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Authentic Leadership: A Systematic Review and Research Agenda

Eray POLAT¹, Hasan Evrim ARICI², Hüseyin ARASLI³

ABSTRACT

There has been a growing interest in authentic leadership as a distinctive style of leadership and a dynamic research topic. In this direction, the aim of this study is multifaceted. First, we focus on providing a comprehensive overview of research on authentic leadership (AL), which has attracted substantial research interest in the last few years. Second, we outline the theoretical and nomological network of AL, highlighting antecedents, outcomes, moderators, and mediators. Third, we offer an elaborated future research agenda to enable advances in theory and empirics. We systematically reviewed 182 articles issued in the business management and psychology literature between 2005 and 2021. Interest in AL is growing, and 2020 is the golden year. Developed countries dominate the field. After a rigorous review, we offer a future research agenda with four key themes. The study highlights that AL is critical to the emergence and growth of valuable behaviours, attitudes, and performance at individual, team, and organisational levels. The study provides new research ideas and further conceptualization of AL. We also provide a comprehensive review of why managers should continue to practice AL, where the literature has been, and where it may be headed in the future.

Keywords: Authentic Leadership, Leadership, Authenticity, Systematic Literature Review.

JEL Classification Codes: M12, M54

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INTRODUCTION

Leadership has become an active area of conceptualization and study, providing a more scientific and evidence-based background to foster long-term interest in the phenomenon among researchers and professionals. Thus, for more than six decades, researchers have been striving to unravel the black box in the field of knowledge in order to find more effective ways to lead individuals, work environments, and organizations (Polat et al., 2024). Throughout the history of leadership, countless efforts have been made to clarify why and how certain leadership approaches might be more effective in different work environments and industries. However, there are still no satisfactory answers in this area, so scholars are striving to uncover many dark sides in this field (Gordon & Yukl 2004).

In the wake of ethical scandals in businesses, governments, and nonprofit organizations, people are wondering what is wrong with our leaders (Brown & Treviño 2006). The AL approach emerged from the

misbehavior of leaders in several organizations because traditional leadership styles are no longer sufficient for a hopeful solution to these problems (Margiadi & Wibowo 2020). Therefore, AL has become a key element of positive leadership research in recent years. As a valuable and relatively new contemporary leadership style (Alilyania et al., 2018), AL has become the focus of researchers and practitioners over the past decade. Since its inception, AL theory has benefited from critical refinements, and the number of empirical studies examining AL has increased, "most notably" (Banks et al., 2016).

While the number of studies on AL has grown impressively, there are few comprehensive literature reviews on this approach to leadership. The few studies that have been published that have examined AL using a systematic literature review (SLR) do not show the whole picture, but only part of the picture. For example, Intesarach & Ueasangkomsate (2021) focused on the antecedents of AL; Maziero et al. (2020) identified and analyzed the positive aspects of AL in nurses' work process. In addition, Margiadi & Wibowo (2020)

¹ Faculty of Tourism, Gumushane University, 29100 Gumushane/Türkiye, eraypolat38@gmail.com

² Faculty of Tourism, Kastamonu University, 37150 Kastamonu/Türkiye, EU Business School, Digital Campus, Av. Diagonal, 648 bis 08017 Barcelona, Spain hasanevrimarici@yahoo.com

³ Department of Social Sciences, NHS, University of Stavanger, Norway, huseyin.arasli@uis.no

conducted a bibliometric literature review but did not provide data on mediators, facilitators, antecedents, and outcomes. To our knowledge, the Gardner et al. (2011) study is the only systematic review that provides a general picture of AL, while the Alilyyana et al. (2018) study focuses on healthcare.

It is therefore timely to provide an in-depth and comprehensive review of studies on AL. By describing such results, this study aims to answer these questions:

1. What are the theoretical frameworks used in the research of AL?
2. What are the antecedents, outcomes, facilitators, and moderators of this research?
3. What is the future of research at AL?

This study conducts an SLR on AL and contributes significantly to the existing literature. First, such an analysis is valuable because it reveals the big picture of AL. Thus, this study brings to light current developments on AL. Systematic reviews provide an opportunity to find, analyze, evaluate, and report on the “best” evidence-based practices that may be useful to practitioners. Based on this exploration, practitioners can make more consistent decisions about whether or not to adopt a practice. Second, this study contributes to practitioners by identifying key antecedents and outcomes, facilitators, and moderators of AL. Third, our study contributes to theorists by presenting the big picture of the knowledge domain, identifying gaps in research on AL, and suggesting directions for future research.

LITERATURE REVIEW

What is authentic leadership?

Authenticity is a concept that is of concern to both practitioners and scholars (Walumbwa et al., 2008), and derives from the ancient Greek philosophy “Be true to yourself” (Avolio & Gardner 2005). Positive psychologists refer to authenticity as owning personal experiences (thoughts, feelings or beliefs) and behaving according to one’s authentic self (Luthans & Avolio 2003). Simply put, the core of authenticity is “knowing oneself, accepting oneself, being true to oneself” (Avolio et al., 2004) and acting accordingly (Gardner et al. 2011).

One of the most important and primary requirements for leadership is that individuals have a cultivated self and understand themselves (Luthans & Avolio 2003). Regarding the role that people’s inner selves play in leadership, Vries (1994) suggested that we all have an inner theater and are

motivated by a particular inner scenario. This inner theater plays an important role in shaping our behavior and leadership style throughout our lives. For these reasons, it is best not to view the concept of authenticity as an either/or construct, but to accept that it exists with continuity and is determined to the extent that people remain true to their core human values, identities, preferences, or feelings (Avolio et al. 2004).

The explanation of authenticity above most closely describes the kind of positive leadership required in today’s world. In this sense, research from AL has reached a significant point in recent years in the studies of positive leadership (Banks et al. 2016; Margiadi & Wibowo 2020). AL is explained by Walumbwa et al. (2008, p. 94) as “*draws on and fosters positive psychological skills and a positive ethical climate to promote greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders in working with their followers to support positive self-development.*”

Comprehensive interpretations could be drawn from an integrated literature review (Oh et al., 2018) to explain what constitutes AL. However, it appears that they are examined under four main interrelated concepts (Avolio & Gardner 2005): (i) self-knowledge, (ii) internalized moral perspective, (iii) morally balanced processing, and (iv) relational transparency. Firstly, AL requires a high level of self-awareness consistent with the importance of authenticity (Avolio & Gardner 2005). Self-awareness is related to how leaders understand their strengths, weaknesses, and motivations and recognize others’ views of their leadership. It includes inner and outer capacity. Inner capacity symbolises self-awareness of the leader’s states of mind, such as beliefs, wishes and emotions, while outer capacity means that the leader reflects the self-image that others perceive. Leaders who are high in self-awareness use self-knowledge and self-image to improve their leadership efficiency (Arici et al., 2020).

Internalized moral perspective/self-regulation is the second component of AL. It involves efforts to self-regulate in three ways: (i) setting internal moral standards, (ii) assessing inconsistencies between internal standards and actual/potential outcomes, (iii) discovering intentional actions to resolve inconsistencies. Self-regulation can also be seen as the alignment of an authentic leader’s values with their intentions and actions (Gardner et al. 2011). In self-regulation, individuals have the power to control when others can influence them. As a result, there is a consistent composition between the leader’s moral perspective, actions, and beliefs (Margiadi & Wibowo 2020).

The third term, balanced processing, used by Kernis (2003) unbiased processing, represents an objective analysis of all relevant information before a decision is made (Neider & Schriesheim 2011). According to Kernis (2003, p. 14), it means “not denying, distorting, exaggerating, or ignoring private knowledge, internal experience”, and external evaluative information. It is at the heart of a person’s integrity and character and plays an essential role in shaping decisions and actions (Luthans & Avolio 2003).

The final component is relational transparency, which concerns showing one’s genuine self to other people and providing information about one’s true thoughts and feelings in a clear but honest way (Avolio et al. 2004). Relationships become transparent when people share their primary emotions, ideas, and tendencies with each other (Margiadi & Wibowo 2020). Authentic leaders therefore rely on openness and self-disclosure in their close relationships with others (Banks et al. 2016).

