VILNIUS UNIVERSITY
BUSINESS SCHOOL

INTERNATIONAL PROJECT MANAGEMENT PROGRAMME

Ugnė Avižinytė

MASTER 'S THESIS

PROJEKTO KOMANDOS ĮGALINIMO REIKŠMĖ KOMANDOS NARIŲ ĮSITRAUKIMUI Į DARBĄ IR PASITENKINIMUI DARBU PROJEKTE	*THE ROLE OF PROJECT TEAM EMPOWERMENT FOR TEAM MEMBERS' WORK ENGAGEMENT AND SATISFACTION WITH WORK IN PROJECT*

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SUMMARY

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UGNĖ AVIŽINYTĖ

THE ROLE OF PROJECT TEAM EMPOWERMENT FOR TEAM

MEMBERS' WORK ENGAGEMENT AND SATISFACTION WITH WORK IN PROJECT

The rapid growth of organizations, new projects with complexity and uncertainty, and the dynamic working conditions associated with the global pandemic has highlighted the need for organizations to not only measure employee engagement and satisfaction but also to consistently improve it. Employee engagement leads to higher employee productivity and lower turnover, and also provides a sense of meaning, making employees more likely to trust the company, their team, and feel more committed to the organisation and its goals. Job satisfaction reduces employee disengagement and turnover and improves employee productivity and stress tolerance. Both engagement and satisfaction are important in modern organisations, as they determine performance and quality and indicate a favourable working environment and the attractiveness of the company to the employees as well. Both factors are determined by different types of employee empowerment. The importance of empowerment and empowered employees in an organizational context has been studied for quite some time, but there is still not a good understanding of which empowerment factors are responsible for the different behaviors of employees in project teams and how empowerment types affect them.

This paper aims to examine how the empowerment of project team members is related to team engagement and job satisfaction in a project. The objectives of the thesis include an analysis of the literature on the topic, an analysis of the types of empowerment, the empirical assessment of engagement and job satisfaction among team members, and an identification of the relationships between the types of empowerment and the engagement and satisfaction of team members in the project. The analysis of

the identified relationships is carried out and practical recommendations and conclusions based on the empirical results are presented.

This paper uses a quantitative research method to analyse the variables identified above. The data were collected by posting information on the social networks "Facebook" and "LinkedIn".

The results revealed significant relationships between the types of empowerment and the dependent variables. The relationships examined between empowering leadership, structural empowerment, psychological empowerment, and project engagement, as well as job satisfaction in the project, showed that the use of empowering actions and structures can have a significant impact on overall project engagement and job satisfaction. These dependent variables are associated with higher employee productivity and motivation, a better quality of work, and lower employee turnover. It can be argued that project engagement and job satisfaction can be positively influenced by the types of empowerment discussed in the paper and are expected to bring more organizational benefits.

SANTRAUKA

VILNIAUS UNIVERSITETO

VERSLO MOKYKLA

TARPTAUTINĖS PROJEKTŲ VADYBOS PROGRAMA

UGNĖ AVIŽINYTĖ

PROJEKTO KOMANDOS ĮGALINIMO REIKŠMĖ KOMANDOS NARIŲ ĮSITRAUKIMUI Į

DARBĄ IR PASITENKINIMUI DARBU PROJEKTE

Darbo vadovas: assoc. prof., Dr. Dalia Bagdžiūnienė

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Spartus organizacijų augimas, nauji projektai, pasižymintys kompleksiškumu bei neapibrėžtumu ir dinamiškos darbo sąlygos, susijusios su pasauline pandemija, išryškino organizacijų poreikį ne tik įsivertinti darbuotojų įsitraukimą bei pasitenkinimą, bet ir juos nuosekliai didinti. Darbuotojų įsitraukimas nulemia didesnį darbuotojų produktyvumą, mažesnę darbuotojų kaitą, suteikia prasmės jausmą, todėl darbuotojai linkę labiau pasitikėti kompanija ir tuo pačiu – savo komanda, todėl jaučia didesnį įsipareigojimą organizacijai bei jos tikslams. Pasitenkinimas darbu mažina darbuotojų atsiribojimą ir kaitą bei gerina darbuotojų produktyvumą ir atsparumą stresui. Tiek įsitraukimas, tiek pasitenkinimas, turi didelę reikšmę šiuolaikinėse organizacijose, kadangi nulemia ne tik darbo rezultatą ir jo kokybę, bet taip pat ir indikuoja palankią darbo atmosferą ir įmonės patrauklumą darbuotojams. Abu šiuos veiksnius gali nulemti įvairūs darbuotojų įgalinimo tipai. Įgalinimo bei įgalintų darbuotojų svarba organizaciniame kontekste nagrinėjama jau gana ilgą laiką, tačiau iki šiol nėra gera ištyrinėta, kokie įgalinimo veiksniai ir kaip nulemia darbuotojų įsitraukimą į darbą ir pasitenkinimą darbu projektų komandose.

Darbo tikslas yra išnagrinėti projekto komandos narių įgalinimo tipų sąsajas su komandos narių įsitraukimu ir pasitenkinimu darbu projekte. **Darbo uždaviniai** apima mokslinės literatūros analizę susijusią su nagrinėjama tema, įgalinimo tipų ir įsitraukimo bei pasitenkinimo darbu komandos narių tarpe įvertinimo analizę, ryšių tarp įgalinimo tipų ir komandos narių įsitraukimo bei pasitenkinimo projektu nustatymą. Atliekama nustatytų ryšių analizė bei pateikiamos praktinės rekomendacijos bei išvados, grindžiamos empiriniais rezultatais.

Šiame darbe naudojamas kiekybinis tyrimo metodas, pasitelktas aukščiau įvardytų kintamųjų analizei. Duomenys buvo surinkti internetinės apklausos būdu, paskelbus informaciją apie tyrimą socialiniuose tinkluose „Facebook" ir „Linkedin".

Tyrimo rezultatai atskleidė reikšmingus ryšius tarp įgalinimo tipų ir priklausomų kintamųjų. Išnagrinėti ryšiai tarp įgalinančios lyderystės, struktūrinio įgalinimo bei psichologinio įgalinimo ir įsitraukimo į darbą projekte bei pasitenkinimu darbu jame, atskleidė, kad naudojant įgalinančius veiksmus bei struktūras, galima daryti didelį poveikį projekto komandos narių įsitraukimui į darbą ir jų pasitenkinimui darbu. Šie priklausomi kintamieji susiję su didesniu darbuotojų našumu ir motyvacija, geresne darbo kokybe bei mažesne darbuotojų kaita. Galima teigti, kad naudojant darbe nagrinėtus įgalinimo tipus, gali būti stiprinami įsitraukimas į darbą ir pasitenkinimas darbu ir tai turėtų atnešti daugiau organizacinių naudų.

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DEFINITIONS

Empowering leadership – "a process of sharing power, allocating autonomy and responsibilities to followers, teams, or collectives through a specific set of leader behaviors for employees to enhance internal motivation and achieve work success" (Cheong, M., Yammarino, F. J., Dionne, S. D., Spain, S. M., & Tsai, C. Y., 2019).

Structural empowerment – Kanter (1993) defined organizational empowerment as a work environment which provides access to information, resources, support and opportunity to learn and develop. Such conditions enhance employees to act according to their own expertise and judgment while accomplishing their work-related goals.

Psychological empowerment – Thomas & Velthouse (1990) defined empowerment as a multifaceted construct that comes from four different sources – meaning related to work goals, competence or self–efficacy, self-determination, and impact. All of these dimensions reflect the psychological empowerment of an employee and show his or her internal motivation for work-related tasks.

Work Engagement – Schaufeli et al. (2001) defined work engagement as a "positive, affective-motivational state of fulfilment that is characterized by vigor, dedication, and absorption".

Job satisfaction – a combination of positive or negative feelings and attitudes that workers have towards their work. Job satisfaction shows what expectations employee has for their work and how they are matched (Aziri, B., 2011).

INTRODUCTION

The ever-changing environment of the organizations, higher demands for teams' performance and work quality, uncertainty, and isolation due to the worldwide pandemic – those are only a few challenges, that employees, team, or team leaders might encounter at their workplaces. An increase in demand raises several questions. How to keep employees engaged and satisfied with their work? How to ensure, that deliverables will be achieved in the most efficient way, without employees quitting their jobs regarding their workload or burning out? The answer may include team members' empowerment possibilities related to empowering leadership, structures of empowerment within the organization, and psychological empowerment.

Empowerment has been studied extensively for the past few decades, at an individual, team, and organizational level and in different contexts, including project context, which becomes more and more common within nowadays organizations. It is widely discussed that empowerment contributes to increased employee productivity, job satisfaction, higher quality products and services, improved teamwork, resilience, and work commitment. However, studies have shown that empowerment outcomes between permanent and temporary organizational settings may vary, as well it is observed that variations are depending on the culture. A project team could be described as a temporary organizational system that could be characterized by higher stress levels, due to high uncertainty, tight deadlines, and higher levels of role ambiguity (Yip, et al., 2008; Yip & Rawlinson, 2009; Tuuli, et. al., 2012). Moreover, little is known, how empowerment types contribute to work engagement and satisfaction with work within the project context. Therefore, this master thesis aims to provide a clearer understanding if project team members in Lithuanian organizations feel empowered in their work and how different empowerment types contribute to project team members' work engagement and work-related satisfaction.

The problem of the master's thesis is the lack of understanding of how different empowerment types relate and contribute to project teams' engagement and satisfaction with work.

Master's thesis aims to analyze the role of project team empowerment for team members' engagement and satisfaction with work in the project.

Objectives:
1. To analyze scientific literature on project team empowerment types and their role for team members' work engagement and satisfaction with the project.

2. To examine the evaluation of project team empowerment types, work engagement, and satisfaction with the project.
3. To identify the role of project team empowerment types for team members' work engagement.
4. To identify the role of project team empowerment types for team members' satisfaction with the project.
5. To analyze the role of empowerment types for engagement and satisfaction with work in project in groups of team members and project managers.
6. To present conclusions and practical recommendations based on empirical results.

The master thesis is structured as follows:

- Theoretical background regarding thesis-related topics is provided in section number 1.
- Research methodology is provided in section number 2.
- Research results and limitations are described in section number 3.
- Master's thesis is concluded by recommendations and conclusions, followed by the list of literature and annex.

1. THEORETICAL BACKGROUND OF THE STUDY

1.1 Project team's empowerment

Empowerment is a multidimensional social process and has been researched in the context of organizational science as it is beneficial at the individual and organizational levels. It occurs within sociological, economic, psychological, and other dimensions and since it is a process, which occurs in relationship with others, it also can be observed at different levels: individual, group, and organization. It is also defined as a process by which people, organizations, and communities gain mastery over the issues that concern them (Rappaport, 1987). Given the ever-changing work environment, the growing demands for more efficient performance, and adaptation to changes in the external environment, empowerment is seen as an important element of management. It is rooted in power, which is regarded as the most basic and primary need and is at the center of human motivation. A competitive environment demands that every employee feels powerful and helps an organization to achieve its goals.

