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Original Article

Relationship Between Shared Leadership and Value Co-Creation Mediated by Resource Integration, Learning Agility and Ethical Behavior in Sports Clubs

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Abstract

Introduction: Understanding value co-creation in sports clubs is essential for developing effective strategies that address the needs and expectations of fans and stakeholders. The present study aimed to analyze the relationship between shared leadership and value co-creation through resource integration and learning agility, while considering the moderating role of ethical behavior.

Material and Methods: This research employed a descriptive–correlational design. The statistical population consisted of managers and staff members of sports clubs in Iraq, from which 419 individuals were selected as a sample using stratified sampling. A standardized questionnaire was used as the research instrument. Structural equation modeling was applied for data analysis, utilizing SPSS18 and Mplus7.

Results: The results indicated that shared leadership had a significant effect on resource integration and learning agility. The study further demonstrated that resource integration and learning agility significantly influenced value co-creation. Additionally, resource integration and learning agility mediated the relationship between shared leadership and value co-creation. Finally, the study highlighted that ethical behavior moderated the relationship between resource integration and value co-creation.

Conclusion: The findings revealed that shared leadership plays a pivotal role in enhancing value co-creation among stakeholders by influencing resource integration and learning agility—an effect that is particularly pronounced among individuals exhibiting higher levels of ethical behavior.

Keywords: *Value Co-creation, Shared Leadership, Learning Agility, Resource Integration, Ethical Behavior*

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INTRODUCTION

Value co-creation has been defined as an interactive process in which participating individuals collaborate to generate value [1]. Research on value co-creation in sports services can assist organizations in engaging stakeholders, driving innovation, and enhancing performance through value creation and co-production processes [2].

In sports management literature, value co-creation represents an emerging research area that examines the collaboration of various actors in generating value. Scholars have explored multiple dimensions of value co-creation,

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including customer, fan, resident, tourist, and other stakeholder involvement in these processes. The service-dominant logic framework has been widely employed to understand the dynamics of value co-creation in sports contexts [3–5]. Investigating value co-creation in sports clubs is essential due to its considerable impact on diverse aspects of sports management. Value co-creation is critical as it affects fan engagement, team identity, organizational performance, and the production of social value [6–9]. By involving different actors in the value creation process, sports clubs can enhance customer engagement, foster team loyalty, and improve overall organizational efficiency [10,11]. Understanding value co-creation in sports clubs is therefore vital for developing effective strategies that address the needs and expectations of fans and stakeholders. Research in this field also contributes to identifying the role of technology, social media, and corporate social responsibility in fostering value co-creation behaviors [12–14]. Moreover, studies on value co-creation in sports clubs support the development of innovative approaches for fan engagement, service quality improvement, and organizational sustainability [15,16]. A number of studies have explored this topic. Some have examined the roles of different actors, such as sports fans, in generating value within the sports industry [7,17]. Others have emphasized the influence of digital resources, technological interaction, and social media engagement on value co-creation behaviors in sports [13,18]. In several studies, the concept of value co-creation has been linked to various outcomes, including brand experience, brand equity, and customer value [19,20]. Furthermore, the intersection of sports and business has been investigated to clarify how value creation is achieved through joint efforts between these domains [21]. However, while researchers have examined value co-creation from certain perspectives, sports research has paid limited attention to the predictors of value co-creation, leaving a significant knowledge gap. Addressing this gap, the present study aims to identify the predictors of value co-creation in sports clubs.

One important component in this regard is resource integration. Resource integration among different individuals—including employees, customers, fans, and social groups—forms the foundation for value creation in the business-to-business sports context [22]. This integration is not limited to physical resources but also extends to digital resources, as observed in the use of digital tools by stadium visitor groups to enhance their experiences at sporting events [18]. Moreover, sustainable knowledge exchange through multi-stakeholder communication promotes resource integration for value co-creation within communities [23]. The theoretical foundations of service-dominant logic provide a framework for understanding how resource integration contributes to value co-creation in sports clubs. Studies have shown that customers, such as sports fans, actively participate in value co-creation by integrating resources from their social groups [22]. Therefore, resource integration can positively influence value co-creation.

