

**ECONOMICS AND BUSINESS ADMINISTRATION FACULTY  
VILNIUS UNIVERSITY**

**GLOBAL BUSINESS AND ECONOMICS**

**Karina Jurkeviciute**

**MASTER THESIS**

LYDERYSTĖS STILIŲ ĮTAKA DARBUOTOJŲ ĮGALINIMUI GLOBALIOSE ĮMONĖSE ĮSIKŪRUSIUOSE LIETUVOJE	THE IMPACT OF LEADERSHIP STYLES ON EMPLOYEE EMPOWERMENT IN GLOBAL COMPANIES LOCATED IN LITHUANIA
---	---

**Master degree student**\_\_\_\_\_

(signature)

**Supervisor**\_\_\_\_\_

(signature)

Supervisor Danuta Diskiene

**Date of submission of Master Thesis:**

**Ref. No.**

**Vilnius, 2020**

# TABLE OF CONTENTS

INTRODUCTION .....	6
1. REVIEW OF LEADERSHIP STYLES AND EMPLOYEE EMPOWERMENT	
LITERATURE.....	8
1.1. The concept of leadership .....	8
1.2. Leadership styles.....	10
1.2.1. Autocratic, Democratic and Laissez-faire leadership styles .....	10
1.2.2. Transformational and Transactional leadership styles .....	12
1.3. Employee empowerment.....	15
1.3.1. The concept of employee empowerment .....	15
1.3.2. Stages of employee empowerment development.....	17
1.3.3. The further development of employee empowerment .....	19
1.3.4. The models of employee empowerment .....	22
1.4. The relationship between leadership styles and employee empowerment.....	26
2. METHODOLOGY FOR RESEARCHING THE IMPACT OF LEADERSHIP STYLES ON EMPLOYEE EMPOWERMENT .....	28
2.1. Research problem, relevance, object, aim & goals .....	28
2.2. Research model and hypothesis .....	29
2.3. Research approach, instrument and questionnaire structure .....	31
2.4. Sampling and research implementation .....	34
2.5. Sample size and statistical research methods.....	35
2.6. Research limitations.....	36
3. IMPACT OF LEADERSHIP STYLES ON EMPLOYEE EMPOWERMENT .....	38
3.1. Multifactor Leadership Questionnaire and Psychological Empowerment Instrument reliability analysis.....	38
3.2. Analysis of the study participants .....	39
3.2.1. Multifactor leadership questionnaire results .....	41
3.2.2. Psychological empowerment scale results .....	44
3.3. Relationship between leadership styles and employee empowerment.....	48
3.4. The impact of leadership styles on employee empowerment .....	53
CONCLUSIONS AND SUGGESTIONS.....	60
LIST OF REFERENCES .....	64
SUMMARY IN LITHUANIAN.....	78
SUMMARY IN ENGLISH.....	79
ANNEXES .....	80
Annex 1. Research Questionnaire.....	80
Annex 2. Psychological Empowerment Questionnaire results .....	83
Annex 3. Multifactor Leadership Questionnaire results .....	84

Annex 4. Correlation analysis .....	86
Annex 5. Regression analysis (Competence).....	88
Annex 6. Regression analysis (Meaning) .....	89
Annex 7. Regression analysis (Self-determination).....	90
Annex 8. Regression analysis (Impact).....	91

## LIST OF TABLES

Table 1. Leadership vs Management matrix .....	9
Table 2. Empowerment in historical perspective .....	17
Table 3. Definition of empowerment .....	18
Table 4. Pros and cons of high-involvement work practices .....	20
Table 5. Approaches to empowerment .....	21
Table 6. Factors affecting employee empowerment .....	24
Table 7. Employee empowerment dimensions .....	25
Table 8. Psychological empowerment instrument statements .....	31
Table 9. Comparable researches (PEI).....	32
Table 10. Comparable researches (MLQ).....	33
Table 11. Method of statistical analysis.....	35
Table 12. Multifactor Leadership Questionnaire reliability analysis.....	38
Table 13. Psychological Empowerment Instrument reliability analysis.....	39
Table 14. Socio-demographic characteristics of respondents.....	40
Table 15. Age vs factors of leadership styles .....	42
Table 16. Education level vs factors of leadership styles .....	42
Table 17. Business area vs factors of leadership styles .....	43
Table 18. Experience vs factors of leadership styles .....	43
Table 19. Gender vs factors of leadership styles .....	44
Table 20. Age vs empowerment dimensions .....	46
Table 21. Education level vs empowerment dimensions.....	46
Table 22. Business area vs empowerment dimensions.....	47
Table 23. Experience vs empowerment dimensions.....	47
Table 24. Gender vs empowerment dimensions .....	48
Table 25. Correlation analysis between transformational leadership factors and employee empowerment dimensions .....	49
Table 26. Correlation analysis between transactional leadership factors and employee empowerment dimensions .....	51
Table 27. Correlation analysis between laissez-faire leadership factors and employee empowerment dimensions .....	52
Table 28. Correlation analysis between leadership outcomes and employee empowerment dimensions .....	53
Table 29. Regression for competence and leadership factors.....	54
Table 30. Regression for meaning and leadership factors .....	55
Table 31. Regression for self-determination and leadership factors.....	56
Table 32. Regression for impact and leadership factors .....	57

## LIST OF FIGURES

Figure 1. Constructs of Transformational Leadership style.....	13
Figure 2. Constructs of Transactional leadership style.....	15
Figure 3. Research model. ....	29
Figure 4. Steps of empirical research.....	34
Figure 5. Empowerment dimensions (means presented) .....	45

## INTRODUCTION

Constantly changing and competitive business environment challenges organizations to respond quickly in order to improve their performance and productivity. For this reason, the focus of companies has turned to human resources - employee empowerment and leadership have become both undeniably important areas. The success of an organization lies on the leader's ability to optimize human resources (Pradeep & Prabhu, 2011) and empowering followers is an assumed responsibility of all leaders (Banutu-Gomez, 2015).

The topic of leadership and leadership styles has received a lot of attention and been widely discussed. It is important to note that there is a difference between the concept of management and leadership. Management skills are used to plan, build and direct organizational systems as well as to control employees while leadership skills are used to focus on establishing direction, aligning and inspiring as well as motivating employees (Wajdi, 2017). There are numerous studies on the link between leadership styles and how it impacts employee engagement (Batista-Taran, Chuck, Gutierrez & Baralt, 2009; Popli & Rizvi, 2016), commitment (Chowdhury, 2014, Alkahtani, 2016) performance (Veliu, Manchari, Demiri & Jahaj, 2017; Basit, Sebastian & Hassan, 2017), satisfaction (Afshinpour, 2014; Asghar & Oino, 2018). However, there are not many studies which show the impact of different leadership styles on employee empowerment. Adding to this, those few studies that exist targeting leadership styles and employee empowerment have been done in places as Bahrain (Samman & Junaid, 2019) or Malaysia (Islam et al., 2018). It was recognized that so far no study on the impact of leadership styles on employee empowerment has been done in the Baltic region.

Baltic countries share similar history – occupation of Soviet Union has widely affected the economic and social development of those countries. Nonetheless, since these countries regained independence and especially during the last two decades they started to attract foreign direct investments and global companies. Baltic states have become attractive because of relatively cheap labor force, convenient geographical location, EU-membership (Irاندoust, 2016). According to the Invest Lithuania (2018), Lithuania has reached 4th among the European countries according to planned new jobs in foreign direct investment projects. Due to such a big amount of new jobs created, it is crucial for employers to make sure that appropriate leadership styles are adopted in post-communist countries for the employee empowerment.

Previously mentioned background brings forward the following question: what impact leadership styles have on employee empowerment in Lithuania? Thus, the aim of this research is to examine the impact of various leadership styles on employee empowerment in global companies located in Lithuania. The objectives of this research are:

1. To analyze scientific literature concerning leadership styles;
2. Based on scientific literature review and systematization define what is employee empowerment;
3. To examine leadership styles in global companies located in Lithuania;
4. To examine employee empowerment in global companies located in Lithuania;
5. To examine the relationship between leadership styles and employee empowerment in global companies located in Lithuania;
6. To examine the impact of leadership styles on employee empowerment in global companies located in Lithuania;
7. Based on findings, offer improvements that could be implemented in companies that would help to adapt leadership style for employee empowerment

After the analysis and systematization of scientific literature on leadership styles and employee empowerment quantitative research method (survey) was used to gather primary data for this study. Quantitative method has been chosen as it represents precise measurement and allows to examine the relationship between variables as well as determine the impact of various leadership styles on employee empowerment. Participants of the research were asked to fill in questionnaire which consisted of three main parts and was based on close-ended Likert scale questions. After the collection of primary data was finished, answers of the respondents were analyzed via Statistical Package for the Social Sciences (SPSS) using correlation and regression analysis.

Master thesis is divided into three main parts. First part is focused on the analysis and systematization of scientific literature about leadership styles and employee empowerment. Second part is focused on the creation of research model and hypothesis formulation in order to determine the impact of leadership styles on employee empowerment as well as the description and reasoning of the tools chosen for data collection and analysis. Lastly, third part is concentrated on calculations and evaluation of the survey results as well as hypothesis testing and application of the data obtained to the practice.

# 1. REVIEW OF LEADERSHIP STYLES AND EMPLOYEE EMPOWERMENT LITERATURE

## 1.1. The concept of leadership

Demands for leaders are frequently heard at all levels of organizations among various sectors nowadays so there is no doubt that the concept of leadership is universally desired but also is quite difficult to define precisely. Effective leaders do not possess a pre-defined list of personal traits but rather focus on addressing organizational task issues as well as consideration for employees with concern for building interpersonal relations (Wajdi, 2017). In contrast to the concept of management, leaders do not aim to control and manage people but rather inspire to take actions.

Historically, the concept of leadership has evolved over the past centuries. To start with, from the late 1800s to about 1930s leadership theories suggested that leaders are born and not made. For example, “The Great Man” theory explained leaders as highly influential and unique individuals who possess natural abilities such as superior intellect, heroic courage and divine inspiration. This theory clarified leadership in the view of inheritance focusing on the fact that the leader genetically obtained higher qualities that distinguish him from the followers (Madanchian, Hussein, Noording & Taherdoost, 2016). This model has been changed by “trait” theories in the 1930s and 1940s. Such theories attempted to identify specific traits (attributes) which make a great leader. Some of the researches which focused on leaders’ traits were done by Bird (1940), Jenkins (1947), Gibb (1947), Stogdill (1948) who found a wide number of individual differences – Bird (1940) listed 70 potential leader traits while Stogdill (1948) 32 traits (Day & Zaccaro, 2014). Following this, in the late 1970s there was a shift from social psychology towards organizational behaviour so the theorists examined the actions of the leader as opposed to their personality traits. However, the theories of behaviour ignored the situational factors as well as environment, therefore, the situational theory was added which emphasized that certain environmental factors must be taken into account (Hunt & Fedynich, 2018). Each of the mentioned different theories have its place in the study of leadership and are important for the overall understanding of this concept.

There is a continuing controversy about the difference between leaders and managers meaning that they both share some similarities but there are also some prominent differences. The table below summarizes some of the differences in certain categories when analyzing leadership and management.



Table 1

*Leadership vs Management matrix*

	Leadership	Management
Definition	Practice of challenging the process, inspiring a shared vision and enabling others to act	Practice of facilitating, supporting and directing the timely and efficient maintenance of operations
Outcome	Systematic change, transformation, innovation	Effective, efficient completion of tasks, maintenance of operations
Characteristics of a person	A critical thinker, a risk taker, innovative, courageous, creative, forward thinking, open to change, able to learn and overcome failure	Efficient, detail oriented, good delegator, organized, persistent, administrative
Scope	Focused on forward thinking and the long term. Strategic visioning, creating new order, facilitating movement toward an end goal	Organizational focus, policy development and compliance, maintenance, support, implementation of systems
Interaction	Motivates and inspires, builds potential in others, creates an environment that fosters learning, collaboration, teamwork and attracts high performers	Individual performance and work outcomes, maintains a productive work environment
Impetus	Self-directed, situational, opportunistic, courageous	Calendars, directives, scheduling, deadlines

Source: Klingborg, Moore & Hammong, 2006.

It can be seen from the table that managers and leaders are compared from different perspectives, however, there is a general conclusion that the biggest difference between managers and leaders is the way they motivate the people who work/follow them and this sets the tone for most other aspects of what they do (Wajdi, 2017). Nonetheless, it can also be concluded that all organizations need both managers and leaders for optimal effectiveness as in today's dynamic workplace there is a need of strong leaders who challenge the status quo but also managers who assist in developing and maintaining a smoothly functioning workplace (Lunenburg, 2011).

All in all, after analyzing the concept of leadership it is clear that leaders are different from managers in a way they work with people as they try to inspire and motivate rather than control and manage. Nowadays organizations need to have both leaders and managers for optimal effectiveness.

## **1.2. Leadership styles**

### **1.2.1. Autocratic, Democratic and Laissez-faire leadership styles**

Leadership style is a complex phenomenon and has been studied by many researchers in the recent decades. As there is no single leadership style which fits into all circumstances there is a need to review the development of different leadership styles over the years. Three initial and major styles which have been identified by many researchers: authoritative or autocratic, participative or democratic, and laissez-faire or free reign leadership (Pourkiyani, Pourshahabi & Farzan, 2014).

Authoritarian or autocratic leadership. It is common that in this type of leadership the leader communicates to the followers what tasks, when and how should be done in order to achieve the goal, in other words, leaders are considered to be the controllers (Zylfijaj, Mahmutaj & Grubi, 2014). Authoritarian leader does not consult employees and they are not allowed to give any input: just to obey the rules and orders of the leader (Khan et al., 2015). The focus is not on the people but on procedures, for this reason, such leaders might be feared rather than respected or liked by employees (Dinham, 2007). Summing up these researchers, it is clear that control, consistency and order are the greatest values of an authoritarian leader while flexibility and compassion do not play a role.

As every other leadership style, authoritarian style has its own positive and negative sides. Some of the researches emphasize negative relationship between authoritarian leadership with workplace outcome. For example, the research conducted in the financial services sector in North America and Europe proved that authoritarian leadership predicts active employee disengagement (Busse & Regenberg, 2018). This might result in low productivity, lack of interests in their role and day to day tasks and challenges. On the other hand, authoritarian leadership is quite prevalent in emerging markets – Middle East, Pacific Asia, Latin America. Despite negative impressions of this leadership style there are studies which offer slightly different insights. Study in China showed that there is negative impact of authoritarian leadership on employees' active support for organizational change but this negative effect disappears when perceived job mobility is low and cognitive trust in the leader is high (Du, Li & Luo, 2020). The low opportunity for movement in

emerging markets influences employee behaviour. In this case, employees are more likely to actively support organizational change. Furthermore, expertise and work competence are critical for the leaders as employees having high cognitive trust are more likely to follow the leaders.

Democratic or participative leadership style. Democratic leadership style widely differs from the authoritarian leadership style incorporating important attributes such as decision making, involvement of subordinates, ideas and inputs, employees' participation, motivating factor, skill sharing, work with employees (Sharma & Singh, 2013). As opposed to authoritarian leadership, people are involved in making decisions, leaders as well take into account the suggestions of employees. Some of the advantages of implementing this leadership style are freedom of opinion, motivation, equal rights, the possibility of growth while some of the negative ones are difficult for the leader, lots of discussions, no completely optimal solutions (Khan et al., 2015). Participative leadership is very needed in rapidly changing conditions and usually works best in situations where group members are skilled and interested in sharing their knowledge (Ray & Ray, 2012).

Generally, most of the researches emphasize the positive relationship between participative (democratic) leadership style and workplace outcome. For example, the study done in Hong-Kong in retailing store proved that participative leadership is positively related to employees' work-engagement and job satisfaction while also demonstrating the significant moderating effect of the level of the fun experienced in the workplace (Chan, 2019). Another positive relationship has been proved by the study which examined the relationship between participative leadership and employee creativity. The study findings suggest that managers or supervisors who practice participative leadership behaviours nurtures employees' psychological safety and promotes employee engagement in creativity (Chen, Wadei & Liu 2020). Consequently, leaders are encouraged to create psychologically safe climates which would allow employees to feel confident in creatively sharing new ideas and concepts. In addition to these studies, participative leadership is related with employee innovation. According to the study which was done collecting data from 34 different Italian companies, the relationship between organizational affective commitment and employee innovation is strong when participative leadership leadership is high (Odoardi, Battistelli, Montani & Peiro, 2019).

Laissez-faire or free reign leadership. Such leadership style is often described as "no leadership" as there is no interface between leader and his followers (Velu et al., 2017). In such cases, the employees have an absolute freedom to make decisions and are expected to solve problems on their own with little or even no guidance at all. Like other two mentioned leadership styles, the laissez-faire approach has a number of benefits as well as shortcomings. Some of the benefits are freedom to choose, no burden on team members while negatives sides are that weaker members are held back, the group does not stick together, misuse of rules, low responsibility and

accountability (Khan et al., 2015).

Some of the researches identify the negative side of applying this leadership style. The study which examined 1771 employees from Norwegian working population suggested that laissez-faire leadership is positively related to experiencing role ambiguity (Skogstad, Herland, Glaso & Einarsen, 2014). This finding is important as it draws attention on situations when subordinates experience a need for leadership and accordingly supervisors should approach this need instead of trying to avoid it. Furthermore, even though scholars draw importance on informal leadership and it seems plausible that encouraging passivity on the part of formal leaders might inspire other team members to step up and engage in leadership, this does not always occur. Laissez-faire formal leaders are perceived by team members to engage in less modelling of effective leadership and as a result negatively associated with team task performance (Wellman et al., 2018). This suggests that organizations should focus on practising less of laissez-faire leadership style and instead know when leaders should step up to resolve problems and make them accessible to other team members.

### **1.2.2. Transformational and Transactional leadership styles**

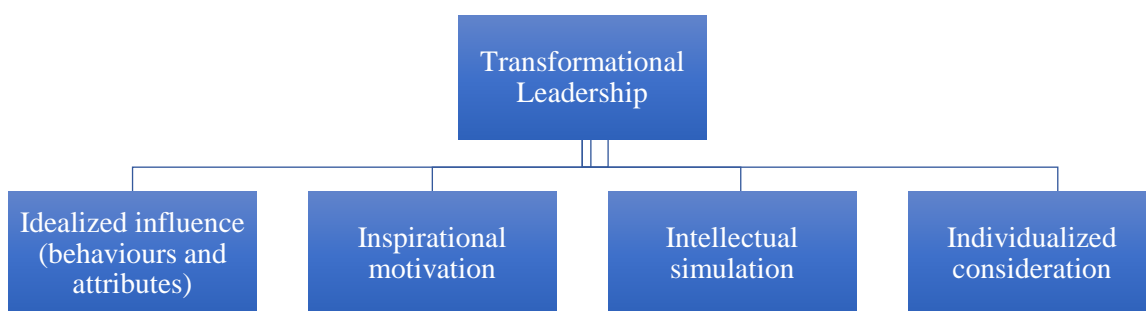
Leadership styles have been developed further in order to introduce new ways of thinking. It is clear that traditional leadership styles are becoming less affective because nowadays employees are usually equal in qualifications and competencies to the managers so only collaboration can lead to the success and realization of the company's goals (Raišienė, 2014). Therefore, despite three traditional leadership styles, modern leadership styles have emerged, transformational and transactional leadership.

One of the modern styles is transformational leadership. First of all, transformational leader understands the importance of inspiring the followers in order to achieve the best possible outcomes, secondly, close attention is paid to the needs of individual followers (Kabeyi, 2018). Adding to this, Hay (2006) summarized the most common characteristics of a transformational leader which were described by the previous researchers:

- Transformational leader has a clear sense of purpose which is expressed to the followers in a simple way. Furthermore, they have core beliefs and values;
- Strong role models for the employees who are able to attract and inspire others towards a shared goal; such leaders also listen to all employees with an aim to develop a spirit of cooperation;
- Personal characteristics include persistency, enthusiasm and love for work;

- They not only mentor others but themselves are eager to learn new things, also called life-long learners;
- They are not afraid to take risks and do not believe in failure;
- Also described as visionary and strategic, have a vision and strategic goals on how to achieve the desired outcome;
- They are also effective communicators which support changes within a company.