Empowerment in the organization focuses on autonomy, the right information, and individual participation in organizational excellence. Each organization needs to define and create empowerment itself, in terms of the needs and culture of every single entity. It might be perceived in two ways: one approach roots empowerment in the organizational context and defines it in terms of "a practice or set of practices involving the delegation of the responsibility down the hierarchy to give employees increased decision-making authority in respect to the execution of their primary work tasks" (Leach, Wall, & Jackson, 2003) and is based on the job characteristics model (Hackman & Oldham, 1980). A second approach considers empowerment as a four-dimensional psychological state based on employees' perceptions of (a) meaningfulness, (b) competence, (c) self-determination, and (d) impact (Conger & Kanungo, 1988; Spreitzer, 1995, 1996; Thomas & Velthouse, 1990) and represents psychological empowerment or individual's proactive work orientation. According to Lee & Koh (2001), one aspect of empowerment is the "behaviour of a supervisor" who empowers his/her subordinates, and the other is "empowerment as a psychological state of a subordinate" resulting from his/her supervisor's empowering leadership.

Empowerment is about giving more responsibility and accountability to subordinates which benefits both on the individual and the organizational level and includes: increased productivity, job satisfaction, commitment, enthusiasm, morale and creativity; higher quality products and services; improved teamwork, customer service and competitive position; increased speed and responsiveness; and, lessened emotional impact of demoralizing organizational changes and restructuring (Umiker, 1992; Shelton, 1991; Brown, 1992; Von Dran, 1996; Appelbaum & Honeggar, 1998).

Research has shown that empowerment factors and outcomes may vary for individual and team level, especially in project context, because it creates temporary organizational settings. Teams are

defined as two or more individuals who share common objectives, carry out interdependent tasks, and are mutually responsible for collective outcomes. Project teams share a few conditions: there is individual interaction, the existence of the same objective and tasks are interdependent among team members, but project teams are time-bound. At the team level, empowerment antecedents are external leader, production/service responsibilities, team-based human resource policies and social structure. Team empowerment outcomes include productivity, proactivity, better client service, as well as greater job satisfaction, team organization and team engagement.

Therefore, this chapter represents why empowering employees in nowadays organizations is obligatory and highly desired not only on the individual level, but on the team level as well.

1.1.1 Empowering leader behaviours

Organizations are continuously seeking ways to increase flexibility and efficiency. As a result, there are many changes in hierarchical management structures as companies become flatter and more focused on individuals and enabled teams. However, the change is not so easy, because hierarchical structure has more defined roles in comparison to flat organizations and the requirements for managers and team leaders differ. To have empowered individuals and teams, managers are required to provide support, encouragement, promote empowerment, build openness and trust, encourage autonomy, provide information and resources to complete tasks, as well be able to communicate a vision.

Though empowerment is not a new concept traceable back to the early work of Lewin (1947), recent literature on empowering leadership focus on leaders' empowering actions, such as enhancing meaningfulness of work, expressing confidence in performance, shared decision making, providing autonomy (Zhang & Bartol, 2010) and leading by example (Kirkman & Rosen, 1997). It is a separate form of leadership that varies from directive and transformational leadership since it involves the transfer of authority from management to lower-level employees. Leadership is defined as a process of influencing others and empowerment focuses on giving influence to the others. Researchers have suggested that employees are less dependent from empowering leadership in comparison to the other leadership types because it is focused on self – control development and enhancing employee's proactiveness. Empowering leadership can be defined in two ways – as behaviours of formal leaders and as a power sharing process which enhances autonomy of the subordinates. Empowering leaders motivate individuals to break out of inactive mindsets, take risks and enhance their self-responsibilities, leading them to be accountable for their outcomes (Yun, Cox, & Sims, 2006). However, it shouldn't be used as an excuse not to have external leadership, as it results in feeling of abandonment by the organization and failure of self-managing team.

Within team context, leader plays main role regarding team outcomes (Kozlowski & Bell, 2003) as well as heavily influences team's culture. Encouraging individual decision making, along with other

encouraging team leader behaviours, is an 'empowering' practice that conveys confidence in team members' abilities and raises individuals' feelings of personal responsibility for team outcomes (Chen, et al., 2011). Therefore, empowering leaders encourages employees to have high expectations regarding their individual and team contributions to their work. It is noticed that such leader behaviours contribute to higher level of responsibility between team members, advance their collaboration and motivates to take greater collective ownership of the project. Studies have shown that empowering leadership increases collective psychological empowerment, which increases team members' effort for tasks and persistence and results in higher quality and quantity of team performance (Martin, et. al., 2013).

Empowering leader behaviour is linked to such outcomes as task performance, commitment, and job satisfaction (Konczak, et al., 2000; Vecchio, et al., 2010; Ahearne, et al., 2005) and to work engagement (Tuckey, et. al., 2012). According to the authors, empowering leaders encourage employees to accumulate a greater level of energy towards their work and strongly identify with it, therefore – become more engaged, as well they share information and knowledge with the subordinates. Overall, empowering leadership affects employees through job resources, job demands, psychological conditions and has many positive work-related outcomes.

1.1.2   Structural empowerment

Power is defined as the ability to get things done, to mobilize resources, to get and use whatever it is that person needs for the goals he or she is attempting to meet (Kanter, 1993). Theory of structural empowerment is an organizational theory that focuses on contextual factors within the organizations to promote healthy working environments for individuals, organizational effectiveness, and commitment. Structural empowerment represents a decentralization of authority so that the power of decision making is coming to the employees from the formal structure. Structural empowerment is also conceptualized as empowerment climate - 'the perceived meaning of organizational structures and practices related to information sharing, boundaries and team accountability' (Seibert, et. al., 2004). As number of team-based organizations increase, managers have the responsibility of motivating individuals and teams as well by creating conditions for employees to achieve their work goals.

According to Kanter (1997), there are four sources of organizational-structural empowerment: access to information, receiving support, the ability to mobilize resources and the structure of opportunity. Access to information refers to employees having access to a variety of information and using it as a learning source. Support means that feedback and leadership is provided to employees by their peers, subordinates, and managers. Employees are also expected to have a specific level of knowledge and capability to perform their tasks at the required level in a timely manner. Access to opportunities refers to working conditions, which offer employees more learning, challenges, knowledge, and skills to advance and develop them (Choi & Kim, 2019). Available resources –

materials, equipment, time, and money needed by the employees to complete their task in alignment with organization objectives.

Access to these empowerment structures enables employee's access to formal and informal power. Formal power accompanies a flexible, visible, and central job in the organization and informal power is established through relationships and alliances with subordinates, peers, and leaders (Hagerman, et. al., 2017). It is notable, however, that access to power and these four structures is dependent upon the individual's position in the organizational hierarchy. According to Kanter (1993), 'power is likely to bring more power, in ascending cycles, and powerlessness to generate powerlessness, in a descending cycle'. Therefore, it was noticed, that experiences in smaller and larger organizations differ – in larger organizations management mostly delegates the tasks to subordinates and in smaller organizations employees are more autonomous and have the authority to make decisions.

Empowering work conditions influence employee job behaviours and attitudes in achieving organizational objectives. Research by Boamah & Laschinger (2015) revealed, that structural empowerment is positively linked to work engagement. However, it must be noted, that most of the studies related to structural empowerment are done in health care organizations, where structural empowerment has been linked to various organizational outcomes: job autonomy, commitment to the organization, participation in organizational decision making, job satisfaction and lower levels job burnout.

1.1.3 Psychological empowerment

The researchers focused on the role of psychological empowerment in relationships with positive work behaviour. It is noted that this type of empowerment enables employees to engage in additional to their role efforts, be more autonomous and commit to the workplace itself. Structural empowerment relies on practices that come from organizational management structures, whereas psychological empowerment focuses on internal motivation of the employee. Empowerment, itself, mainly reflects the employee's understanding about himself or herself in comparison to their work environments. Psychological empowerment, as an empowerment form, relates to the motivation of subordinates to take the responsibility through enhancing their personal efficacy – employees feel enabled to take on more work as they feel motivated and able to make an impact through their work to the organization.

Psychological empowerment concentrates on an individual level of analysis and is defined as a motivational construct which manifests in four dimensions: meaning, competence, self-determination, and impact (Spreitzer, 1995). Four dimensions form rather proactive orientation towards work role and is not considered to be a personality trait, but rather, a set of cognitions shaped by the work environment (Thomas & Velthouse, 1990). Meaning is defined as a match between job requirements and a person's values, beliefs, and behaviours. This dimension focuses on finding meaning or caring about the task.

Competence is the degree to which an employee has confidence in his or her ability to perform the required tasks in an appropriate and skillful manner. The third dimension is self-determination which relates to sensing control and autonomy over the assigned work. The self-determination dimension of psychological empowerment empowers employees and gives them control over their work, enriching the decision-making process. The final dimension focuses on impact – the feeling that each employee can influence work processes and results. It was also suggested by other researchers, that there are seven dimensions of employee empowerment: power, decision-making, information, autonomy, initiative and creativity, knowledge, skills, and responsibility (Baird et al., 2018).

Individual differences such as educational attainment, gender, age, tenure, and employment were found to be significantly linked to psychological empowerment and people who had acquired higher levels of management also had higher levels of psychological empowerment. Moreover, the psychological empowerment of employees is positively associated with positive self-evaluation traits, the psychological capital of the individual and high levels of need for achievement. Based on Hackman & Oldham (1980) there are some basic objective elements such as the importance and complexity of the tasks, the variety of competencies and feedback associated with any job. Combinations of these characteristics drive psychological states such as meaning and determination.

Construct of team members' psychological empowerment consists of four dimensions: potency, meaningfulness, autonomy, and impact (Kirkman et. al., 1999). Potency represents collective belief that team is effective, meaningfulness shows how many team members care for their tasks, degree which shows how much freedom to make decision is owned by team is defined by autonomy and impact represents team members' feelings regarding their task contribution towards organization. Autonomy is linked to the behaviour of the external team leader because the leader delegates authority and allows teams to control their work and performance. Social structures relate to meaning and impact, reflecting collaboration and communication within the team, as well as access to important organizational resources. Human resources policies help to develop potency and autonomy, as well as production/service responsibilities, which represent assumed ownership.

There is sufficient evidence that psychological empowerment is positively related to a variety of positive outcomes in the workplace, such as organizational citizenship behaviour (Ugwu, Onyishi, & Rodríguez-Sánchez, 2014), organizational commitment (Manz & Sims, 1993), innovative behaviour (Spreitzer, 1995; Spreitzer, et al., 1999) and job satisfaction and performance (Dickson & Lorenz, 2009; Hechanova, et al., 2006; Kirkman, et al., 2004; Mohamed, et al., 2009). Meaningfulness (a component of psychological empowerment) has also been found to be related with engagement (Zhu, May, & Avolio, 2004) and positive job behaviour (Dewettinck & van Ameijde, 2011).

Within the team context, psychologically empowered teams feel that they have more intrinsically meaningful or worthwhile work and, as a group, have a higher degree of choice or discretion in determining how they perform their team duties. Team performance is more complex than aggregation of the team individuals' performance (Kozlowski & Bell, 2013). As a team there is a collective ability and belief to accomplish work related tasks and that these tasks have an impact or significant importance for their organization. Team empowerment has been positively linked to team performance and team members' affective reactions.