Previous Reviews on Authentic Leadership

Following the political and corporate crises of the early 21st century (e.g., Enron, WorldCom), authenticity in leadership is a popular topic in the business management literature (Hoch et al. 2018). Luthans & Avolio’s definition of AL in 2003, followed by theoretical models (Avolio et al. 2004) and inter-disciplinary meetings held by the Gallup Leadership Institute in 2004 and 2006, has focused attention on AL.

The number of studies on this topic is growing, and we are seeing SLR or meta-analysis studies exploring the development and evolution of the structure of AL, as well as the broad picture of its antecedents and outcomes

(Table 1). Researchers (Gardner et al. 2011; Margiadi & Wibowo 2020; Strom 2020; Intesarach & Ueasangkomsate 2021) have conducted review studies in all disciplines using criteria such as year, country, author, journal, and research method. Studies have also been conducted frequently in health sciences such as public health (Alilyyani et al. 2018) and nursing (Maziero et al. 2020; Valle et al., 2021). Alilyyani et al. (2018) focused on the antecedents and consequences of AL; Valle et al. (2021) AL -structural empowerment relationship; Maziero et al. (2020) reviewed the studies on the positive aspects of AL.

Also of note are studies that use meta-analysis techniques to evaluate AL. Zhang et al. (2021) evaluated the antecedents and outcomes of AL. Hoch et al. (2018) analysed the results of authentic, transformational, servant leadership; Banks et al. (2016) compared authentic and transformational leadership. Miao et al. (2018) examined the association between AL and emotional intelligence.

METHODOLOGY

Data Collection

SLR is a methodology that involves the systematic and comprehensive gathering, organisation and evaluation of existing literature in a field of study (Polat et al., 2023). In this context, we decided that conducting an SLR was the most appropriate approach to advance existing AL research in the field and improve understanding and practical application of AL. The review process followed the protocols for SLRs used in previous studies (Polat et al., 2024). First, the database was identified. Scopus was selected due to its high reputation, trust, and large journal pool. Second, ‘Authentic Leadership’ was identified as a keyword in light of previous

Table 1. Previous reviews on AL

Author	Research Method	Years Interval	# of Studies Examined
Gardner et al. (2011)	SLR	up-to-December 2010	91
Intesarach/Ueasangkomsate (2021)	SLR	2010-2018	21
Margiadi/Wibowo (2020)	Bibliometric Analysis	2003-2018	122
Alilyyani et al. (2018)	SLR	up-to-January 2017	38
Valle et al. (2021)	SLR	2012-2018	5
Maziero et al. (2020)	SLR	June-September 2018	17
Strom (2020)	SLR	2003–2018	15
Hoch et al. (2018)	Meta-Analysis	up-to-November 2015	41
Banks et al. (2016)	Meta-Analysis	up-to-September 2014	74
Zhang et al. (2021)	Meta-Analysis	not specified	214
Miao et al. (2018)	Meta-Analysis	not specified	11

studies (Gardner et al. 2011; Alilyyani et al. 2018; Margiadi & Wibowo 2020). There are two primary options for keyword selection (Chen & Xiao 2016): (1) at the macro level, using all keywords to determine the structural features of domain knowledge, (2) at the micro level, using “essential” keywords to explore a large research field and their relationships. We adopted for the second option. Third, AL was scanned in article titles, keywords, and abstracts. Articles from 2005 to 2021, June 1, were considered. We began in 2005 because, following the research calls of Luthans & Avolio (2003) and The Leadership Quarterly “AL Development- Getting to the Root of Positive Forms of Leadership,” the first research papers were published that year. In addition, only SSCI-indexed journal articles in English and the subject areas of (i) business, management, and accounting (BMA) and (ii) psychology were considered. The result was 263 articles. Fourth, to ensure that the articles were related to the topic, two researchers independently coded each article by reading the title, abstract, and (if necessary) full texts. In this way, the coders questioned whether or not the articles focused precisely on AL. Throughout the process, any ambiguity regarding the appropriateness of an article was discussed to establish consensus among the researchers. As a result, 81 articles were excluded due to unrelated research and 182 were included in the sample.

Finally, the researchers transferred the data into an Excel spreadsheet to create a coding book. In this book, each article was individually categorized by two researchers in terms of descriptive characteristics and theories, scales used in AL surveys, antecedents, outcomes, mediators, and moderators of AL. To ensure the reliability of the categorization, the coding process focused on complete consistency. In this regard, the

coding done by the researchers was mutually reviewed and differences were negotiated.

Data analysis

The Oxford English Dictionary describes review studies as a study that summarises recent literature or developments on a particular topic. As one of the review typologies (Kim et al., 2018), SLR aims to identify, analyze, and evaluate existing studies on a given topic within a given framework. In this regard, researchers understand the development and evolution of the topic in question and identify salient trends. The SLR approach was used because the interest of this study was to capture the prospects of AL studies according to different criteria.

FINDINGS

Overview of the Authentic Leadership Studies

Publications by Year

Figure 1 illustrates the number of studies issued between 2005 and 2021. The results show that only 27.5% of studies (n=50) were published between 2005 and 2013, with most published since 2013 (72.5%, n=132). Therefore, we examined AL -focused studies by considering two time periods: (1) 2005-2013 and (2) 2014-2021. The year 2005 stands out in the initial time period. The main reason could be derived from the studies in the special issue of The Leadership Quarterly. More importantly, 2020 is the golden year with the highest number of articles for AL. However, in 2021, there were 18 studies published in the first five months, which shows a growing interest.

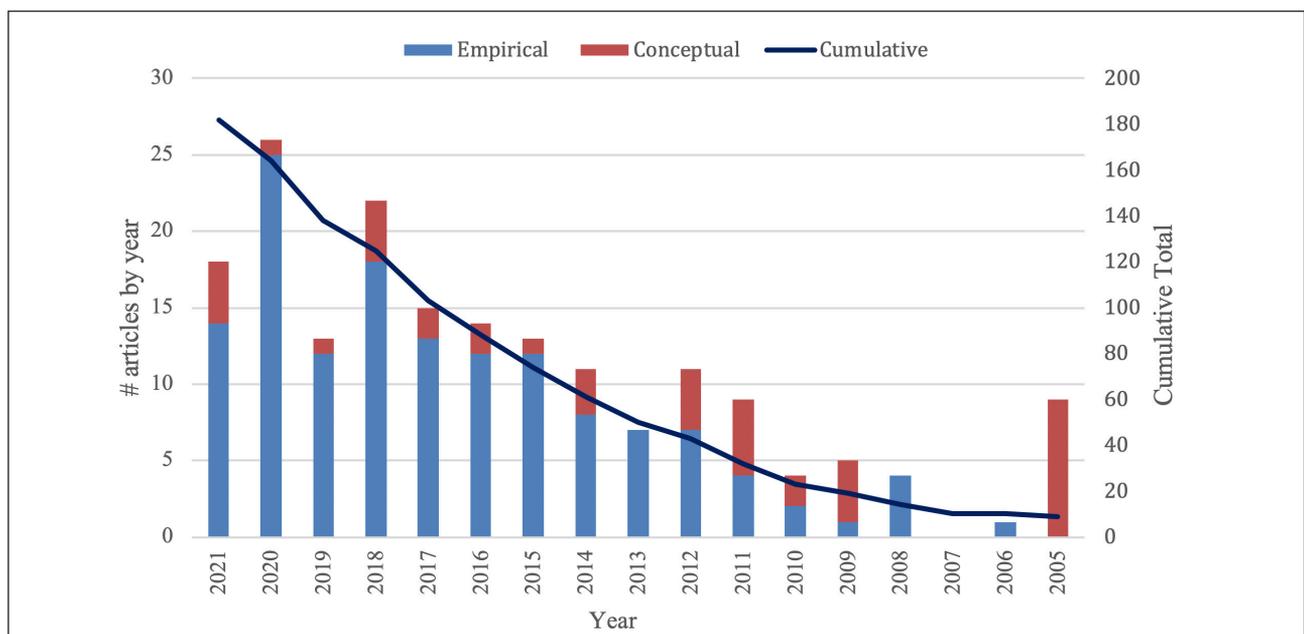


Figure 1: Number of studies over time
 Note: The first five months of 2021 were considered.

