



| Research Article |

The Effect of Authentic Leadership on Management Effectiveness with Mediating Role of Knowledge Sharing

Otantik Liderliğin Yönetim Etkinliği Üzerindeki Etkisinde Bilgi Paylaşımının Aracılık Rolü

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Keywords

1. Leadership
2. Authentic leadership
3. Effectiveness
4. Organizational knowledge
5. Knowledge sharing

Anahtar Kelimeler

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Abstract

Purpose: The purpose of this study was to investigate the effect of authentic leadership and management effectiveness through the mediation of knowledge sharing.

Design/Methodology/Approach: This study is a correlation research. 160 school principals of Zahedan city were studied by using three questionnaires authentic leadership, knowledge sharing, and management effectiveness. For data analysis the Pearson correlation coefficient and structural equation modeling were used by SPSS and Lisrel software.

Findings: Based on results the amount of correlation coefficient of authentic leadership with management effectiveness ($r=0.775$, $p<0.01$), authentic leadership with knowledge sharing ($r=0.491$, $p<0.01$), knowledge sharing with management effectiveness ($r=0.588$, $p<0.01$) was significant. Based on results the direct effect of authentic leadership on management effectiveness ($\beta=0.71$, $t=6.28$), direct effect of authentic leadership on knowledge sharing ($\beta=0.65$, $t=4.851$) and direct effect of knowledge sharing on management effectiveness ($\beta=0.28$, $t=2.79$) was significant. The indirect effect of authentic leadership on management effectiveness was also significant with the mediator role of knowledge sharing ($\beta=0.182$). Thus can conclude that authentic leadership is positively and significantly associated with management effectiveness both directly and indirectly with the mediating role of the knowledge sharing.

Öz

Amaç: Bu çalışmanın amacı, bilgi paylaşımının aracılık rolü ile otantik liderliğin yönetim etkinliği üzerindeki etkisini araştırmaktır. *Tasarım/Methodoloji/Yaklaşım:* Bu çalışma, korelasyonel bir araştırmadır. Çalışmanın katılımcılarını Zahedan şehrinde görev yapan 160 okul müdürü oluşturmaktadır. Araştırma verileri otantik liderlik, bilgi paylaşımı ve yönetim etkinliğine ilişkin üç farklı anket kullanılarak toplanmıştır. Veri analizinde SPSS ve Lisrel yazılımı ile Pearson korelasyon katsayısı hesaplanmış ve yapısal eşitlik modellemesi kullanılmıştır.

Bulgular: Araştırma sonuçlarına göre otantik liderliğin yönetim etkinliği ile ($r=0.775$, $p<0.01$), otantik liderliğin bilgi paylaşımı ile ($r=0.491$, $p<0.01$) ve bilgi paylaşımının yönetim etkinliği ile ($r=0.588$, $p<0.01$) korelasyon katsayısı anlamlı bulunmuştur. Ayrıca, otantik liderliğin yönetim etkinliği üzerindeki doğrudan etkisi ($\beta=0.71$, $t=6.28$), otantik liderliğin bilgi paylaşımı üzerindeki doğrudan etkisi ($\beta=0.65$, $t=4.851$) ve bilgi paylaşımının yönetim etkinliği üzerindeki doğrudan etkisi ($\beta=0.28$, $t=2.79$) anlamlı bulunmuştur. Otantik liderliğin yönetim etkinliği üzerindeki dolaylı etkisi, bilgi paylaşımının aracı rolü ile de anlamlı olarak belirlenmiştir ($\beta=0.182$). Böylece, bilgi paylaşımı aracı rolüdeyken otantik liderliğin hem doğrudan hem de dolaylı olarak yönetim etkinliği ile olumlu ve anlamlı bir şekilde ilişkili olduğu sonucuna varılabilir.