There are four main components or dimensions of transformational leadership which all contribute to achieving successful results: idealized influence (idealized attributes and behaviors), inspirational motivation, intellectual stimulation and individualized consideration.



*Figure 1.* Constructs of Transformational Leadership style.

*Source:* composed by author based on Avolio and Bass, 2004.

Charismatic leadership, sometimes called idealized influence, takes place when employees admire, respect and trust the leader as he is the main role model for them (Gomes, 2014). Such leaders are very skilled communicators at the same time having both persistence and determination. Secondly, inspirational motivation can be reflected when employees are inspired by the leaders who speak optimistically and with enthusiasm, boost employee motivation and aim for developing high standards in the workplace so the employees would be driven to pursue better results (Susilo, 2018). Thirdly, intellectual stimulation is associated with innovation and creativity, thus employees are encouraged to think “out of the box” when solving various problems (Agyemang, Boateng & Dzendu, 2017). The key in intellectual simulation is questioning existing ways of working as well as approaching situations in new ways. Lastly, individualized consideration means that the leader personalize his interaction with the followers placing a great importance on individual needs and concerns (Agyemang et al., 2017). In this way, coaching and mentoring takes place and the leader focuses on cultivating learning culture.

Transformational leadership has gained a lot of attention from organizational researchers and academics and its work-associated outcomes have been examined in previous literature. Various researches mostly draw attention to the positive outcomes of transformational leadership.

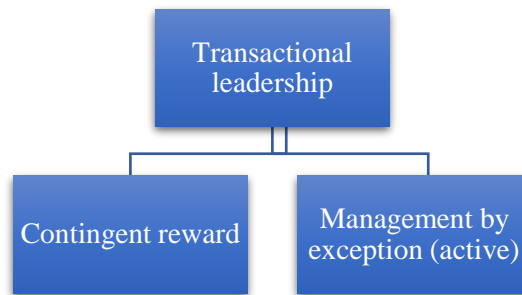
For example, in the study made in Pakistani construction and banking sectors it was founded that transformational leadership plays an important role in enhancing employees' creativity (Saleem and Mahmood, 2018). Another positive outcome of transformational leadership is enhanced job satisfaction. According to the study done in Malaysia, leaders who implement transformational leadership characteristic such as individualized consideration contribute most towards employees' job satisfaction (Long, Yusof, Tan & Heng, 2014). Also, transformational leadership has a positive impact on employee retention: leaders' ability to articulate a compelling vision, skills at expressing confidence in goal achievement, innovative ideas on problem solving, a time investment on the training and development all positively contribute to employee retention (Tian et al., 2020).

What is important to note is that even though the relationship between transformational leadership and positive employee outcomes has been confirmed mostly in Western societies, scholars and practitioners cannot assume that transformational leadership can automatically work in other societies. A good example is Chinese societies which are high on collectivism and power distance, therefore transformational leadership style could be less compatible with such cultures as collectivistic or hierarchical societies are more likely to generate relatively autocratic leadership practices (Liu, Siu & Shi, 2010).

**Transactional leadership.** Transactional leaders usually operate within the existing system and goals and do not seek new ways of solving the problems, in contrast to transformational leaders, they think "inside the box" (Algatawenah, 2018). Some of the characteristics which apply to transactional leader (Hussain, Abbas, Lei, Haider & Akram, 2017):

- Reward system. Through reward/punishment system, transactional leaders may keep followers motivated.
- The focus is on efficiency and standardization, in contract to transformational leadership where all the focus lies in developing new ideas and initiatives.
- Employee supervision.
- Values order and structure.

Transactional leadership generally is split into two dimensions: contingent reward, management-by exception (active). Contingent reward is related with providing employees with rewards for achieving goals and targets and completing their tasks successfully, in other words, it is an effort-reward relation between such leader and employee (Rezvani & Khosravi, 2012). Management by exception (active) is related with closely monitoring the employees which means that leaders always find a way of tracing faults to the employees (Akhigbe, Finelady & Felix, 2014).



*Figure 2.* Constructs of Transactional leadership style.

*Source:* composed by author based on Avolio and Bass, 2004.

Constructs mentioned in the paragraph above are usually measured to determine whether transactional leadership has an impact on employee outcomes and corporations' benefits. For example, study done among small and medium enterprise in the top 100 SMEs in Kenya showed that through contingent reward aspect the employees are able to create more sales and work harder to achieve higher goals as well as indicated that higher goals are achieved when leaders closely monitor employees for mistakes and errors and take appropriate measures and actions in order to correct the situations (Assimwe, Kavoo-Linge & Sikalieh, 2016).

What is more, transformational and transactional leadership styles are quite often compared in the studies. For example, the case of 5 Algerian Banking Institutions showed that supervisors are more inclined to exercise transactional leadership style rather than transformational leadership style as rewards and punishments seem to be successful tools that were being utilized to influence the employees (Brahim, Ridic & Tomislav, 2015). Adding to this, there are more studies which analyze the relationship between leadership styles and work outcomes not only in specific countries but also across different nationalities. For example, summarizing the results from the study done in Ethiopia and South Korea it can be said that transformational leadership style had a significant positive relationship with employees' work engagement and innovative work behavior, while transactional leadership style has a significant positive relationship with employee task performance (Gemed and Lee, 2020).

### **1.3. Employee empowerment**

#### **1.3.1. The concept of employee empowerment**

In the compact Oxford Dictionary (2020), the term "empowerment" refers to the "act of giving somebody more control over their own life or the situation they are in". Empowerment of employee at the workplace is becoming more and more important as delegating the responsibility

of decisions and providing more autonomy in choosing the way business is done have a great impact on positive workplace outcomes and results in the better overall organizations' performance (Dahou & Hacini, 2018).

Various researches focus on the results of empowerment as allowing employees to take responsibility of their roles results in high impact and positive long-term effects for the company and its individuals. From an employers' perspective, the focus is on several outcomes: empowering leaders are more effective at influencing employee creativity, by empowering employees leaders are more likely to be trusted by their subordinates and also leaders who empowered employees were more effective at influencing employee performance (Lee, Willis & Tian, 2018). Furthermore, in order for employees to recognize the significance of their work, increase attention to their tasks and improve their working vitality and learning motivations employers should provide autonomy from bureaucratic constraints, express confidence in their performance and foster participation in decision making (Ali, Lei, Jie & Rahman, 2018). In addition, if leaders recognize the importance of employee empowerment and encourage autonomy they can make employees more proactive in the implementing process of change and this is an important take-way as most employees are indifferent to change and resist it (Jung, Seung & Choi, 2020).

From an employee perspective, people indeed feel empowered when supervisors grant them decision making power and trust in their decisions at work, however, if a leader gives too much decision making power or trust and don't give any direction then the employee might end up feeling as if manager is not doing his job or that the person is being taken advantage of (Banutu-Gomez, 2015). Once empowerment approaches are adopted, employees gradually start to feel competent, trusted as well as having meaning, impact and being able to have so many opportunities to apply their skills (Demirci & Erbas, 2010).

Summing up, the concept of empowerment has become a crucial part of everyday management in the recent years. In 21<sup>st</sup> century organizations are placing their attention on empowering employees because they are real drivers of successful business (Kumar & Kumar, 2017). For this reason, in the next sections empowerment will be discussed in more detail: the historical perspective will be discussed in order to understand how empowerment has emerged to such an important concept, approaches to empowerment and empowerment levels will be reviewed and lastly, the models of empowerment will be explored as there will be a need to choose a particular model for this research.



### 1.3.2. Stages of employee empowerment development

Even though the topic of employee empowerment is now widely discussed and applied in various organizations empowerment in historical context is rarely located and is seen as a quite new phenomenon. Table 2 represents the historical perspective of empowerment that is divided into five periods. The first period was prior to industrial revolution as craftsmen made the goods themselves and were responsible for the whole process. Nonetheless, it changed in 1920 as the focus shifted towards getting management to split jobs in smaller tasks and decide the ways of carrying out the task. During this period, all the power was focused within the management.

Table 2

#### *Empowerment in historical perspective*

Period	Empowerment in historical perspective
Prior to industrial revolution	Goods were made by craftsmen who had responsibility for the entire process.
In the 1920's	F.W. Taylor contributed to the idea of getting management to break jobs into small tasks. Under this regime, workers had little discretion with concept separate from execution, and brainpower was centered with management.
In the 1960's	As an alternative work paradigm job enrichment was established in order to provide meaningful work for employees with some degree of control.
In the 1970's	There was greater interest in industrial democracy which emphasized workers' rights to participate.
In the 1980's	Empowerment emerges in its modern form. The discourse of empowerment fitted with notions of enterprise culture with individuals seen as entrepreneurs taking destiny into their own hands no longer affected by bureaucratic rules and union obstruction.

Source: Wilkinson, 1998.

The period of 1960's is related with the rise of companies such as General Motors, Proctor & Gamble and Mars who were leaders in innovation and started to practice empowerment by providing decision making opportunities for employees. After this, in 1970's there has been a greater interest in industrial democracy, so the employees started to become more involved in decision making processes and lastly, in late 1980's empowerment finally emerged in its modern form.

After empowerment has emerged, the term has been defined by many authors and each of them incorporated various factors and components into its definition.

Table 3

*Definition of empowerment*

Year	Author(s)	View on employee empowerment
1996	Christine M Rodwell	An enabling process or an object occurs from a joint allocation of possessions and prospects which boost decision making to accomplish change.
1998	Rafiq Mohammed and Ahmed Pervaiz	State of mind. When employee feels 1) control over the job; 2) awareness of the context in which the work is performed; 3) accountability 4) shared responsibility; 5) equity in the rewards based on individual and collective performance.
1988	Jay Conger and Rabindra Kanungo	Procedure of improving self-efficiency perception among the employees.
1990	Kenneth Thomas and Betty Velthouse	Feeling of performing with high endeavor and achievement that derived from level of instinct motivation, dedication and commitment.
1991	Robert Brymer	Process of decentralizing decision making in an organizations, whereby managers give more discretion and autonomy to the employees.
2015	You Han	The procedure of enabling individuals to think, behave, and act to make decisions about their work independently.
2017	Jaya Kumar and Ananda Kumar	Giving a certain degree of employee's autonomy and responsibility for taking decision regarding their specific organizational goals.

Source: composed by author based on Kumar & Kumar, 2017.

Some of the authors (Rodwell, 1996; Brymer, 1991) view empowerment first as a process which means giving more power and autonomy to employees. On the other hand, other authors place their focus on the feeling or state of mind when describing empowerment (Mohammed and Pervaiz, 1998; Thomas and Velthouse, 1990). These authors believe that empowerment is something that comes from the inside. Lastly, nowadays the definition of empowerment is closely connected with the idea of employees having autonomy in decision-making process (Han, 2015, Kumar & Kumar, 2017).

To sum up, certain historical times presented different views on employee empowerment until the concept has emerged to its modern form. As seen from various researchers, empowerment has been explained in many different ways coming to its main idea of allowing employees to make independent actions and act on them.

### **1.3.3. The further development of employee empowerment**

After it has been widely accepted that empowerment is an important component of organizational success the phenomenon has been analyzed deeper, distinguishing different approaches to empowerment and various levels.

Different levels of empowerment were first described by Bowers and Lawler in 1992 and then reviewed by numerous other academicians and researchers. There are three empowerment levels: suggestion involvement, job involvement and high involvement. The lowest level of employee empowerment is suggestion involvement as in this case employees are not empowered to make their own decisions but only to make suggestions to senior management. Even though suggestion involvement means the lowest contribution of employees, some studies prove that certain employee suggestion schemes create a win-win situations in companies as they encourages creative thinking of employees. For example, an employee suggestion scheme is the oldest form of employee involvement tool and is widely used by organizations and the use of technology has moved these schemes from traditional suggestion boxes to more sophisticated electronic systems which foster employee participation and idea generation (Lasrado, Arif, Rizvi & Urdzik, 2016).

The second level is job involvement. Job involvement is considered with identification with one's immediate work activities and is related with job characteristics: task autonomy, significance, task identity and variety of skills and from the personal perspective with motivation, satisfaction and personal growth (Singh & Gupta, 2015). According to the study done in Imam Husain Medical City in Karbala by Abbas and Khali (2016) there is a direct positive significant impact of the leaders on job involvement if they support and guide employees, take care of

supportive work environment, focus on training and development opportunities for the employees while from a personal perspective, the level of job involvement is high if employees work in cooperative teams, have faith in their tasks and have motivation towards the goals. Having employees involved results in more commitment towards the company as well as willingness to work beyond the requirements and achieving high standards (Salessi and Omar, 2019).

Finally, the last level of employee empowerment is called high involvement as this level gives the most power to the employees of the company. High involvement of employees is related with various aspects of employee wellbeing, in particular with higher job satisfaction, non-tiredness, less absence (Bockerman, 2015). According to the study done in the banking sector of Pakistan by Ahmad, Shahzad, Waheed & Khan (2014), high involvement job practice are lacking among the banking sector so there is a need to implement high involvement job practices in order to increase level of satisfaction which could result in the increased level of performance. There is still relatively little information about the exact pros and cons of high involvement management practices in specific companies so it particularly important to gain more knowledge about the variety of such practices and their workplace outcomes. Some of the pros and cons have been discussed by Bockerman (2015) who contemplated on the topic whether giving employees more discretion at work can boost their satisfaction and wellbeing.

Table 4

*Pros and cons of high-involvement practices*

Pros	Cons
Higher productivity and better economic performance of the companies	Higher work intensity
More discretion to employees, high job control weakens the negative link between job demands and employee well-being	Increasing the intensity of work may erode employee well-being and harm performance
Greater autonomy leads to greater wellbeing	Higher risk of occupational accidents and sickness-related absenteeism
The link between greater wellbeing to health outcomes	Whether it is profitable for firms to redesign jobs for workers' benefit varies with firm characteristics and market conditions
Innovative work practices should lead to working smarter not harder	There is no agreement on which sets of high involvement practices are sufficient to transform the working environment

Source: Bockerman, 2015.

As seen from the table 4, there are positive effects on employee health as well as other benefits while on the other side the negative aspects are discussed, for example, higher work intensity for the employees. What is also crucial to consider is that effects of high-involvement can differ in different institutional settings.

After analyzing different levels of employee empowerment it is important to note that there are also several different approaches to it. Mechanical approach is considered as the first approach to empowerment, yet, it is noted that mechanical empowerment is not the most efficient way to achieve positive results within the company (Hossein, Saleh, Iman & Jaafar, 2012). In the organic approach, managers of the company are not responsible for empowering employees, meaning that is all about the attitudes of employees regarding their role in the company (Taktaz, Shabaani, Kheyri & Rahemipoor, 2012). Structural approach of empowerment depends on structural lines of power and clear boundaries, furthermore, this approach of empowerment will take place when employees are confident in their abilities, aware of decision-making process and understands the outcomes of their actions (Puncreobtur and Wattanasan, 2016). Lastly, psychological approach has received the most attention during the last years. Psychologically empowered employees perceive themselves as effective and feel like they have an impact on the overall organization. (Jordan, Miglic, Torodorovic & Maric, 2017). All of the mentioned approaches and their characteristics are described in table 5.

Table 5

*Approaches to empowerment*

Approach	Description
Mechanical approach	Top to bottom approach. Based on senior managements and its responsibility to provide information and resources to employees which are needed to perform their duties.
Organic approach	Bottom to top approach. Reduces control by the senior management as empowerment is not something that managers carry out to employees. Focused on experiences and beliefs of employees about their role within the organization.
Socio-structural approach	Focuses on redesigning organizational polices, practices and structures. By doing this, employee empowerment is developed further giving employees more power.
Psychological approach	This approach focuses on developing employee sense of meaning, competency and self-determination.

Source: Bindurani, 2015.

To summarize, there are three different empowerment levels which present different involvement and impact for the company. Suggestion involvement is the lowest type which means that the employees are not given the authority to make decisions but rather to suggest their ideas to the top management. Job involvement is the second level of employee empowerment as it related with employee involvement in their tasks planning. Lastly, there are high-involvement practices in which employees have the highest degree of autonomy and contribute the most to the company. Having this in mind, it is important to note that different types of involvement might work differently in different settings. As for the approaches to empowerment, there were four approaches explored: mechanical, organic, socio-structural and psychological each of them having it's own focus.

#### **1.3.4. The models of employee empowerment**

Over the time, different empowerment models have been developed by the researchers in order to analyze the topic from different aspects. Different conceptual models and different perspectives to empowerment will be discussed in the next section.

To start with, Kinla's empowerment model (2004) is based on 6 steps process that describe how empowerment can be encouraged within an organization:

1. Defining the concept of empowerment to employees;
2. Goal setting and formulating strategies in all organizational levels;
3. Evaluating and modifying employee's empowerment;
4. Training employees to play new roles;
5. Adapting organizational structure;
6. Adapting organizational systems.

Such model represents a specific sequence of actions in order to encourage empowerment within the company. Furthermore, this empowerment model as well draws attention not only to individual factors but also to organizational ones such as organizational structure and organizational systems which are crucial for employee empowerment. The fifth step is concentrated on organizational structure which is very important because for example centralization is negatively related with empowerment because when employees do not have autonomy to make decision on work-related issues, they are less likely to have impact on what happens in their work unit and feel less empowered (Rhee, Seog, Bozorov & Dedahov, 2017). Adding to this, the sixth step is related with organizational systems (culture, planning, awards, promotion, training and etc.) which are also very important for employee empowerment. For instance, it is proved that employee empowerment training interventions relate positively to the

collective empowerment of work units meaning that the more work unit members participate in the training the higher the perceived collective empowerment of the entire organization will be (Voegtlin, Boehm & Bruch, 2015). Adding to this, it is recommended for the employees to foster the culture of sharing and justice so the employees would know that their voice is heard and taken into account which leads to feeling of empowerment and results in more loyalty and commitment towards the company (Gul, Akbar & Jan, 2012).

Another employee empowerment model suggests that empowerment embodiment involves two parties (managers and employees), therefore, the process of empowering employees includes building manager mindset as well as building employee mindset. Within managers themselves certain beliefs need to be instilled that: (1) employee is human, (2) people are basically good, (3) bureaucracy kills initiative, (4) manager's task is to provide training, technology and support for employees while employees need to be invested in beliefs that: (1) employee empowerment is only manifested by growing belief within manager towards employees, (2) manager's trust towards employees grow as competence in the character builds inside the employee (Ibrahim, 2015). Adding to this, it is crucial for a manager to communicate the company's vision, strategy, objectives, goals and directions so the employees would be able to contribute and participate in decision-making processes (Dahou & Hacini, 2018). From an employees' expectations, employers should give importance to their reward systems, offer promotion and advancement opportunities to the deserved employees and create atmosphere where employees can work as a team with fair competition together with their colleagues (Islam et al., 2016).

Another model, which has been developed by Dahou and Hacini (2018) focuses on the six main influential factors in making empowerment successful in the organization. Table 6 summarizes each of the factors. As seen from the table, job design has to be adapted in order for the employees to have ability to take initiatives in planning their tasks and managing responsibilities. Furthermore, these researchers have identified that transformational leadership is the most important for the employee empowerment as there is a need for the leader to focus on inspiration and motivation. Adding to this, employees should be given a certain degree of autonomy to make decisions. Furthermore, leaders should place a lot attention on training and development of employees as it results in increased feeling of job satisfaction. What is more, leaders should share all information concerning the company and that includes its vision, mission, strategy, objectives and action plan so the employees can also contribute to the main goals and vision and share their own views. Lastly, the focus should also be placed on self-managed teams as working together results in more efficient performance and creative ways of solving problems.