Another concept with a significant impact on value co-creation in sports clubs is learning agility, defined as the ability to flexibly apply the knowledge and skills required to perform tasks by pursuing self-directed learning, reflection, and feedback to address challenges arising from rapid change and unpredictable environments, and to perform tasks based on personal experience [24]. Some researchers [25] emphasize that sports clubs function as health-promoting environments where individuals not only enhance their athletic skills but also gain social education, learning rules, principles, values, and lifestyles that contribute to reinforcing a positive self-concept. This social dimension of sports clubs is critical for understanding how learning

agility may influence value co-creation. In addition, researchers [12] have discussed value co-creation in sports organizations through social capital, emphasizing the importance of interactions and relationships in generating value. They highlight how learning agility can facilitate communication, collaboration, and innovation in sports clubs to enhance value co-creation. Other scholars [26] stress the role of sports clubs in promoting health, indicating that addressing health-promotion factors is essential for these organizations. This perspective aligns with the idea that learning agility can support the adoption of health-promoting practices in sports clubs, thereby influencing value co-creation. Furthermore, researchers [27] have examined the impact of value co-creation on organizational performance in amateur football clubs, suggesting that strengthening value co-creation processes can lead to improved outcomes for clubs. This implies that fostering learning agility among club members could potentially enhance value co-creation processes and, consequently, improve the overall performance of sports clubs. In summary, learning agility can play a vital role in value co-creation.

Among other influential variables, shared leadership can be highlighted. Shared (or participative) leadership is a style in which all members of an organization collaborate in decision-making. This leadership style is also known as democratic leadership, as it encourages participation by everyone. Research conducted by some scholars [28] indicates that shared leadership can positively affect intra-team relationships, potentially leading to broader impacts at the club level. Furthermore, existing studies emphasize that leadership agility has a positive effect on organizational learning, reinforcing the idea that various forms of leadership—including shared leadership—can contribute to learning outcomes. Learning agility is a strong predictor of leadership performance, suggesting that enhancing learning agility through shared leadership practices may improve overall team efficiency. Therefore, shared leadership can play a key role in fostering learning agility [29, 30]. Within the interaction among these variables, ethical behavior is a factor that has received comparatively little attention in previous research. Ethical behavior refers to conduct that is considered "good" or "right," as opposed to "bad" or "wrong," in a given situation. Ethics represents the system of moral values and principles that guides individual or group behavior based on judgments of right and wrong. Ethical behavior is acceptable to the broader society both legally and morally. The concept of value co-creation involves resource integration by individuals engaged in a service exchange [31]. This integration extends beyond direct resource exchanges to include the broader social context. In the context of sports clubs, this may involve resources exchanged not only between employees and customers but also those contributed by the wider community or fan base. Research has shown that ethical behavior—whether from employees, customers, or external actors—is a critical driver of value co-creation [32, 33]. Specifically, ethical behavior has been identified as a key element facilitating value co-creation processes [18]. In a sports club, ethical behavior is likely to positively contribute to resource integration and value co-creation for both customers and the organization. Moreover, the moderating effect of ethical behavior—whether from fans or employees—has been emphasized in various contexts. For example, studies have shown that fans' ethical behavior moderates the relationship between fan knowledge and fan co-creation in sports, underscoring the importance of ethics in enhancing value creation in the sports industry [10]. Consequently, ethical behavior can be considered a moderator in the relationship between resource integration and value co-creation.

Based on the above discussion, the present study seeks to examine whether, considering the moderating role of ethical behavior, resource integration and learning agility mediate the relationship between shared leadership and value co-creation.

The hypotheses tested in this research are as follows:

Hypothesis 1: Resource integration affects value co-creation.

Hypothesis 2: Learning agility affects value co-creation.

Hypothesis 3: Shared leadership affects resource integration.

Hypothesis 4: Shared leadership affects learning agility.