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INTRODUCTION

Effective and learning schools are continuing to be a global dream for all educational systems. Although useful studies have been conducted on the attributes of these schools so far, we still need further research on how these schools work. Uline, Miller, & Tschannen (1998) found several key elements in the effectiveness of the schools such as managerial performance, leadership behavior, ethics, level of trust, school culture and climate, parental involvement, teachers' efficiency and their job satisfaction, and social supports. The school management is considered as one of the elements influencing the school effectiveness. The principal, as the school leader, is responsible for creating the conditions and elements necessary for the achievement of the goals. Leithwood et al. (2010) indicated the limited but powerful influence of the role of management on the school effectiveness. They believe that school management plays a crucial role in reforms and effectiveness. In particular, principals who focus on building capacity and developing leadership who are able to take on the role. Some scholars in the field of school leadership found that the principal indirectly affects student achievement as the most important criterion of effectiveness and directly affects teachers' performance, processes, school structures, and missions which are directly related to students' learning (Hoy & Miskel, 2008). Weber (1971) is considered as one of the pioneers for determining school effectiveness. He identified some characteristics of an effective school such as strong educational leadership, having high expectations for all the students, orderly, relatively quiet, and pleasant atmosphere, and focusing on student learning and frequent evaluation of students' progress. In 1974, the State of New York Office of Education Performance Review published a study which confirmed the findings of Webber. In this study, two schools (one more effective and another less effective) were identified, both of which served an analogous, and predominantly poor students. The results showed that: 1. The differences in students' performance in these two schools seemed to be attributed to the factors under the schools' control. 2. The more effective school was led by an administrative team, which provided a good balance between both management and instructional skills. 3. Teachers in less effective school were pessimistic about the ability of the students (Edmonds, 1979). In another study, Lawson et al. (1976) reported some features of the school effectiveness as follows: Managers support teachers, Teachers have a task-oriented approach in the classroom, Teachers monitor the students' achievement and there is a favorable learning environment, Teachers have received appropriate instructional materials and teaching aids, Teachers' job satisfaction levels are rather high. Edmonds (1979) outlines the following characteristics of effective schools as follows: They have strong administrative leadership; they have high expectations for all students in an orderly and quiet atmosphere, they have a clear mission, they have frequent monitoring of students' progress. Today, scholars believe that effective schools have seven key characteristics: Clear mission, Strong administrative leadership, High level educational expectations, Monitoring the students' progress frequently, Orderly and quiet climate, Adequate opportunities to learn, Parent and community involvement in school (Bozaslan & Kaya, 2012). Many other studies in the field of school leadership show that leadership has a non-significant and direct impact on students' achievement through other variables, which act as a mediator variable (Witziers et al., 2003). Some studies related to effective schools introduce leadership as an effective process which directly affects employees' motivation and coordinates the group involved in improving the process of teaching and learning (Heck & Hallinger, 2009) thereby improves the variables related to school effectiveness. In the era of constant changes, flexibility, creativity, and complexity, Gronn (2002) believes that organizations and schools have generally considered the leadership as a collective action, and have tried to shift from traditional roles to new roles such as teamwork and team building. Today, some suggest distributed and decentralized leadership styles for the school effectiveness. Shakir (2011) argues that the school effectiveness and improvement is possible when leadership power is distributed among stakeholders.

Based on the results, school management is considered as one of the important elements of the school effectiveness, which provides a basis for studying the effectiveness of school management leadership styles. The authentic leadership is considered as a new style of leadership, which has been proposed for inspiring and employing the psychological capacity of staffs. The emergence of the authentic leadership was strongly influenced by Kernis's efforts that expressed the authentic concept as a fundamental factor for self-esteem (Diddams & Chang, 2012). Following the efforts of Kernis, the theoretical works on the conceptualization of authentic leadership began gradually by Avolio and Gardner and Gardner et al in 2005. Also in 2008, Walumbwa, Avolio, Gardner, Wernsing, & Peterson were among the first that worked on preparation and developing an authentic leadership measuring tool. Authentic leadership is characterized as a model of leadership behavior that extends both positive psychological capabilities and a positive moral environment (Bakari & Hunjra, 2017). Avolio and Gardner (2005) described the authentic leadership as follows: these leaders know who they are, they recognize and value their beliefs, and, based on those values and beliefs Take steps and at the same time, are very clear with others. According to Ilies et al. (2005) authentic leaders are deeply aware of their values and beliefs, self-assured, honest, reliable, and trustworthy and they focus on empowering followers, they expand their thinking, and building an organization with positive people. The authentic leadership is a process in which the leader and followers achieve self-awareness and open, transparent, friendly and trusted relationships (Giallonardo et al., 2010). Authenticity does not mean that adherence to values and beliefs is hypocrisy, but is an internalized process based on personal experiences. In fact, authentic leaders do not adhere to values because they are, for example, politically or socially acceptable, but they are deeply aware of these values (Shamir & Eilam, 2005). The components of authentic leadership are self-awareness, relational transparency, internalized moral perspective and balanced processing. Self-awareness is defined as trust in personality, values, motives, feelings and personal perceptions. Internalized moral perspective represents a controlling process by which the leaders adapt their values to their goals and activities. Balanced processing is a level in which the leader analyzes his/her information before making a decision and calls for followers views that challenge their position. In relational transparency, the