Table 2. Journals (selected) publishing AL research

Journal	Frequency	%
Leadership & Organization Development Journal (LODJ)	38	20.8
The Leadership Quarterly (TLQ)	31	17.03
Journal of Business Ethics (JBE)	18	9.8
Leadership	16	8.8
Journal of Leadership and Organizational Studies	14	7.7
European Journal of Work and Organizational Psychology (EJWOP)	8	4.4
International Journal of Contemporary Hospitality Management (IJCHM)	6	3.3
Journal of Organizational Behavior (JOB)	5	2.75
Journal of Management (JM)	4	2.2
Academy of Management Annals (Annals)	1	0,54

Publications by the method

The results show that the researchers mainly used empirical analysis to study AL and its constructs. Thus, there were 140 (76.9%) empirical papers and 42 (23.1%) conceptual papers in the sample. 24 (57.1%) of the conceptual studies were conducted in the first period, and 18 (42.9%) in the second period. In the first period, researchers mainly conducted conceptual studies to strengthen the theoretical foundations of AL and examine its distinguishing features from other leadership approaches. In the second period, researchers sought to contribute to the development of AL from various theoretical perspectives. Meanwhile, researchers also addressed the academic concerns and critiques of AL (Gardner et al. 2021). Other conceptual studies during this period were interested in developing new propositions and guidelines to help managers better understand and apply the newly developed leadership style and its practices in their organizations (Gill et al., 2018).

Scholarly attention has moved from conceptual studies to empirical analyzes in the second period, following satisfactory progress in conceptualization. All studies in Eastern Europe are empirical. This development might be due to the fact that journal editors and reviewers give more priority to empirical studies. Another factor could be the need to generalize leadership style and its potential impact on organizations and followers. Among the empirical studies, the quantitative research method predominated (87.8%); the rest adopted a qualitative approach (9.3%) or a mixed method of quantitative and qualitative methods (2.9%). Correlative field studies predominate among the quantitative research on AL, with six meta-analyzes and six studies using an experimental

design. In addition, 14 of the quantitative studies include three or two waves, and 90% of the studies are cross-sectional.

In contrast, the qualitative studies focused on single-case studies, primarily interviews (58.4%). For the individual-level studies, samples ranged from 3 to 97 employees (mean=25.25, median=17.25). Two studies chose a longitudinal design and investigated in three waves over a period of 15 months and one year. In addition, we find studies using secondary data (newspaper archives), observations, and auto-ethnographic design. Surprisingly, only 16.6% of the qualitative research was theory-driven; the majority of the remaining studies sought to understand how AL developed within an organization. Leadership was the top journal (50%) in which qualitative AL research was published.

To better understand why the phenomenon emerged and developed, limited mixed methods research on AL generally consisted of surveys followed by interviews. These studies collected qualitative data via semi-structured interviews, focus group discussions, role-playing, observation, and scenario-based voluntary blog posts. Quantitative data, on the other hand, were collected through questionnaires and an experimental design. In contrast to qualitative research, 50% of the studies were based on theories.

Publications by journal

Authentic leadership research has been published in a variety of journals (Table 2). The LODJ has dominated the knowledge space, followed by TLQ and JBE. In addition, since 2005, research papers have increasingly been published in high impact factor journals, such as *Annals*

and *JM*. In addition, high-impact journals in organizational behavior, hospitality, or psychology, including *IJCHM*, *JOB*, and *EJWOP*, have also published several papers on AL. Finally, the overwhelming majority of studies were conducted in the discipline of BMA (85.2%).

Publications by country

Figure 2 illustrates the distribution of articles by country. AL has been present on the global stage for many years thanks to the multinational structure of 21st century organizations and the positive leadership styles adopted worldwide. In total, studies on AL have been conducted in 42 different countries. Most of the studies of AL have been conducted in developed countries, for example the US, the UK, Australia, and Canada. Over the past 20 years, ethical scandals around the world, particularly in the US and several European countries, have led to AL being discussed and studied in these countries more than others. Studies have been conducted in Eastern Europe; four in Poland and one in Serbia.

SIT is the most used theory. It has been used to describe how authentic leaders develop strong bonds with employees and create a sense of partnership between employees and the organization or leader. When strong bridges are built between followers and the organization, leader, or team, positive behaviors increase, and negative ones decrease. For instance, when followers’ identification with the leader is improved, employees’ organizational commitment (Lux et al., 2019), level of organizational identification (Gigol 2021), voting behavior (Niu et al. 2018), or perceived support of the leader (Arici 2018) increases. Moreover, in this way, the level of identification with the team (Azanza et al., 2015) and team performance increases (Lin & Chen 2016), while turnover intention decreases (Azanza et al. 2015).

Second, SET appears frequently. This theory is also prominent in studies in Eastern European countries. It assumes that the leader-follower relationship involves a continuous process of resource exchange and contributes to the explanation of the employee observing the AL

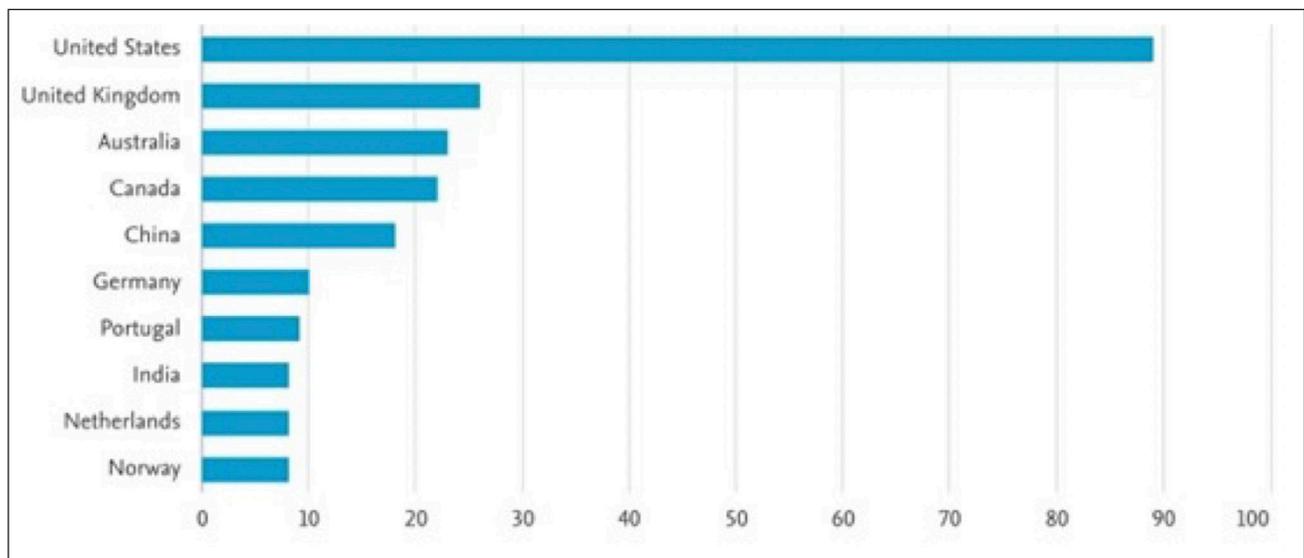


Figure 2: Distributi on of AL studies by country

Theories related to Authentic Leadership

We analyzed the literature to emphasize the theoretical viewpoints researchers have highlighted. Researchers have used 72 theories, and no single theory is dominant in the AL literature. Instead, it can be said that social-based theories are more prevalent than others as a category (social identity theory (SIT)=14; social exchange theory (SET)=12; social learning theory (SLT)=8; social information processing theory=6; social cognitive theory=3; social contagion theory=3).

style in their leader and feeling obligated to respond with increasing positive and decreasing negative behaviors (Duarte et al., 2021). From this perspective, according to the principle of reciprocity, employees have better performance (Duarte et al. 2021), the intensity of leader-member exchange (LMX) (Hirst et al., 2016), and work engagement (WE) increases. Finally, they exhibit more Organisational Citizenship Behaviours (OCB) (Farid et al., 2020).