Hypothesis 5: Ethical behavior moderates the relationship between shared leadership and resource integration.

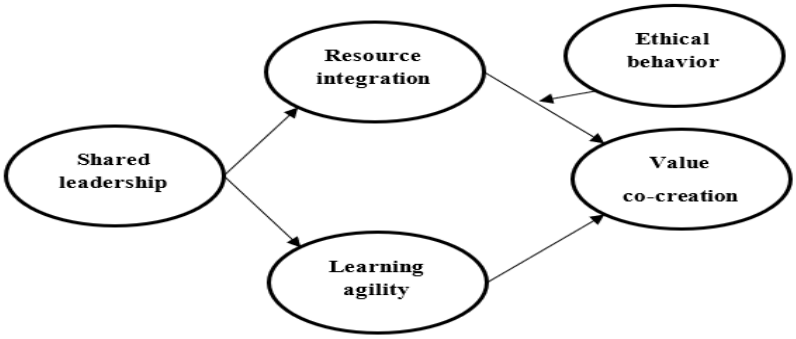

Figure 1: Conceptual research model

MATERIAL AND METHODS

This study was applied in purpose and employed a descriptive–correlational design. The statistical population comprised managers and employees of sports clubs in the Iraqi cities of Karbala, Najaf, Basra, and Baghdad. According to Morgan's table, a minimum sample size of 384 participants was required, and stratified sampling was used to select participants. For this purpose, each city was divided into five regions (north, south, east, west, and central). From each of the four cities, sports clubs were randomly selected (20 clubs per city, totaling 80 clubs). The average response time was approximately 20 minutes. To account for potential attrition and incomplete questionnaires, the researchers distributed 425 questionnaires, of which 419 were completed and deemed valid.

Among the 419 participants, 289 (68.9%) were male and 130 (31.1%) female. Regarding educational level, 102 participants (24.3%) held a high school diploma or associate degree, 234 (55.8%) held a bachelor's degree, 63 (15%) a master's degree, and 20 (4.7%) a doctorate. In terms of age, 144 participants (34.3%) were aged 21–30 years, 155 (37%) were 31–40 years, 75 (17.9%) were 41–50 years, and 45 (10.7%) were over 50 years old. Regarding work experience in sports clubs, 23 participants (5.5%) had less than one year of experience, 111 (26.5%) had 1–2 years, 135 (32.2%) had 2–3 years, 100 (23.8%) had 3–4 years, and 50 (11.9%) had more than 4 years.

Data were collected using the following standardized questionnaires:

Shared Leadership Questionnaire: A 26-item instrument developed by Fausing et al. (2015) based on Pearce and Sims (2002), consisting of five subdimensions: transformational leadership (6 items), interactive (4 items), directive (4 items), individual empowerment (4 items), team empowerment (4 items), and aversive leadership (4 items).

Value Co-Creation Questionnaire: A 5-item scale developed by Nysveen and Pedersen (2014), with a reported Cronbach's alpha reliability of 0.92.
Resource Integration Questionnaire: A 10-item instrument developed by Baron and Warnaby (2011), comprising three subdimensions: cultural resources (4 items), personal/self-efficacy resources (3 items), and social resources (3 items), with Cronbach's alpha reliability ranging from 0.63 to 0.74.
Learning Agility Questionnaire: A 25-item scale developed by Gravett and Caldwell (2016), consisting of four subdimensions: mental agility (6 items), change agility (6 items), results agility (7 items), and people agility (6 items), with a Cronbach's alpha reliability of 0.86.
Ethical Behavior Questionnaire: A 7-item instrument developed by Wang et al. (2020), with a reported Cronbach's alpha reliability of 0.96.
For content validity assessment, the questionnaires were reviewed by nine experts in sports management, all of whom confirmed their adequacy.
Structural equation modeling (SEM) was used for data analysis, utilizing SPSS version 18 and Mplus version 7 software.