leader shows his/her information to others, shares the information with others, and expresses his/her thoughts and feelings (Walumbwa et al., 2008). Authentic leaders penetrate in the persons' abilities by motivation and motivating for better function, and as a result, persons appear at their highest level of effort and performance (Gardner & Schermerhorn, 2004). The foundation of authentic leadership is based on the authenticity concept, which expressing the conditions that persons behavior in accordance with their fine human values and beliefs and insist on behaving in accordance with their values and beliefs under various conditions and pressures. The authentic leader is defined as someone who is trustworthy (Gardner et al., 2011). These leaders are secretive, hopeful, optimistic, flexible, transparent, ethical and future-oriented, and have a good understanding of cultural sensitivities and are very motivated and self-conscious. They have a high level of honesty, deep commitment to goals, courage to move forward, enthusiasm and leadership skills (Toor & Ofori, 2009). Authentic leaders increase the actual performance of employees, expanding interpersonal relationships (Rego et al., 2014), strengthening positive attitudes such as commitment, job involvement, positive organizational behavior, sense of security and job satisfaction, development of emotional states (Rego et al., 2012). In general, organizations that have authentic leadership, experience positive psychological capacities as well as a better positive ethical atmosphere in the relationship between leaders and followers (Hinojosa et al., 2014). Authentic leaders can provide the ground for organizational excellence by helping followers for finding the meaning in their work, creating optimism and commitment among followers, and encouraging transparent relations to build trust, and improve the positive environment (Wong & Cummings, 2009). Given that the theory of authentic leadership is trying to educate leaders to show their true self therefore, the principals' awareness of this style leadership and its implications are important.

The knowledge sharing is regarded as another key element to improve the organizational effectiveness. In recent years, the phrase of "knowledge is power" has changed to "sharing knowledge is power" (Palanisamy, 2008). Knowledge is an investment which can be shared. Knowledge sharing is an important activity which enhances the individuals' ability to find new resources for learning, problem solving, and individual improvement (Din & Haron, 2012). Knowledge sharing is the most important factor in the success of knowledge management, which is defined as the voluntary publication of experiences and skills obtained in the organization (Law & Ngai, 2008). Knowledge sharing behavior is regarded as the degree to which employees share their acquired knowledge. The experts have different kinds of perspective to identify and measure this behavior. For example Davenport & Prusak (1998) believe that sharing knowledge occurs when employees ask their associates for knowledge in order to solve their problems. Teng & Song (2011) argue that knowledge sharing occurs when we voluntarily provide knowledge to others before they request. Hansen & Avital (2005) define knowledge sharing behavior as a behavior by which an individual voluntarily provides her/his unique knowledge and experiences to others. Further, Lee et al. (2005) argue that another kind of sharing knowledge is compulsory sharing, which is considered as a part of person job and his/her performance. Several knowledge sharing variables have been identified such as motivation, self-efficacy, independence, age and gender, work culture (Ibrahim & Heng, 2015), rewarding knowledge sharing, trust space (DeTienne, 2004), commitment and trust (Lin et al., 2009), organizational citizenship behavior (Dehghani et al., 2015), sharing motivation, sharing opportunity, employee relationships (Kim, Kuzu, & Ozilham, 2014), cultural and educational differences (Lee & Hong, 2013). Knowledge sharing has two dimensions including explicit and implicit knowledge. The explicit or codified knowledge is knowledge which can be transmitted through formal and systematic language, and the implicit knowledge has individual characteristics which determine its regularization and transfer. Implicit knowledge lies in the comprehensive cognition of human mind and body, while explicit knowledge can be captured in the libraries, archives and databases, and is evaluated on a consistent basis (Bock et al., 2005). However, extracting implicit knowledge from the individuals' minds and their recognition are complex because the knowledge is learned over a long period of time and cannot easily be transmitted to others. On the other hand, it is important for organizations to transform the implicit and complex knowledge into explicit knowledge (Shaemi Barzoki, Kianpour, & Shakeri, 2018). There are four modes to transfer and exchange explicit and implicit knowledge among individuals and groups in the organization. First, the implicit knowledge is converted to new implicit knowledge or socialization. Second, the implicit knowledge to explicit knowledge or externalization. Third, the explicit knowledge is converted to new and more sophisticated knowledge. Finally, the explicit knowledge is converted to implicit knowledge or internalization (Popadiuk & Choo, 2006). People contribute to achieving competitive advantage by applying and effective knowledge transfer (Wang & Hou, 2015). Knowledge sharing is a process through which knowledge exchanges among people, individual knowledge transforms into organizational knowledge, potentially provides the opportunity to learn new experiences, and practice and implement experiences, skills, and abilities (Ziemba, 2014). In addition, knowledge sharing can significantly improve the quality of decision-making skills, solve the problems effectively, and enhance employees' creativity, team performance, productivity, efficiency, and quality of service delivery (Yesil & Dereli, 2013). However, improving the knowledge-sharing behavior within organizations is not a simple process. Thus, despite the efforts made by organizations, employees are still not willing to share their knowledge. In fact, the biggest challenge in the knowledge management structure is the enthusiasm or motivation of the members to share their knowledge with others. Employees who are not willing to share knowledge are unsuccessful in sharing knowledge, which in turn leads to poor performance, mistakes, and low quality of work (Wang & Noe, 2010). Since knowledge sharing has many implications for organizations, it is important to identify the factors affecting knowledge sharing behavior in organizations.