Table 6

*Factors affecting employee empowerment*

Factor	Short Description
Job design	Flexible work environment with a chance for employees to take initiative in managing their work.
Transformational leadership	Charismatic leader who focuses on inspiring employees, motivating them and communicating a shared vision
Decision making authority	Autonomy given to employees to make decisions
Training and development	Enhancement of employees' competencies and skills is considered as crucial. It bring intrinsic motivation and increase a feeling of job security
Information sharing	Organization's vision, mission, strategy, objectives and action plan should be shared with all employees.
Self-managed teams	A shift to focusing on the teams as work in teams result in greater performance and improved problem solving

*Source:* Dahou and Hacini, 2018

After this research has been completed and the model was checked, search findings revealed that four of these factors were perceived as tools to empower employees in Jordanian commercial banks. To be specific, job design, transformational leadership, decision making authority and information sharing are the major considerations to take into account when empowering employees while training and development and self-managed teams had no effect on empowering employees in Jordanian Banks sector.

Another model which will be discussed has been proposed by Spreitzer (1995) and is one of the most popular models used in researches. The model consists of four elements which measure employees' empowerment: meaning, competency, effect and self-determination and this is what makes it unique as most studies have examined empowerment as a whole. Table below explains the meaning of each component.



Table 7

*Employee empowerment dimensions*

Assessment	Meaning
Meaning	A fit between the needs of one's work role and one's values, beliefs and behaviours.
Competence	Individuals' feeling to be able to carry out their work tasks effectively.
Self determination	Causal responsibility for a person's action, or perceived freedom to determine how to carry out work tasks.
Effect/Impact	The extent to which individuals see their behaviors produce the desired effects in their work roles.

Source: Tetik, 2016.

First of all, meaning concerns the value of specific work or purpose and is judged in relation to employee's own ideals values and beliefs, so if employee doesn't like working at a specific place or if the job he is doing is clashing with the value system, he would not feel empowered (Saymah, 2018). Secondly, competence is associated with individuals' feeling of being able to carry out their tasks freely and efficiently so it is very important to create a work environment which fosters meaningful work experiences (Meng & Sun, 2019). Furthermore, self-determination is explained as causal responsibility for a person's actions and is proved to be one of the key elements of empowerment, for example, students who leave high school with higher levels of self-determination are more likely to achieve higher work outcomes as such skills is linked with greater involvement in choice-making, goal setting, decision-making processes (Shogren, Kennedy & Kansas, 2014). Lastly, impact is usually described as a degree to which individuals can influence strategic, administrative or operative outcomes at work (Tetik, 2016). Together these four dimensions describe an active orientation to work role in which employee feels empowered.

All in all, after analyzing various models of employee empowerment it can be said that the notion of empowerment is compelling and much employed across many subfields inside and outside of psychology. Various models have been developed, some of which are built on prior work in order to identify core elements and make it useful for both researchers and practitioners.

#### **1.4. The relationship between leadership styles and employee empowerment**

After analyzing theoretical aspects of leadership styles and employee empowerment it is clear that these two areas are widely researched by different authors. However, even though they are researched separately it is important to note that some of the researches confirm that employee empowerment is influenced by the leadership styles. Leadership styles are aimed at achieving organizational goals and determining the level of employees' empowerment (Rawas and Seddaway, 2015). For this reason, the next section will be dedicated to reviewing the impact of leadership styles on employee empowerment.

Leadership styles have distinctive effects on structural and psychological empowerment. The study done in Hong Kong construction industry (consultant, contractor and client related teams) suggests that task-oriented leadership is positively and significantly related to psychological empowerment in the full sample and contractor teams but not in the consultant and client teams while person-oriented leadership was positively and significantly related to psychological empowerment in the full sample, consultant and client teams but not in contractor teams (Tuuli, Rowlinson, Fellows & Liu, 2012). The findings suggest that leaders may apply both task and person-oriented leadership in projects under specific circumstances to produce more effective outcomes.

Another study has been done to test the relationship between transformational leadership and employee desire for empowerment. According to the findings from Canada and India, hospitality industry employees' desire for empowerment increases as their perception of transformational leadership implementation increase (Gill, Sharma, Marthur & Bhutani, 2012). Hospitality industry requires high level of customer contact, therefore, it is important that leaders help their subordinates to be team players, work together towards common goal, think about old problems in new ways and use their intelligence to overcome obstacles. The behaviors reflect transformational leadership style which in turn increases employees desire for empowerment (Gill et al, 2012).

Other studies emphasize the mediating role of employee empowerment in order to achieve desirable outcome, for example job satisfaction. The study done in Malaysia among nursing staff revealed that empowerment mediated the effect of transformational leadership on the job satisfaction (Choi, Goh, Hisyam & Tan, 2016). Based on these findings, leaders must cover both transformational leadership and employee empowerment to enhance job satisfaction among nurses.

Researchers Samman and Junaid (2019) have done a research in the Ministry of Labor and Social Development in Kingdom of Bahrain and found that democratic and transformational

leadership styles have a positive impact on employee empowerment, however, as this study was applied only to the ministry the results cannot be applied to other settings. Furthermore, another similar study has identified that transformational leadership style and laissez-faire leadership style has a positive impact on employee empowerment while transactional leadership style has a negative impact (Islam et al., 2018). As this specific study has been done in Malaysia's retail sector results also cannot be applied to other sectors. Another limitation to this study was a sample size as it only includes one hundred respondents. One more study has been done in Malaysia but in healthcare industry which confirmed that transformational leadership style has a positive impact on employee empowerment among medical employees, it showed that transformational leadership style led to a stronger sense of self-determination and competency (Choi et al., 2016).

After analyzing different authors previous studies, it is clear that the results vary according to the industries chosen for the research. Also, it is worth to note that no study so far has been done in Lithuania on the topic of the impact of leadership styles on employee empowerment.

## 2. METHODOLOGY FOR RESEARCHING THE IMPACT OF LEADERSHIP STYLES ON EMPLOYEE EMPOWERMENT

### 2.1. Research problem, relevance, object, aim & goals

**Research problem.** Increasingly fierce competition to attract and retain employees is posing a challenge for companies which is why it is crucial to re-consider their ways of working and understand the role of employee empowerment in sustaining competitive advantage.

**Research relevance.** Current trends in globalization and further development in the field of human resources brings the focus on the employees as being the source of organizations' competitive advantage. A lot has changed during the transition from the industrial economy to the knowledge economy (Svarc & Dabic, 2015) and for this reason companies are now placing their focus from manual to knowledge workers who perform best when empowered to make the most of their skills (Serrat, 2008). For this reason, is it important for the companies to respond to these changes as well as affects of globalization and change their ways of working.

With no exception, globalization has also affected the Baltic region and over the years since the transition to market economy started Baltic countries experienced economic growth and foreign direct investment has played a key role in economic development (Kalotay, 2017). According to the quantitative analysis of different macroeconomic variables made by European Commission (2017), in terms of similarity Estonia, Latvia and Lithuania form a closely integrated economy area which is why for further analysis Lithuania will be taken as the object for this research.

According to OECD (2020) published inward FDI stock by industry data, FDI stocks in Lithuania (last data available from the year of 2018) are concentrated on financial and insurance services (28,2%), manufacturing (17,2%), real estate (12,8%), wholesale and retail (11,9%) sectors, but the major key sector is IT services. As for the countries, the main investors are Sweden, Estonia, Netherlands, Cyprus, Germany and Poland (Bank of Lithuania 2019).

Global business services sector has been chosen for this research as most of inward FDI is focused on it. According to Lithuania's business services report by Invest Lithuania (2019), Lithuania's TOP 5 advantages for doing business are: availability for well-educated talent, competitive labor costs, well developed IT and telecommunications infrastructure, availability of multilingual talent and stable political and economic environment.

**Research object.** Leadership styles and employee empowerment in global business services sector companies located in Lithuania.

**Research aim.** To examine the impact of various leadership styles on employee empowerment of global business services sector companies in Lithuania.

### Research goals:

1. To examine leadership styles in global companies located in Lithuania;
2. To examine employee empowerment in global companies located in Lithuania;
3. To examine the relationship between leadership styles and employee empowerment in global companies located in Lithuania;
4. To examine the impact of leadership styles on employee empowerment in global companies located in Lithuania.

### 2.2. Research model and hypothesis

Taking into consideration all of the reviewed information about the theory of employee empowerment and leadership styles a model involving three different leadership styles and specific components of employee empowerment has been selected for further research.

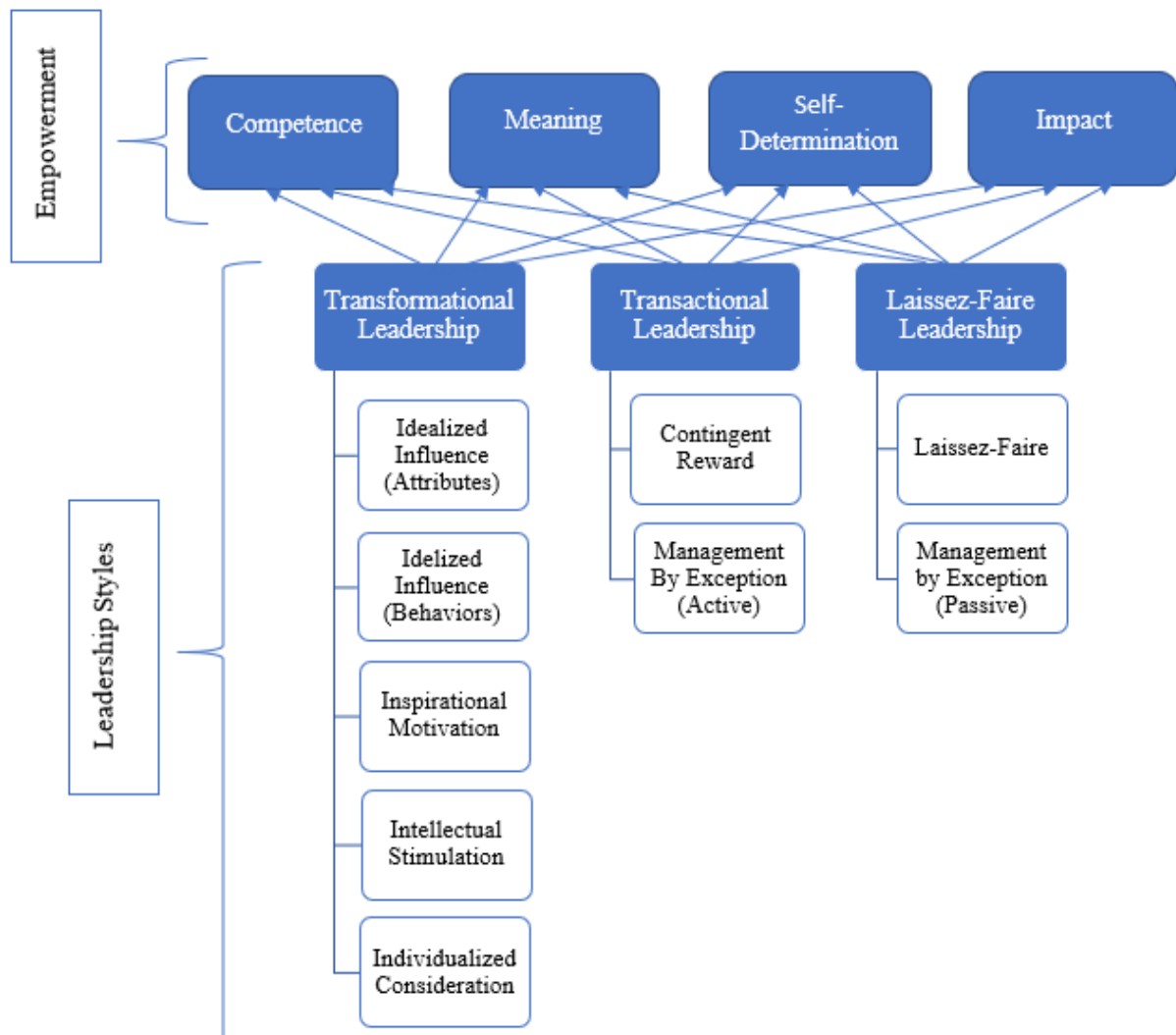


Figure 3. Research model.

Source: composed by author based on Spreitzer (1995) and Avolio and Bass (2004).

Even though there has been a lot of conceptual models proposed by different authors, the one by Spreitzer (1995) was selected as a core as it involves specific dimensions of employee empowerment such as self-determination, competence, meaningfulness and impact. As leadership styles nowadays are becoming more and more complex, therefore there is a need to specify certain characteristics of each leadership style. As seen in figure 1, each leadership style has different factors based on “Multifactor Leadership Questionnaire” which was developed by Bass and Avolio. As seen from the model, transformational leadership style is described by five factors: idealized influence (attributes), idealized influence (Behaviors), inspirational motivation, intellectual stimulation while transactional leadership style described by two factors: contingent reward and management by exception (active) and lastly laissez-faire leadership style by laissez-faire factor and management by exception (passive).

The research hypothesis drawn from theoretical information are as follows:

**H1:** There is a positive relationship between transformational leadership style and employee empowerment;

**H2:** Transformational leadership style has a positive significant impact on employee empowerment;

According to analyzed literature (Saleem & Mahmood, 2018; Long et al., 2014; Tian et al., 2020) transformational leadership style usually has a positive outcome on employees because such leaders pay attention to the values of the followers and connects it to the vision and goals of an organization. Employees are inspired and engaged towards a shared belief. For this reason, it is expected that transformational leadership style has a positive significant impact on employee empowerment.

**H3:** There is a positive relationship between transactional leadership style and employee empowerment;

**H4:** Transactional leadership style has a positive significant impact on employee empowerment;

Based on the literature review (Gemeda & Lee, 2020; Assimwe et al., 2016; Tian et al., 2020) even though transactional leadership is not as freeing as transformational leadership style, this stricter approach usually works in more conservative societies where employees like order and structure as well as being supervised. From the historical perspective Lithuania is not considered as completely liberal society, therefore transactional leadership style might work with employees and have a significant impact on employee empowerment.

**H5:** There is a negative relationship between laissez-faire leadership style and employee empowerment;

**H6:** Laissez-faire leadership style has a negative significant impact on employee empowerment

Lastly, as many studies focus on negative sides (Skogstad et al., 2014; Wellman et al., 2018) of practicing laissez-faire leadership style it is also predicted that such leadership style will negatively impact employee empowerment mainly for two reasons: employee passivity and role ambiguity.

### 2.3. Research approach, instrument and questionnaire structure

As mentioned above, survey method has been chosen for data collection. Two validated survey instruments will be used: The Multifactor Leadership Questionnaire (MLQ) formulated by Bass and Avolio (2004) and The Psychological Empowerment Instrument (PEI) developed by Spreitzer (1995). Apart from these two main parts, demographic questions were also incorporated in order to receive a better understanding on the general characteristics of the participants. The following sections will focus on PEI and MLQ and describe these specific instruments in more detail.

The PEI consists of four subscales which are described in more detail in the table below.

Table 8

*Psychological empowerment instrument statements*

Dimension	Statements
Meaning	<ul style="list-style-type: none"> <li>• The work that I do is important to me;</li> <li>• My job activities are personally meaningful to me;</li> <li>• I really care about what I do in my job;</li> <li>• The work I do is meaningful to me.</li> </ul>
Competence	<ul style="list-style-type: none"> <li>• I am confident about my ability to do my job;</li> <li>• My job is well within the scope of my abilities;</li> <li>• I have mastered the skills necessary for my job;</li> <li>• I am self-assured about my capabilities to perform my work activities.</li> </ul>
Self-determination	<ul style="list-style-type: none"> <li>• I have significant autonomy in determining how I do my job;</li> <li>• I can decide on my own how to go about doing my own work;</li> <li>• I have considerable opportunity for freedom in how I do my job;</li> <li>• I have a chance to use personal initiative in carrying out my personal work.</li> </ul>
Impact	<ul style="list-style-type: none"> <li>• My impact on what happens in my department is large;</li> <li>• I have a great deal of control over what happens in my department;</li> <li>• My opinion counts in departmental decision-making;</li> <li>• I have significant influence over what happens in my department.</li> </ul>

Source: Spreitzer, 1995.

The response scale is a seven-point Likert scale (1-completely disagree; 7-completely agree). Reported reliability coefficients (Spreitzer, 1995) range from 0.62 to 0.74 for the total score and from 0.79 to 0.85 for the subscales. Psychological Empowerment Instrument (PEI) by Spreitzer (1995) has been widely used in previous researches. Table 9 represents some of the comparable researches during the past decade which focused on quantitative data analysis. As seen from the table 6, all these researchers chose survey as a method for data collection and Psychological Empowerment Questionnaire has been used in various settings: hotels, universities, hospitals.

Table 9

*Comparable researchers (PEI)*

No.	Authors (Year)	Topic	Method
1.	Moura, D., Orgambidez-Ramos, A., & Jesus, N. S. (2020)	Psychological Empowerment and Work Engagement as Predictors of Work Satisfaction: A Sample of Hotel Employees	Survey. Questionnaire.
2.	Jordan, G., Miglic, G., Todorovic, I., & Maric, M. (2017)	Psychological Empowerment, Job Satisfaction and Organizational Commitment Among Lecturers in Higher Education: Comparison of Six CEE Countries	Survey. Questionnaire.
3.	Kebriaei, A., Rakhshaninejad, M. & Mohseni, M. (2015)	Influence of Psychological Empowerment on Organizational Commitment among Medical Employees in a Hospital Setting	Survey. Questionnaire.
4.	Jose, G., & Mampilly, R. S. (2014)	Psychological Empowerment as a Predictor of Employee Engagement: An Empirical Attestation.	Survey. Questionnaire.
5.	Asiri, A. S., Rohrer, W. W., Al-Surimi (2016)	The association of leadership styles and empowerment with nurses' organizational commitment in an acute health care setting: a cross-sectional study	Survey. Questionnaire.

*Source:* composed by author based on previous researches.

Multifactor leadership questionnaire was first introduced by Bass & Avolio, however, it has been updated throughout the years. This specific tool allows participants to measure how they



perceive themselves with regard to specific leadership behaviors. As seen from table Y, it is now a standard instrument used in many researches to measure the impact of leadership styles on employees' job performances, commitment, empowerment or creating quality work culture. MLQ 5x-short is the current classic version of this questionnaire, therefore, it will be used in this study. Participants will be asked to respond to 45 items using a 5-point behavioral scale ("Not at all" to "Frequently if not always"). According to Muenjohn & Armstrong (2008), the version of the MLQ Form 5X is successful in adequately capturing the full leadership factors constructs, the Cronbach alpha being = 0.87.

Table 10

*Comparable researches (MLQ)*

No.	Authors (Year)	Topic	Method
1.	Wen, T. B., Ho, T. C. F., Kelana, B. W. Y., Otman, R., & Syed, O. R. (2019)	Leadership styles in Influencing Employees' Job Performances	Survey. Questionnaire.
2.	Abasilim, D. U., Gberevbie, E. D., & Osibanjo, A. O. (2019)	Leadership Styles and Employees' Commitment: Empirical Evidence from Nigeria	Survey. Questionnaire.
3.	Mahdinezhad, M., Yunus, N. J., Noor, M. A. M., Kotamjani, S. S. (2017)	The Association of Leadership Styles and Administrators' Performance	Survey. Questionnaire
4.	Ali, M. N., Jangga, R., Ismail, M., Kamal, M. N. S., Ali, N. M. (2015)	Influence of Leadership Styles in Creating Quality Work Culture	Survey. Questionnaire
5.	Islam, A. M., Jantan, H. A., Rahman, A. M., & Hamid, A. B. A. (2018)	Leadership styles for Employee Empowerment: Malaysian Retail Industry	Survey. Questionnaire

*Source:* composed by author based on previous researches.

To summarize, both PEI and MLQ have been used by many researchers in various settings and are reported to be reliable measurements, therefore, they have been chosen for this study to measure the impact of leadership styles on employee empowerment.