RESULTS

To fit the measurement model, confirmatory factor analysis was performed. Cronbach's alpha and composite reliability were used to test the reliability of the external model, the results of which are given in Table 1. As can be seen in the table, the values of Cronbach's alpha and composite reliability for all constructs were more than 0.7, which is an indication of the appropriateness of the internal consistency of the measurement model. According to Table 1, the composite reliability is greater than the mean of the extracted variance, which indicates the appropriateness of the reliability of the measurement model. Also, the factor loadings of the items were between 0.55 and 0.91, which is one of the indications of the appropriate fit of the measurement model. Structural model analysis using Mplus 8 software yielded the following results for fit indices: $\chi 2/df = 730/1560.725 = 2.13$, at a significance level of $P > 0.05$, CFI = 0.93, TLI = 0.91, SRMR = 0.07, and RMSEA = 0.048, indicating acceptable fit of the model.

Table 1: Cronbach's alpha coefficients and composite reliability

Variable	Cronbach's alpha	CR	AVE
Shared leadership	0.90	0.91	0.52
Value co-creation	0.81	0.84	0.55
Resource integration	0.86	0.88	0.59
Learning agility	0.91	0.93	0.66
Ethical behavior	0.89	0.92	0.62

Fornell and Larcker (1981) suggest that for construct validity, the correlation of a variable with other variables should be less than the square root of the extracted variance of that variable. According to the results of Table 2, the correlation of each variable with other variables is less than the square root of the extracted variance of that variable (the last and bolded row), which confirms the validity of the research variables.

Table 2. Correlation matrix of research variables and square root of AVE

Variables	1	2	3	4	5	Mean	SD
Shared leadership	0.72					4.05	0.77
Value co-creation	0.35	0.74				3.97	0.98

Resource integration	0.70	0.33	0.77			3.96	0.95
Learning agility	0.58	0.26	0.50	0.81		4.00	0.73
Ethical behavior	0.09	0.18	0.10	0.09	0.79	4.68	0.99

Figure 2 shows the output of the t-coefficients for the tested conceptual model. According to the results, at the 95% confidence level, the predicted paths of collaborative leadership-resource integration, collaborative leadership-learning agility, resource integration-value co-creation, and learning agility-value co-creation are significant.

According to Table 3 and Figure 2, since the significant numbers are outside the range of 1.96 and -1.96, the relationship between the research variables is confirmed. In other words, collaborative leadership has a direct, positive, and significant effect on resource integration (β = 0.53) and learning agility (β = 0.41). Resource integration has a direct, positive, and significant effect on value co-creation (β = 0.21). Learning agility has a direct, positive, and significant effect on value co-creation (β = 0.10). Ethical behavior has a moderating role on the relationship between resource integration and value co-creation (β=0.09).

Table 3: Results of the standardized structural model

Path		Sig.	Result
Shared leadership ⇨ Resource integration	0.53	0.001	Approved
Shared leadership ⇨ Learning agility	0.41	0.001	Approved
Resource integration ⇨ Value co-creation	0.21	0.021	Approved
Learning agility ⇨ Value co-creation	0.10	0.040	Approved
Resource integration*ethical behavior ⇨ Value co-creation	0.09	0.044	Approved

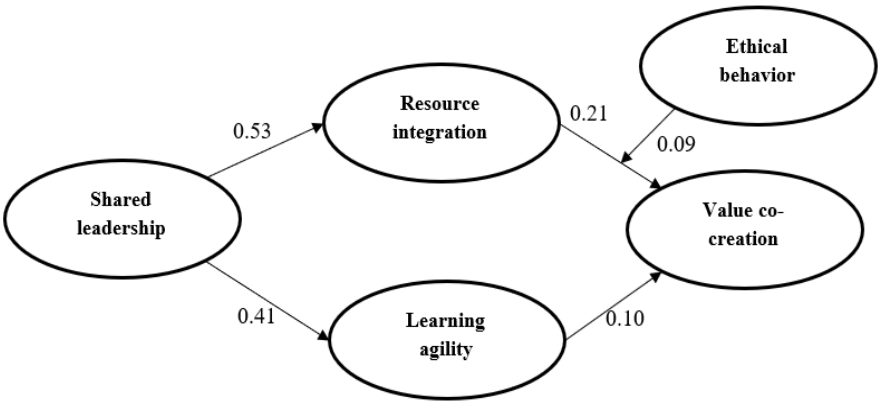

Figure 2: Model execution in significance mode and standard estimation

DISCUSSION

The present study aimed to examine the relationships among resource integration, learning agility, shared leadership, and value co-creation in sports clubs, while considering the moderating role of ethical behavior.