Another theoretical framework, SLT, assumes that individuals learn behaviors, values, and attitudes by observing, imitating, and modeling appropriate and trustworthy role models. In an organization, authentic

leaders are imitated by their followers as reliable role models. Based on this explanation, studies show that followers achieve higher individual performance (Duarte et al. 2021), OCB (Fortin et al., 2017), or helping behavior (Hirst et al. 2016) by imitating their leaders' behavior.

The second popular group of theories is motivation-based, which proposes strategies to motivate followers to achieve desired behavioral, attitudinal, and performance outcomes. These theories include self-determination theory (n=7), resource maintenance theory (n=5), psychological capital theory (n=4), extension and building theory (n=2), and intrinsic motivation theory (n=1). On the other hand, studies based on motivational theories emphasize the antecedents of AL more than those based on social science theories. For example, self-determination theory asserts that individuals adopt the values or behaviors they encounter in their social lives through intrinsic and extrinsic motivational mechanisms (Ryan & Deci 2000). In this context, Peus et al. (2012) examined whether self-determination is a prerequisite for AL.

Some studies focus on self-driven theories such as self-categorization (n=2), self-efficacy (n=3), self-regulation (n=2), self-consistency (n=1), or self-enhancement (n=1) theories. Moreover, leadership theories such as LMX (n=5) and implicit leadership theory (n=2) can also be noticed.

Antecedents of Authentic Leadership

We identified 17 empirical studies that test the antecedents of AL. These studies generally focus on the leader's personality and personal resources and contribute to the model of AL development (see Figure 3).

In studies attempting to determine the antecedents of AL, researchers asked leaders to rate their personality traits and followers to rate their supervisor's leadership style to determine whether a leader's personality predicts AL behaviors. Shahzad et al. (2021) discovered that conscientiousness, openness to experience, extraversion, and agreeableness were positively associated with AL, whereas neuroticism was negative. Zhang et al. (2020a) examined whether mindfulness was related to AL and found positive effects. Petersen & Youssef (2018) linked AL to leaders' strengths (psychological capital) and organizational context (psychological climate - trust, support, autonomy, etc.) and found positive relationships between these constructs.

Steffens et al. (2021) show that personal and group self-awareness are essential factors in employees' perceptions of AL. In addition, they indicate that a

leader's self-awareness has a more decisive influence on the perception of AL than group self-awareness. Similarly, the leader's authentic personality (Liang 2017) and self-awareness or self-consistency (Peus et al. 2012) are related to followers' perceptions of AL. Leaders who pay attention to being authentic are motivated to act in a way or have an attitude consistent with their behaviors, such as self-knowledge and authentic personality.

The leader's resources and skills may also affect the level of AL perceived by followers. Based on political influence theory, Mehmood et al. (2020) found that apparent sincerity makes the leader appear more authentic. Because employees can only test leaders based on their visible behavior. This way, leaders with apparent high sincerity are perceived as more authentic. Researchers have also linked networking ability to AL. Accordingly, networking ability and AL have a negative correlation. However, this is only true for female leaders and suggests that gender is the moderating variable in this relationship. Gender stereotypes suggest that women should worry about positive relationships and social cohesion, while men success and status. On the other hand, networking ability is not problematic for men because it is more associated with success and status. Still, it creates a contradictory situation for women and makes them appear less authentic.

Instead of a rival out-group, inner group-oriented behaviors help followers view leaders more positively and are perceived as more authentic. For instance, Steffens et al. (2016) show that a leader who advocates for collective interests is more authentic and more likely to be followed by employees. In this context, LMX influences perceptions of AL (Azanza et al., 2018). As this interaction has a positive effect on the relational transparency dimension of AL, followers perceive the leader as more authentic.

Regarding gender, three studies show no consensus. Azanza et al. (2018) reported that female leaders were likelier to exhibit AL behaviors than males. They claimed this was because women have a higher internal moral perspective. In contrast, Monzani et al. (2015a, 2015b) reported that male leaders were likelier to exhibit AL behaviors. Monzani et al. (2015a) state that although women are more likely to exhibit AL behaviors, women's leadership behaviors may be attributed to gender roles rather than leadership roles due to role conflict in the workplace. Thus they may perceive themselves as less authentic. Studies are needed that show correlation between AL and the leader's gender, age, education level, and tenure in the future.

Outcomes of Authentic Leadership

Most empirical research on AL has concentrated on how leaders affect follower outcomes and the processes that explain these connections. Appendix.1-(Tables I-II-III) and Fig. 3 provide a comprehensive overview of these connections.

Behavioral Outcomes

The most widely addressed connection in AL research is that between AL and OCB. This research focused on employees studying different sectors such as hospitality (Qiu et al., 2019), banking (Farid et al. 2020) or education (Fortin et al. 2017), and their immediate leaders (Wei et al., 2018). AL is also found to be positively related to voice-(Liang 2017), helping behaviors (Hirst et al. 2016), organization's core values (Oh et al. 2018); negatively related to stress- and stress symptoms (Rahimnia & Sharifirad 2015), workplace bullying (Laschinger & Fida 2014), and workplace deviance behavior (Liu et al., 2018).

Attitudinal Outcomes

Given the nature of AL, it is positively associated with a broad variety of work-related attitudinal outcomes. WE (Liu et al. 2018), affective commitment (Milic et al., 2017), organizational commitment job satisfaction (Monzani et al. 2015b), and psychological capital (Hu et al., 2018) are the most critical outcomes. An emerging body of literature has also verified that AL is positively associated with personal (Lux et al., 2019), workgroup (Steffens et al. 2016), team (Lin & Chen 2016), or organizational identification (Niu et al. 2018). Also, it is stated that AL is more effective in relationship-based employee governance than paternalistic and democratic leadership (Ahmed et al., 2018).

Additionally, research shows that AL is negatively associated with turnover intention, risk perception (Nielsen et al., 2013), emotional exhaustion and cynicism (Laschinger & Fida 2014), role conflicts and role-ambiguity (Kalay et al. 2020), and job insecurity (Wang & Xie 2020).

Performance Outcomes

The literature shows that AL predicts several levels of performance, including employee (Qu et al. 2019), team (Lin & Chen 2016), and organizational (Hmieleski et al. 2012). A significant performance outcome of AL is employee creativity (Xu et al., 2017). Most of the studies on this subject are prepared at the individual level, and there is only one study at the team level (Lei et al., 2021). There is also a developing literature that links AL to

innovation (Cerne et al., 2013), sales (Rego et al., 2015), and oriented outcomes. Further, it has been discovered that AL is more effective in service innovation than paternalistic and democratic leadership (Ahmed et al. 2018).

Leader-Related Outcomes

Regarding leader-related outcomes, the most researched variable is LMX (Hsiung 2012; Xu et al. 2017). Moreover, research has revealed correlations between AL and leader effectiveness (Nichols & Erakovich, 2013); supervisor identification (Liu et al., 2018); trust in the leaders (Zhang et al., 2020b); and leader behavioral integrity (Leroy et al., 2012).

Moderators in Authentic Leadership Research

Thirty-six studies focused on moderators. In 12 studies, AL was examined as a moderator. These studies focused on how AL affects followers' attitudes and found that positive relationships between variables were strengthened while negative ones were weakened. For example, Xu et al. (2017) discovered that the relationship between LMX and employee flourishing becomes stronger at higher AL levels; Arici et al., (2020) found the relationship between nepotism and tolerance of workplace incivility becomes weaker at higher AL levels. In studies where AL is the moderator variable, the moderating effects of AL on interpersonal relationships at the individual, team, and organizational levels of analysis have also been examined. The individual level of analysis is the most common (see Appendix.1-Table IV and Figure 3)

The remaining 24 studies analysed the relationship between AL and its outcomes under the influence of different moderators. The moderators can be divided into employee- and workplace-related moderators (e.g., gender, role clarity), leadership-related moderators (e.g., LMX, leader mindfulness emotions), team-related moderators (team prototypicality), and climate- and organisation-related moderators (e.g., organisation size). On the other hand, many different moderators were proposed and tested only once in studies. For this reason, it is not possible to provide a concise summary. Therefore, future studies consistently examine the effects of moderator variables.