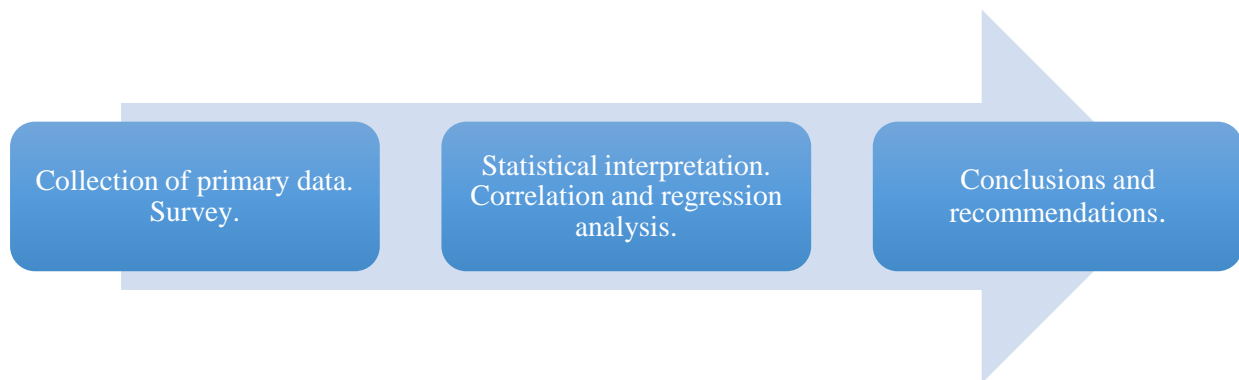
## 2.4. Sampling and research implementation

The target population for this study is employees working in global business services sector companies in Lithuania. According to Invest Lithuania (2020), Lithuania's Business Services Sector is now spreading rapidly as international companies entrust a range of critical global functions to their Lithuanian teams, including finance, IT, human resources, customer services. Based on Lithuania's business services report (2020), there are currently 81 companies with GBS (Global Business Services) centers located in Lithuania that are divided in four main sectors: business services and ICT, manufacturing, technology, life sciences. The sector of global business services was selected for this research as it remains being the largest employer in Lithuania.

The list of companies belonging to global business services sector companies was made from the information presented by Invest Lithuania (2020). The researcher contacted the human resource managers of these specific organizations who helped to facilitate data collection from the targeted participants. Employees were asked to fill in survey electronically.

As mentioned above, the research was conducted for the particular sector (global business services companies) among non-managerial employees as these people have experienced leadership styles and are immediately affected by leader's behaviors.

The steps of the empirical part of this study are as follow:



*Figure 4.* Steps of empirical research

*Source:* author.

The data was gathered for this particular research through questionnaire, therefore, all data used for further analysis was primary data. The prepared questionnaire was uploaded in online survey tool called apklausa.lt and sent to the HR managers of the selected companies. Once primary data was collected, the statistical analysis was conducted using IBM SPSS Statistics Software package. Lastly, based on the results conclusions were drawn as well as recommendations.

## 2.5. Sample size and statistical research methods

Lithuania's Investment promotion agency called Invest Lithuania publishes the information about global companies located in Lithuania. As mentioned previously, those companies are divided into four main sectors: business services and ICT, manufacturing, technology and life sciences. The list was drawn from the website and according to the list of global companies which belong to the chosen business service sector companies there are currently 19 companies with the total amount of 15164 employees. The required sample size of respondents was calculated using the Cochran's formula:

$$n = z^2 p(1-p) / e^2$$

where:

$n$  – necessary sample size

$z$  – standard error associated with the chosen level of confidence

$p$  – estimated percent in the population

$e$  – acceptable sample error.

Based on the calculation result, the necessary sample size was 194 respondents.

Data which was collected from participants was analyzed using SPSS (Statistical Package for the Social Sciences) software which is convenient for processing the collected information and also adapted to work with various analysis of data. As for the statistical methods, table below represents the methods used to process and analyze information received from the respondents.

Table 11

### *Methods of statistical analysis*

No.	Short description	Method of statistical analysis
1.	Reliability of MLQ and PEI scales	Cronbach's alpha coefficient
2.	Characteristics of study respondents	Descriptive statistics, Mann-Whitney U test, Kruskal-Wallis criteria
3.	The relationship between leadership styles and employee empowerment	Spearman correlation analysis
4.	The impact of leadership styles on employee empowerment	Multivariate regression

Source: author.

To compare how the results differ between different socio-demographic groups of respondents, the following criteria were calculated, Mann-Whitney U test (when the distribution of data differed significantly from the normal distribution and the results were compared between two groups, for example two independent samples) and Kruskal-Wallis H criteria (when the distribution of data differed significantly from the normal distribution and the results were compared between three or more groups, for example three or more independent samples). Spearman correlation coefficients were calculated to determine the strengths of the relationships between the individual data. Multivariate regression models were used to determine the impact of leadership styles on employee empowerment. The method used to represent the collected and analyzed data is figures and tables.

## **2.6. Research limitations**

As for all researches, even though this study makes a lot of contributions several limitations were encountered and should be addressed in future research.

The current study was applied to the global business services sector in Lithuania which limits the generalization of the results to other settings and sectors. Even though global business services sector has been chosen for this research as most inward FDI is focused on this sector, however, according to Invest Lithuania (2020) there are other sectors such as technology, manufacturing and life sciences which could be added to the future studies.

Another study limitation is that data was obtained only from employees' perspective. As it was discussed in the literature review, both perspectives (employee perspective and leader perspective) are important. In order to gain more comprehensive insights on how leadership styles influence employee empowerment insights from leaders could be incorporated in the future research.

Adding to the previous limitation, qualitative research methods could be applied to complement the findings of quantitative research. Qualitative research would help to understand the attitudes, provide more insights on a specific topic, has more flexibility and also allows for detail-oriented data to be collected. For example, interviews could be held in order to find out how managers/leaders with different leadership styles choose to empower employees and etc.

Additional study limitation could be the fact that questionnaire was distributed in English language to respondents whose English might not be their first language. The respondents might have read and comprehended the items differently based on various levels of English language skills. Furthermore, this could have impacted the lower response rate. However, this concern is mitigated by the fact that the survey has been done in global companies located in Lithuania in

which usually there is a requirement for the employees to have sufficient English language skills. Adding to this, such companies usually have foreign people employed whose first language is not Lithuanian, therefore, the questionnaire should have been suitable for all employees. Recommendation for the future researches could be to translate questionnaires into few different languages.

### 3. IMPACT OF LEADERSHIP STYLES ON EMPLOYEE EMPOWERMENT

#### 3.1. Multifactor Leadership Questionnaire and Psychological Empowerment Instrument reliability analysis

The first step of the analysis was to check whether constructs used for this specific research were reliable, therefore, reliability of measurement scales will be presented in this chapter.

The indicators obtained from the Multifactor Leadership Questionnaire survey are shown in the table below. Cronbach's Alpha coefficients were calculated to determine the internal consistency of the questionnaire. Cronbach's alpha coefficient may vary in the range from 0 to 1, however, in practice, the data set is usually considered reliable if coefficient is 0.7 or more. As it can be seen from the table, for all scales (various leadership factors) Cronbach's Alfa was large enough ( $>0.07$ ) to conclude that questionnaire was consistent.

Table 12

#### *Multifactor Leadership Questionnaire reliability analysis*

Scale	Mean	SD	Median	Cronbach Alpha
II (A)	14,50	3,21	16,00	0,791
II (B)	14,49	3,49	15,00	0,803
IM	14,89	3,79	16,00	0,859
IS	14,66	3,31	15,00	0,794
IC	14,22	3,56	15,00	0,830
CR	14,68	3,32	16,00	0,770
MBE (A)	10,26	3,70	10,00	0,795
MBE (P)	8,32	3,30	8,00	0,710
LF	8,57	3,48	8,00	0,729
EE	10,70	2,86	12,00	0,852
EFF	14,41	3,66	16,00	0,928
SAT	7,18	1,97	8,00	0,879

*Source:* author.

The meaning of each scale is as follows:

II (A) = Idealized Influence according to Attributes (Transformational leadership dimension);

II (B) = Idealized Influence according to Behaviors (Transformational leadership dimension);

IM = Inspirational Motivation (Transformational leadership dimension);

IS = Intellectual Stimulation (Transformational leadership dimension);

IC = Individualized Consideration (Transformational leadership dimension);  
 CR = Contingent Reward (Transactional leadership dimension);  
 MBE (A) = Management-by-Exception (Active) (Transactional leadership dimension);  
 MBE (P) = Management-by-Exception (Passive) (Laissez-faire leadership dimension);  
 LF = Laissez-Faire (Laissez-Faire leadership dimensions);  
 EE = Extra Effort (Leadership outcome);  
 EFF = Effectiveness (Leadership outcome);  
 SAT = Satisfaction (Leadership outcome).

The indicators obtained during the Psychological Empowerment Questions are presented in the table below. As well as for the Multifactor Leadership Questionnaire, Cronbach's Alpha coefficients were calculated to determine internal consistency of the questionnaire. As it can be seen from the table for all four scales (competence, meaning, self-determination and impact) Cronbach Alpha was large enough (>0.7) to conclude that the questionnaire was consistent and reliable.

Table 13

*Psychological Empowerment Instrument reliability analysis*

Scale	Mean	SD	Median	Cronbach Alpha
Competence	15,49	3,06	16,00	0,903
Meaning	15,73	3,32	16,00	0,909
Self_Determination	14,65	3,88	16,00	0,919
Impact	12,04	4,22	12,00	0,961

Source: author.

To summarize, Cronbach's alpha coefficient proved that Multifactor Leadership Questionnaire and Psychological Empowerment Scale are reliable measurements which can be trusted, therefore, further analysis of the research results was performed to provide insights about the collected data.

### 3.2. Analysis of the study participants

There were 222 respondents who participated in the survey on the topic of employee empowerment and leadership styles and all responses originated from employees working in global business services sector companies. There was a similar ratio between men (48,2%) and

women (51,8%) respondents while comparing age categories the biggest part of respondents fell under category between age of 31-40 (40,1% or 89 respondents) followed by categories 41-50 years (29,3% or 65 respondents) and 21-30 (25,7% or 57 respondents). There were no respondents to the survey whose age was less than 20 years old.

Table 14

*Socio-demographic characteristics of respondents*

		Count	N %
Sex	Male	107	48,2%
	Female	115	51,8%
Age	Up to 20	0	0,0%
	21-30	57	25,7%
	31-40	89	40,1%
	41-50	65	29,3%
	51-60	11	5,0%
	61 and more	0	0,0%
The highest degree	School diploma	1	0,5%
	College, no degree	19	8,6%
	Bachelor's degree	138	62,2%
	Master's degree or higher	64	28,8%
Business area within the company	IT	47	21,2%
	Customer service	34	15,3%
	Finance and Accounting	24	10,8%
	HR	22	9,9%
	Sales and marketing	41	18,5%
	Administration	19	8,6%
	Projects	30	13,5%
	Other	5	2,3%
Working experience in the company	Less than a year	9	4,1%
	1 to 3 years	93	41,9%
	4 to 6 years	81	36,5%
	7 to 9 years	30	13,5%
	10 years and more	9	4,1%

Source: author.

According to the highest education level obtained, more than half of the study participants (62%) had a bachelor's degree, other 29% had a master's degree so in total 91% of participants had a university degree. Only one participant had only school diploma while 19 participants (8,6%) were college graduates. Comparing the business area, most survey participants worked in IT (21,2%), sales and marketing (18,5%) and finance and accounting (10,8%) areas while least in administration (8,6%) and human resources (9,9%). The results are consistent with the chosen



business sector as the survey was distributed to companies which belong to global business services (including IT) sector, therefore the biggest part of respondents provide IT, customer or financial services. Based on work experience in the company, almost half of the survey participants worked for 1-3 years (41,9%) followed by the respondents working from 4 to 6 years (36,5%) while the least respondents were employed for less than a year (4,1%) or more than 10 years (4,1%).

In order to compare results of the survey according to the socio-demographic characteristics of the respondents, groups of relatively small number of respondents were combined together in the following order:

- a) 41-50 years old and 51-60 years old respondents were merged together;
- b) Respondents who had a school diploma and graduated from college (no university degree) were grouped together;
- c) Participants who chose “other” as business area were not be used for further analysis;
- d) Respondents who had up to 1 year and 1-3 years of experience working in the company were grouped into one group as well as the ones who has 7-9 years and 10 and more years of experience.

After transforming data in this way, groups were formed with a relatively sufficient number of participants to proceed with further analysis of data.

### **3.2.1. Multifactor leadership questionnaire results**

Indicators of the Multifactor Leadership Questionnaire were compared according to the socio-demographic characteristics of the study participants (full data presented in Appendix 1, only the main significant differences will be presented in this chapter). Calculation of the Mann-Whitney U (for two independent samples) and Kruskal-Wallis H criteria (for three or more independent samples) revealed some statistically significant differences ( $p < 0.05$ ) which were the following:

- a) Participants over the age of 31 years old experience II (A), II (B), IM, IS, IC, CR and EE leadership factors significantly more than those under 30 years old respondents but experience significantly less of MBE (A) than the younger ones. Based on these results, participant over 31 years old experienced transformational leadership style factors more frequently while younger participants experienced more of MBE (A) which is transactional leadership style dimension. This means that younger employees tend to be more closely monitored by the leaders/managers (management by exception active).

Table 15

*Age vs factors of leadership styles*

			II (A)	II (B)	IM	IS	IC	CR	MBE (A)	EE
Age	Up to 30	Mean	13,44	13,19	13,61	13,47	12,98	13,60	12,05	9,68
		SD	3,62	4,18	4,46	3,80	4,27	3,91	4,15	3,52
	31-40	Mean	14,83	14,74	15,13	14,90	14,39	14,84	9,75	10,92
		SD	3,06	3,47	3,73	3,25	3,42	3,20	3,38	2,62
	41 and more	Mean	14,92	15,16	15,55	15,28	14,93	15,30	9,51	11,20
		SD	2,90	2,64	3,05	2,75	2,88	2,79	3,30	2,39
	H		<b>7,229</b>	<b>8,938</b>	<b>7,835</b>	<b>8,016</b>	<b>6,763</b>	<b>8,544</b>	<b>14,920</b>	<b>6,113</b>
	Sig.		<b>0,027</b>	<b>0,011</b>	<b>0,020</b>	<b>0,018</b>	<b>0,034</b>	<b>0,014</b>	<b>0,001</b>	<b>0,047</b>

Source: author.

- b) Participants with bachelor's and master's degree experienced II (A), II (B), IM, CR and EEF significantly more than those with only a school diploma or college diploma while participants with a master's degree (M=7,87) experience significantly more LF factor than other study participants. According to this finding, people who obtained master's degree or higher tend to experience situations when their leader is not involved and avoid making decisions.

Table 16

*Education level vs factors of leadership styles*

			II (A)	II (B)	IM	CR	LF	EFF
The highest degree	School dip. or College, no degree	Mean	13,30	12,35	12,50	12,55	9,95	12,85
		SD	3,34	4,49	4,68	4,06	3,09	4,66
	Bachelor's degree	Mean	14,33	14,41	14,77	14,64	8,69	14,28
		SD	3,21	3,42	3,79	3,28	3,56	3,68
	Master's degree or higher	Mean	15,27	15,33	15,89	15,44	7,87	15,16
		SD	3,04	3,01	3,10	2,88	3,30	3,11
	H		<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>
	Sig.		<b>0,026</b>	<b>0,010</b>	<b>0,004</b>	<b>0,007</b>	<b>0,037</b>	<b>0,047</b>

Source: author.

- c) Respondents working in the finance area experience MBE (A) factor significantly more than IT, sales & marketing and projects employees. This significance shows that transactional leadership is more common among employees working in the finance area.

Table 17

*Business area vs factors of leadership styles*

			II (A)	II (B)	IM	IS	IC	CR	MBE (A)	MBE (P)	LF	
Business area within the company	IT	Mean	15,13	15,55	15,89	15,49	15,30	15,66	9,62	8,02	8,38	
		SD	3,08	3,03	3,27	3,04	2,99	3,03	3,20	3,05	3,35	
	CS	Mean	14,91	14,85	15,29	14,91	14,24	14,82	10,18	8,29	8,50	
		SD	3,13	3,18	3,87	3,44	3,58	3,04	3,48	3,06	3,31	
	F	Mean	13,58	13,92	14,75	14,21	13,46	14,25	13,54	9,13	8,50	
		SD	3,71	4,10	4,05	3,51	3,95	3,90	3,12	4,08	4,39	
	HR	Mean	14,05	13,41	13,95	14,23	13,45	14,05	10,14	8,14	8,86	
		SD	3,39	4,15	4,30	3,54	4,35	3,67	4,02	3,89	4,14	
	S/M	Mean	14,51	14,32	14,98	14,76	14,37	14,63	9,63	8,73	8,41	
		SD	3,27	3,30	3,71	2,94	3,44	3,28	3,54	3,01	3,40	
	P	Mean	14,32	14,21	14,58	14,63	14,00	13,95	10,37	8,26	9,21	
		SD	3,37	3,84	4,40	3,86	4,33	3,58	4,40	3,78	3,05	
		Mean	14,33	14,27	13,87	13,70	13,83	14,43	9,30	8,13	8,83	
		SD	2,77	3,31	3,50	3,43	3,07	2,99	3,50	3,19	3,25	
	H			4,504	7,637	12,318	7,520	6,411	8,044	<b>21,489</b>	2,624	1,885
	Sig.			0,609	0,266	0,055	0,275	0,379	0,235	<b>0,001</b>	0,854	0,930

Source: author.

- d) Participants with longer than 4 years of experience in the company feel significantly more II (B), IC and CR leadership factors than those with less of 3 years work experience. The finding suggests that for the employees working up until 3 years in the company experience significantly less of transformational leadership style (individualized influence behavior and individualized consideration) and transactional leadership style (contingent reward).

Table 18

*Experience vs factors of leadership styles*

			II (B)	IC	CR	
Working experience in the company	Less than 3 years	Mean	13,68	13,49	13,87	
		SD	4,00	3,98	3,62	
	4 to 6 years	Mean	15,43	15,11	15,57	
		SD	2,47	2,66	2,41	
	7 years and more	Mean	14,64	14,26	14,95	
		SD	3,45	3,69	3,69	
	H			<b>8,981</b>	<b>7,117</b>	<b>12,002</b>
	Sig.			<b>0,011</b>	<b>0,028</b>	<b>0,002</b>

Source: author.

e) Meanwhile the assessment of leadership styles by gender did not differ statistically significantly (because  $p > 0.05$ ). There were no significant differences found among leadership factors experienced by man and women.

Table 19

*Gender vs factors of leadership styles*

			II (A)	II (B)	IM	IS	IC	CR	MBE (A)	MBE (P)	LF
Gender	M	Mean	14,66	14,55	14,90	14,67	14,41	14,69	10,30	8,64	8,64
		SD	3,21	3,54	3,79	3,27	3,45	3,51	3,98	3,27	3,45
	F	Mean	14,36	14,43	14,88	14,65	14,03	14,67	10,23	8,03	8,50
		SD	3,22	3,46	3,81	3,36	3,67	3,15	3,45	3,32	3,52
	U		5849	5985	6097	6147	5873	5978	6145	5407	5985
	Sig.		0,522	0,724	0,907	0,992	0,556	0,713	0,988	0,117	0,725

Source: author.

In conclusion, the analysis of the results of Multifactor Leadership Questionnaire has shed some light on the leadership styles practiced in global companies located in Lithuania and revealed some differences among respondents depending on their socio-demographic characteristics. Employees over 31 years old experience transformational leadership factors and transactional leadership factor (contingent reward) more than younger employees who experience management by exception (active) significantly more which means that younger employees are more closely monitored by their leaders. Furthermore, another finding has showed that participants with master's degree or higher experience laissez-faire leadership more than other participants which suggests that those people face situations when leaders are not involved in decision-making process and avoid being involved in solving various questions. Based on the business area, the only significant difference was for the employees working in the finance and accounting area which experience management by exception (active) significantly more than other participants. In addition to that, the comparisons among work experience also demonstrated some differences as employees who have worked for a company more than three years experience transformational leadership style factors (II B, IC) and transactional leadership factor (CR) significantly more than employees with less experience. Lastly, the comparisons were made among man and women, however, there was no significance difference found.