According to the above, the purpose of this study was to investigate the effect of authentic leadership on management effectiveness with mediating role of knowledge sharing.

METHOD/MATERIALS

The current study is experimental in terms of the objective and correlational based on structural equation model in terms of methodology. The present study aimed to investigate the relationship between authentic leadership as the independent variable and management effectiveness as the dependent variable with the mediating role of knowledge sharing. The study model is shown in Figure 1.

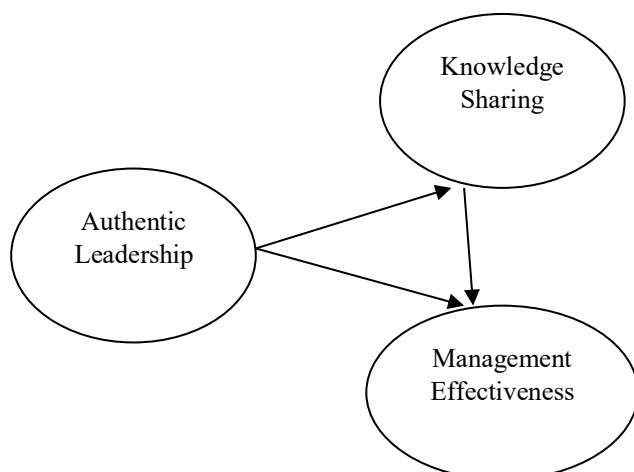


Figure 1. Hypotheses Model

The statistical population included 273 Secondary high school principals and assistants (119 males and 154 females) in Zahedan city in the educational year 2018-2019. Given that the individuals' gender was not equal in number (43.59% male and 56.41% female), 160 principals and assistants, consisting of 70 males and 90 females, were randomly selected in proportion to the gender and Cochran's sampling formula. The inclusion criterion was having at least two years of teaching experience in school. Therefore, the teachers with less than two years of teaching experience were excluded. The researcher personally referred to the schools and selected the appropriate sample based on the inclusion criterion. Before distributing the questionnaires, the teachers were informed about the subject and purpose of the study and their verbal consent was obtained. The teachers participated in the study voluntarily, and they were assured of the confidentiality of the data. The teachers completed the questionnaire for 20 minutes. Table 1 provides the demographic information of the participants.