The findings revealed that shared leadership influences resource integration in sports clubs. This result provides a new contribution to the existing literature on shared leadership in sports organizations [34], particularly regarding its role in resource integration. Resource integration is essential for the effective performance and

success of sports clubs. Previous research has shown that clubs' responsiveness to issues such as budget allocation is affected by their resource dependence and organizational pressures [35]. Understanding how sports clubs manage their resources—including human, infrastructural, and financial—is critical for their sustainability and performance [36]. Shared leadership can play a key role in ensuring the effective use of resources and aligning them toward common goals. Moreover, the presence of shared leadership, especially with increased representation of women in leadership roles, has been associated with reduced organizational challenges in sports clubs [37]. Shared leadership can make clubs more adaptive and resilient when facing challenges. By involving multiple leaders in decision-making, clubs can better navigate changes in resource availability and respond effectively to external pressures [38]. Additionally, shared leadership fosters a culture of inclusivity and empowerment within sports clubs. Such a positive organizational culture can enhance teamwork, communication, and overall morale, leading to improved resource integration. Practical recommendations for sports clubs include:

- Establishing a culture of trust among team members, as trust is a fundamental basis for the emergence and effective functioning of shared leadership
- Encouraging open communication, transparency, and psychological safety so individuals feel comfortable sharing resources, ideas, and responsibilities
- Clearly defining roles and responsibilities while allowing team members to assume leadership roles when necessary
- Setting shared goals and success indicators to ensure everyone understands how their contributions support resource integration.

Another finding showed that shared leadership affects learning agility in sports clubs. This aligns with previous research [30] indicating that shared leadership predicts organizational performance and innovative work behavior. Shared leadership involves multiple individuals participating in decision-making and problem-solving, offering diverse perspectives that enhance continuous learning and adaptability [28]. It can also serve as a platform for leadership skill development among members by engaging them in decision-making and leadership roles, preparing them to face future challenges and strengthening learning agility within the club [28]. Shared leadership fosters adaptability to change and uncertainty—key components of learning agility. Sports clubs that adopt shared leadership are better equipped to handle challenges and transitions, cultivating a more agile and responsive organizational culture [39]. Practical recommendations for clubs include:

- Offering leadership workshops and training sessions for all team members, not just captains or formal leaders.
- Using interactive activities such as role-playing, case studies, and peer coaching to allow all members to practice leadership behaviors in real-world situations.
- Assigning diverse types of leaders within the team—such as task-oriented, social, motivational, and external leaders—based on individual strengths and interests.
- Rotating leadership roles regularly to provide more opportunities for members to develop agility across different contexts.

The study further highlighted that resource integration influences value co-creation in sports clubs. This finding adds to previous literature on value co-creation in sports [10]. Researchers [31] have emphasized that resource integration is a critical dimension of value co-creation, underscoring its importance in generating value. Others [22] have noted that customers in sports contexts primarily create value through integrating resources from their social groups,

highlighting the significance of this process in enhancing the overall value proposition of sports organizations. Furthermore, some studies [23] have underscored the collaborative nature of value creation in sports organizations, emphasizing the role of communication and multi-stakeholder interactions in resource integration for value co-creation. Service-dominant logic theory is frequently used as a framework to understand resource integration and value co-creation in sports [10].