Measures of Authentic Leadership

Henderson & Hoy (1983) made the first attempt to functionalise the AL construct. They concentrated on the concept and functionalisation of AL and created the

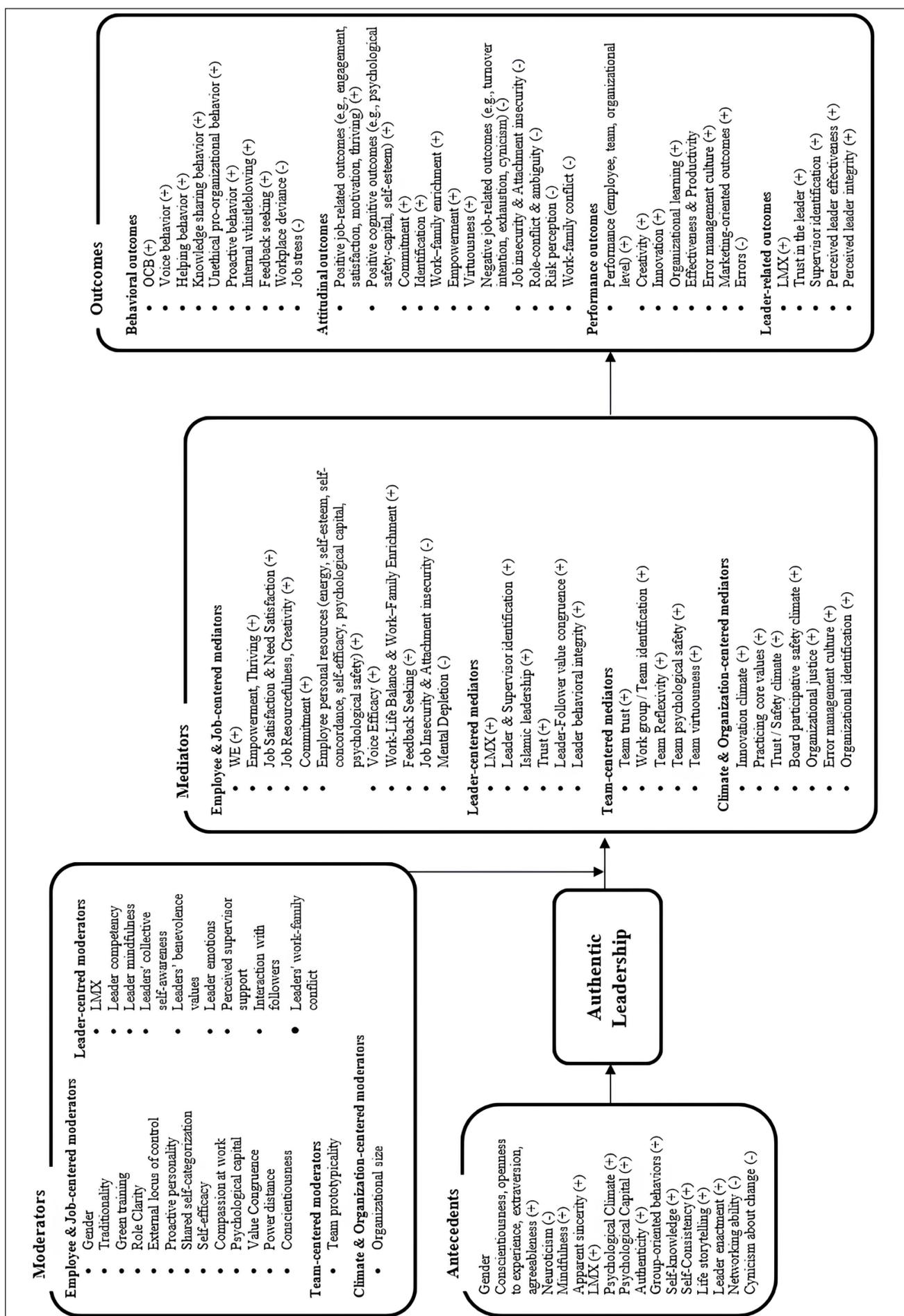


Figure 3: Outline of mediator & moderator variables and antecedents & outcomes of AL

Leader Authenticity Inventory, a 32-item scale that can be used to assess AL (Gardner et al. 2011).

Following Luthans & Avolio (2003)'s call for research, scholarly interest in AL has resurfaced, and researchers have attempted to develop the construct of AL. Since then, different tools have been developed for measuring AL. A summary of the measurement tools that emerged in the studies is presented in Appendix.1-(Table V).

Before the introduction of ALQ, ALI, or AL-IQ, researchers faced several challenges and tried different ways to measure AL. For instance, Jensen & Luthans (2006) measured by combining three different scales: the Multifactor Leadership Questionnaire (MLQ), the ENTRESALE (Entrepreneurial Orientation), and the Ethical Climate Questionnaire. Similarly, Tate (2008) created a measurement tool based on George's (2003) conceptual dimensions with 17 items and three subscales (self-discipline and ethical standards—9 items; establishing positive relationships—4 items; and passion for purpose—4 items).

Walumbwa et al.'s (2008) ALQ is the most widely used scale in studies. Neider & Schriesheim's (2011) ALI was the other tool used to measure AL. While the ALQ is more widely used than the ALI, the ALI has better internal consistency and reliability than the ALQ (Oh & Oh 2017).

On the other hand, Levesque-Côté et al. (2018) determined that there are problems in some factor items of ALQ and ALI through the exploratory structural equation modelling (ESEM) technique, which has emerged as a new analytical approach. Thus, they created a new tool (AL-IQ) by combining some items of both measurement tools with the ESEM. Only Levesque-Côté et al.'s (2021) study has used this tool.

Scenario-based studies were conducted for AL measurement. For example, Nichols & Erakovich (2013) investigated how AL affects leader effectiveness and prepared two different scenarios, and measured AL scores according to answers given to these scenarios. In addition, in one experimental study (Monzani et al. 2015b), participants were shown an initial manipulation with a 5-minute video in which the CEO gave a welcoming speech in an authentic style (displaying a high level of self-awareness, moral perspective, balanced information processing, and relational transparency), and AL measurements were made accordingly. There is currently a lack of scenario-based and experimental research in the literature. For future research, this area contains a critical gap.

DISCUSSION

Through a review of 182 articles, this article provides a comprehensive overview of AL and suggests avenues for further investigation. First, it shows that academic interest in the study of AL and its consequences has increased. All of the articles reviewed in this article were published in the last 15 years.

The substantial increase in research from 2020 reflects the significant progress of studies focused on AL contemporary leadership styles and introduces important management practices. Although some researchers have studied AL and its importance, the academic understanding of AL in management is still in its infancy. To fill this knowledge gap, scholars need to focus on the fundamental concepts and themes identified in our research.

The results show that developed countries (e.g., the U.S., the U.K., Australia) explored AL more than their Eastern counterparts. This means that researchers from Western countries are focusing more on the principle of authenticity in leading their organizations and followers, with a growing number of scientific experiments focusing on creating a trust-based climate in the work environment. This significant finding may encourage scientists from Eastern and developing countries to focus more on AL and its associated outcomes. However, they cannot ignore the growing scientific interest in this approach, as illustrated in Figure 2.