Table 1. Demographic information of the participants

Variable	Frequency (percent)	Variable	Frequency (percent)
Gender	Male 70 (43.75%)	Educational Degree	Bachelor 107 (66.9%)
	Female 90 (56.25%)		Master 53 (33.1%)
Marital Status	Married 134 (83.8%)	Work Experience (years)	<11 23 (14.3%)
	Unmarried 26 (16.2%)		11-20 30 (18.8%)
Employment Status	Permanent 139 (86.87%)	>20 107 (66.9%)	
	Contractual 21 (13.13%)		

Three questionnaires including authentic leadership, knowledge sharing and management effectiveness were employed for collecting the data:

A) Authentic Leadership Questionnaire (Walumbwa et al., 2008)

The questionnaire evaluates authentic leadership using 16 items and 4 dimensions including self-awareness, internalized moral perspective, balanced processing and relational transparency (4 items for each dimension). It was organized on 5-point Likert scale from "quite disagree" to "quite agree", being represented by scores 1 and 5. The minimum and maximum scores in the questionnaire were 16 and 80, respectively. The closer to 80 score it is a sign of more use of authentic leadership style in the organization. Two of the items are: 1. I respect to employee's comments about me. 2. I describe my mind clearly. The content validity of the questionnaire was approved by the experts. Cronbach's alpha test was used to determine the reliability of the questionnaire that the coefficient was 0.883.

B) Knowledge Sharing Questionnaire (Yu, 2003)

The questionnaire contained 6 items and two micro-scales of explicit knowledge (2 items) and implicit knowledge (4 items). It was organized on the 5-point Likert scale from "quite disagree" to "quite agree", being represented by scores 1 and 5, respectively. The minimum and maximum scores of the questionnaire were 6 and 30, respectively. The closer to 30 score it is a sign of more

organizational knowledge sharing. Two of the items were: 1. I share my reports with colleagues. 2. I share my work experiences with my colleagues. The content validity of the questionnaire was approved by the experts. Cronbach's alpha test was used to determine the reliability of the questionnaire that the coefficient was 0.926.

C) Management Effectiveness Questionnaire (Alagheband, 2002)

The questionnaire consisted of 30 items and 6 dimensions of teacher leadership, relationships with students, relationships with parents, decent treatment with teachers, assessment methods, school administration (5 items for each dimension). It was organized on the 5-point Likert scale from "quite disagree" to "quite agree", being represented by scores 1 and 5, respectively. The minimum and maximum scores were 30 and 150, respectively. The closer to 150 score it is a sign of more management effectiveness. Two of the items were: 1. I am always available to teachers. 2. I ask teachers and colleagues to collaborate on evaluating the school activities. The content validity of the questionnaire was approved by the experts. Cronbach's alpha test was used to determine the reliability of the questionnaire that the coefficient was 0.894.

Descriptive statistics, including frequency, percentage, mean, standard deviation, skewness, and kurtosis, and inferential statistics, involving Pearson correlation coefficient and structural equation model, employed to analyze the data in SPSS21 and Lisrel software.

FINDINGS

Structural equation modeling was used to investigate the hypotheses of the study. Table 2 represents descriptive indexes of variables including mean, standard deviation, and skewness and kurtosis.

Table 2. Descriptive statistics for the study variables

Variable	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
Authentic Leadership	54	85	71.07	6.29	-0.386	-0.305
Management Effectiveness	105	150	137.65	10.36	-0.834	-0.126
Knowledge Sharing	18	30	26.47	2.82	-0.627	-0.186

In causal modeling, the distribution of variables should be normal. Thus, the absolute value of the skewness and kurtosis of the variables should not be greater than 2. As shown in Table 2, the absolute value of the skewness and kurtosis of all variables is in line with the desired standard. Thus, the assumption of the causal modeling means the normality of variable. In addition, before designing structural equation modeling, the relationship between variables of the study was investigated by Pearson correlation coefficient test. Further, a significant relationship was observed between authentic leadership with knowledge sharing and management effectiveness ($r=0.491$ and 0.775 , respectively), while knowledge sharing was positively related to management effectiveness ($r=0.588$). Structural equation model was used for evaluating the relationship between the variables of the study. Model fit was assessed before investigating the assumptions of the study. The size of model fit was utilized in determining the relationship between overt and covert variables. According to researchers, fit indexes include Goodness-of-Fit Index (GFI), comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and Root Mean Residual (RMR). Regarding the last three indexes, the appropriate amounts of fit are less than 0/8, 0/08, and 0/05 respectively. As shown in Table 3, the fit results are appropriate.