Awareness of the different stages of resource integration and their implications can increase the likelihood of successful value co-creation while minimizing risks of value co-destruction [31]. Practitioners can use these insights to actively manage resources and interactions to ensure that co-creation efforts succeed. Leveraging resource integration can enhance customer experiences in sports clubs. By effectively combining resources from various stakeholders, clubs can create more engaging and personalized experiences for their members and fans. Practical recommendations for sports clubs include:

- Involving all members in identifying and pooling their unique resources—such as skills, knowledge, networks, facilities, and financial assets.
- Creating platforms (e.g., workshops, online forums, and social events) that enable members to interact, share ideas, and propose joint initiatives.
- Encouraging cross-functional teams that bring together diverse expertise (e.g., marketing, coaching, community relations) to co-design and deliver new services or experiences.
- By implementing these strategies, sports clubs can strengthen their capacity to promote health, social integration, and overall well-being among their members while enhancing value co-creation outcomes.

This study demonstrated that learning agility influences value co-creation in sports clubs. From the perspective of service-dominant logic, value co-creation involves an interactive process in which both parties are active participants, learn together, and directly affect each other. This underscores the importance of continuous learning and adaptation within the co-creation process. Moreover, some studies [10] have emphasized the moderating effect of ethical behavior on the relationship between fan knowledge and value co-creation, suggesting that active interaction and learning among fans can enhance the co-creation process. Leveraging learning agility can facilitate improved stakeholder engagement in sports clubs. By fostering a learning environment that values diverse perspectives and knowledge sharing, clubs can strengthen collaboration and co-creation efforts with stakeholders, ultimately generating more valuable experiences [7]. Practical recommendations for sports clubs include:

- Encouraging all members to explore new training methods, tactics, and technologies.
- Supporting pilot projects and “fail-safe” experiments to allow teams to learn from both successes and failures.
- Holding regular review sessions after matches, practices, and events to discuss what worked, what did not, and why.
- Using structured feedback tools to help individuals and teams reflect on their experiences and extract lessons for future improvement.

The findings also indicated that resource integration mediates the relationship between shared leadership and value co-creation in sports clubs. As highlighted by some scholars [40], shared leadership underscores the importance of organizational resources, capabilities, and relationships in enhancing the execution of value co-creation strategies. When combined with

resource integration, shared leadership can leverage these resources and relationships to guide value co-creation initiatives within sports clubs. Furthermore, researchers [14] have examined the impact of stakeholder perceptions on value creation in football clubs. Resource integration, acting as a mediating mechanism, can align stakeholder perceptions and enhance value measurement, thereby contributing to more effective value co-creation processes in sports clubs.

Resource integration can also play a vital role in improving decision-making processes in sports clubs. By mediating the relationship between shared leadership and value co-creation, clubs can ensure that decisions are informed through comprehensive resource integration, leading to more strategic and effective outcomes [7]. Additionally, resource integration can facilitate innovation and adaptability in sports clubs. By mediating the relationship between shared leadership and value co-creation, clubs can use resources to drive innovation, adapt to changing market dynamics, and continuously enhance their value propositions to stakeholders [18]. Practical recommendations for sports clubs include:

- Establishing regular forums, workshops, or digital platforms where ideas and resources can be freely exchanged and new collaborations can emerge.
- Designing leadership teams or committees to represent diverse roles and backgrounds, ensuring all voices are heard and the club's varied resources are considered in decision-making.
- Organizing structured co-creation sessions where stakeholders jointly identify challenges, pool resources, and design new solutions or experiences for the club.
- Implementing feedback mechanisms to evaluate the effectiveness of resource integration and its impact on value co-creation.

Learning agility mediates the relationship between shared leadership and value co-creation in sports clubs. Shared leadership in sports clubs involves team members collaborating for collective decision-making, which strengthens team creativity and positive dynamics [41]. This leadership approach has been shown to positively influence team relationships and enhance value co-creation efforts. Value co-creation, a central concept in this context, refers to the collaborative creation of value among stakeholders such as team members, coaches, and fans. It is shaped by social forces and structures that emphasize the importance of cooperation and effective communication within sports clubs [42]. Learning agility, acting as a mediating variable, enables individuals and teams to adapt quickly to new situations, learn from experiences, and apply knowledge effectively. In sports clubs, learning agility can facilitate the adoption of shared leadership practices and improve value co-creation among stakeholders [43].