1.2 Work engagement

Employee engagement is a state of mind held by individuals and is characterized by active involvement in work activities (vigor), commitment to project success and the team (dedication), and an ability to stay focused on work (absorption) (Costa, 2014). Engagement, as a state of mind of an individual employee, is very much desired by any employer or the organization. It reflects how much an individual is emotionally, cognitively, and physically participating in their role at work (Kahn, 1990). Vigor represents the energy that employee dedicates for a task, dedication shows how an employee perceives importance of the task and takes pride in it, absorption is the ability to fully focus on a given job. Even though there is a high demand at the organizations to increase employee engagement, not every initiative is successful and bringing the desired results. Engagement cannot be trained into individuals, but it rather should represent an attitude, a potential aspiration of an employee to be engaged. At the individual level, highly engaged employees are positively associated with work-related satisfaction, commitment to the organization, engaged in various additional tasks not directly related to their role and they are negatively associated with withdrawal and disengagement. Employees which aren't engaged have lower levels of commitment, safety, and meaning to their job, as well as increased intention to leave the organization. Research has shown, that if individuals in the organization are engaged, teamwork engagement is also higher, therefore, employee engagement is in high priority for project managers and leaders in the organization.

Research has shown that engagement increases task performance, positive attitudes toward customers, and the level of efficacy (attitude about one's competence) held by a team (Torrente, Salanova, Llorens, & Schaufeli, 2012). At a team level, engagement is associated with shared well-being among team members, collective belief in the team's value and effective performance as a team. It also seems, that shared experiences of past successes and failures, cooperation, and positivity in a team as well as emotional contagion contributes to higher team engagement, which leads to the highest level of team performance.

1.2.1 Empowering leader behaviours and work engagement

Studies have proven, that empowering leader behaviour plays a significant role in employee engagement. Since empowerment is defined as a power sharing process between managers/ leaders and employees, empowering leadership focuses on the behaviours of the leaders that enhance motivation of the followers to achieve a higher level of excellence in their work. Leaders expect to create an engaged workforce that can take ownership of their jobs and know how to complete their work successfully. Engagement in work emerges, when employees work with a high level of energy and strongly identify with their work and is defined as a positive work-related state of fulfilment, which is characterized by behaviours of vigor, dedication, and absorption (Schaufeli & Bakker, 2004). Empowerment is defined as a motivational construct and work engagement arises through individual level motivational processes and empowering leadership affects intrinsic and extrinsic motivation related to work engagement. Ryan & Deci (2000) propose that empowering leadership helps an individual to meet the basic need for control or self-determination, therefore fuelling intrinsic motivation stimulating work engagement. External factors that enhance motivation at the employee level is delegation, consulting and support which leads to successful achievement of work-related goals. It seems that employees are more like to experience work engagement when they have feelings of empowerment from their leader because it leads to the belief that they have autonomy and can impact group performance (Spreitzer, 1996).

Empowering leadership essentially involves encouraging and facilitating employees to lead and manage themselves. A range of leaders, not only truly exceptional and inspirational individuals, have the potential to utilize person-oriented empowering leadership behaviours, which involve actual empowerment as well as behaviours oriented toward follower-development (Burke, et al., 2006). Empowering leader behaviours include encouraging followers to assume responsibilities and work independently, coordinate efforts with other members of the team, think about problems as learning opportunities or challenges, seek out opportunities to learn and grow, and acknowledge and self-reward their efforts (Pearce & Sims, 2002). Empowering leadership helps employees to act proactively and generate enough resources to handle job demands while enhancing meaningfulness in their work. Tuckey, et al. (2012) also indicated that team level empowering leadership relates positively with follower work engagement, and the effect is mediated by cognitive resources.

1.2.2 Structural empowerment and work engagement

Recent studies have shown that structural empowerment, together with transformational leadership are significant predictors of work engagement (Amor, et. al. 2020). Employees empowered by their leaders are more engaged in their work, and enabling working conditions (opportunities, access to information, support, and resources) help to shape employee attitudes towards work and the

achievement of organizational objectives. Halbesleben (2010) presented that job resources like autonomy and feedback, as well as personal resources such as resilience and optimism are predictors of work engagement. Previous studies on structural empowerment and work engagement have shown that elements of structural empowerment – performance feedback, development opportunities, organizational and social support cultivate work engagement, help to prevent burnout and increases individual's motivation (Amor, et. al. 2020).

1.2.3   Psychological empowerment and work engagement

Psychological empowerment has been compared to a motivational concept such as self-efficacy (Conger & Kanungo, 1988). This might be the reason why the concept is defined as recognizing and releasing the power that people already have in their wealth of useful knowledge and internal motivation into the organization. It makes sense to say that psychological empowerment draws from two different resources: from the individual on the one hand, and from the organization in which one works on the other.

Psychological resources should be a powerful predictor of positive work outcomes. Hence, the present research observes the construct of psychological empowerment as a predictor of work engagement. Previous research has linked empowerment with positive work behaviours such as: customer service, job satisfaction, productivity, proactivity, task performance, emotional and organizational commitment. Employee engagement, in turn, has been negatively associated with intention to quit and positively associated with innovation (Bhatnagar, 2012; Amor et. al., 2020).

1.3   Satisfaction with work

Many studies have identified job satisfaction as one of the strongest factors for employee motivation, while motivation contributes to overall increased efficiency and performance in the organizations. Job satisfaction is often explained as an individual's general attitudinal view towards his or her job (Porter et. al. 1975; Locke & Henne, 1986; Hodson, 1991). It is greatly influenced by psychological, physiological, and environmental factors, but presents something internal – individual's feeling about his or her work. Particularly, satisfied employees are likely to be more creative, flexible, innovative, and loyal (Mohammed & Eleswed, 2013).

Research has shown that satisfaction with work is affected by several factors: job nature, salary, stress levels felt at work, working environment, team members, leaders, and workload. These factors can be spilt into two categories – hygiene factors and motivation factors. Hygiene factors can cause short term motivation and are related to working conditions, supervision level and quality, job security, salary, interpersonal relations and company policy administration. In comparison – motivational factors can

help employee to stay motivated in the long term, as well as convert dissatisfaction to satisfaction. According to Clark (1997) if employees are not satisfied with the task they have to perform, they are feeling somehow uncertain about their rights and safe working conditions, they consider colleagues as non-cooperative, the supervisor does not appreciate them and they are feeling excluded from the decision-making process. All of these lead to job dissatisfaction which results in absenteeism, higher employee turnover and poor quality of work. Rowold, Borgmann, and Bormann (2014) proposed that leadership style has an impact on employee's and can positively affect employee's organizational commitment and job satisfaction. In other words – employee's attitude towards work is influenced by the supervisor's encouragement and support and it should be highly promoted in nowadays organizations. Studies have also shown, that autonomy, which refers to an individual's control over work, together with work policies which promote subordinates initiatives, increases job performance and satisfaction. Flexibility, communication and collaboration with teammates and colleagues additionally contributes to work-related satisfaction.

1.3.1 Empowering leader behaviours and work satisfaction

Past studies have demonstrated that empowering leadership works by influencing employees through the sharing of power, development, and motivational support to enhance autonomous work consistent with the organization's goals and strategies. Empowering leader behaviours consists of the following: delegating, coordinating and information sharing, encouraging focus on goals, initiatives of the employees, efficacy, and supportive, inspiring, modelling and providing guidance.

Research showed that leaders who share power with subordinates generally contribute to a higher level of their job satisfaction and performance (Vecchio, et al., 2010). According to Stone, Deci, & Ryan (2009), leaders who promote employees' autonomous work are likely to contribute to their creativity, productivity, well-being, and personal satisfaction.

1.3.2 Structural empowerment and work satisfaction

Structural empowerment contains access to opportunity, resources, information, and support. Managers should strive to ensure necessary resources and establish workplace conditions for successful work and opportunities for development. Workplace empowerment predicts job satisfaction, organizational commitment, engagement and decreases job stress and burnout. Recent findings demonstrate that the greater access employee has to empowerment structures, the higher levels of work satisfaction and high performance is observed. Employee may feel satisfaction within the job role, but opportunities to learn and grow in the job is particularly important for long-term job satisfaction (Lautizi, et al., 2009). Autonomy, participative decision making and expressed confidence in employee

competence were linked to greater job satisfaction within nurse work settings. Laschinger, et al. (2007) found that higher quality relationships with their immediate supervisor were associated with greater manager structural empowerment and, consequently, greater job satisfaction in nurse managers.

However, it may be noted, that job satisfaction is more strongly related to access to support, to compare with access to resources, information, and opportunity, but this may vary between different cultures and organizations.

1.3.3 Psychological empowerment and work satisfaction

Psychological empowerment as a multidimensional construct consists of meaningfulness, impact, competence, and choice, which predicts three outcomes of empowerment: lower job-related strain, higher work satisfaction and effectiveness. Tietjen & Myers (1998) noted that satisfaction comes from work which is engaging and requires challenge and opportunity for recognition, therefore Hackman and Oldham (1976) proposed that meaningfulness of the job is one of the critical precursors for job satisfaction. Employees who perceive their jobs as having more value, also feel higher levels of satisfaction from their work and are more committed and concentrated on their work. Empirical findings of Spreitzer and the others (1997) confirmed this proposition. In comparison to previously mentioned findings – lower levels of meaning have been linked to apathy and lower levels of work satisfaction (Thomas & Velthouse, 1990).

Other dimensions are linked to greater work satisfaction as well. The more employees are involved in decision making, the more satisfied they are with the work itself. Thomas and Tymon (1994) suggested that impact dimension is related to enhanced work satisfaction and reduced stress, but further empirical findings did not confirm the link. It may be suggested that a job that the employee perceives as having an impact incommensurate with the employee's role can be overwhelming and intimidating (Wang & Lee, 2009).

According to Liden, et. al. (2000), a sense of control or self-determination over one's work is satisfying because any accomplishments can be attributed more to yourself than to other individuals, such as superior. Self-determination is related to autonomy on the job and is an important part of internal motivation, which is a determinant for job satisfaction. Research on the self-determination also disclosed that employees who have control over their work are less likely to feel alienated or withdrawn from the rest, but when autonomy is too high it may cause role related stress, as employee lacks direction or has too much responsibility.

Studies on self-efficacy or competence dimension showed that individuals who are confident of their success at work, are happier in their work rather than those, who fear failure. Employees that feel competent experience greater satisfaction from work comparing to individuals who fear failure and

experience helplessness (Martinko & Gardner 1982). Self-efficacy has been argued to enhance intrinsic interest, due to satisfaction from previous successes and feelings of personal causation, but only among subordinates and not supervisors (Spreitzer, 1997; Gist, 1987). However, Carless (2004) reported, that competence is negatively related to job satisfaction and other studies did not reported relationship between dimension of competence and job satisfaction. Findings suggest that there are positive correlations between job satisfaction and two psychological empowerment dimensions: self-determination and meaning but other two dimensions lack consistent proof. Latest studies also have revealed that psychological empowerment dimensions may suppress or enhance each other, therefore deliver different outcomes.

Overall, job satisfaction shows how employee's personal expectations matches results of their work. It consists of intrinsic, extrinsic factors and jobholders' personal characteristics, which contains personal skillset, knowledge, potential, need for professional growth and motivation. Previous studies indicate that work performance is dependent on work satisfaction and project managers with higher satisfaction are more likely to behave with high productivity, less absenteeism, stress, and resignation (Shan, et al., 2016).