### 3.2.2. Psychological empowerment scale results

The figure below represents the means of psychological empowerment dimensions. As it can be seen, competence and meaning are the most common empowerment dimensions among the

study participants while the impact has the lowest mean. These results suggest that study participants feel more confident about their ability to do their job (competence, M=15,49) and that the work they do is important to them (meaning, M=15,73) than they feel having an impact on what happens in their department or are involved in decision-making processes (impact, M=12,04).

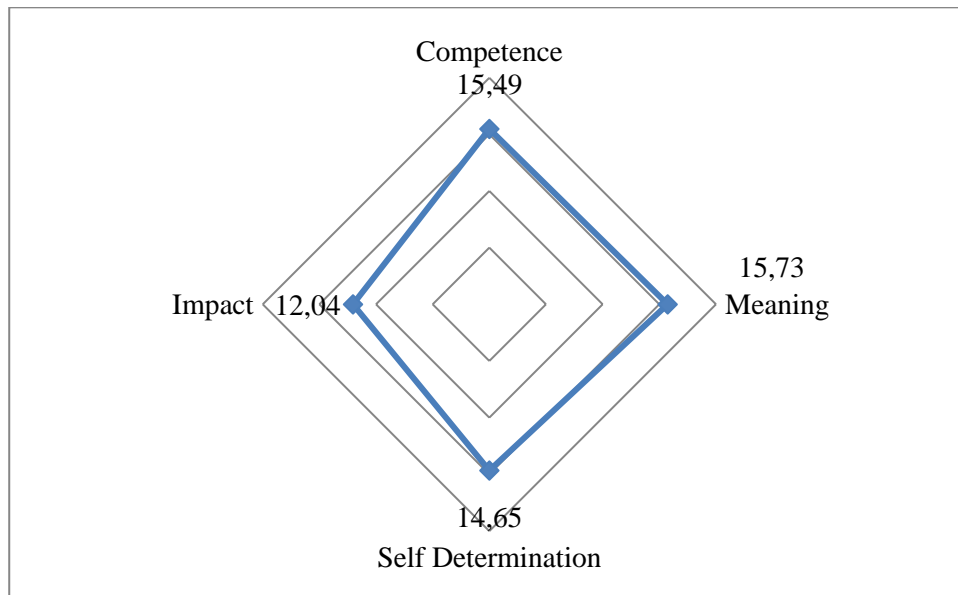


Figure 5. Empowerment dimensions (means presented)

Source: author.

Indicators of Psychological Empowerment Questions were also compared according to the socio-demographic characteristics (full data presented in Appendix 2, only the main significant differences presented in this chapter). Calculation of the Man-Whitney U (for two independent samples) and Kruskal-Wallis H criteria (for three or more independent samples) revealed statistically significant differences ( $p < 0.05$ ), which showed that:

- a) 41 and older participants experience competence (M=16,42), meaning (M=16,61), self-determination (M=14,53) and impact (M=13,30) statistically significantly more than those younger participants. The general conclusion could be drawn that older people feel more empowered than people who just start their career. Furthermore, the tendency remains the same as for all participants' data (Figure 5) that the most felt empowerment dimensions among employees of the age 41 and more are meaning (M=16,61) and competence (M=16,42) while impact is the least (M=13,30). Nonetheless, people 41 years old and older feel having more impact than younger colleagues.

Table 20

*Age vs empowerment dimensions*

			Competence	Meaning	Self Determination	Impact
Age	Up to 30	Mean	14,33	14,19	13,19	10,68
		SD	3,21	3,89	4,17	4,15
	31-40	Mean	15,43	15,98	14,73	11,82
		SD	3,10	3,02	3,85	4,20
	41 and more	Mean	16,42	16,61	15,66	13,30
		SD	2,58	2,82	3,36	3,96
	H		<b>20,011</b>	<b>15,826</b>	<b>14,525</b>	<b>12,721</b>
	Sig.		<b>0,000</b>	<b>0,000</b>	<b>0,001</b>	<b>0,002</b>

Source: author.

- b) Competence, meaning, self-determination and impact are statistically significant more for participants who had bachelor's and master's degree rather than for those which school diploma or college diploma. Furthermore, people with master's degree feel having more impact (M=13,95) than participants having bachelor's degree (M=11,48) or school/college diploma (M=9,75). These findings according to the highest level of education obtained suggests that only people with certain qualifications feel more empowered and have higher impact in the companies.

Table 21

*Education level vs empowerment dimensions*

			Competence	Meaning	Self Determination	Impact
The highest degree	School dip. or College, no degree	Mean	12,75	13,50	12,45	9,75
		SD	3,92	3,98	4,81	4,51
	Bachelor's degree	Mean	15,37	15,55	14,28	11,48
		SD	2,94	3,28	3,81	4,00
	Master's degree or higher	Mean	16,59	16,83	16,14	13,95
		SD	2,39	2,77	3,20	3,92
	H		<b>21,532</b>	<b>18,434</b>	<b>19,189</b>	<b>19,108</b>
	Sig.		<b>0,000</b>	<b>0,000</b>	<b>0,000</b>	<b>0,000</b>

Source: author.

- c) Self-determination is more experience by the respondents who work within IT (M=15,98) and sales & marketing (15,32) business area than for employees working

in other fields. Impact is as well significantly more pronounced for IT (M=12,79) and sales & marketing (M=13,34) employees than for employees in other business areas.

Table 22

*Business area vs empowerment dimensions*

			Competence	Meaning	Self Determination	Impact
Business area within the company	IT	Mean	15,91	16,51	15,98	12,79
		SD	3,18	3,30	3,73	4,42
	Customer service	Mean	15,44	15,53	14,56	12,24
		SD	3,12	3,49	3,90	4,02
	Finance and Accounting	Mean	15,83	15,13	14,17	11,08
		SD	2,71	4,04	3,37	3,45
	HR	Mean	15,32	15,82	13,64	11,59
		SD	3,17	3,00	4,40	4,76
	Sales and marketing	Mean	15,29	15,95	15,32	13,39
		SD	3,12	3,16	3,91	4,15
	Administration	Mean	15,42	15,26	13,74	11,00
		SD	3,39	3,26	3,97	4,32
	Projects	Mean	14,90	15,33	13,33	10,27
		SD	2,96	2,99	3,69	3,97
H			5,205	7,413	<b>18,654</b>	<b>14,931</b>
Sig.			0,518	0,284	<b>0,005</b>	<b>0,021</b>

Source: author.

- d) Based on the results below, the longer experience in the company the more empowered employees feel. There were significant differences for all four empowerment dimensions so the finding suggests that employees with less work experience are given less authority and opportunities to freely manage their work.

Table 23

*Experience vs empowerment dimensions*

			Competence	Meaning	Self Determination	Impact	
Working experience in the company	Less than 3 years	Mean	14,82	15,01	13,80	11,17	
		SD	3,15	3,54	3,98	4,06	
	4 to 6 years	Mean	15,91	16,12	15,27	12,57	
		SD	2,54	2,68	3,23	3,79	
	7 years and more	Mean	16,33	16,82	15,59	13,21	
		SD	3,47	3,59	4,46	5,03	
	H			<b>17,763</b>	<b>14,271</b>	<b>15,408</b>	<b>10,295</b>
	Sig.			<b>0,000</b>	<b>0,001</b>	<b>0,000</b>	<b>0,006</b>

Source: author.

- e) Meanwhile, the results indicated that competence, meaning, self-determination and impact did not differ significantly between men and women (because  $p > 0.05$ ).

Table 24

*Gender vs empowerment dimensions*

			Competence	Meaning	Self Determination	Impact	
Gender	Male	Mean	15,38	15,64	14,72	12,07	
		SD	3,29	3,61	4,10	4,43	
	Female	Mean	15,58	15,82	14,59	12,01	
		SD	2,83	3,04	3,68	4,03	
	U			6097,0	6143,0	5836,5	5961,0
	Sig.			0,907	0,984	0,506	0,685

Source: author.

To summarize, the results of psychological empowerment scale revealed some perception about employee empowerment in global companies located in Lithuania. It was found that there is a tendency for employees to feel meaning the most out of all empowerment dimensions while impact is least experienced empowerment dimension. This result can be related with employee empowerment levels (suggestion, job, high) discussed in the literature review as results revealed that employees are not given the highest authority and involvement in decision making process so the high involvement is not quite reached yet. Furthermore, according to the highest degree obtained significant differences were found which prove that people having certain qualifications (higher degree) experience empowerment dimensions more than employees with no degree. In addition to that, according to the business area within the company, self-determination seems to be more experienced by IT and sales & marketing people while impact also revealed similar results being the most experienced by sales & marketing and IT employees. Based on the work experience in the company employees with less experience are less empowered. Lastly, gender comparison has not revealed any significant differences so there are no differences in empowerment dimensions among man and woman.

### **3.3. Relationship between leadership styles and employee empowerment**

To determine relationships between employee empowerment dimensions (competence, meaning, self-determination, impact) and various leadership style factors (idealized influence attributes, idealized influenced behavior, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception active, management



by exception passive, laissez-faire, extra effort, effectiveness, satisfaction) Spearman correlation coefficients were calculated.

First of all, the factors of transformational leadership style will be analyzed. As it can be seen from the table, for all factors there are statistically significant positive relationships (because  $p < 0.05$ ) between psychological empowerment dimensions and transformational leadership factors.

When comparing the relationships, it is observed that competence has the strongest positive relationship with inspirational motivation ( $r = 0,560$ ) and idealized influence according to behaviors ( $r = 0,557$ ). The more leader expresses confidence the goals will be achieved and talks optimistically about the future (inspirational motivation) the more self-assured about their capabilities (competence) employees feel. Moreover, the more leader emphasizes the importance of having a sense of mission, sense of purpose and talks about his values and beliefs (idealized influence according to behaviors) the more competent employees feel.

Table 25

*Correlation analysis between transformational leadership factors and employee empowerment dimensions*

		<b>Competence</b>	<b>Meaning</b>	<b>Self_Determination</b>	<b>Impact</b>
<b>II (A)</b>	r	0,478	0,462	0,511	0,483
	Sig.	$p < 0,01$	$p < 0,01$	$p < 0,01$	$p < 0,01$
	N	222	222	222	222
<b>II (B)</b>	r	0,557	0,495	0,555	0,490
	Sig.	$p < 0,01$	$p < 0,01$	$p < 0,01$	$p < 0,01$
	N	222	222	222	222
<b>IM</b>	r	0,560	0,524	0,609	0,554
	Sig.	$p < 0,01$	$p < 0,01$	$p < 0,01$	$p < 0,01$
	N	222	222	222	222
<b>IS</b>	r	0,552	0,508	0,580	0,542
	Sig.	$p < 0,01$	$p < 0,01$	$p < 0,01$	$p < 0,01$
	N	222	222	222	222
<b>IC</b>	r	0,531	0,525	0,577	0,571
	Sig.	$p < 0,01$	$p < 0,01$	$p < 0,01$	$p < 0,01$
	N	222	222	222	222

Source: author.

Secondly, it is noted that meaning has the strongest positive relationship with individualized consideration ( $r = 0,525$ ) and inspirational motivation ( $r = 0,524$ ). The more leader considers employees have different needs, abilities and treats employees as individuals

(individualized consideration) the more employees care about their jobs (meaning). Adding to this, as already mentioned, the more leaders express confidence goals will be achieved and focuses on envisioning positive future (inspirational motivation) the more employees feel that the work they do is important.

Thirdly, self-determination has the strongest positive relationship with inspirational motivation ( $r=0,609$ ) and intellectual stimulation ( $r=0,580$ ). As for the other dimensions, inspirational motivation plays a key role in making employees feel more empowered. The more employees are affected by inspirational motivation the more they feel having autonomy in determining their jobs as well as opportunity for freedom (self-determination). Furthermore, the more leader seeks different perspectives when solving problems and suggests new ways of how to complete assignments (intellectual stimulation) the more employees will feel responsibility for their actions (self-determination).

Lastly, impact has the strongest positive relationship with individualized consideration ( $r=0,571$ ) and inspirational motivation ( $0,554$ ). The findings of this dimension suggest that employees feel having an impact on what happens in their department if their leaders focus on inspiring employees by talking optimistically about the future (inspirational motivation) and help employees develop their strengths as well as treating them as separate individuals (individualized consideration).

The results of correlation analysis between transformational leadership style factors and employee empowerment dimensions prove H1 and come in agreement with several previous studies confirming that there is a positive relationship between transformational leadership style and employee empowerment (Samman & Junaid, 2019; Islam et al., 2018). Furthermore, assurance of transformational leadership style factors having a positive relationship with employee empowerment suggests for the leaders to act in a ways that build employee respect, talk about the most important beliefs and values, articulate a compelling vision of the future, seek different perspectives when solving problems and treat every employee as separate individual rather than just a member of a group.

Next, the relationship between transactional leadership factors and empowerment dimensions will be analyzed in the same manner. Transactional leadership style has two dimensions: contingent reward and management by exception (active). As seen from the table, there are statistically significant correlation between variables ( $p<0.05$ ).

Table 26

*Correlation analysis between transactional leadership style factors and employee empowerment dimensions*

		<b>Competence</b>	<b>Meaning</b>	<b>Self_Determination</b>	<b>Impact</b>
<b>CR</b>	r	0,558	0,536	0,567	0,571
	Sig.	p<0,01	p<0,01	p<0,01	p<0,01
	N	222	222	222	222
<b>MBE (A)</b>	r	-0,315	-0,417	-0,326	-0,410
	Sig.	p<0,01	p<0,01	p<0,01	p<0,01
	N	222	222	222	222

Source: author.

As seen from the table, contingent reward has a positive relationship with all employee empowerment dimensions. The strongest correlation is with self-determination ( $r=0,567$ ), meaning that if leaders makes clear what employees can expect when performance goals are achieved, discusses who is responsible for achieving performance targets (contingent reward) then employees feel more responsibility for their actions (self-determination). In contrast, management by exception (active) has a negative correlation with all four employee empowerment dimensions (competence, meaning, self-determination, impact). This means that employee empowerment has a negative relationship towards the leader's focus on irregularities, mistakes, deviations from standards and keeping track of all mistakes.

Matching the results of correlation analysis between transactional leadership style factors and employee empowerment dimensions H3 has to be rejected as separate transactional leadership factors revealed different outcomes. Contingent reward proved to have a positive significant relationship with employee empowerment dimensions while management by exception active proved to have negative significant relationship with all four employee empowerment dimensions. Even though it was expected that as Lithuania is more conservative society in which transactional leadership style should work (Gameda & Lee, 2020; Assimwe et al., 2016; Tian et al., 2020) from the results it is clear that employees do not appreciate if the leader focuses attention on irregularities, mistakes, exceptions, deviations from standards and keeps track of all mistakes so leaders should avoid to apply such tactics of transactional leadership style. Nonetheless, contingent reward has proved to have a positive significant relationship, therefore, leaders should focus on providing employees with assistance in exchange for their efforts, discuss about performance targets, make clear to employees what they can expect as a reward for their actions and efforts.

Next, correlation between Laissez-faire leadership factors and employee empowerment dimensions was measured. As it can be seen from the table, there is a statistically significant negative correlation between employee empowerment and MBE(P) as well as LF.

Table 27

*Correlation analysis between laissez-faire leadership factors and employee empowerment dimensions*

		<b>Competence</b>	<b>Meaning</b>	<b>Self_Determination</b>	<b>Impact</b>
<b>MBE (P)</b>	r	-0,369	-0,431	-0,305	-0,330
	Sig.	p<0,01	p<0,01	p<0,01	p<0,01
	N	222	222	222	222
<b>LF</b>	r	-0,307	-0,325	-0,231	-0,289
	Sig.	p<0,01	p<0,01	p<0,01	p<0,01
	N	222	222	222	222

Source: author:

This means that if leader fails to interfere until problems become serious, waits for things to go wrong before taking action (management by exception passive) employees feel less of competence, meaning, self-determination and impact. Adding to this, if leader avoids making decisions, avoids getting involved when important issues arise (laissez-faire) it has the same outcome of less empowerment among employees.

As far as laissez-faire leadership style is concerned, H5 is proved as the results revealed the negative significant relationship between management by exception (passive) and laissez-faire factors and employee empowerment dimensions. Matching the results of this study with previous researchers, it sheds some light on the fact that laissez-faire usually have negative employee outcomes (Skogstad et al., 2014; Wellman et al., 2018) which also proved to be true for employee empowerment. Having this in mind, it is important to note that leaders should not avoid getting involved when important issues arise or to make decisions, they should be present when needed and not delay responding to urgent questions.

Lastly, correlation analysis was also performed for three leadership outcomes which were included in Multifactor Leadership Questionnaire (extra effort, effectiveness and satisfaction). The results from correlation analysis suggest that all three leadership outcomes have a positive relationship with empowerment. Employees feel more empowered if their leader uses methods of leadership that are satisfying, heightens their desire to succeed and leads a group that is effective.

Table 28

*Correlation analysis between leadership outcomes and employee empowerment dimensions*

		<b>Competence</b>	<b>Meaning</b>	<b>Self_Determination</b>	<b>Impact</b>
<b>EE</b>	r	0,484	0,488	0,571	0,525
	Sig.	p<0,01	p<0,01	p<0,01	p<0,01
	N	222	222	222	222
<b>EEF</b>	r	0,532	0,504	0,592	0,545
	Sig.	p<0,01	p<0,01	p<0,01	p<0,01
	N	222	222	222	222
<b>SAT</b>	r	0,531	0,485	0,592	0,528
	Sig.	p<0,01	p<0,01	p<0,01	p<0,01
	N	222	222	222	222

Source: author.

To sum up results obtained from correlation analysis, it was found that with leadership factors II (A), II (B), IM, IS, IC, CR, EE, EEF and SAT stronger employee empowerment is felt (among all dimensions) while in contrast there is a statistically significant negative correlation between MBE (A), MBE (P) and LF leadership factors meaning that the more these types of leadership factors are experienced the lower the psychological employee empowerment is experienced.

### **3.4. The impact of leadership styles on employee empowerment**

After correlation analysis has been performed, the next chapter will focus on measuring the impact of the leadership factors to the different dimensions of employee empowerment. A multivariate regression analysis was performed separately for all dimensions of empowerment (dependent variables) and results will be discussed next.

First of all, competence as dependent variable was chosen to measure the impact of various leadership factors. As it can be seen from the table, the overall regression model was found to be significant because  $F=26,952$ ,  $p<0.05$  but only variables II (A) and IS were significant (because  $p<0.05$ ) so it can be stated that II (A) and IS have a significant impact on competence. It is important to note, that II (A) has a negative significant impact on competence while IS has a positive significant impact on competence. Regression analysis for the competence and leadership factors can be seen in table 29.

Table 29

*Regression for competence and leadership factors*

Dependent variable					
Competence					
Independent variables	Beta ( $\beta$ )	Sig.	F	Sig.	R <sup>2</sup>
II (A)	<b>-0,107</b>	<b>0,000</b>	26,952	<b>0,000</b>	0,607
II (B)	0,196	0,223			
IM	0,303	0,053			
IS	<b>0,096</b>	<b>0,009</b>			
IC	0,122	0,286			
CR	0,166	0,262			
MBE (A)	-0,085	0,058			
MBE (P)	-0,065	0,136			
LF	-0,011	0,351			
EE	-0,192	0,865			
EFF	0,203	0,106			
SAT	-0,078	0,140			

Source: author.

As for the hypothesis testing, H2 has to be rejected in terms of competence measurement as it was found that the individualized influence (attributes) has a negative significant impact on the competence. Despite individualized influence (attributes) having a negative impact, intellectual stimulation proved to have a positive significant impact. Overall, there were no other significant results found neither in terms of transactional leadership factors nor laissez-faire leadership style factors when competence was a dependent variable.

The results of this regression analysis show that in order for employee to feel competent it is very important for the leader to encourage seeking different perspectives when solving problems, making employees look for new ways of how to complete assignments. An interesting finding is that II (A) has a negative significant impact on competence which suggest that employees do not necessarily need leader to display a sense of power and confidence or to go beyond self-interest for the good of the group.