The mediating and moderating constructs that have been used to examine how and when AL affects various outcomes are discussed below, and the main variables used are presented. The employee- and leader-centered (e.g., WE, empowerment, LMX) and team- and organization-centered variables, such as team trust, safety climate, and identification, have often been used as intervening constructs to probe the mechanisms underlying the effects of AL on various levels of outcomes. This taxonomy provides a beneficial way to clarify the mediating mechanisms that link AL to different outcomes (e.g., behavioral, attitudinal, and performance outcomes). Moderating constructs were grouped into four categories (employee- and workplace-centered, leadership-centered, team-centered, and climate- and organization-centered) to help researchers better understand the nature of the boundary conditions within the link between AL and its outcomes.

Table 3. Future research questions

Foci	Research question
General	Does AL estimate follower, team, and organizational outcomes beyond transformational, servant, instrumental, or ethical leadership?
	Is AL empirically separate from transformational, ethical, or servant leadership?
	How do authentic leaders' and followers' relationships improve over time?
	How do home-office, work-home conflict and/or work stress affect AL behaviors?
	What can be the other behavioral and attitudinal antecedents of AL?
Leader	Does AL affect the leader's promotion?
	Is leadership training effective in gaining authentic leadership (or sub-dimensions) skills?
	Do authentic leaders need to regulate their emotions or engage in emotional effort in the workplace?
	Is AL an effective tool in reducing the leader-follower value incongruence?
	Is an interdisciplinary approach combining history and leadership research possible? Can we learn something different from historical figures about AL? What can these add today's AL principles?
Follower/ Employee	Do employees perceive AL as an extraordinary leadership style or as standard behavior?
	Does investing resources in employees result in a loss of resources for the authentic leader?
	Does AL affect information share behavior among followers?
	Which sub-dimension of AL gains importance according to different generations (e.g., Gen X-Y-Z) of employees?
Organizational	Does organizational culture affect the relationship between AL and its outcomes?
	Does the type of organization (e.g., entrepreneurial, bureaucratic, non-profit, organic) moderate the relationship between AL and its antecedents and outcomes?
	Does perceived organizational support lead to the emergence or development of AL?
	Is AL influence higher-level outcomes (e.g., customers' evaluations of the firm, firm performance & profit)
Industry	Do the relationships between AL and its antecedents and consequences differ by industries?
Culture	Is AL an effective leadership style in countries with high power distance/masculinity?
	Is AL perceived as a lack of self-confidence in individualistic cultures?
Research method	Do longitudinal research or experimental designs ensure a better explanation about the correlational or casual relationship between AL and its antecedents and outcomes?
	Does experience sampling method be applied to protect against common method bias in the study domain?
	Can AL scales specific to sectors be developed?
	Do conducting mixed-methods research approaches contribute to strengthening the reliability of the data in the study domain?

The results show that conceptual research dominated in the first period, while scholarly efforts focused on empirical analyzes in the second period, when the desired developments in the conceptualization of AL were completed. In this period, quantitative research has dominated. Most quantitative studies have used correlative case studies. However, because this field is still in its infancy, there appears to be a need for more empirical analyzes, particularly experimental designs or at least mixed-methods research, to demonstrate and confirm the role of AL in developing organisational resources and effectiveness. Scholars can therefore focus on developing study models that incorporate

hypothesized relationships that can empirically test the proposed relationships and generalize the importance of AL. Future academic efforts could also focus on conducting mixed and longitudinal designs to provide better statistical and experimental results for this leadership style.

Walumbwa et al.'s (2008) measurement scale has been used extensively in leadership research as a scale to test AL (Appendix.1-Table V). However, as Levesque-Côté et al. (2018) noted, some problems with the factor loadings of the scale items required additional experimentation to develop new scales. This could

encourage researchers to develop a new scale by considering different characteristics of organizations from different sectors, as each group could have different and unique structures and characteristics.

Researchers have used various theories to study AL, and no one theory dominates the knowledge domain. SIT is the most commonly used theory by researchers, followed by SET and SLT. Social information processing theory also emerges in research examining the role of AL. These findings suggest that there is no dominant theory that conceptually underpins AL research. This theoretical gap is an important impetus for further research in this area.

We offered avenues for future studies in four main areas based on the significant findings. Based on these areas, we also pose future research questions that might encourage leadership researchers to conduct further research in this area (Table 3).

FUTURE RESEARCH AGENDA

Research Methods

Although the studies in our database focus primarily on causal relationships, most of these papers were unsuitable for this purpose because they did not choose an appropriate study design and/or had problems with endogeneity. Therefore, we make several methodological suggestions to increase the likelihood of future research that focuses more on causal issues.

First, researchers need to abandon cross-sectional studies in favor of longitudinal studies and rely on a longer time period. Most studies to date (87.8%) have used survey methods, the limitations of which make the results unlikely to contribute to a better theoretical underpinning of leadership styles. Similarly, the academic attention given to AL is characterized by a lack of mixed methods. In an area of research that is still in the developmental stage, robust mixed methods research could help present meaningful results and accurately guide future academic efforts. Therefore, we encourage further studies in this area.

Regarding the issue of research methods, we suggest developing multilevel designs that examine AL as a group- or organization-level variable. Such an investigation can enrich leadership development, as leaders often address attitudes directed at work units rather than individual employees, and employees working in the same department or work unit tend to be more affected by group- or organization-level leadership (Arici 2018; Arici et al. 2020).

Moderating and Mediating Variables

This study has clarified various moderators and mediators used to explain the influences of AL on various outcomes. Regarding moderating constructs, many studies have not presented a theoretical rationale for using a particular moderator in the research framework. Therefore, further research can provide a theoretical framework to classify and justify moderating constructs used as buffer effects between AL and worker- and firm-level outcomes. Similarly, future studies should theoretically underpin the link between AL and the boundary conditions for its consequences.

In addition, team-, organization-, and leadership-related attributes were examined to moderate the association between AL and outcomes. Results in published articles also show that AL has a stronger impact when the team or organization is prototypical (Monzani et al. 2015a), the organization is large (Oh & Oh 2017), and the leader acts as a moderator, including the values of benevolence, collective self-perception, and leader emotion (Yagil & Medler-Liraz 2014). This is in tune with Gardner et al.'s (2021) directive that there are many competitive moderators, or norms that point in different channels, such as flexibility, and restraint of strong opinions. These conditions might provide a better rationale for when AL has a greater or lesser impact on its consequences. We therefore encourage further research in this direction.

The results also point to a moderating role of employee characteristics on the impact of AL. Given the labor-intensive characteristics of the service industry, employees play an active role in shaping management practices. Therefore, it is worthwhile to examine employee perceptions of AL behavior.

In our mediation analysis, we used a four-group classification for mediating constructs. These mediating constructs should be further explored in future research to expand understanding of how AL influences various outcomes (e.g., behavior, attitude, performance, and leadership-related outcomes). For example, it would be worthwhile to analyze the potential effects of innovation climate, error management culture, and team youthfulness on performance outcomes as mediating constructs in a parallel mediation model. Further studies could also focus on clarifying the effects of leader-centered mediators on the relationship between AL and behavioral outcomes.

Our four-category taxonomy recommends that further studies assess mediating constructs using the following categorizations: employee-centered, leader-centered, team-centered, climate-centered, and organization-

centered. While this taxonomy is based on the current literature on these mechanisms, it also contains important directions for further research. To illustrate, as part of their research design, researchers should determine which mechanism is most appropriate for their research problem (e.g., whether to rely on employee-, leader-, team-, or climate- and organization-level constructs). Researchers should review each factor in the chosen intervening category and determine the most appropriate factor. This paper also suggests that researchers select a new mediating construct from a different categorization to further examine the appropriateness and justification of the selected mediators. By categorizing mediators, we suggest a way for researchers to identify the mechanisms within and between groups that are most closely associated with AL and individual outcomes. This paper invites researchers to use a conceptually designed taxonomy to guide the selection of variables and to conduct rigorous investigations, and expand understanding with the ultimate goal of developing more rigid, rigorous, and functional models for AL and the outcomes.