In summary, work engagement and job satisfaction of project team members are important for high performance, so it is important to examine the role of main types of empowerment – empowering leadership, structural empowerment, and psychological empowerment – for project team members' work engagement and satisfaction.

2. RESEARCH METHODOLOGY

Second part of the thesis presents the methodological process of the research, provides the outline of a study. Rationale regarding research aim, objective, model, questions, definition of variables and their interactions are also provided in this section. The choice of methodological approach, sampling methodology, data collection and analysis methods are justified and described.

2.1 Research aim and objectives

This study aimed to analyse the role of project team empowerment types for team members' engagement and satisfaction with work in project.

Objectives of the research:

1. To examine the evaluation of project team empowerment types, work engagement and satisfaction with the project.
2. To identify the role of project team empowerment types for team members' work engagement.
3. To identify the role of project team empowerment types for team members' satisfaction with the project.
4. To analyse the role of empowerment types for engagement and satisfaction with work in project in groups of team members and project managers

Analysis of the empirical research was performed to obtain the findings and draw further recommendations which would help to develop better understanding how empowerment relates to project engagement and satisfaction with work in projects.

Research is combined of several scientific scales used to investigate the role of different empowerment types on project team members' engagement and satisfaction from the project.

The Figure 1 bellow presents the hypothetical research model and used variables.
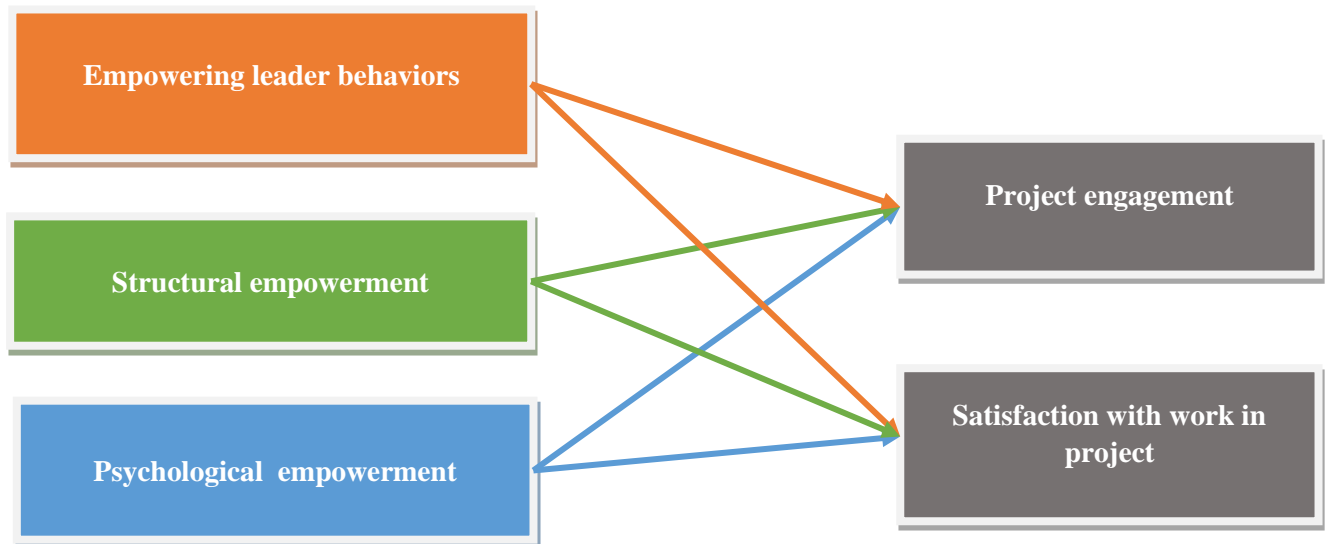
Figure 1. Research model
Source: Composed by the author

In general, five variables were included in the research model. Three types of empowerment were analysed to find out their relations with project team members' work engagement and satisfaction with work in project.

2.2 Research sample

Research respondents were selected, respectively, with project management experience – either members of the project team or project managers. Participants were asked to provide their answers with respect to the most recent project they were working on or the project they are currently working on. Acquired sample size was N = 104. Research questionnaire included demographical questions to acquire better understanding of the respondent's perspective: (1) methodology used in projects, (2) number of years worked in a company, (3) type of the employment in the organization, (4) role in the project, (5) respondents' gender, (6) age, (7) education and (8) number of team members in the project team.

The first question asked participants to determine which project management methodology is used within their organization. The question about project methodologies were raised with three possible answers: agile, waterfall or lean. Results are presented in Figure 2.
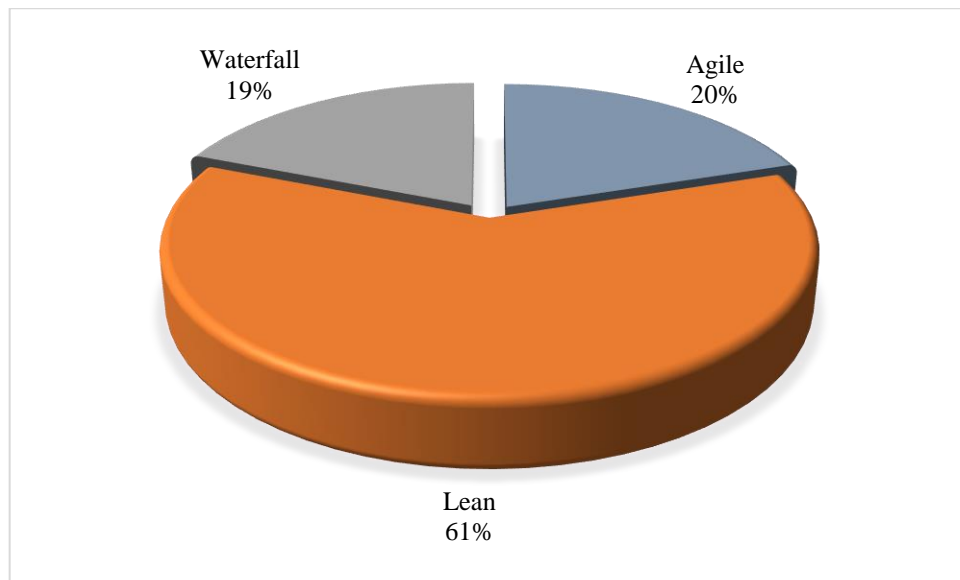
Figure 2. The distribution of respondents by project management methodologies

Source: Composed by the author

Major part of the participant group responded that most used methodology is Lean – 61%, 20% identified that they use Agile, following Waterfall approach with 19%.

The distribution of respondents by age is presented in Figure 3.
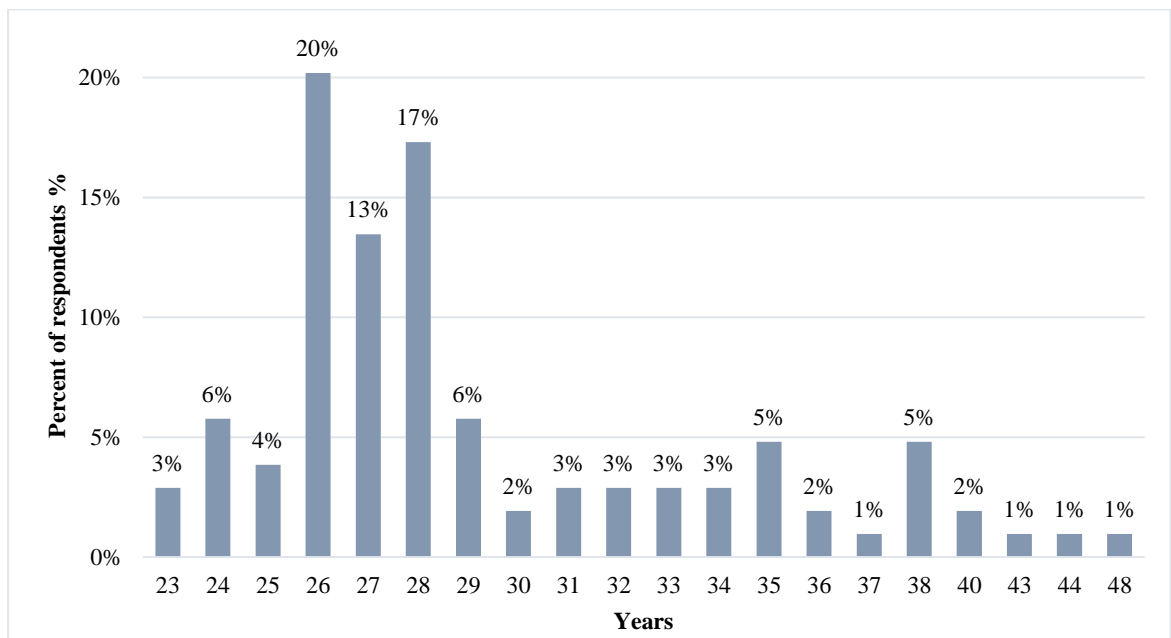
Figure 3. The distribution of respondents by age

Source: Composed by the author

As reported by N = 104 respondents 35.6% were men and 64.4% were women. Around 93,3% of participants noted that they are working full-time and only 6,7% are working part-time. It was also

asked the participants to identify their age by writing down an absolute number, therefore age average is ~29 years ($\overline{x}$=29,36).

The distribution of respondents by education level is presented in Figure 4.
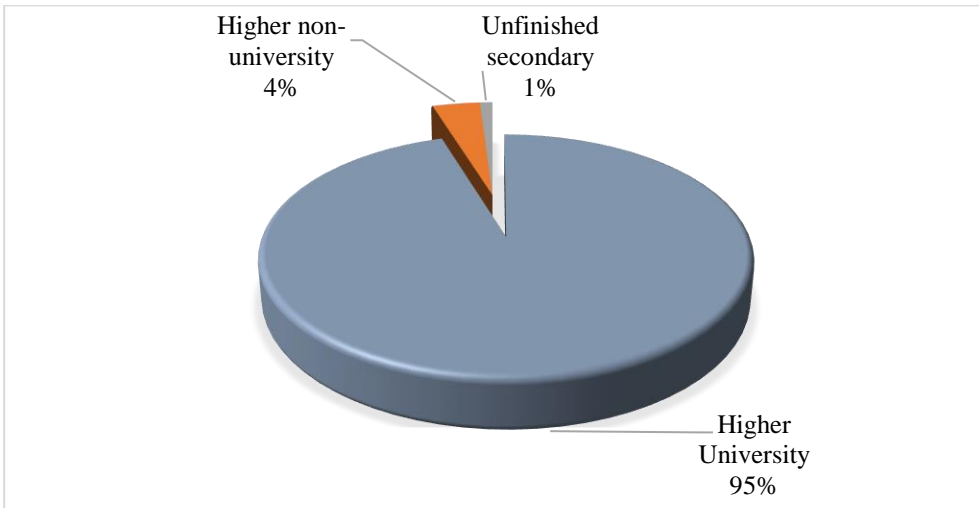
Figure 4. The distribution of respondents by education level

Source: Composed by the author

Data shows that 95,2% of the respondents have higher university education, 3,8% has higher-university degree and only 1% has unfinished secondary education.