Table 3. Fit indexes of the theoretical model of the study

Index	Amount achieved in the model
Goodness of Fit (GFI)	0.92
Root Mean Residual (RMR)	0.038
comparative Fit Index (CFI)	0.99
Root Mean Square Error of Approximation (RMSEA)	0.064

To analyze the data, the theoretical model for each assumption should be processed to determine the amount the collected data can support the theoretical model. To answer this question, the quantitative indexes of model fit (CFI, GFI, SRMR...) were used. If the general indexes are acceptable or in other words, the theoretical model is approved, and then in-model relationships are assessed. These mutual relationships are the regression coefficients related to assumption and factor loads of each item. Figure 2 displays all relationships of covert variables and factor loadings of each item.

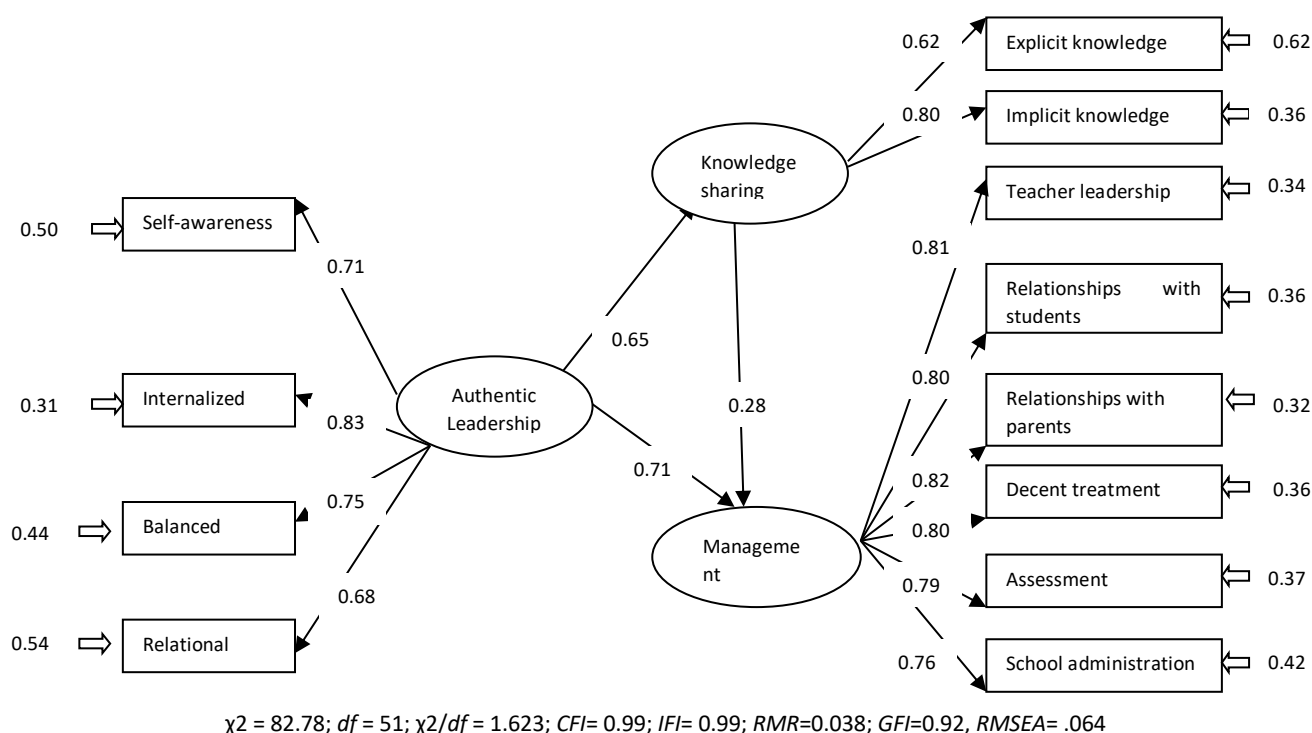


Figure 2. Fitted model of the study (standard coefficients)

According to the model (Figure 2), the research hypotheses can be analyzed as follows:

Table 4. Path coefficients for the study of research hypotheses

Hypotheses		β	T	Conclusion
Authentic Leadership	→ Management Effectiveness	0.71	6.28	Accept
Authentic Leadership	→ Knowledge Sharing	0.65	4.85	Accept
Knowledge Sharing	→ Management Effectiveness	0.28	2.79	Accept
Authentic Leadership	→ Knowledge Sharing → Management Effectiveness	0.182		Accept

DISCUSSION

The present study aimed to investigate the relationship between authentic leadership and management effectiveness with the mediating role of the knowledge sharing. The finding indicated a positive and significant relationship between authentic leadership and management effectiveness. It can be accepted that when the authentic feature appears in someone and if the person is a leader, he becomes an authentic leader and plays the role of a model for the value of the company or organization, and thus the authentic leadership has positive effect on organization performance and effectiveness (Nawazkhan, 2010). However, the authentic leaders influence the attitudes and behavior of employees by expressing themselves as models to motivate and stimulate them towards a better organization performance and effectiveness (Gardner & Schermerhorn, 2004).

