me to start tasks on my own initiative					
5. My leader express positive attitudes related to me starting with my own defined tasks					
6. My leader encourages me to take initiative					
7. My leader is concerned that I reach my goals					
8. My leader is concerned that I work in a goal-directed manner					
9. My leader listens to me					
10. My leader recognizes my strong and weak sides					
11. My leader invites me to use my strong sides when needed					
12. My leader shows me that he/she is optimistic about the future					
13. My leader lets me see how he/she organizes his/her work					
14. My leader's planning of his/her work is visible to me					
15. I gain insights into how my leader arranges his/her work days					
16. My leader shows me how I can improve my way of working					
17. My leader guides me in how I can do my work in the best way					
18. My leader tells me about his/her own way of organizing his/her work					

■ Check(V) the number which you thought

Item	Strong Disagree ← → Agree				
	1	2	3	4	5
1. You may lose your job and be moved to a lower level within the organization					
2. You may lose your job and be moved to another job at the same level within the organization.					
3. You may be moved to a different job at a higher position in your current location.					
4. you may be moved to a different job at a higher position in another geographic location.					
5. You may be laid off permanently.					

※ Please check the items below

Gender	① Male ( ) ② Female ( )	Position	① general staff ( ) ② manager ( ) ③ director ( ) ④ others ( )
Age	( ) years old		
Working years	( )years		
Education	① High School ( ) ② Technical college ( ) ③ University ( ) ④ over university ( )	Industry	① production ( ) ② telecommunication ( ) ③ machinery ( ) ④ distribution ( ) ⑤ others ( )
Department	① general affairs ( ) ② manufacturing ( ) ③ marketing ( ) ④ financial accounting ( ) ⑤ others ( )		
		Firm size	( )

For leader

◼ **Check(V) the number which you thought**

Item	Strong Disagree ← → Agree				
	1	2	3	4	5
1. Developed creative solutions to problems					
2. Searched for innovative ways to perform day of work					
3. Decided on unconventional ways to achieve work goals					
4. Departed from the accepted tradition to solve problems					
5. Introduced a change to improve the performance of your work group					
6. Sought to bend or break the rules in order to perform your job					
7. Violated company procedures in order to solve a problem					
8. Departed from organizational procedures to solve a customer's problem					
9. Bent a rule to satisfy a customer's needs					
10.Departed from dy□ㅊ□○sfunctional organizational policies or procedures to solve a problem					
11. Departed from organizational requirements in order to increase the quality of products or services					