Measures

Our review found a lack of studies that consider the lower order factors of AL as separate constructs. For example, Bass & Avolio (1997) originally developed the AL scale with four components: intellectual stimulation, inspirational motivation, idealized influence, and individualized consideration, with four items for each subcomponent. However, researchers who have studied the AL have not considered possible differences among these subconstructs and have mostly treated the AL as a single factor. For a better understanding of AL, studies that focus on the variances between the effects of each subconstruct are a prerequisite. Further research should examine each dimension and its effects as a single factor. Possible further steps consist of conducting studies to uncover differences among these subconstructs that could help implement more effective dimensions of AL.

Theoretical background

Our review shows that no single theory dominates the field of knowledge. AL Researchers have mostly adopted social-based theories, such as SIT, SET, SLT. The most popular theory is SIT, which describes the role of AL in developing strong bonds with followers and creating a sense of partnership between followers and organizations.

The concept of "empowerment" could enhance to the theoretical background of AL. Kanter (1993) suggested that the features of the work setting influence work

attitudes and behaviours. "Power" is the ability to mobilize resources and achieve goals (Kanter 1993). Consequently, employees are considered to be empowered when their work setting enables them to achieve the 'desired power' to accomplish work tasks and goals. AL could be considered as a key approach that provides employees with the necessary power to achieve common goals. Therefore, empowerment theory has the potential to identify the role of AL in inspiring followers to achieve common organizational goals.

The studies of AL can also be considered within a possible theoretical framework of green-focused theories. For example, senior leadership theory could serve as a guide for AL researchers seeking to examine the role of AL in achieving green goals.

These frameworks can potentially improve the theoretical foundation and guidance for explaining the impact of AL on outcomes. Specifically, AL researchers could use upper echelon theory to focus more on the role of AL in developing new green ideas. Using this theoretical framework, future researchers can investigate the impact of AL on green innovation and green creativity in service organizations. These academic experiments may require an environmental AL approach to this leadership style to achieve green outcomes in organizations. Thus, our review invites researchers to adapt AL to green practices that require the development of new measurement scales based on environmental priorities. In addition, researchers conducting such studies can make important contributions to the conceptual development and interdisciplinary study of leadership and sustainability.

LIMITATIONS

Our study has some limitations, although it offers crucial new insights into the current landscape of AL. The data are limited to the (i) BMA and (ii) psychology literature, and the dataset was generated by searching articles from academic journals indexed in Scopus. Therefore, the generalizability of our results may be problematic. Furthermore, due to our study's subjective and interpretive nature, future researchers will need to use different approaches to obtain alternative results and suggestions for further research. In this context, for example, meta-analysis studies can eliminate this subjectivity. Furthermore, meta-analysis studies are valuable because they allow us to see the effect size from a wider perspective in relation to the antecedents and outcomes that have been put forward in this study. Finally, bibliometric studies should also be considered by future researchers as they eliminate this subjectivity and show the intellectual structure of AL.

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Appendix.1

Table I. AL and behavioral outcomes

Level	Mediator	Outcome	Authors
Individual	Effective-Based Trust	OCB	Farid et al. (2020)
Individual	Cognitive-Based Trust	OCB	
Individual	Psychological Empowerment	OCB	Joo & Jo (2017)
Individual	Work Engagement (WE)	OCB	Wei et al. 2018
Individual	Member-Representative Value Congruence	OCB (union)	Fortin-Bergeron et al. (2017)
Individual	Trust in Leader	Customer Oriented OCB	Qiu et al. (2019)
Individual	Job Insecurity	Surface Acting	Wang & Xie (2020)
Individual	Relational Energy	Deep Acting	
Individual	Attachment Insecurity	Stress	Rahimnia & Sharifrad (2015)
Individual	Attachment Insecurity	Stress Symptoms	
Individual	Mental Depletion	Job Stress	Weiss et al. (2018)
Group	Employee Positive Mood	Voice Behavior	Hsiung (2012)
Group	LMX	Voice Behavior	
Group	Self-Esteem	Voice Behavior	Liang (2017)
Individual	Organizational identification	Unethical pro-organizational behavior	Gigol (2021)
Individual	WE	Unethical pro-organizational behavior	Gigol (2020)
Individual	Psychological Capital	Proactive Behavior	Hu et al. (2018)
Individual	Supervisor Identification→ Psychological Safety→ WE	Proactive Behavior	Liu et al. (2018)
Individual	Supervisor Identification→ Psychological Safety→ WE	Workplace Deviance Behavior	
Individual	Voice Efficacy	Speaking Up	Xu et al. (2021)
Individual	Voice Efficacy	Speaking Out	
Individual	Optimism	Extra Role Behavior	Srivastava & Dhar (2019)
Group	Intra-Team Trust	Helping Behavior	Hirst et al. (2016)
Individual	Self-Concordance	Helping Behavior	
Group	Innovation Climate	Knowledge Sharing Behavior	Steffens et al. (2016)
Group	Work Group Identification	Knowledge Sharing Behavior	
Group	Team Psychological Safety	Internal Whistleblowing	Liu et al. (2015)
Individual	Personal Identification with Leader	Internal Whistleblowing	
Individual	Moral Perspective	Guilt Related to Unethical Act	Cianci et al. (2014)
Individual	Perceived Cost of Feedback Seeking	Feedback Seeking	Qian et al. (2012)
Individual	Perceived Value of Feedback Seeking	Feedback Seeking	

Table II. AL and attitudinal outcomes

Level	Mediator	Outcome	Authors
Individual	Job Satisfaction	WE	Wirawan et al. (2020)
Individual	Psychological Empowerment	WE	Towsen et al. (2020)
Individual	Mental Depletion	WE	Weiss et al. (2018)
Individual	Practicing Core Values	WE	Oh et al., 2018
Individual	Message meaningfulness	WE	Shulga (2021)
Individual	Supervisor Identification → Psychological Safety	WE	Liu et al. (2018)
Individual	Trust Climate	WE	Ling et al. (2017)
Individual	WE	Career Satisfaction	Kaya & Karatepe (2020)
Individual	Work-Life Balance	Job Satisfaction	Braun & Peus (2018)
Individual	Attachment Insecurity	Job Satisfaction	Rahimnia & Sharifrad (2015)
Group	Team Virtuousness	Affective Commitment	Rego et al. (2013)
Individual	Personal Identification	Affective Commitment	Lux et al. (2019)
Individual	Affect-Based Trust	Affective Commitment	
Individual	Perceptions of Leader Behavioral Integrity	Affective Commitment	Leroy et al. (2012)
Individual	Board Participative Safety Climate	Affective Commitment	Guerrero et al. (2015)
Individual	Trust Climate	Organizational Commitment	Ling et al. (2017)
Individual	Organizational Justice	Organizational Commitment	Kiersch & Byrne (2015)
Individual	Predictability	Organizational Commitment	Peus et al. (2012)
Individual	Affective Commitment	Turnover Intention	Kalay et al. (2020); Ribeiro et al. (2020b); Oh & Oh (2017)
Individual	Organizational Commitment	Turnover Intention	Ausar et al. (2016)
Individual	WE	Turnover Intention	Azanza et al. (2015)
Individual	Organizational Justice	Turnover Intention	Kiersch & Byrne (2015)
Individual	Affective Commitment	Sportsmanship	Schriesheim & Liu (2018)
Individual	Value Internalization	Sportsmanship	
Individual	Safety Climate	Risk Perception	Nielsen et al. (2013)
Individual	Board Participative Safety Climate	Pro-Organizational Motivation	Guerrero et al. (2015)
Individual	Affective Commitment	Role-Conflicts	Kalay et al. (2020)
Individual	Affective Commitment	Role-Ambiguity	
Individual	Positive Work Climate	Psychological Capital	Woolley et al. (2011)
Individual	Supervisor Identification	Psychological Safety	Liu et al. (2018)
Individual	Speaking Up	Psychological Ownership	Xu et al. (2021)
Individual	Job Satisfaction	Social Exchange with Organization	Chiaburu et al. (2011)
Individual	Self-Efficacy	Sense of Meaningfulness in Work	Chaudhary (2020)
Individual	LMX → Work-Family Enrichment	Work-Family Balance	Lyu et al. (2019)
Individual	LMX	Employee Thriving	Xu et al. (2017)
Individual	Psychological safety	Employee Thriving	
Individual	Affective Commitment	Customer Orientation	Ribeiro et al. (2020a)