Respondents were also asked to provide information on the duration of their employment (see Figure 5).
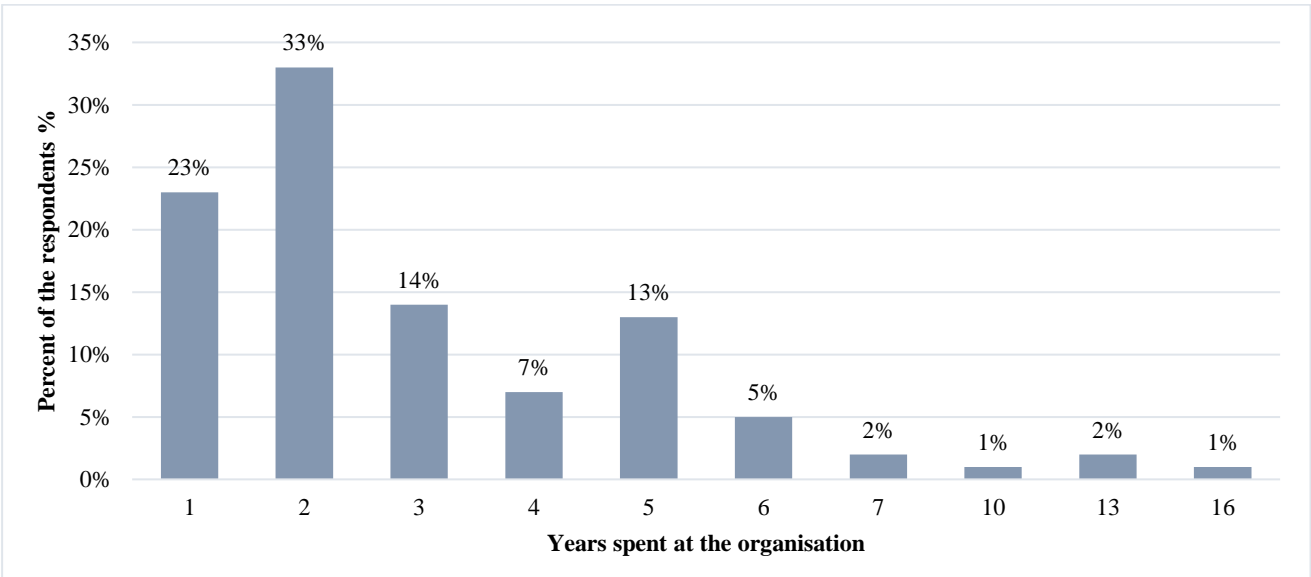
Figure 5. The participants spent years at the company

Source: Composed by the author

Majority of respondents (55,8%) have been with the company from 1 to 2 years. 21,1% answered that they are working in the company from 3 to 4 years, 17,3% - from 5 to 6 years and 5,8% - more than six years. Relying on the data presented below and participants' provided information the average work experience is ~3 years ($\overline{x}$=3,13).

Figure 6 shows participant distribution according to the sizes of project team.
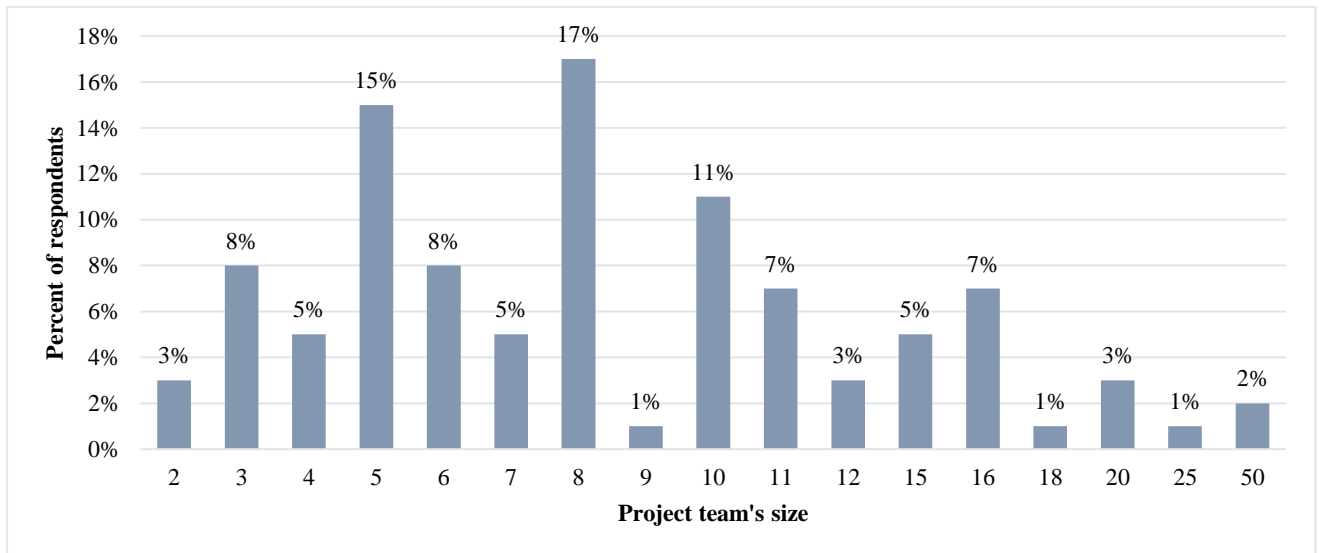
Figure 6. Number of project team members
Source: Composed by the author

30,7% of respondents identified that project team consists of 2 to 5 members, 40,3% of the respondents have participated in projects with teams sized from 6 to 10 members and 29% had teams bigger than 11 members.

Role or position in the project was determined by asking the participants to identify the current or last taken position in the project. Three answers were suggested: (1) project manager, (2) team member and (3) other. The distribution of participants is presented in Figure 7.
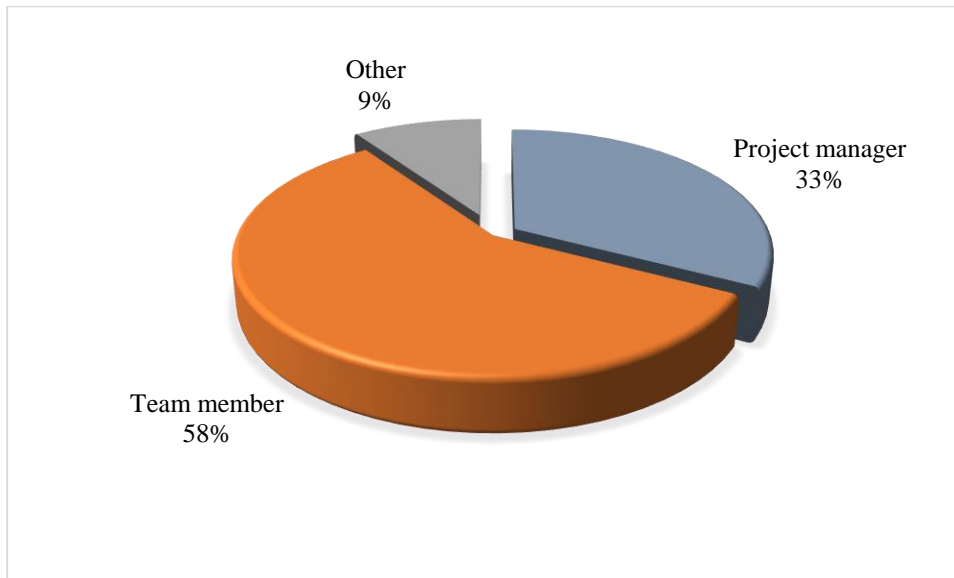
Figure 7. Distribution of position held in the project
Source: Composed by the author

After analysing the data received from the questionnaire, it was determined, that 57,7% of the respondents were identified as project team members, 32,7% identified as project managers and lastly – 9,6% chose option "other" where they noted that their role is "quality", "development lead", "programmer", "analyst" and "scientist", which later was included in the analysis as team members.

2.3 Research process and plan

A quantitative research methodology was selected to collect and objectively assess the results of the study. To meet the objectives of the study, a survey – based research plan was developed. Data were collected from respondents from various companies for which participation in projects or project-based activities is required. To get a valid number of responses for the search, two social media platforms were used: "Facebook" and "LinkedIn". Responses were taken over a few weeks in a few cycles and participants were asked to complete the questionnaire online.

Figure 8 bellow presents the lifecycle of the research.
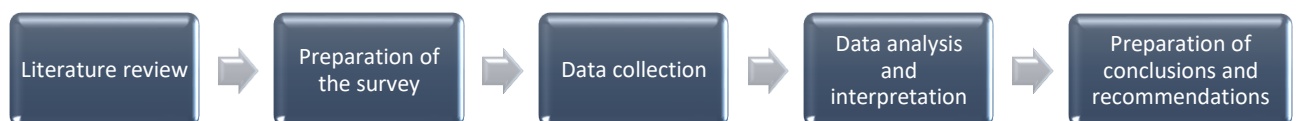
Figure 8. Research lifecycle
Source: Composed by the author

2.4 Research methods

The survey questionnaire consisted of two parts: demographic questions and scientific scales to evaluate the research variables. First part consisted of demographic questions about years spent at the company, type of employment in the organization (full-time/ part-time), position in the project (project manager, team member, other), gender (male/ female), age, education type (higher university, higher non-university, vocational, secondary of unfinished secondary), size of the project team, project management methodology used in projects (lean, agile, waterfall).

Empowering leader behaviours were assessed using a twelve-item scale (Rapp, Ahearne, Mathieu, & Schillewaert, 2006) that focused on (a) enhancing the meaningfulness of work (3 items, Cronbach's $\alpha = 0.84$), (b) fostering participation in decision making (3 items, Cronbach's $\alpha = 0.81$), (c) expressing confidence in high performance (3 items, Cronbach's $\alpha = 0.86$), and (d) providing autonomy from bureaucratic constraints (3 items, Cronbach's $\alpha = 0.82$). This scale was developed on the basis of conceptual work of Conger and Kanungo (1988) and the empirical work of Ahearne, Mathieu and Rapp (2005) and Thomas and Tymon (1994). This seven - point scale has been simplified to make the response process easier for respondents. Answers are provided using five-point ranking scale: participants indicate their agreement by selecting a number from one point – strongly disagree to five points – strongly agree after carefully reading each statement. Examples of statements that were used in this part of the survey: "My manager helps me to understand how my job fits into the bigger picture", "My manager believes that I can handle demanding tasks", "My project manager allows me to do my job my way". The indicator of empowering leadership for every respondent is the average of the responses to the twelve-scale statements.

Structural empowerment was measured using twelve item scale based on the Conditions for Workplace Effectiveness Questionnaire (CWEQ) which measures four dimensions of structural empowerment: opportunity (3 items, Cronbach's $\alpha = 0,81$), access to information (3 items, Cronbach's $\alpha = 0,80$), access to support (3 items, Cronbach's $\alpha = 0,89$) and access to the resources (3 items, Cronbach's $\alpha = 0,84$) (Laschinger, Finegan, Shamian, & Wilk, 2001). This scale is based on Kanter's theory of structural empowerment (Kanter, 1977; Laschinger, 1996). The opportunity provides individuals with the chance to advance within the organization and to develop their knowledge and skills. Employees in high opportunity jobs are more proactive and innovative at solving challenges in their work, while those lacking opportunity are less motivated to succeed and less productive. The power dimension comes from access to information, access to support and access to the resources required for realizing organizational/project goals. The indicator for each scale is calculated as the average of the responses to each statement on the five-point scale, the whole indicator of structural empowerment is calculated as the mean of answers to all twelve items (four subscales). Example of question used in scales: "How much access to support do you have in your current project?".