Secondly, meaning as dependent variable was chosen to measure the impact of various leadership factors. The regression model was found to be significant because  $F=23,701$ ,  $p<0.05$  but only the CR, MBE (A), MBE (P) and SAT variables were significant (because  $p<0.05$ ) so we can state that meaning is statistically significantly influenced only by CR, MBE (A), MBE (P) and SAT. It should be also noted that the effect of MBE (A), MBE (P) and SAT on this psychological empowerment was negative.

Table 30

*Regression for meaning and leadership factors*

Dependent variable					
Meaning					
Independent variables	Beta ( $\beta$ )	Sig.	F	Sig.	R <sup>2</sup>
II (A)	-0,140	0,125	23,701	<b>0,000</b>	0,759
II (B)	0,011	0,919			
IM	0,151	0,208			
IS	0,175	0,062			
IC	0,194	0,088			
CR	<b>0,215</b>	<b>0,018</b>			
MBE (A)	<b>-0,218</b>	<b>0,000</b>			
MBE (P)	<b>-0,154</b>	<b>0,036</b>			
LF	0,027	0,684			
EE	0,147	0,230			
EFF	0,076	0,593			
SAT	<b>-0,281</b>	<b>0,017</b>			

Source: author.

As for the hypothesis testing, there was no significant impact of transformational leadership factors on employee empowerment dimension meaning. On the other hand, both transactional leadership factors had a significant impact on the meaning: contingent reward had a positive significant impact while management by exception (active) had a negative significant impact, therefore, H4 has to be rejected as it was predicted that transactional leadership style would have a positive impact on employee empowerment. Lastly, laissez-faire leadership factor proved management by exception (passive) proved to have negative significant impact on the meaning while laissez-faire factor demonstrated no significant impact.

As mentioned, the results of regression analysis suggest that contingent reward (transactional leadership dimension) has a positive significant impact on the meaning. This finding suggests that if leaders provide other with assistance in exchange for their efforts, makes clear what employees can expect when performance goals are achieved then employees feel that the work they do is meaningful and important to them. Another dimension of transactional leadership style (management by exception active) proved to have negative significant impact on meaning which means that employees do not like if the leader focuses on irregularities, mistakes, exceptions and keeps track of the mistakes. Furthermore, laissez-faire leadership dimension management by exception (passive) also proved to have negative significant impact on meaning which means that employees do not appreciate leader who fails to interfere until problems become serious or waits for things to go wrong before taking action.

Thirdly, self-determination was chosen to measure the impact of various leadership factors. The regression model was found to be significant because  $F=35,312$ ,  $p<0.05$  but only the IM and MBE (A) variables were significant (because  $p<0.05$ ) so it can be stated that self-determination is only impacted by IM and MBE (A) leadership factors. It should also be noted that the effect of MBE (A) on employee empowerment was negative.

Table 31

*Regression for self-determination and leadership factors*

Dependent variable					
Self Determination					
Independent variables	Beta ( $\beta$ )	Sig.	F	Sig.	R <sup>2</sup>
II (A)	-0,073	0,365	35,312	<b>0,000</b>	0,670
II (B)	-0,020	0,828			
IM	<b>0,429</b>	<b>0,000</b>			
IS	0,154	0,064			
IC	0,112	0,263			
CR	0,061	0,447			
MBE (A)	<b>-0,105</b>	<b>0,045</b>			
MBE (P)	0,063	0,326			
LF	0,046	0,426			
EE	-0,079	0,466			
EFF	0,160	0,206			
SAT	0,129	0,214			

Source: author.

The results of this regression analysis suggest that self-determination is impacted by inspirational motivation. Thus, if the leader talks optimistically about the future, articulates a compelling vision of the future to all employees and expresses confidence that goals will be achieved employees feel more having significant autonomy in determining their job, chance to use personal initiative in carrying out their personal work as well as considerable opportunity for freedom. In contrast, transactional leadership dimension management by exception (active) has a negative significant impact on employee determination. This means that employees leaders should avoid focusing their attention on mistakes, keeping track of failures and directing employee attention to complaints as it negatively impacts employee self-determination.

As for the hypothesis testing, there was no significant impact of laissez-faire leadership factors on employee empowerment. When measuring the effect of transformational leadership style on the self-determination, only one factor (inspirational motivation) had a positive significant impact. Similarly, when measuring the effect of transactional leadership style on self-determination), only one factor (management by exception active) had a negative significant impact which does not support H4.



Lastly, impact was chosen as dependent variable. The regression model was found to be significant because  $F=19,850$ ,  $p<0.05$  but only variables IM, IS, CR and MBE (A) were significant (because  $p<0.05$ ) so it can be stated that impact as psychological empowerment is statistically significantly influence only by IM, IS, CR, and MBE (A) leadership style factors. It should also be noted that the effect of MBE (A) on this psychological empowerment dimension was negative.

Table 32

*Regression for impact and leadership factors*

Dependent variable					
Impact					
Independent variables	Beta ( $\beta$ )	Sig.	F	Sig.	R <sup>2</sup>
II (A)	-0,087	0,364	19,850	<b>0,000</b>	0,533
II (B)	-0,163	0,138			
IM	<b>0,249</b>	<b>0,049</b>			
IS	<b>0,247</b>	<b>0,012</b>			
IC	0,133	0,266			
CR	<b>0,223</b>	<b>0,020</b>			
MBE (A)	<b>-0,238</b>	<b>0,000</b>			
MBE (P)	0,116	0,131			
LF	-0,016	0,813			
EE	-0,049	0,703			
EFF	0,143	0,341			
SAT	-0,009	0,941			

Source: author.

As for the hypothesis testing, laissez-faire leadership factors proved not to have any significant impact on employee empowerment dimension called impact. As for the transformational leadership style, two factors (inspirational motivation and individual consideration) proved to have a positive significant impact. Interestingly, transactional leadership style factors proved to have different outcomes on the impact: contingent reward having a positive significant impact while management by exception (active) having a negative significant impact.

As mentioned, the results of this regression indicate that two transformational leadership style factors have positive significant impact on employee empowerment dimension (impact). First of all, inspirational motivation is proved to have a positive significant impact on employee feeling of having a great deal of control over what happens in their department and involvement in decision-making process. This means that if leaders optimistically talk about the future and express confidence that goals are going to be achieved this gives employees feeling of impact towards a common goal. Adding to this, another transformational leadership factor having the positive significant impact is intellectual stimulation. In addition to inspiring and motivating employees, leaders should seek different perspectives when solving problems, suggests new ways

on how to complete the assignments, look at problems from many different angles. Another finding is related with transactional leadership dimension contingent reward which also has a positive significant impact on employee empowerment dimension impact. This reveals that leaders who provides employees with assistance in exchange for their efforts, makes clear of what employees can expect to receive when performance goals are achieved or express satisfaction when goals are achieved also make employees feel of having more impact in the organization. Lastly, another transactional leadership style dimension management by exception (active) proved to have negative significant impact on this employee empowerment dimension. As for other dependent variables (self-determination, meaning) management by exception seems to have a negative impact on employee empowerment. In this case, as mentioned previously, leaders should avoid focusing on irregularities, mistakes, exceptions and deviations from standards, concentrating full attention on mistakes and complaints, keeping track of those mistakes and also directing employee attention to the mistakes as this results in negative outcomes of employee empowerment.

To sum up, the third part of the master thesis has dealt with the analysis of the respondents as well as correlation and regression analysis which have been performed in order to check the relationships between various leadership factors and different dimensions of employee empowerment and determine the impact of each leadership factor on separate employee empowerment dimensions. The sequence of the analysis has led to the final conclusions about the impact of leadership styles on employee empowerment and suggestions for the leaders in terms of their behavior. As seen from correlation analysis, all transformational leadership style factors (idealized influence attributes, idealized influence behaviors, inspirational motivation, intellectual stimulation and individualized consideration) have a positive correlation with all four employee empowerment dimensions, therefore, leaders should focus acting in ways that build employee respect, articulate a compelling vision of the future and inspire employees, seek different ways of working and solving problems as well as treating all members as individuals. Interestingly, the results of transactional leadership has revealed opposite conclusions: contingent reward has a positive correlation with employee empowerment dimensions while management by exception (active) has a negative correlation. This finding suggests that leaders should focus on providing employees with assistance, talk about the goals and make clear what employees can get once those goals are achieved but at the same time should avoid focusing on irregularities and placing their attention on mistakes as this behavior is not appreciated by employees. Lastly, laissez-faire leadership factors proved to have negative correlation with employee empowerment dimensions. This finding indicates that the more leader applies tactics of avoidant leadership style the less empowered employees will feel. Therefore, leaders should not avoid getting involved when

important issues arise and should be present when needed. As for regression analysis, there is a trend of transformational leadership factors having a positive impact on employee empowerment (except of II (A), laissez-faire leadership factor (MBE passive) having a negative significant impact and transactional leadership factors having different impacts: contingent reward proving to have a positive significant impact while management by exception active negative significant impact. According to these findings, out of transformational leadership factors it is important for the leaders to focus on inspirational motivation (focus on talking optimistically about the future, inspiring and encouraging employees) and intellectual stimulation (suggesting on how to complete daily assignments in new ways as well as looking at different angles on how to solve problems) while individualized influence attributes (displaying a sense of power and confidence or going beyond self-interest for the good of the group) are not important for the employees. When analyzing transactional leadership factors and their impact on employee empowerment, the suggestion for the leaders would be to focus their attention on using rewards in order to motivate people to meet their identified goals as well as providing them with assistance while at the same time having in mind that employees do not appreciate if leader focuses his attention on mistakes, keeps track of all failures and closely monitor all the steps. Lastly, as for the laissez-faire leadership style, leaders should not wait before taking action and be available at all times. It is very import as majority of employees see these avoidant tactics as negative qualities of the leaders. Employees might feel overwhelmed if there will be no specific guidance from the leader and will view leaders as uninterested and withdrawn. As a result, the feeling of empowerment will be diminished.

## CONCLUSIONS AND SUGGESTIONS

The following conclusions can be drawn from the research on the impact of leadership styles on employee empowerment:

1. After the analysis of the scientific literature concerning leadership styles, it can be concluded that leadership is a dynamic process that is different from management as managers focus on controlling people while leaders place their attention on inspiration and motivation. As for the leadership styles, traditional styles authoritarian, democratic and laissez-faire have been discussed placing attention on their advantages and disadvantages. Authoritarian leadership style is focused on the values such as consistency and order while flexibility and compassion does not play a role. Democratic leadership style as opposed to authoritarian takes into account employees' ideas and suggestions, motivation and skill sharing factors are important. Laissez-faire leadership style is considered as the most freeing as employees are given freedom to make decisions and plan their work. Following this, modern leadership styles transformational and transactional have been analyzed in the same manner. Transformational leaders are enthusiastic and charismatic people who motivate others, communicate effectively, are not afraid of taking risks, develop a spirit of communication and consider all employees as individuals. Transactional leadership style is a stricter approach in which leaders place their focus on efficiency and standardization as well as on reward system to motivate employees.
2. Based on scientific literature review and systematization on employee empowerment it was found that the concept of employee empowerment has developed throughout the years and emerged to its modern form when it is described as a certain degree of autonomy for employees to control their activities and make decisions. It was also found that there are different employee empowerment levels depending on how involved employees are in decision making processes: suggestion, job and high involvement. Furthermore, four different approaches to empowerment have been discussed which are mechanical, organic, socio-structural and psychological approach. Lastly, various models developed by previous research have been discussed placing a specific attention on the most popular model distinguishing four empowerment dimensions: meaning, competence, self-determination and impact.

3. Multifactor Leadership Questionnaire results have showed that in general, transformational and transactional leadership factors are more common than laissez-faire leadership factors. Furthermore, participants over the age of 31 experience transformational leadership factors and transactional leadership factor contingent reward more than participants under 30 years old. In contrast, younger than 31 years old employees experience management by exception (active) more which suggests that younger employees are usually more closely monitored by the leaders/managers. In addition to that, the results also showed that participant's with master's degree experience laissez-faire leadership more than other participants which means that in their work leaders are not that involved and avoid making decisions.
4. Psychological empowerment questionnaire results have revealed that in general, employees in global companies located in Lithuania have the strongest feeling of meaning while the empowerment dimension impact was the least common among study participants. This suggests that in the current situation employees have a feeling that the work they do is important and meaningful, however, in regards with having an impact they feel less empowered. Interestingly, impact dimension was more common for employees who have master's degree which suggests that only people with certain qualifications have more impact in making important decisions.
5. The correlation analysis has revealed that there is a positive relationship between transformational leadership style and employee empowerment which proved the hypothesis and confirmed previous researches indicating the positive outcome of transformational leadership style. Interestingly, the correlation analysis between transactional leadership factors and employee empowerment dimensions presented controversial results. Contingent reward has a positive relationship with employee empowerment, however, another transactional leadership style factor management by exception proved to have negative correlation with employee empowerment. Thus, employees appreciate if leader is practicing reward system, however, it is not appreciated if the leader focuses attention on irregularities and mistakes. Lastly, laissez-faire leadership factors proved to have negative relationship with employee empowerment, therefore, the more leader applies avoidant tactics the less empowered employees will feel.
6. Regression analysis has showed that employee empowerment dimension competence is impacted by transformational leadership factors idealized influence (attributes) and intellectual stimulation. Interestingly, idealized influence

(attributes) has showed to have a negative significant impact which suggest that employees do not necessarily need for the leader to display a sense of power and confidence while intellectual stimulation had a positive impact which suggests that leaders should encourage innovation and creativity. Meaning was impacted by contingent reward, management by exception (active) and laissez-faire. Contingent reward had a positive significant impact which means that leaders should use reward system while management by exception had negative impact so the leaders should avoid focusing on mistakes. As for laissez-faire, it had a negative significant impact, therefore, leaders should not wait long before taking action and be available at all times. Self-determination was influenced positively by inspirational motivation and negatively by management by exception (active) which means that it is important for the leader to inspire and motivate employees while in contrast, as already mentioned, employees do not appreciate if leader focus attention on mistakes and irregularities and closely monitor every step. Lastly, impact was influenced positively by inspirational motivation and intellectual stimulation. In addition to that, transactional leadership factor contingent reward also proved to have a positive significant impact while management by exception (active) as for the other dimensions had a negative impact.

7. With regards to recommendations, the received data has showed that in terms of employee empowerment dimensions, the impact was the least experienced by the study participants. In addition to that, the finding according to the highest level of education obtained showed that only people with certain qualifications have more impact in the companies. The recommendation for the leaders would be to involve more employees to decision-making processes as they could provide different points of view. The more diverse thoughts and opinion there are, the more innovative solutions will be.

In addition, multifactor leadership questionnaire has showed that younger participants (less than 31 years old) more commonly experience transactional leadership style management by exception (active). According to the results of correlation and regression analysis, this leadership factor has a negative relationship with employee empowerment and negatively impacts several employee empowerment dimensions, therefore, leaders should avoid focusing attention on irregularities, mistakes, deviations from standards and try not to be constant controllers who keep track of all mistakes as this behavior diminishes the feeling of empowerment.

Furthermore, in general, research results have showed a positive impact of transformational leadership style on employee empowerment (with the exception of idealized influence attributes), therefore, it is important for the leaders to know that employees appreciate if the leader talks about the most important values and beliefs, articulates a compelling vision of the future, seeks different perspectives when solving problem and treats every employee as a separate individual rather than just a member of the group.

In terms of transactional leadership style, it should be taken into account and certain behaviors have different outcomes on employee empowerment. With regards to contingent reward, it is important for the leaders to focus on providing employees with assistance in exchange for their efforts, discuss performance targets, make clear what employees can expect once those goals are achieved. In contrast, the stricter control over employees and the specific focus on mistakes and irregularities is negatively viewed by employees, therefore, leaders should avoid to apply such tactics of transactional leadership style.

Lastly, as laissez-faire leadership style proved to have negative relationship with all four employee empowerment dimensions it is very important for the leader to avoid applying avoidant tactics. It is expected that leader should be available at all times if needed and not to delay responding to urgent questions or fail to interfere until problems become serious. These tactics are seen as negative by the employees as employees might feel overwhelmed if there is no specific guidance from the leader and they have to carry all the responsibility.

All in all, even though there is no one specific leadership style which could fit all the organizations the study has shed some light on the impact of various leadership styles on employee empowerment in global companies located in Lithuania. The findings of this research reveal which behaviors and tactics could be applied in order for the employees to feel empowered.

## LIST OF REFERENCES

- Abasilim, D. U., Gberevbie, E. D., & Osibanjo, A. O. (2019). Leadership Styles and Employees' Commitment: Empirical Evidence from Nigeria. *SAGE open*, 9(3), 1-15. doi: 10.1177/2158244019866287
- Abbas, H. A. A. & Khali, H. H. (2016). Effect of the Empowerment Leadership's on Job Involvement Reinforcement through a Mediator Role for Strategic Thinking Skills. *International Journal of Academic Research in Business and Social Sciences*, 6(6), 189-220. doi: 10.6007/IJARBSS/v6-i6/2193
- Afshinpur, S. (2014). Leadership styles and employee satisfaction: a correlation study. *International Letters of Social and Humanic Sciences*, 27, p. 156-169. doi:10.18052/www.scipress.com/ILSHS.27.156
- Agyemang, G.F., Boateng, H. & Dzandu, D.M. (2017). Examining Intellectual stimulation, idealised influence and individualised consideration as an antecedent to knowledge sharing: evidence from Ghana. *Knowledge Management & E-Learning*, 9(4), 484-498. Retrieved from <https://pdfs.semanticscholar.org/3af1/8e0f697bdb00da7604f775531e58f97a09d0.pdf>
- Ahman, M., Shahzad, N., Waheed, A. & Khan, M. (2014). High Involvement Management and Employees Performance Mediating Role of Job Satisfaction. *European Journal of Business and Management*, 6(31), 230-243. Retrieved from [https://www.researchgate.net/publication/312220523\\_High\\_Involvement\\_Management\\_and\\_Employees\\_Performance\\_Mediating\\_Role\\_of\\_Job\\_Satisfaction](https://www.researchgate.net/publication/312220523_High_Involvement_Management_and_Employees_Performance_Mediating_Role_of_Job_Satisfaction)
- Akhigbe, J. O., Finelady, M. A., & Felix, O. O. (2014). Transactional Leadership Style and Employee Satisfaction in Nigerian Banking Sector. *European Journal of Business and Management*, 6(26), 14-24. Retrieved from <https://core.ac.uk/download/pdf/234625788.pdf>
- Ali, M. N., Jangga, R., Ismail, M., Kamal, M. N. S., Ali, N. M. (2015). Influence of Leadership Styles in Creating Quality Work Culture. *Procedia Economics and Finance*, 31, 161-169. doi: [https://doi.org/10.1016/S2212-5671\(15\)01143-0](https://doi.org/10.1016/S2212-5671(15)01143-0)