The practical implications of learning agility as a mediator between shared leadership and value co-creation in sports clubs are multifaceted. They include:

- Promoting the development of shared leadership among athletes.
- Understanding the dynamics of value co-creation within the sports business context.
- Emphasizing the importance of collaborative processes and partner selection.
- Using innovative platforms for value co-creation in marketing.
- Encouraging health-focused initiatives within sports clubs.

By considering these implications, sports clubs can enhance their leadership practices, optimize value creation processes, and foster a culture of continuous learning and development. In summary, sports clubs are recommended to:

- Use real-life scenarios, simulations, and cross-functional projects so that leaders and team members can practice applying new knowledge in diverse contexts.
- Build a club culture where learning, relearning, and unlearning are valued, and mistakes are viewed as opportunities for growth.
- Promote open feedback channels so that everyone can learn from each other's experiences and perspectives.
- Support pilot projects and "fail-safe" experiments so the club can learn quickly and adapt strategies based on real-world outcomes.

Finally, the results showed that ethical behavior moderates the relationship between resource integration and value co-creation in sports clubs. Resource integration is a key aspect of value co-creation, involving joint efforts to combine and use resources effectively [31]. Ethical behavior extends beyond individual interactions and includes engaging in interactive resource integration processes [44]. In the context of sports clubs, ethical behavior—often associated with personal commitment and sacrifice—can significantly influence the co-creation process. Employees who demonstrate ethical behavior are more likely to contribute positively to co-creation efforts, leveraging their energy and dedication to enhance self-efficacy and co-creation intentions [45].

Ethical behavior among sports club employees is essential for effective resource integration and, consequently, for value co-creation [33]. Studies have emphasized the importance of service employees' competence and empathy in customer interactions, highlighting the pivotal role of employees in co-creation processes [46]. Organizations should focus on strategies to enhance ethical behavior to improve the relationship between resource integration and value co-creation in sports clubs. This may include providing opportunities for skill development, fostering a positive work environment, and recognizing and rewarding employees' contributions [47]. Investing in training programs that emphasize employee motivation and optimism can lead to more effective value co-creation processes. By understanding employees' motivational drivers, organizations can tailor training initiatives to strengthen ethical behavior in co-creation activities [45]. Practical recommendations for sports clubs include:

- Implementing team-building activities and regular communication to ensure employees feel connected to the club's mission and values.
- Involving employees in decision-making processes related to resource allocation and integration to benefit from their expertise and perspectives.
- Creating formal and informal platforms (e.g., workshops, digital forums, and cross-departmental projects) for employees to interact, share resources, and collaborate on value-creating initiatives.
- Assigning roles and responsibilities that align with employees' strengths and interests to maximize their engagement and effectiveness in resource integration.

Limitations of the study

Like many other studies, this research has several limitations. First, the sample consisted of an accessible group of members from 80 sports clubs. Therefore, the findings may lack generalizability to members of other types of sports clubs. Future research should adopt a multiple-case study approach (5) and extend it to other types of sports clubs, including public, for-profit, non-profit, private, and different sports disciplines. Second, the cross-sectional nature of the data does not allow researchers to evaluate the causal effects of relationships between variables or gain insight into the timeframes associated

with these processes. Longitudinal research would further strengthen the current findings and overcome this limitation. Third, this study examined how shared leadership, resource integration, and learning agility predict value co-creation. However, variables such as knowledge sharing and adaptability may serve as additional potential mediators. The model of this study could be expanded by incorporating these mediators.

CONCLUSION

The present study showed that collaborative leadership, by affecting resource integration and learning agility, plays a key role in co-creating greater value among actors, and this is especially evident in individuals with higher levels of ethical behavior.

ETHICAL CONSIDERATIONS

Ethical issues (such as plagiarism, conscious satisfaction, misleading, making and or forging data, publishing or sending to two places, redundancy and etc.) have been fully considered by the writers.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interests.

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