Psychological empowerment was estimated using twelve item scale developed by Spreitzer (1995). Scale is composed of four subscales: meaning (3 items, Cronbach's α = 0,81), competence (3 items, Cronbach's α = 0,76), self – determination (3 items, Cronbach's α = 0,85) and impact (3 items, Cronbach's α = 0,83). Meaning represents value of goals and purposes related to work, competence represents self – esteem and individual's belief in his or her capabilities related to work environment, self – determination reflects individuals' autonomy and proactiveness and impact shows how individual can affect various work – related outcomes. For each subscale the indicator is calculated as the average of the responses to the statements, the overall scale score is calculated as the average of the responses to the 12 statements, example of the statement used in scale: "The work I do is very important to me ".

Team members' engagement in the project was examined using three – point scale of work engagement (Schaufeli, Shimazu, Hakanen, Salanova, & De Witte, 2017). Statements of the scale were slightly modified by adding reference to "in this project" and were focused on (1) levels of energy during the work in the project, (2) enthusiasm regarding respondents' work in project and (3) immersion to the project. Scale assesses feelings expressed towards work related experiences, in this case – project related. An example of the statement: "I am enthusiastic about my job in this project ". Respondents indicated frequency of a feeling from 0 points (never felt) to 6 points (feels every day). Cronbach's alpha – 0,80.

Satisfaction with work in project was assessed using five – item scale, that focuses on project related satisfaction. It includes evaluation of satisfaction with: (1) overall participation, (2) management and leadership, (3) teamwork, (4) results achieved by the survey participant, (5) results achieved by the whole project team, example of the question and statement used in scale: "In general how are you satisfied with the following aspects of your work in this project?". Answers are provided using five-point ranking scale: participants indicate the strength of their satisfaction by selecting a number from one point – "very unsatisfied" to five points – "very satisfied". Scale was prepared by the author. Cronbach's alpha – 0,80.

Research reliability. To ensure that conducted research was reliable, Cronbach's α was calculated for every scale using SPSS 25.0. Literature (Loewenthal, 2001) suggests that, that reliable Cronbach α is from 0,6 to 0,96. Results of the calculations are presented in Table 1, all variables used in the study were proven reliable, since coefficients of reliability for all scales are exceeding 0.6 and are not reaching 0.96.

Table 1. Reliability of scales used in the research

Dependable		Cronbach's α	No. of items
Empowering leader behaviours		0,912	12
Structural empowerment	Access to opportunity	0,827	3
	Access to information	0,814	3
	Access to support	0,786	3
	Access to resources	0,853	3
Psychological empowerment		0,897	12
Project Engagement		0,811	3
Satisfaction with work in project		0,797	6

Source: Table prepared by the author

To ensure validity of every scale factorial analysis was performed using Varimax rotation. Empowering leader behaviours scale explained 52,1% total variance of data (KMO = 0.88, Bartlett's test $p < 0,001$), structural empowerment dimensions: opportunity – explained 74,5% of total variance (KMO = 0.70, $p < 0,001$), access to information explained 73,3% (KMO = 0.70, $p < 0,001$), access to support – 70,7% (KMO = 0.69, $p < 0,001$), access to resources – 77,5% (KMO = 0.69, $p < 0,001$), psychological empowerment – 47,5% (KMO = 0.79, $p < 0,001$), engagement in the project – 72,9% (KMO = 0.66, $p < 0,001$), satisfaction with work in project – 58,6% (KMO = 0.74, $p < 0,001$). The questionnaire and examples of items are presented in Annex No1.

3. RESEARCH RESULTS

The results are presented in the following order and according to the study objectives:

1. Descriptive statistics of project team empowerment types, work engagement and satisfaction with the project is presented in section 3.1.

2. Results related with the role of project team empowerment types for team members' work engagement in the whole sample and groups of team members and project managers are provided in the section 3.2.

3. Results related with the role of project team empowerment types for team members' satisfaction with work in project in the whole sample and groups of team members and project managers are provided in the section 3.3.

3.1 Descriptive statistics of project team empowerment types, work engagement and satisfaction with the project

To analyse the data collected from the respondents, a series of tests were performed: an independent samples t-test to determine if there are significant differences between study variables. Other Stjudent's t tests were performed to evaluate if there is a difference by gender, position in the project and Pearson correlations were calculated to analyse relations between study variables and respondent's age and years spent at the company. Descriptive statistics calculated for the whole sample – means, standard deviations, minimal and maximum values of studied variables (empowering leader behaviours, structural empowerment, psychological empowerment, project engagement and satisfaction with work in project) is presented in the Table 2.

Table 2. Descriptive statistics of the whole sample

Variables		M	SD	Min. value	Max. value
Empowering leader behaviors		3,99	0,63	2,33	5,00
Structural empowerment	Opportunity	4,04	0,79	2,00	5,00
	Access to information	3,85	0,76	2,33	5,00
	Access to support	3,63	0,73	2,00	5,00
	Access to resources	3,31	0,89	1,00	5,00
Psychological empowerment		3,90	0,64	2,42	5,00
Project engagement		3,85	0,96	1,67	6,00
Satisfaction with work in project		3,93	0,65	2,00	5,00

*N = 104, M – mean, SD – standard deviation

Source: Composed by the author

The following findings are analysed for the entire respondent group. In the first section of the survey, data was collected on leaders' empowering behaviours. Respondents were asked to assess a total of 12 different statements. Empowering leader behaviours are evaluated against enhancing the meaningfulness of work, fostering participation in decision making, expressing confidence in high performance, and providing autonomy from bureaucratic constraints. Every component of empowering leadership was evaluated higher than the mean ($\bar{x} \geq 3,0$) by the group of respondents. Therefore, a conclusion might be drawn, that team members highly value that their leaders are providing conditions for autonomous work, enhancing their self-efficacy and meaningfulness of their work, as well as including them in decision making process.

The second section was dedicated to the assessment of structural empowerment, which includes opportunities, access to information, access to support and access to resources. Table 2 shows, that parts of structural empowerment were evaluated higher than the mean ($\bar{x} \geq 3,0$), which suggests, that participants highly value the structure of empowerment within their organizations. Participants responded that the most they value opportunities and access to information – both contributes to accelerated learning, challenges, and growth at work. Access to support and resources had lower values, which may indicate that both components are deficient within organizations.

Next, psychological empowerment was evaluated by 12 statements, which form subscales of meaning, competence, self – determination, and impact. All dimensions of psychological empowerment were evaluated higher than the mean ($\bar{x} \geq 3,0$), showing that employees very highly value meaningfulness of the work they do within the organization, feeling competent and self-sufficient as well as making an impact by performing at work.

Table 2 presents the means of evaluations of the overall answers to the statements related to project engagement. Engagement in the project is evaluated by answering to three statements in ranking scale from "never" to "always". Mean being higher than the average ($\bar{x} \geq 3,0$), indicate that employees consider involvement in work activities, commitment to the organization or project and the team and focusing on work related activities very highly.

Last of all, satisfaction with work in project was evaluated by answering to five statements. Their mean average (3,93) indicates that survey respondents feel satisfied with their work.

Means, standard deviations and Stjudent's t statistics used to compare groups by gender are presented in the Table 3.

Table 3. Means and standard deviations of study variables by gender

Variables		Mean		t test	p
		Male	Female		
Empowering leader behaviors		3,90	4,03	− 1,00	0,32
Structural empowerment	Opportunity	4,08	4,02	0,38	0,71
	Access to information	3,88	3,83	0,37	0,72
	Access to support	3,42	3,75	− 2,23	*0,03*
	Access to resources	2,98	3,49	− 2,92	*0,00*
Psychological empowerment		3,84	3,94	− 0,77	0,45
Project engagement		3,91	3,82	0,45	0,65
Satisfaction with work in project		3,83	3,99	− 1,20	0,24

*N = 104, M – mean, SD – standard deviation

Source: Composed by the author

Independent samples t-test was performed to analyse if there can be observed significant differences of variables between gender groups. According to the t test, differences were significant just for access to support and access to resources: female participants evaluated those aspects of structural empowerment higher to compare with male participants. Differences between other variables received in the gender groups are small and statistically insignificant.

Means, standard deviations and Stjudent's t statistics used to compare groups by position in the project are presented in the Table 4.

Table 4. Means and standard deviations of study variables by position in the project

Variables		Mean		t test	p
		Team members	Project managers		
Empowering leader behaviors		3,90	4,09	1,44	0,15
Structural empowerment	Opportunity	3,85	4,29	2,75	*0,01*
	Access to information	3,74	4,17	2,74	*0,01*
	Access to support	3,52	3,80	2,00	*0,05*
	Access to resources	3,30	3,41	0,57	0,57
Psychological empowerment		3,84	3,68	4,73	*0,00*
Project engagement		3,91	3,65	4,24	*0,00*
Satisfaction with work in project		3,83	3,72	5,40	*0,00*

*N = 104, M – mean, SD – standard deviation

Source: Composed by the author

Significant differences were observed after performing t test regarding the position in the project (team member and project manager) for: access to opportunity, access to information, access to support, psychological empowerment, project engagement, and satisfaction with work in project. Project

managers more highly value structural empowerment elements such as opportunity, access to information and access to support, as most of them directly relates to their work function. Psychological empowerment, project engagement and satisfaction with work in project are more valued by team members. Significant differences were not discovered for the empowering leader behaviours and access to resources.

Correlations between study variables and respondents' age and years spent at the company are presented in the Table 5.

Table 5. Correlations between study variables and respondents' age and years spent at the company

Variables	Respondents' age	Respondents' years spent in the company
Empowering leader behaviors	–0,125	**–0,232**[*]
Opportunity	0,085	0,007
Access to information	–0,019	0,014
Access to support	–0,017	–0,184
Access to resources	–0,051	–0,169
Psychological empowerment	**0,286**[**]	**0,261**[**]
Project engagement	0,014	0,021
Satisfaction with work in project	0,005	–0,002

$*p \leq 0,05$; $**p \leq 0,01$, sample size – 104

Source: Composed by the author

To understand if there are links between study variables, respondent's age and years spent at the company, Pearson correlations were calculated. As it can be seen from the Table 5, respondents' age correlates just with psychological empowerment: as the age of the respondents' increases, their psychological empowerment is valued higher, the older is the employee, the more psychologically empowered he or she feels.

Relation between empowering leader behaviours and respondent's years spent in the company are significantly negative ($p \leq 0,05$) and it can be stated that as working period increases, the evaluation of empowering leadership decreases. Just one positive significant correlation between years spent at the company and studied variables was found: time in the company correlates positively with psychological empowerment. Team members, who work in the company for the longer time feels more psychologically empowered than working for a shorter period of time.

Table 6 represents correlations between empowerment types, project engagement and satisfaction with work in the project are presented.