- Ali, M., Lei., Jie, S. & Rahman, A. M. (2018). Empowering Leadership and Employee Performance: A Mediating Role of Thriving at Work. *International Journal of Asian Business and Information Management*, 9(2), 1-14. Retrieved from [https://econpapers.repec.org/article/igjjabim0/v\\_3a9\\_3ay\\_3a2018\\_3ai\\_3a2\\_3ap\\_3a1-14.htm](https://econpapers.repec.org/article/igjjabim0/v_3a9_3ay_3a2018_3ai_3a2_3ap_3a1-14.htm)
- Alkahtani, H. A. (2015). The influence of leadership styles on organizational commitment: the moderating effect of emotional intelligence. *Business and Management Studies*, 2(1), p. 23-34. <http://dx.doi.org/10.11114/bms.v2i1.1091>
- Alqatawenah, A. S. (2018). Transformational leadership style and its relationship with change management. *Business: Theory and Practice*, 19, 17-24. <https://doi.org/10.3846/btp.2018.03>
- Asghar, S., & Oino, I. (2018). Leadership styles and job satisfaction. *Market Forces*, 13(1), p. 1-12. Retrieved from [https://www.researchgate.net/publication/325655844\\_LEADERSHIP\\_STYLES\\_AND\\_JOB\\_SATISFACTION](https://www.researchgate.net/publication/325655844_LEADERSHIP_STYLES_AND_JOB_SATISFACTION)
- Asiri, A. S., Rohrer, W. W., & Al-Surimi (2016). The association of leadership styles and empowerment with nurses' organizational commitment in an acute health care setting: a cross-sectional study. *BMC Nurs*, 15(38). doi: 10.1186/s12912-016-0161-7
- Assimwe, B. J., Kavoo-Linge, T., & Sikalieh, D. (2016). The Relationship between Transactional Leadership Style and SMEs Growth in the Top 100 SMEs in Kenya. *International Journal of Business and Social Science*, 7(7), 74-81. Retrieved from [https://ijbssnet.com/journals/Vol\\_7\\_No\\_7\\_July\\_2016/8.pdf](https://ijbssnet.com/journals/Vol_7_No_7_July_2016/8.pdf)
- Avolio, B. J. & Bass, B. M. (2004). Multifactor Leadership Questionnaire. *Manual and sampler set. (3rd ed.)* Redwood City, CA: Mind Garden.
- Bank of Lithuania. (2019). Inward Foreign direct investment by country. Retrieved from <https://www.lb.lt/en/inward-foreign-direct-investment-by-country-1>

- Banutu-Gomez, M. B., (2015). Understanding leadership and empowerment in the workplace. *European Scientific Journal*, 11(35), p. 342-365. Retrieved from <https://eujournal.org/index.php/esj/article/viewFile/6801/6528>
- Basit, A., Sebastian, V., Hassan, Z. (2017). Impact of leadership style on employee performance (a case study on a private organization in Malaysia). *International Journal of Accounting & Business Management*, 5(2), p. 112-130. DOI: 24924/ijabm/2017.11/v5.iss2/112.130
- Batista-Taran, C. L., Shuck, M. B., Gutierrez, C. C., Baralt, S. (2009). The Role of Leadership style in employee engagement. *Proceedings of the Eighth Annual College of Education & GSN Research Conference*, p. 15-20. Retrieved from <http://digitalcommons.fiu.edu/cgi/viewcontent.cgi?article=1143&context=sferc>
- Bockerman, P. (2015). High involvement management and employee well-being. *IZA World of Labor*, 171. doi: 10.15185/izawol.171
- Brahim, A. B., Ridic, O., & Tomislav, J. (2015). The Effect of Transactional Leadership on Employees Performance – Case Study of 5 Algerian Banking Institutions. *Journal of Economics and Business*, 13(2), 7-20. Retrieved from <https://www.econstor.eu/bitstream/10419/193848/1/econ-review-v13-i2-p007-020.pdf>
- Busse, R., & Regenberg, S. (2018). Revisiting the “Authoritarian Versus Participative” Leadership Style Legacy: A New Model of the Impact of Leadership Inclusiveness on Employee Engagement. *Journal of Leadership & Organizational Studies*. doi: <https://doi.org/10.1177/1548051818810135>
- Chan, H. C. S. (2019). Participative leadership and job satisfaction: The mediating role of work engagement and the moderating role of fun experienced at work. *Leadership & Organizational Development Journal*, 40(2). doi: 10.1108/LODJ-06-2018-0215
- Chen, I., Wadei, A. K., & Liu, J. (2020). Participative leadership and employee creativity: a sequential mediation model of psychological safety and creative process engagement. *Leadership & Organizational Development Journal*. doi: 10.1108/LODJ-07-2019-0319

- Choi, L., Goh, F., Hisyam, B. & Tan, K. (2016). Transformational leadership, empowerment, and job satisfaction: the mediating role of employee empowerment. *Human Resources for Health*, 14, 1-14. Retrieved from <https://human-resources-health.biomedcentral.com/articles/10.1186/s12960-016-0171-2>
- Chowdhury, G. R. (2014). A study on the impact of leadership styles on employee motivation and commitment: an empirical study of selected organisations in corporate sector. *D.Y. Patil University, Department of Business Management*. Retrieved from <http://www.dypatil.edu/schools/management/wp-content/uploads/2015/11/A-study-of-the-Impact-of-Leadership-Styles-on-Employee-Motivation-and-Commitment-An-empirical-study-of-selected-organisations-in-Corporate-sector-Rima-Chowdhury.pdf>
- Dahou, K. & Hacini, I. (2018). Successful Employee Empowerment: Major Determinants in the Jordanian Context. *Eurasian Journal of Business and Economics*, 11(21), 49-68. doi: 10.17015/ejbe.2018.021.03
- Day, D. & Zaccaro, S. (2014). Leadership: A Critical Historical Analysis of the Influence of Leader Traits. *Historical Perspectives in Industrial and Organizational Psychology*, 383-401. Retrieved from [https://www.researchgate.net/publication/254661228\\_Leadership\\_A\\_Critical\\_Historical\\_Analysis\\_of\\_the\\_Influence\\_of\\_Leader\\_Traits](https://www.researchgate.net/publication/254661228_Leadership_A_Critical_Historical_Analysis_of_the_Influence_of_Leader_Traits)
- Demirci, M. K. and Erbas, A. 2010. Employee Empowerment and its Effect on Organizational Performance. *2nd International Symposium on Sustainable Development, 2012*, Sarajevo. Retrieved from <https://core.ac.uk/download/pdf/153446944.pdf>
- Dinham, S. (2007). Authoritative Leadership, Action Learning and Student Accomplishment. *Australian Council for Educational Research*, 33-39. Retrieved from [https://research.acer.edu.au/cgi/viewcontent.cgi?article=1001&context=research\\_conference\\_2007](https://research.acer.edu.au/cgi/viewcontent.cgi?article=1001&context=research_conference_2007)
- Du, J., Li, N. N., & Luo, J. Y. (2020). Authoritarian Leadership in Organizational Change and Employees' Active Reactions: Have-to and Willing-to Perspectives. *Frontiers in Psychology*. doi: <https://doi.org/10.3389/fpsyg.2019.03076>

- European Commission. (2017). *The Baltics: Three Countries, One Economy?* Luxembourg: Publications Office of the European Union. Retrieved from [https://ec.europa.eu/info/publications/economy-finance/baltics-three-countries-one-economy\\_en](https://ec.europa.eu/info/publications/economy-finance/baltics-three-countries-one-economy_en)
- Gemeda, K. H., & Lee, J. (2020). Leadership styles, work engagement and outcomes among information and communications technology professionals: A cross-national Study, *Heliyon*, 6(4). doi: <https://doi.org/10.1016/j.heliyon.2020.e03699>
- Gill, A., Sharma, S., Marthur, N., & Bhutani, S. (2012). The Effects of Job Satisfaction and Work Experience on Employee-Desire for Empowerment: A Comparative Study in Canada and India. *International Journal of Management*, 29, 190-201. Retrieved from <https://www.questia.com/library/journal/1P3-2600441731/the-effects-of-job-satisfaction-and-work-experience>
- Gomes, A.R. (2014). Transformational leadership: Theory, research, and application to sports. *Contemporary topics and trends in the psychology of sports*, 53-144. Retrieved from [https://www.researchgate.net/publication/310794991\\_Transformational\\_leadership\\_Theory\\_research\\_and\\_application\\_to\\_sports](https://www.researchgate.net/publication/310794991_Transformational_leadership_Theory_research_and_application_to_sports)
- Gul, A., Akbar, S., & Jan, Z. (2012). Role of capacity development, employee empowerment and promotion on employee retention in the banking sector of Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 2, 284-300. Retrieved from [https://www.researchgate.net/publication/321224305\\_Role\\_of\\_Capacity\\_Development\\_Employee\\_empowerment\\_and\\_Promotion\\_on\\_Employee\\_Retention\\_in\\_the\\_banking\\_sector\\_of\\_Pakistan\\_Sajjad\\_Akbar](https://www.researchgate.net/publication/321224305_Role_of_Capacity_Development_Employee_empowerment_and_Promotion_on_Employee_Retention_in_the_banking_sector_of_Pakistan_Sajjad_Akbar)
- Hay, I. (2006). Transformational Leadership: Characteristics and Criticisms. *E-Journal of Organizational Learning and Leadership*, 5(2), 2-19. Retrieved from [https://www.academia.edu/9121644/Transformational\\_leadership\\_characteristics\\_and\\_criticisms](https://www.academia.edu/9121644/Transformational_leadership_characteristics_and_criticisms)

- Hossein, D. R., Saleh, A. P., Iman, M. A. & Jaafar, A. (2012). An Analysis of the Empowerment level of Employees and it's Relation to Organizational Factors. *International Journal of Business and Social Science*, 3(15), 255-263. Retrieved from [http://ijbssnet.com/journals/Vol\\_3\\_No\\_15\\_August\\_2012/28.pdf](http://ijbssnet.com/journals/Vol_3_No_15_August_2012/28.pdf)
- Hunt, T. & Fedynich, L. (2019). Leadership: Past, Present, and Future: An evolution of an Idea. *Journal of Arts & Humanities*, 8(2), 20-26. doi: <https://dx.doi.org/10.18533/journal.v8i2.1582>
- Hussain, T.S., Abbas, J., Lei, S., Haider, J.M. & Akram, T. (2017). Transactional Leadership and Organization Creativity: Examining the Mediating Role of Knowledge Sharing Behaviour. *Cogent Business & Management*, 4, 1-11. Retrieved from <https://www.cogentoa.com/article/10.1080/23311975.2017.1361663.pdf>
- Ibrahim, Y. L. (2016). Effective Managerial Leadership and Challenges in Sport Organization. *Journal of Sports and Physical Education*, 3(4), 1-8. Retrieved from [https://www.researchgate.net/publication/316171526\\_Effective\\_Managemental\\_Leadership\\_and\\_Challenges\\_in\\_Sport\\_Organization](https://www.researchgate.net/publication/316171526_Effective_Managemental_Leadership_and_Challenges_in_Sport_Organization)
- Invest Lithuania. (2018, February). Lithuania leads the region in FDI-created jobs per capita. Retrieved from <https://investlithuania.com/news/lithuania-leads-the-region-in-fdi-created-jobs-per-capita/>
- Invest Lithuania. (2019). Lithuania's business services report 2019. Retrieved from <https://investlithuania.com/downloads/research/all-sectors/>
- Invest Lithuania. (2020). Cybersecurity. Retrieved from <https://investlithuania.com/key-sectors/technology/cybersecurity/>
- Irandoost, M. (2016). Structural changes, FDI, and economic growth: evidence form the Baltic states. *Journal of Economic Structures*, 5(14), p. 1-9. Retrieved from <https://journalofeconomicstructures.springeropen.com/track/pdf/10.1186/s40008-016-0045-8>

- Islam, A. M., Jantan, A. H., Rahman, M. A., Hamid, A. B. A., Mahmud, F. B., Hoque, A. (2018). Leadership styles for employee empowerment: Malaysian retail industry. *Journal of Management Research*, 10(4), p. 27-31. <https://doi.org/10.5296/jmr.v10i4.13568>
- Jordan, G., Miglic, G., Todorovic, I., & Maric, M. (2017). Psychological Empowerment, Job Satisfaction and Organizational Commitment Among Lecturers in Higher Education: Comparison of Six CEE Countries. *Organizacija*, 50(1), 17-31. doi: 10.1515/orga-2017-00 04
- Jose, G., & Mampilly, R. S. (2014). Psychological Empowerment as a Predictor of Employee Engagement: An Empirical Attestation. *Global business review*. doi: <https://doi.org/10.1177/0972150913515589>
- Jung, B. K., Seung, W. K. & Choi, B. S. (2020). Empowering Leadership, Risk-Taking Behavior, and Employees' Commitment to Organizational Change: The Mediated Moderating Role of Task Complexity. *Sustainability*, 12(6), 1-18. doi: <https://doi.org/10.3390/su12062340>
- Kabeyi, M. (2018). The International Journal of Business & Management. *The International Journal of Business & Management*, 6(5), 191-193. Retrieved from [https://www.researchgate.net/publication/326832236\\_Transformational\\_Vs\\_Transactional\\_Leadership\\_with\\_Examples](https://www.researchgate.net/publication/326832236_Transformational_Vs_Transactional_Leadership_with_Examples)
- Kalotay, K. (2017). Inward and Outward Foreign Direct Investment in the Baltic Sea Region. *BSR Policy Briefing*, 3/2017, 149-159. Retrieved from [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2978599](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2978599)
- Kebriaei, A., Rakhshaninejad, M. & Mohseni, M. (2015). Influence of Psychological Empowerment on Organizational Commitment among Medical Employees in a Hospital Setting. *Bangladesh Medical Research Council Bulletin*, 40(3), 107-112. doi: 10.3329/bmrcb.v40i3.25232
- Khan, S. M., Khan, I., Qureshi, A.Q., Ismail, M. H., Rauf, H., Latif, A., Tahir, M. (2015). The Styles of Leadership: A Critical Review. *Public Policy and Administration Research*, 5(3), 87-92. Retrieved from <https://pdfs.semanticscholar.org/e56c/c277a3f762e705029f2da62e7c9839a8f74a.pdf>

- Kinla, D. (2004). Empowerment of human resources. Publication Modiran. Tehran
- Klingborg, D., Moore, D. & Varea-Hammond, S. (2006). What is Leadership? *Journal of Veterinary Medical Education*, 33(2), 280-283. Retrieved [https://www.researchgate.net/publication/6937144\\_What\\_Is\\_Leadership](https://www.researchgate.net/publication/6937144_What_Is_Leadership)
- Kumar, J. & Kumar, A. (2017). Employee empowerment – An Empirical Study. *Global Journal of Management and Business Research: A Administration and Management*, 17(4), 59-64. Retrieved from [https://globaljournals.org/GJMBR\\_Volume17/5-Employee-Empowerment.pdf](https://globaljournals.org/GJMBR_Volume17/5-Employee-Empowerment.pdf)
- Lasrado, F., Arif, M., Rizvi, M. & Urdzik, C. (2016). Critical success factors for employee suggestion schemes: a literature review. *University of Salford Manchester*, 1-23. Retrieved from [http://usir.salford.ac.uk/id/eprint/38157/3/Finalv1-jan%202015%20%20edited%20paper\[1\].pdf](http://usir.salford.ac.uk/id/eprint/38157/3/Finalv1-jan%202015%20%20edited%20paper[1].pdf)
- Lee, A., Willis, M. S. & Tian, A. (2017). Empowering leadership: A meta-analytic examination of incremental contribution, mediation, and moderation. *Journal of Organizational Behavior*, 39(2). doi: 10.1002/job.2220
- Liu, J., Siu, O.-L., & Shi, K. (2010). Transformational leadership and employee well-being: The mediating role of trust in the leader and self-efficacy. *Applied Psychology*, 59(3), 454-479. doi: 10.1111/j.1464-0597.2009.00407.x
- Long, S. C., Yusof, W. M. M., Tan, O. K., & Heng, H. L. (2014). The Impact of Transformational Leadership Style on Job satisfaction. *World Applied Sciences Journal*, 29 (1), 117-124. doi: 10.5829/idosi.wasj.2014.29.01.1521
- Lunenburg, C. F. (2011). Leadership versus Management: A Key Distinction – At Least in Theory. *International Journal of Management, Business and Administration*, 14(1), 1-5. Retrieved from [https://cs.anu.edu.au/courses/comp3120/local\\_docs/readings/Lunenburg\\_LeadershipVersusManagement.pdf](https://cs.anu.edu.au/courses/comp3120/local_docs/readings/Lunenburg_LeadershipVersusManagement.pdf)

- Madanchian, M., Hussein, N., Noording, F. & Taherdoost, H. (2016). Leadership Theories; an Overview of Early Stages. *Recent Advances in Energy, Environment and Financial Science*, 198-201. Retrieved from [https://www.researchgate.net/publication/305323677\\_Leadership\\_Theories\\_an\\_Overview\\_of\\_Early\\_Stages](https://www.researchgate.net/publication/305323677_Leadership_Theories_an_Overview_of_Early_Stages)
- Mahdinezhad, M., Yunus, N. J., Noor, M. A. M., Kotamjani, S. S. (2017). The Association of Leadership Styles and Administrators' Performance. *International Journal of Academic Research in Business and Social Sciences*, 7(6), 940-952. Retrieved from <https://ideas.repec.org/a/hur/ijarbs/v7y2017i6p940-952.html>
- Meng, Q. & Sun, F. (2019). The Impact of Psychological Empowerment on Work Engagement Among University Faculty Members in China. *Psychology Research and Behaviour Management*, 12, 983-990. doi: <https://doi.org/10.2147/PRBM.S215912>
- Moura, D., Orgambidez-Ramos, A., & Jesus, N. S. (2020). Psychological Empowerment and Work Engagement as Predictors of Work Satisfaction: A Sample of Hotel Employees. *Journal of Spatial and Organizational Dynamics*, 3(2), 125-133. Retrieved from [https://www.researchgate.net/publication/281286577\\_Psychological\\_Empowerment\\_and\\_Work\\_Engagement\\_as\\_Predictors\\_of\\_Work\\_Satisfaction\\_A\\_Sample\\_of\\_Hotel\\_Employees](https://www.researchgate.net/publication/281286577_Psychological_Empowerment_and_Work_Engagement_as_Predictors_of_Work_Satisfaction_A_Sample_of_Hotel_Employees)
- Muenjohn, N. & Armstrong, A. (2008). Evaluating the Structural Validity of the Multifactor Leadership Questionnaire (MLQ), Capturing the Leadership Factors of Transformational-Transactional Leadership. *Contemporary Management Research*, 4(1), 3-14. doi: <https://doi.org/10.7903/cmr.704>
- Odoardi, C., Battistelli, A., Montani, F., & Peiro, M. J. (2019). Affective Commitment, Participative Leadership, and Employee Innovation Investigation. *Journal of Work and Organizational Psychology*, 35(2), 103-113. doi: 10.5093/jwop2019a12
- OECD. (2020). Inward FDI stocks by partner country. Retrieved from [https://emokymai.vu.lt/pluginfile.php/196913/mod\\_resource/content/0/apa\\_short.pdf](https://emokymai.vu.lt/pluginfile.php/196913/mod_resource/content/0/apa_short.pdf)



Oxford Compact Dictionary. (2020). <https://www.oxfordlearnersdictionaries.com/>

Popli, S., Rizvi, I. A. (2016). Drivers of employee engagement: the role of leadership style. *Global Business Review*. <https://doi.org/10.1177/0972150916645701>

Pourkiyani, M., Pourshahabi, V. & Farzan, F. (2014). Leadership Styles and Organizational Learning. *Journal of Applied Sciences Research*, 10(6), 615-624. Retrieved from [https://www.researchgate.net/publication/325107627\\_Leadership\\_Styles\\_and\\_Organizational\\_Learning](https://www.researchgate.net/publication/325107627_Leadership_Styles_and_Organizational_Learning)

Pradeep, D. D., Prahbu, N. R. V., (2011). The relationship between effective leadership and employee performance. *International Conference on on Advancements in Information Technology*, 20, 198-207. Retrieved from <http://www.ipcsit.com/vol20/37-ICAIT2011-G4062.pdf>

Puncreobtur, V. & Wattanasan, P. (2016). Structural Empowerment and Organizational Commitment of Lecturers in Private International Educational Institutions in Thailand. *Journal of Education and Practice*, 7, 158-163. <https://files.eric.ed.gov/fulltext/EJ1099564.pdf>

Ray, S. & Ray, A. I. (2012). Understanding the Democratic Leadership: Some Key Issues and Perception with Reference to India's Freedom Movement. *Afro Asian Journal of Social Sciences*, 3, 1-26. Retrieved from <http://www.onlineresearchjournals.com/aajoss/art/83.pdf>