The second finding showed that there is a positive and significant relationship between authentic leadership and knowledge sharing. It can be said it is worth noting that authentic leaders consider knowledge management and knowledge sharing rather than hoarding knowledge. McCallum & O'Connell (2009) concluded that the organization leader improves sharing resources by establishing a relationship between team members and developing a reliable and safety environment. In other words, establishing a relationship or strengthening trust, collaboration or networks reflects the aspects of the social relations of knowledge leadership. Nguyen & Mohamed (2011) found that creating a climate of trust and collaboration in knowledge leadership is the principal in which knowledge sharing is encouraged. In a reliable and collaborative climate, team members have similar goals and interests and believe that others' knowledge is useful for their work. They are able to practice and create unique knowledge skills to help their source of knowledge in order to have easy access to the knowledge. Further, Skyrme & Amidon (1997) indicated that knowledge leadership is related to constant development and innovation in information sources, individual skills, and learning networks and knowledge. DeTienne, Dayer, Hoopes, & Harris (2004) concluded that leadership should support knowledge and learning in knowledge-oriented organizations, which will enable employees to create, apply, and share knowledge and information. They can increase the organizational commitment, job involvement and enthusiasm, and develop individual, team,

and organizational successes and performance. The relationship between authentic leadership and knowledge sharing has been proven in Edú-Valsania (2016), Besen, Tecchio, & Fialho (2017), Liu (2012), Li, Wu, & Lin (2017) studies.

The third finding showed that there is a positive and significant relationship between knowledge sharing and management effectiveness. Successful sharing knowledge leads to the sharing intellectual capital, increasing the organization resources, and organization is able to efficiently manage these valuable resources when individual and group knowledge is converted to organizational knowledge (Hooff & Huysman, 2009). Knowledge sharing, as a knowledge-oriented activity, is considered as the most basic tool through which employees can exchange the knowledge and contribute to achieve the organization competitive advantage (Wang & Noe, 2010). In addition, knowledge sharing is a process through which individuals exchange their knowledge with the others, and individual knowledge becomes organizational knowledge. It potentially gives the opportunity to learning new experiences and practicing and implementing experiences, skills, and capabilities (Yu, Lu, & Liu, 2009) and as a result, it increases individual, group, and organizational effectiveness.

The fourth finding showed that there is a positive and significant relationship between authentic leadership and management effectiveness with the mediating role of the knowledge sharing. It can be accepted that the authentic leadership can contribute to an increase in organizational effectiveness and an improvement in organizational performance, creativity and innovation through building trust between employees and organizational teams, adherence to moral codes in performing duties, paying attention to employees' ideas and opinions, building friendly relationships with employees, creating a positive organizational climate, empowering employees in decision-making and ways of doing work areas, changing rigid bureaucracy, supporting the mental well-being of employees, improving satisfaction and knowledge sharing and information in the organization (Nasiri, Eskandari, & Navidi, 2016).

CONCLUSION AND RECOMMENDATIONS

In summary, authentic leadership is positively and significantly associated with management effectiveness both directly and indirectly with the mediating role of the knowledge sharing. Accordingly, it is suggested that organization managers adopt the authentic leadership style so that they can use the maximum labor knowledge capacity and its sharing towards improving the performance and effectiveness of organizational management and achieving competitive advantage. Regarding knowledge sharing, the following ideas are suggested which can provide an appropriate context for sharing knowledge in the organization, using programs such as training managers on new concepts and approaches to knowledge sharing, designing and implementing mechanisms to document the findings and experiences of employees during performing the activities, and the regular organizational knowledge assessment. This study faced with some limitations. For example, the data were collected by means of paper and pencil questionnaires. Thus, given that the questions are based on self-reporting nature, biases may occur in the responses despite ensuring the participants on the confidentiality of the data.

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Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

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