Table 6. Correlations between study variables, project engagement and satisfaction with the work in project in the whole sample

Variables	Project engagement	Satisfaction with work in project
Empowering leader behaviors	0,225[*]	0,516[**]
Opportunity	0,316[**]	0,424[**]
Access to information	0,522[**]	0,446[**]
Access to support	0,324[**]	0,484[**]
Access to resources	0,374[**]	0,369[**]
Psychological empowerment	0,568[**]	0,505[**]

*p ≤ 0,05; **p ≤ 0,01, N=104

Source: Composed by the author

According to the data, statistically significant positive correlations with probability level 0,99 were received between all empowerment types and team members' work engagement and satisfaction with work in project. It may be stated that the more empowering leader employee has, the more engaged in the project he or she feels and is more satisfied with work in the project. The same positive relations with engagement and work satisfaction were established for all other aspects of empowerment. Employees who have necessary access to the opportunities at the workplace, to resources, support and information and those who feel themselves as more psychologically empowered are more engaged and satisfied with the work in projects. Overall, a conclusion might be draw, that all empowerment types that are analysed in this thesis are important and positively related with the engagement in the project and satisfaction with work in the project. Such findings are consistent with the ones presented in scientific literature (e.g., Orgambídez-Ramos & Borrego-Alés, 2014) and it may be noted, that job satisfaction has a greater correlation coefficients in comparison to work engagement.

3.2 Results related to the role of project team empowerment types for team members' work engagement

Correlational analysis allows to describe just general picture of relations between variables. Earlier described Pearson correlation analysis results revealed that project engagement has significant correlations to structural empowerment elements and psychological empowerment, only revealing weaker correlation with empowering leader behaviours. To define more precisely how each type of empowerment predicts project engagement, a linear regression model was examined. For the calculation of prognostic relationships, all empowerment dimensions were included in the regression model as

predictors for the dependent variable - project engagement. Regression models were examined in three groups of respondents – in the whole sample, in team members' group and project managers' group.

Prognostic relationships between empowerment types and project engagement in whole sample are presented in the Table 7.

Table 7. Prognostic relationships between empowerment types and project engagement in whole sample

Independent variables		Dependent variable
		Project engagement
		Beta *(β)*
Empowering leader behaviors		–0,003
Structural Empowerment	Opportunity	0,054
	Access to information	**0,266*****
	Access to support	0,018
	Access to resources	**0,164***
Psychological empowerment		**0,398*****
	F	13,157
	p	**≤0,001**
	R²	0,449

* p ≤ 0,05; ** p ≤ 0,01; *** p ≤ 0,001, N = 104

Source: Composed by the author

Analysis of regression shows that six independent variables explain 44,9% of dependent variable distribution. Three empowerment dimensions positively predict project engagement – access to information, access to resources and psychological empowerment. The latter is the strongest predictor of project engagement. Access to resources had p value of 0,057 (statistically significant is p ≤ 0,05) and β=0,164, which shows a weaker link to project engagement, but considering that number of the respondents equals 104, a conclusion might be drawn, that in higher sample sizes, the link will be established.

Prognostic relationships between empowerment types and project engagement in team members' group is presented in Table 8.

Table 8. Prognostic relationships between empowerment structures and project engagement in team members' group

Independent variables		Dependent variable
		Project engagement
		Beta *(β)*
Empowering leader behaviors		–0,206
Structural Empowerment	Opportunity	0,080
	Access to information	0,211

		Dependent variable
		0,263*
	Access to support	0,263*
	Access to resources	0,306**
Psychological empowerment		0,338**
	F	8,790
	p	≤0,001
	R^2	0,499

* p ≤ 0,05; ** p ≤ 0,01; *** p ≤ 0,001, N=70

Source: Composed by the author

In general, the whole model explains about 50% of dependent variable distribution and shows that team members' work engagement is positively predicted by two elements of structural empowerment – access to support and access to resources, and psychological empowerment as well.

Results received in the managers' group (34 participants) are presented in the Table 9.

Table 9. Prognostic relationships between empowerment types and project engagement in project managers' group

Independent variables		Dependent variable
		Project engagement
		Beta *(β)*
Empowering leader behaviors		0,524**
Structural Empowerment	Opportunity	0,066
	Access to information	–0,268
	Access to support	–0,212
	Access to resources	0,263
Psychological empowerment		0,821***
	F	7,336
	p	≤0,001
	R^2	0,620

* p ≤ 0,05; ** p ≤ 0,01; *** p ≤ 0,001, N = 34

Source: Composed by the author

Results received in project managers' group differs from results that were received in the team members' group. Project managers' engagement is positively predicted by empowering leader behaviours and psychological empowerment. The independent variables presented in the research explain 62% of the engagement distribution variance. Structural empowerment elements are considered insignificant in this part of the analysis, however it should be noted that project managers' group is rather small, and results should be interpreted just as a tendency which should be examined more carefully in a bigger managerial sample.

3.3 Results related to the role of project team empowerment types for team members' satisfaction with work

To find out predictors for the satisfaction with work in project, linear regression models were performed in the whole sample and separately – in project managers' and team members' groups. Results are presented in the tables below.

Table 10. Prognostic relationships between empowerment structures and satisfaction with project in the whole group

Independent variables		Dependent variable
		Satisfaction with work in project
		Beta *(ß)*
Empowering leader behaviors		**0,291****
Structural Empowerment	Opportunity	0,098
	Access to information	0,134
	Access to support	0,160
	Access to resources	0,115
Psychological empowerment		**0,262****
	F	16,397
	p	**≤0,001**
	R^2	0,504

* $p \le 0,05$; ** $p \le 0,01$; *** $p \le 0,001$, N=104

Source: Composed by the author

In the main group, prognostic model for the satisfaction with project explained about 50% of the dependent variable variance and shows that empowering leader behaviours and psychological empowerment positively predict employee satisfaction with work in the project. However, it seems that empowering leader behaviours predicts work related satisfaction better than psychological empowerment.

Table 11. Prognostic relationships between empowerment structures and satisfaction with project in team members' group

Independent variables		Dependent variable
		Satisfaction with work in project
		Beta *(ß)*
Empowering leader behaviors		**0,262***
Structural Empowerment	Opportunity	0,058
	Access to information	0,174
	Access to support	**0,276****
	Access to resources	**0,197***
Psychological empowerment		**0,281****

F	18,003
p	**≤0,001**
R^2	0,671

* p ≤ 0,05; ** p ≤ 0,01; *** p ≤ 0,001, N=70

Source: Composed by the author

After analysing team members group, the results showed that the model explains about 67% of the dependent variable variance and findings are different from the ones presented in table 10. Predictors that positively predict team members' satisfaction with work in the project are the following: psychological empowerment, access to support, access to resources and empowering leader behaviours. Other independent variables and their linear relationships with dependent variable are considered as insignificant.

Table 12. Prognostic relationships between empowerment structures and satisfaction with project in project managers' group

Independent variables		Dependent variable
		Satisfaction with work in project
		Beta *(β)*
Empowering leader behaviors		**0,456***
Structural Empowerment	Opportunity	–0,266
	Access to information	0,319
	Access to support	–0,357
	Access to resources	0,375
Psychological empowerment		0,021
	F	2,216
	p	0,072
	R^2	0,330

* p ≤ 0,05; ** p ≤ 0,01; *** p ≤ 0,001, N = 34

Source: Composed by the author

Separate analysis was performed for project managers' group. Obtained results show, that linear regression model explains 33% of dependent variable variance and just one predictor – empowering leadership – significantly predicts project managers' satisfaction with work in project. It may be taken into consideration that the sample of project managers was small and further study with bigger sample is necessary to reveal more precisely other major predictors for project managers' satisfaction with work.

3.4   Summary of the results

Overall analysis revealed that empowering leadership and psychological empowerment predicts work satisfaction and elements of structural empowerment (access to information and access to

resources) predicts project engagement. The results of the analysis in the whole sample are presented in Figure 9.
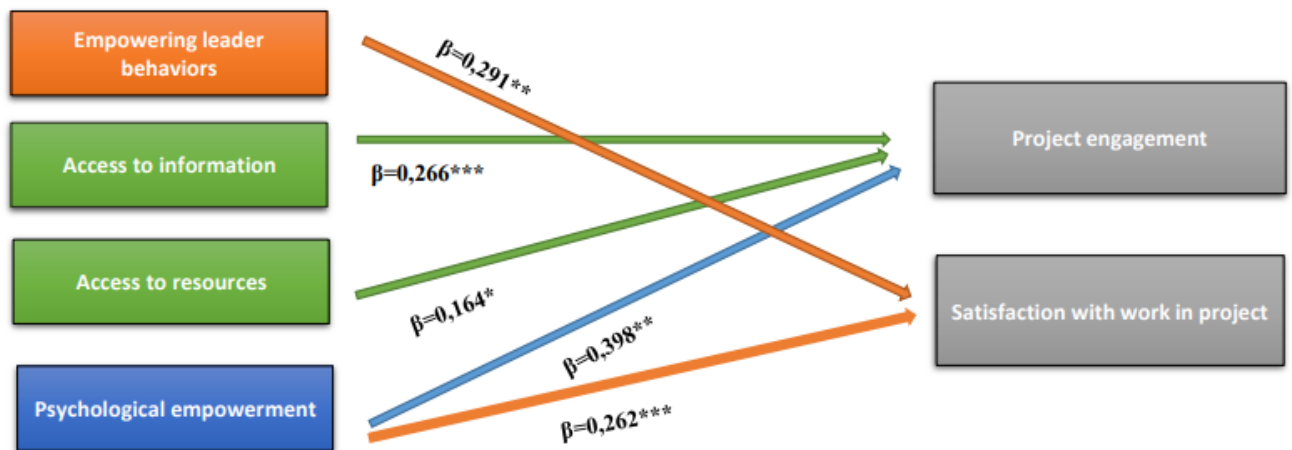

Figure 9. The final model of the study results in whole sample
** p ≤ 0,01; *** p ≤ 0,001; β – beta standardized coefficients
Source: Composed by the author

For team member's engagement in project is predicted by structural empowerment dimensions – access to support and resources, and psychological empowerment as well. Satisfaction with work is predicted by empowering leadership, access to support, access to resources and psychological empowerment. Generalized relations between elements of structural empowerment, psychological empowerment and project management with team members' engagement and satisfaction are demonstrated in Figure 10 below.
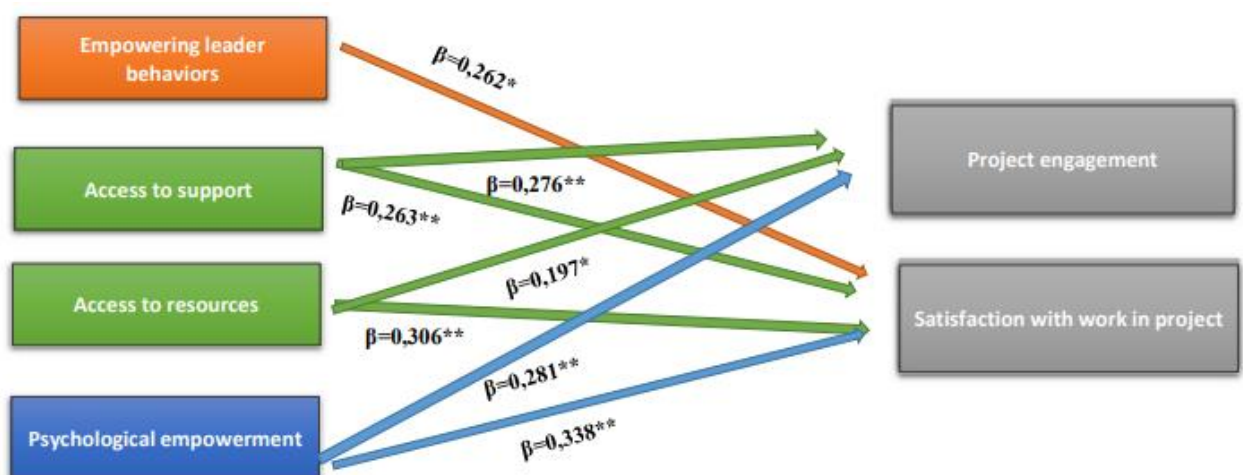