Table III. AL and performance outcomes

Level	Mediator	Outcome	Authors
Individual	Job Resourcefulness	Performance	Semedo et al. (2016)
Individual	Creativity	Performance	
Individual	Organizational Commitment	Performance	Nasab & Afshari (2019)
Individual	Affective Commitment → Individual Creativity	Performance	Duarte et al. (2021)
Individual	Sportsmanship	Performance	Schriesheim & Liu (2018)
Individual	LMX	Job Performance	Wang et al. (2014)
Individual/Group	Basic Need Satisfaction	Work-Role Performance	Leroy et al. (2012)
Individual	Psychological Capital	Contextual Performance	Malik & Dhar (2017); Malik (2018)
Group	Team Identity	Team Performance	Lin & Chen (2016)
Group	Team Affective Tone	Firm Performance	Hmieleski et al. (2012)
Individual	WE	Task Performance	Wei et al. 2018
Individual	WE	Adaptive Performance	Kaya & Karatepe (2020)
Individual	LMX → Employee Thriving	Creativity	Xu et al. (2017)
Individual	Psychological Safety → Employee Thriving	Creativity	
Individual	Support for Innovation	Creativity	Černe et al. (2013)
Individual	Psychological Capital	Creativity	Rego et al. (2012)
Individual	Commitment	Creativity	Imam et al. (2020)
Individual	Empowerment	Creativity	
Individual	Affective Commitment	Creativity	Semedo et al. (2016); Ribeiro et al. (2020a)
Individual	Job Resourcefulness	Creativity	Semedo et al. (2016)
Individual	Hope	Creativity	Rego et al. (2014)
Group	Innovation Atmosphere	Team Creativity	Lei et al. (2021)
Individual	Affective commitment	Organizational Learning	Milić et al. (2017)
Individual	Organizational Identification	Innovation Behavior	Niu et al. (2018)
Individual	Relational Identification → Org. Identification	Innovation Behavior	
Individual	Psychological Capital	Service Innovation	Schuckert et al. (2018)
Individual	Relationship-based employee governance	Service Innovation	Ahmed et al. (2018)
Individual	Islamic leadership	Organizational Innovation	Galanou & Farrag (2015)
Individual	Team Reflexivity	Team Effectiveness	Lyubovnikova et al. (2017)
Group	Team Reflexivity	Team Productivity	
Individual	Predictability	Extra Effort	Peus et al. (2012)
Individual	Team Virtuousness	Team Potency	Rego et al. (2013)
Organizational	Internal branding	Sustainability	Srivastava et al. (2020)
Individual/ Organizational	Group virtuousness → Group potency	Sales achievement	Rego et al. (2015)
Individual	Trust in Management	Sales Growth	Clapp-Smith et al. (2009)
Individual	Error Management Culture	Errors	Farnese et al. (2019)

Table IV. Moderators of AL

Level	Antecedent	Moderator	Outcome	Authors
<i>Follower behaviors</i>				
Individual	Socially responsible human resource practices	AL	Job crafting	Luu (2021)
Individual/ Organizational	Food safety consciousness	AL	Food safety prohibitive voice	Yu et al. (2021)
Individual	Positive emotions	AL	Authentic behavior	Yagil & Medler-Liraz (2014)
Individual	AL	Traditionality	Voice Efficacy	Xu et al. (2021)
Individual	AL	Traditionality	Speaking out	
Individual	AL	Traditionality	Speaking up	
Individual	AL	Traditionality	LMX	Lyu et al. (2019)
Individual	AL	Compassion at work	Proactive behavior	Hu et al. (2018)
Leader	AL	Leader competency	OCB	Wei et al. (2018)
Group	AL	Proactive personality	Silence	Guenter et al. (2017)
<i>Follower attitudes</i>				
Individual	LMX	AL	Employee thriving	Xu et al. (2017)
Individual	Person-organization fit	AL	Personal growth initiative	Joo et al. (2020)
Individual	Nepotism	AL	Tolerance to workplace incivility	Arici et al. (2020)
Individual	Department-level high-performance work systems	AL	Employee-perceived high-performance work systems	Cao et al. (2020)
Individual	PsyCap	AL	Work empowerment	Joo et al. (2016)
Individual/Group	Authentic followership	AL	Basic need satisfaction	Leroy et al. (2012)
Individual	Promotive voice	AL	Leader receptivity	Zhang et al. (2019)
Individual	Prohibitive voice	AL	Leader receptivity	
Individual	Temptation	AL	Ethical decision	Cianci et al. (2014)
Leader	AL	Collective self-awareness	Personal self-awareness	Steffens et al. (2021)
Individual	AL	Role Clarity	WE	Towsen et al. (2020)
Individual	AL	Self-efficacy	Work meaningfulness	Chaudhary (2020)
Individual	AL	Compassion at work	PsyCap	Hu et al. (2018)
Leader	AL	LMX	Employee relational identification	Niu et al. (2018)
Individual	AL	Perceived supervisor support	Turnover intention	Arici (2018)
Leader	AL	Interaction with followers	Depletion	Weiss et al. (2018)
Leader	AL	Work-Family Conflict	Followers' Work-Family Conflict	Braun & Nieberle (2017)
Individual	AL	Organizational size	Commitment	Oh & Oh (2017)
Individual	AL	Conscientiousness	Satisfaction	Monzani et al. (2015b)
Individual	AL	Self-categorization	Collective Identity Advancement	Steffens et al. (2016)
Individual	AL	Power distance	Perceived value	Qian et al. (2012)
Individual	AL	Gender	Positive work climate	Woolley et al. (2011)
Individual	AL	Leader emotions	Followers' unbiased self-presentation	Yagil & Medler-Liraz (2014)
<i>Performance related outcomes</i>				
Group	Creative self-efficacy	AL	Individual-level creativity	Lei et al. (2021)
Leader/Group	AL	Leaders' high benevolence values	Followers' Performance	Qu et al. (2019)
Individual	AL	External locus of control	Performance	Abbas et al. (2020)
Organizational	AL	Green training	Internal branding	Srivastava et al. (2020)
Individual	AL	PsyCap	Performance	Wang et al. (2014)
Individual	AL	Value Congruence	Cynicism about change	Williams et al. (2012)

Table V. Summary statistics from commonly used AL scales

Study	# of items and dimensions	# of studies used
Walumbwa et al. (2008) AL Questionnaire (ALQ)	16 items; Self-awareness (4 items), Relational transparency (5 items), Internalized moral perspective (4 items), and balanced processing (3 items).	74
Neider & Schriesheim (2011) AL Inventory (ALI)	14 items; Self-awareness (3 items), Relational transparency (3 items), Internalized moral perspective (4 items), and balanced processing (4 items).	19
Avolio et al. (2007) ALQ (Copyright 2007 by Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa. All rights reserved in all media. Distributed by Mind Garden, Inc.	16 items; Self-awareness (4 items), Relational transparency (4 items), Internalized moral perspective (4 items), and balanced processing (4 items).	12
Levesque-Côté et al. (2018) AL Integrated Questionnaire (AL-IQ)	14 items; Self-Awareness (3 items, all from the ALQ), Balanced Processing (4 items, all from the ALI), Relational Transparency (3 items, 1 from the ALQ; 2 from the ALI), Moral Perspective (4 items, all from the ALQ).	2
Xu et al. (2017)	8 items; Based on Walumbwa et al.'s (2008) ALQ authors used eight-item measure, subscales self-awareness (2 items), relational transparency (2 items), internalized moral perspective (2 items), and balanced processing (2 items).	1
Zhou/Yang (2013)	17 items; (1) Honesty (5 items), (2) leadership qualities (4 items), (3) subordinate-oriented (4 items), (4) internalized moral perspective (4 items)	1
Bass/Avolio (1997)	16 items; Intellectual stimulation, inspirational motivation, idealized influence, and individualized consideration.	1