Figure 10. The final model of the study results in team members' group
** p ≤ 0,01; *** p ≤ 0,001; β – beta standardized coefficients
Source: Composed by the author

For project managers, engagement is predicted by empowering leader behaviours and psychological empowerment, and satisfaction with the work in the project is predicted by a single predictor – empowering leadership.
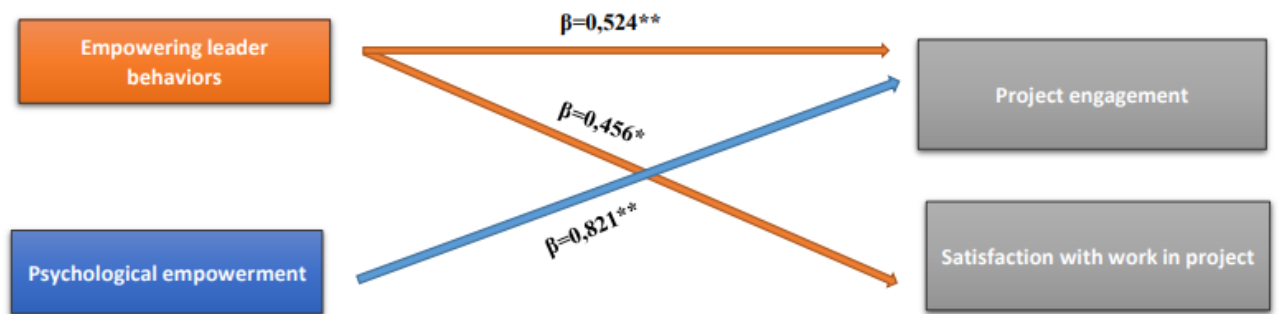

Figure 11. The final model of the study results in project managers' group

** p ≤ 0,01; *** p ≤ 0,001; β – beta standardized coefficients

Source: Composed by the author

3.5   Research limitations

While conducting the research and analysing the gathered information, several limitations have been encountered, which are listed as follows:

- Demographic characteristics of the respondents were quite homogenous – working in large organisations, around the same age, using similar project management methodologies.
- Participants of the survey must be experienced in project management or at least have some experience with projects – therefore, this limitation resulted in smaller sample size than anticipated.
- Not all relationships between empowerment types, project engagement and work satisfaction were revealed. Previous research may suggest the need for mediators in the relationship.
- According to previous researchers, the data in the analysis differs when analysed at the individual and team level, therefore, it may be noted that most of the respondents might not have a permanent role within the project team.

4. CONCLUSIONS AND RECOMMENDATIONS

Literature overview defines empowerment as a very important factor for employee autonomy and productivity which leads to the achievement of goals in a more sufficient way. Three empowerment types were analysed – empowering leadership, structural empowerment, and psychological empowerment. Empowering leadership is defined as a combination of four leader behaviours, which affect employees' work design, autonomy, and involvement in job. Structural empowerments represent structure within the organisation created to empower employees by providing them work-related opportunities, access to information, support, and resources. Psychological empowerment relates to motivational perspective of an employee, which is important for the behavioural outcomes. In the scientific literature these independent variables have been linked to various work-related outcomes – task performance, organizational commitment, creativity, higher morale, improved service and product quality, increased internal motivation – including research dependent variables – project engagement and satisfaction with work in project. Conclusions of the performed analysis is presented below.

1. Means of the studied variables collected from study participants were higher than the average ($\bar{x} \geq 3{,}0$), therefore, it can be stated, that employees highly value all empowerment types, as well as project engagement and satisfaction.

2. Significant differences were observed in team members' and project managers' groups. This confirms previous researchers' findings, that empowerment outcomes might be related with the employee position in the project. Project managers more value opportunities, access to support and information, as it is directly linked to requirements to fulfil their role. Meanwhile, team members more value psychological empowerment, project engagement and satisfaction with work.

3. Analysis showed that respondents' age is positively linked to psychological empowerment. Older employees feel more psychologically empowered. This might be related to higher levels of work experience, as years spent at the company is also positively linked to psychological empowerment. Empowering leader behaviours presented negative link to work longevity, and it suggests that employees who are working longer at the company, less value empowering leader behaviours.

4. Satisfaction with work in project is positively linked to all analysed empowerment dimensions. The strongest link was established between work satisfaction and empowering leader behaviours as well as psychological empowerment. Both empowerment types influence intrinsic motivation, self-belief and better performance which eventually leads to work related satisfaction.

5. Project engagement is also positively linked to all empowerment types, however, strongest correlation exists between psychological empowerment and project engagement, and between

access to information and project engagement. Psychological empowerment fuels motivation, and access to information helps to accelerate growth and learning, while contributing to engagement in work activities.

6. Project engagement is positively impacted by structural empowerment elements – access to information, access to support and psychological empowerment in whole sample size.

7. Team members' group share similar results to the whole group, but instead of access to information link is established between access to resources and project engagement. Psychological empowerment is the strongest predictor for project engagement in both – team members and project managers' groups. In project managers group, together with empowering leader behaviours it explains 62% in project engagement variance.

8. In whole group, satisfaction with work is positively predicted by empowering leader behaviours and psychological empowerment. Team members' job satisfaction is positively predicted by empowering leader behaviours, access to support, access to resources and psychological empowerment. These elements explain 67,1% in work related satisfaction variance. However, satisfaction with work in project managers group has only one predictor – empowering leader behaviours.

Recommendations are suggested based on the results of the analysis and final models of a study. For the organisations it might be suggested to focus on the project teams' empowerment, especially in the context of organisational transformations, remote work and increasing employee motivation. Research results have shown that psychological empowerment is very important for employees, as this type of empowerment has a huge impact on work-related engagement as well as satisfaction with work.

In order to optimize project teams' performance, strengthen engagement of project team members and increase satisfaction related to work in projects, it is suggested for the organisations to regularly conduct surveys, where employees could freely reflect on various empowerment aspects. This would provide insight for the organizations, which areas related to empowerment needs to be strengthened.

To enhance structural empowerment, organisations should focus on presenting more opportunities for employees: acquisition of new skills, introducing employee growth programmes, participation in various cross-functional teams projects. Access to information could be fostered as organizational transparency throughout all employee levels, as well as supporting cross-functional interaction, workshops, retro meetings and sharing information in a timely manner. Access to resources could include not only equipment, software and other tangible resources, but also individual learning budget for the employee or courses/ trainings required for new project implementation for the team. Feedback culture, fostered within the organisation, could represent access to support, which guides employees and teams to more effective performance.

Empowering leadership is linked to the development of managers' empowerment skills, which can be addressed through leadership competency training programmes.

Psychological empowerment refers to the extent to which team members feel empowered to take an active role in decision-making, and to the extent to which they are autonomous in carrying out their work, which can be reinforced by developing competences for autonomous work, motivating and encouraging project implementers' initiative, and promoting accountability.

Overall, it is important to foster a common culture of empowerment in organisations that systematically addresses all key types of empowerment of project teams - structural empowerment, empowering leadership and psychological empowerment of team members.

Suggestions for future research. For further studies it may be suggested to explore not only the positive outcomes of empowerment, bus as well negative, or burdening effects as this is a very little researched field.

It may be useful for future research to explore how empowerment outcomes related to project engagement and job satisfaction differ in different contexts of project management methods. This part was not explored in this study, due to insufficient number of participants and it may be noted, that there is still a lack of research within this area. As well it may be beneficial to explore empowerment types and their relations to project engagement and work satisfaction in bigger group of project managers'.

It would also be beneficial to explore relationships between empowerment, project engagement and satisfaction with work using various mediators (e.g. self-efficacy, work meaningfulness, burnout) that would enhance the overall empowerment effect on the dependent variables.

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ANNEX

Dear Participant,

My name is Ugnė Avižinytė. I 'm a student of International Project Management program at Vilnius University Business School and I 'm inviting you to participate in my research. The goal is to determine the factors which influence project team members' engagement to the project and satisfaction with work in it.

Please think about your participation in the current/ last project and keep in mind your experience when choosing the answer which is the most relatable to you. Answering the questions below should take no more than 10 – 15 minutes.

Sincerely thank you in advance for your kindness and your time. Answer all the questions with the choices that suits you.

The survey is anonymous, the response data will be generalized and analysed only in aggregate form.

Thank you for your participation!

Annex 1. Questionnaire

1. **How many years have you worked in this company? Please write the number of years:_____**

2. **What methodology do you use in project? Keep in mind last project or currently on-going.**

☐ Lean

☐ Agile

☐ Waterfall

☐ Other

3. **What is the type of your employment in this organization:**

☐ Full time

☐ Part time

☐ Other (please write):_____

4. **What is your position in this project?**

☐ Project manager

☐ Team – member

☐ Other (please write):_____

5. **Your gender**:

☐ Female

☐ Male

6. Your age: please write the number of years:_____

7. Your education:

☐ Higher university

☐ Higher non – university

☐ Vocational

☐ Secondary

☐ Unfinished secondary

8. What is the size of project team? Please write the number of team members:_____

9. Below are questions about leading the project you are working on. Based on your experience and individual opinion, please answer each statement by ticking the most appropriate answer

_____

1	2	3	4	5
Strongly disagree	Disagree	Nor disagree nor agree	Agree	Strongly agree

_____

My manager helps me understand how my job fits into the bigger picture	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
My project manager believes that I can handle demanding tasks	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
My project manager allows me to do my job my way	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
...	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

10. How much access to support do you have in your present project?

	None	Very little	Some	Many	A lot
Specific information about things you do well	1	2	3	4	5
…	1	2	3	4	5

11. Please indicate from 1 to 5 points, how much do you agree with each of the following statements

_____

1	2	3	4	5
Strongly disagree	Disagree	Nor disagree nor agree	Agree	Strongly agree

_____

The work I do is very important to me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
...	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

12. The following 3 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the '0' (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

_____

0	1	2	3	4	5	6
Never	Almost never	Rarely	Sometimes	Often	Very often	Always

I am enthusiastic about my job in this project	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
...	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

13. In general how are you satisfied with the following aspects of your work in this project? Please mark up your answer:

_____

1	2	3	4	5
Very	Unsatisfied	Nor unsatisfied	Satisfied	Very
		nor satisfied		satisfied

_____

	1	2	3	4	5
Satisfaction with your participation in this project	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Satisfaction with project management and leadership	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Satisfaction with teamwork during project implementation	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Satisfaction with the results you have achieved in the project	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Satisfaction with the results of the whole project team	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5