Raišienė, A. G. (2014), Leadership and Managerial Competences in a Contemporary Organization from the Standpoint of Business Executives. *Economics and Sociology*, 7(3), 179-193. Retrieved from [https://www.researchgate.net/publication/270875641\\_Raisiene\\_A\\_G\\_2014\\_Leadership\\_and\\_Managerial\\_Competences\\_in\\_a\\_Contemporary\\_Organization\\_from\\_the\\_Standpoint\\_of\\_Business\\_Executives\\_Economics\\_and\\_Sociology\\_Vol\\_7\\_No\\_3\\_pp\\_179-193\\_DOI\\_10142542071-\\_789X201](https://www.researchgate.net/publication/270875641_Raisiene_A_G_2014_Leadership_and_Managerial_Competences_in_a_Contemporary_Organization_from_the_Standpoint_of_Business_Executives_Economics_and_Sociology_Vol_7_No_3_pp_179-193_DOI_10142542071-_789X201)

Rawas, S. A., & Seddaway, A. (2015). Leadership Development Employees Empowerment. *International Journal of Economic of Business Management*, 3(4), 40-44. Retrieved from <https://pdfs.semanticscholar.org/efc0/0bb9e50ea896c01c2bcc92eec86fc5301514.pdf>

- Rezvani, A. & Khosravi, P. (2012). How Does Contingent Reward Affect Enterprise Resource Planning Continuance Intention? The Role of Contingent Reward Transactional Leadership. *23rd Australasian Conference on Information Systems*. Retrieved from <https://pdfs.semanticscholar.org/fab3/c2184dc5e26e33b608611f197c6df238cf86.pdf>
- Rhee, J., Seog, D., Bozorov, F. & Dedahanov, A. (2017). Organizational structure and employees' innovative behavior: The mediating role of empowerment. *Journal of Social Behavior and Personality*, 45(9), 1523-1536. doi: 10.2224/sbp.6433
- Saymah, M. M. A. (2018). The Impact of Psychological Empowerment on Individual Creativity among Al Aqsa University's Employees. The Islamic University-Gaza. Retrieved from <https://library.iugaza.edu.ps/thesis/125308.pdf>
- Saleem, M. & Mahmood, F. (2018). Transformational Leadership and Employees' Creativity: A Multi-Mediation Model. *Journal of Management and Research*, 5(1), 111-134. Retrieved from [https://admin.umt.edu.pk/Media/Site/SBE1/SubSites/jmr/FileManager/Volume5Issue1/JMR%205\(1\)%20Compilation-121-144.pdf](https://admin.umt.edu.pk/Media/Site/SBE1/SubSites/jmr/FileManager/Volume5Issue1/JMR%205(1)%20Compilation-121-144.pdf)
- Salessi, S. & Omar, A. (2019). Job involvement in current research: update and state of the art. *Psychologist Papers*, 40(1), 46-56. Retrieved from <http://www.papelesdelpsicologo.es/English/2882.pdf>
- Samman, A. M. A., & Junaid, A. I. A., (2019). Leadership styles and employee empowerment. *9<sup>th</sup> Global Conference on Business and Social Studies*. Retrieved from [https://www.researchgate.net/publication/334600076\\_Leadership\\_Styles\\_and\\_Employee\\_Empowerment](https://www.researchgate.net/publication/334600076_Leadership_Styles_and_Employee_Empowerment)
- Serrat, O. (2008). Managing Knowledge Workers. *Knowledge Solutions*, 285-287. Retrieved from [https://link.springer.com/chapter/10.1007/978-981-10-0983-9\\_28](https://link.springer.com/chapter/10.1007/978-981-10-0983-9_28)
- Sharma, K. J. & Singh, K.S. (2013). A Study on the Democratic Style of Leadership. *International Journal of Management & Information Technology*, 3(2), 54-57. Retrieved from [https://www.researchgate.net/publication/331082855\\_A\\_Study\\_on\\_the\\_Democratic\\_Style\\_of\\_Leadership](https://www.researchgate.net/publication/331082855_A_Study_on_the_Democratic_Style_of_Leadership)

- Shogren, K., Kennedy, W. & Little, T. (2014). Autonomy, Psychological Empowerment, and Self-Realization: Exploring Data on Self-Determination from NLTS2. *Exceptional Children*, 80, 221-235. Retrieved from <https://files.eric.ed.gov/fulltext/ED568693.pdf>
- Singh, A. & Gupta, B. (2015). Job involvement, organizational commitment, professional commitment and team commitment. *An International Journal*, 22(6), 1192 – 1211. <https://doi.org/10.1108/BIJ-01-2014-0007>
- Skogstad, A., Hetland, J., Glaso, L., & Einarsen, S. (2014). Is avoidant leadership a root cause of subordinate stress? Longitudinal relationships between laissez-faire leadership and role ambiguity. *Work & Stress: An International Journal of Work, Health & Organizations*, 28(4), 323-341. Retrieved from <https://www.researchgate.net/deref/http%3A%2F%2Fdx.doi.org%2F10.1080%2F02678373.2014.957362>
- Spreitzer, M. G. (1995). Psychological Empowerment in the workplace: dimensions, measurement and validation. *Academy of Management Journal*, 38(5), 1442-1465. Retrieved from <http://webuser.bus.umich.edu/spreitze/Pdfs/PsychEmpowerment.pdf>
- Susilo, D. (2018). Transformational Leadership: A Style of Motivating Employees. *Management and Economics Journal*, 2(2), 125-131. Retrieved from [https://www.researchgate.net/publication/328167090\\_TRANSFORMATIONAL\\_LEADERSHIP\\_A\\_STYLE\\_OF\\_MOTIVATING\\_EMPLOYEES](https://www.researchgate.net/publication/328167090_TRANSFORMATIONAL_LEADERSHIP_A_STYLE_OF_MOTIVATING_EMPLOYEES)
- Svarc, J., & Dabic, M. (2015). Evolution of the Knowledge Economy: a Historical Perspective with an Application to the Case of Europe. *Journal of The Knowledge Economy*, 8, 159-176. doi: 10.1007/s13132-015-0267-2
- Taktaz, B., Shabaani, S., Kheyri, A. & Rahemipoor, M. (2012). The Relation between Psychological Empowerment and Performance of Employees. *Singaporean Journal of Business Economics and Management Studies*, 1(5), 19-26 [https://singaporeanjbem.com/pdfs/SG\\_VOL\\_1\\_\(5\)/3.pdf](https://singaporeanjbem.com/pdfs/SG_VOL_1_(5)/3.pdf)

- Tetik, N. (2016). The Effects of Psychological Empowerment on Job Satisfaction and Job Performane of Tourist Guides. *International Journal of Academic Research in Business and Social Sciences*, 6(2), 221-239. Retrieved from [http://hrmars.com/hrmars\\_papers/The\\_Effects\\_of\\_Psychological\\_Empowerment\\_on\\_Job\\_Satisfaction\\_and\\_Job\\_Performance\\_of\\_Tourist\\_Guides.pdf](http://hrmars.com/hrmars_papers/The_Effects_of_Psychological_Empowerment_on_Job_Satisfaction_and_Job_Performance_of_Tourist_Guides.pdf)
- Thomas, K. W. & Velthouse, B. A. (1990). Cognitive Elements of Empowerment: An “Interpretive” Model of Intrinsic Task Motivation. *Academy of Management review*, 15(4), 666-681. Retrieved from [https://calhoun.nps.edu/bitstream/handle/10945/45984/Thomas\\_Cognitive\\_Elements\\_1990.pdf?sequence=1&isAllowed=y](https://calhoun.nps.edu/bitstream/handle/10945/45984/Thomas_Cognitive_Elements_1990.pdf?sequence=1&isAllowed=y)
- Tian, H., Iqbal, S., Akhtar, S., Qalati, A. S., Anwar, F., & Khan, S. A. M. (2020). The Impact of Transformational Leadership on Employee Retention: Mediation and Moderation Through Organizational Citizenship Behavior and Communication. *Frontiers in Psychology*, 11. doi: <https://doi.org/10.3389/fpsyg.2020.00314>
- Tuuli, M. M., Rowlinson, S., Fellows, R., & Liu, M. M. A. (2012). Empowering the project team: impact of leadership style and team context. *Team Performance Management*. Retrieved from <https://www.emerald.com/insight/content/doi/10.1108/13527591211241006/full/html>
- Veliu, L., Manchari, M., Demiri, V., Jahaj, L., (2017). The influence of leadership styles on employee’s performance. *Journal of Management*, 2(31), p. 59-69. Retrieved from <https://www.ltvk.lt/file/zurnalai/08.pdf>
- Voegtlin, C., Boehm, S. & Bruch, H. (2015). How to empower employees: using trining to enhance work units’ collective empowerment. *International Journal of Manpower*, 36(3), 1-36. doi: 10.1108/IJM-10-2012-0158
- Wajdi, N. B. M. (2017). The Differences Between Management and Leadership. *Sinergi Jurnal Ilmiah Ilmu Manajemen*, 7(1), 75-84. doi: 10.25139/sng.v7i1.31
- Wellman, N., Newton, W. D., Wang, D., Wei, W., Waldman, A. D., & LePine, A. J. (2018). Meeting the need or falling in line? The effect of laissez-faire formal leaders on informal leadership. *Personnel Psychology*, 72(3). doi: <https://doi.org/10.1111/peps.12308>

Wen, T. B., Ho, T. C. F., Kelana, B. W. Y., Othman, R., & Syed, O. R. (2019). Leadership Styles in Influencing Employees' Job Performances. *International Journal of Academic Research in Business and Social Sciences*, 9(9), 55–65. doi: 10.6007/IJARBS/v9-i9/6269

Wilkinson, A. (1998). Empowerment: Theory and Practise. *Personnel Review*, 27, 4-56. Retrieved from [https://www.researchgate.net/profile/Adrian\\_Wilkinson/publication/29464815\\_Empowerment\\_Theory\\_and\\_Practice/links/56008e0508aeba1d9f84e373/Empowerment-Theory-and-Practice.pdf](https://www.researchgate.net/profile/Adrian_Wilkinson/publication/29464815_Empowerment_Theory_and_Practice/links/56008e0508aeba1d9f84e373/Empowerment-Theory-and-Practice.pdf)

Zylfijaj, K., Mahmutaj, R.L. & Grubi, A. (2014). Authoritarian leadership vs. participative leadership in organizations. *In Beyond the horizon of tempus projects: theory and practice of project management*, 447-454. Retrieved from [https://www.researchgate.net/publication/278964936\\_Authoritarian\\_leadership\\_vs\\_participative\\_leadership\\_in\\_organizations](https://www.researchgate.net/publication/278964936_Authoritarian_leadership_vs_participative_leadership_in_organizations)

## SUMMARY IN LITHUANIAN

### LYDERYSTĖS STILIŲ ĮTAKA DARBUOTOJŲ ĮGALINIMUI GLOBALIOSE KOMPANIJOSE ĮSUKŪRUSIUOSE LIETUVOJE

**Karina Jurkevičiūtė**

**Magistro baigiamasis darbas**

*Globalaus verslo ir Ekonomikos magistro programa*

Ekonomikos ir verslo administravimo fakultetas, Vilniaus universitetas

Darbo vadovė prof. D. Diskienė, Vilnius 2020

63 puslapiai, 32 lentelės, 5 figūros, 101 literatūros šaltinis.

Pagrindinis šio darbo tikslas įvertinti lyderystės stilių įtaką darbuotojų įgalinimui globaliose įmonėse įsikūrusiuose Lietuvoje.

Baigiamasis magistro darbas susideda iš trijų dalių: mokslinės literatūros apžvalgos ir analizės, tyrimo ir, galiausiai, rezultatų analizės bei išvadų ir pasiūlymų.

Literatūros analizė taip pat susideda iš trijų dalių. Pirmiausia, aptariama lyderystė ir lyderystės stiliai. Antra, dėmesys sutelkiamas į darbuotojų įgalinimo literatūros analizę. Galiausiai, aptariamas ryšys tarp lyderystės stilių ir darbuotojų įgalinimo.

Atlikus literatūros analizę, antroje dalyje pristatyta empirinio tyrimo metodologija pagal kurią atliktas tyrimas globalias verslo paslaugas teikiančių įmonių sektoriuje. Klausimynas buvo pateiktas darbuotojams siekiant gauti informacijos apie vadovavimo stilius ir darbuotojų įgalinimą globaliose įmonėse įsikūrusiuose Lietuvoje. Gauti duomenys apdoroti statiškai naudojantis SPSS programa. Siekiant patikrinti hipotezes, atliktos koreliacijos ir regresijos analizės.

Atliktas tyrimas atskleidė skirtingų lyderystės stilių įtaką darbuotojų įgalinimui. Pagal gautus rezultatus, transformacinis lyderystės stilius turi teigiamą poveikį darbuotojų įgalinimui skirtingai nuo laissez-faire lyderystės stiliaus, kuris daro neigiamą įtaką darbuotojų įgalinimui. Transakcinio lyderystės stiliaus analizė atskleidė kontraversiškus rezultatus, nes sąlyginio atlygio faktorius turėjo teigiamą įtaką darbuotojų įgalinimui, tačiau, vadovavimas išimties tvarka (aktyvus) parodė neigiamą įtaką.

Išvadose ir pasiūlymuose apibendrinami pagrindiniai literatūros analizės ir atlikto tyrimo rezultatai. Nurodytus pasiūlymus įmonės galėtų panaudoti taikydami lyderystės stilius darbuotojų įgalinimui.

## **SUMMARY IN ENGLISH**

### **THE IMPACT OF LEADERSHIP STYLES ON EMPLOYEE EMPOWERMENT IN GLOBAL COMPANIES LOCATED IN LITHUANIA**

**Karina Jurkeviciute**

**Master Thesis**

*Global Business and Economics Master Programme*

Faculty of Economics and Business administration, Vilnius University

Supervisor prof. D. Diskiene, Vilnius, 2020

63 pages, 32 tables, 5 figures, 101 references.

The main aim of this master thesis was to explore the impact of leadership styles on employee empowerment in global companies located in Lithuania.

The Master thesis consists of three main parts: the review of scientific literature, the research and the analysis of research results as well as conclusions and recommendations.

Literature analysis is also divided into three parts. First, the concept of leadership and leadership styles are discussed. Secondly, the focus is placed on the concept of employee empowerment analysis. Lastly, the relationship between leadership styles and employee empowerment is explored.

After the literature analysis, the author carried out research in global business services sector. Questionnaire was presented in order to gain insights about leadership styles and employee empowerment in global companies located in Lithuania. The data obtained via questionnaire was statistically processed with the SPSS software. To test the hypothesis, correlation and regression analysis were performed.

The performed research revealed the impact of various leadership style factors on employee empowerment. Generally, transformational leadership style has proved to have a positive impact on employee empowerment as opposed to laissez-faire leadership style which has a negative impact. Transactional leadership style has revealed controversial results as contingent reward had a positive impact while management by exception (active) demonstrated negative impact.

The conclusions and recommendations summarize the main findings of literature analysis as well as results of the performed research. Results of the study and suggestions could be used by the companies for adapting leadership styles for employee empowerment.

## ANNEXES

### Annex 1. Research Questionnaire

Hello, my name is Karina Jurkevičiūtė. You are invited to be part of a research study about leadership styles and employee empowerment. The researcher is a Master student at Vilnius university in the programme of Global Business & Economics. Your participation will last about 10-15 minutes. Information you provide in this questionnaire is confidential and will be used for educational purposes only. Thank you in advance and if you have any further questions about the research feel free to contact [jurkeviciutekarina@gmail.com](mailto:jurkeviciutekarina@gmail.com).

#### **Demographical questions**

1. Are you male or female?
  - Male
  - Female
2. What is your age?
  - Up to 20
  - 21-30
  - 31-40
  - 41-50
  - 51-60
  - 61 and more
3. What is the highest degree you have obtained?
  - School diploma
  - College, no degree
  - Bachelor's degree
  - Master's degree or higher
4. Please choose your business area within the company you work at:
  - IT
  - Customer service
  - Finance and Accounting
  - HR
  - Sales and marketing
  - Administration
  - Other
5. How long have you worked for the company?
  - Less than a year
  - 1 to 3 years
  - 4 to 6 years
  - 7 to 9 years

#### **Psychological Empowerment Questions**

1. I am confident about my ability to do my job
2. The work that I do is important to me
3. I have significant autonomy in determining how I do my job
4. My impact on what happens in my department is large
5. My job activities are personally meaningful to me



6. I have a great deal of control over what happens in my department
7. I can decide on my own how to go about doing my own work
8. I really care about what I do in my job
9. My job is well within the scope of my abilities
10. I have considerable opportunity for freedom in how I do my job
11. I have mastered the skills necessary for my job
12. My opinion counts in departmental decision-making
13. The work I do is meaningful to me
14. I have significant influence over what happens in my department
15. I am self-assured about my capabilities to perform my work activities
16. I have a chance to use personal initiative in carrying out my personal work

### **Multifactor Leadership questionnaire**

1. My manager provides others with assistance in exchange for their efforts
2. My manager re-examines critical assumptions to question whether they are appropriate
3. My manager fails to interfere until problems become serious
4. My manager focuses attention on irregularities, mistakes, exceptions, and deviations from standards
5. My manager avoids getting involved when important issues arise
6. My manager talks about his/her most important values and beliefs
7. My manager is absent when needed
8. My manager seeks different perspectives when solving problems
9. My manager talks optimistically about the future
10. My manager instills pride in me for being associated with him/her
11. My manager discusses in specific terms who is responsible for achieving performance targets
12. My manager waits for things to go wrong before taking action
13. My manager talks enthusiastically about what needs to be accomplished
14. My manager specifies the importance of having a strong sense of purpose
15. My manager spends time teaching and coaching
16. My manager makes clear what one can expect to receive when performance goals are achieved
17. My manager shows that he/she is a firm believer in "If it is not broke, don't fix it"
18. The person I am rating goes beyond self-interest for the good of the group
19. My manager treats me as an individual rather than just as a member of a group
20. My manager demonstrates that problems must become chronic before I take action
21. My manager acts in ways that build my respect
22. My manager concentrates his/her full attention on dealing with mistakes, complaints, and failures
23. My manager considers the moral and ethical consequences of decisions
24. My manager keeps track of all mistakes
25. My manager displays a sense of power and confidence
26. My manager articulates a compelling vision of the future
27. My manager directs my attention towards failures to meet standards
28. My manager avoids making decisions
29. My manager considers me as having different needs, abilities and aspirations from others
30. My manager gets me to look at problems from many different angles
31. My manager helps me to develop my strengths.
32. My manager suggests new ways of looking at how to complete assignments
33. My manager delays responding to urgent questions
34. My manager emphasizes the importance of having a collective sense of mission

35. My manager expresses satisfaction when I meet expectations
36. My manager expresses confidence that goals will be achieved
37. My manager is effective in meeting my job-related needs
38. My manager uses methods of leadership that are satisfying
39. My manager gets me to do more than I expected to do
40. My manager is effective in representing me to higher authority
41. My manager works with me in a satisfactory way
42. My manager heightens my desire to succeed
43. My manager is effective in meeting organizational requirements
44. My manager increases my willingness to try harder
45. My manager leads a group that is effective

## Annex 2. Psychological Empowerment Questionnaire results

			Competence	Meaning	Self Determination	Impact
Sex	Male	Mean	15,38	15,64	14,72	12,07
		SD	3,29	3,61	4,1	4,43
	Female	Mean	15,58	15,82	14,59	12,01
		SD	2,83	3,04	3,68	4,03
	U		6097	6143	5836,5	5961
Sig.		0,907	0,984	0,506	0,685	
Age	Up to 30	Mean	14,33	14,19	13,19	10,68
		SD	3,21	3,89	4,17	4,15
	31-40	Mean	15,43	15,98	14,73	11,82
		SD	3,1	3,02	3,85	4,2
	41 and more	Mean	16,42	16,61	15,66	13,3
		SD	2,58	2,82	3,36	3,96
H		<b>20,011</b>	<b>15,826</b>	<b>14,525</b>	<b>12,721</b>	
Sig.		<b>0</b>	<b>0</b>	<b>0,001</b>	<b>0,002</b>	
The highest degree	School dip. or College, no degree	Mean	12,75	13,5	12,45	9,75
		SD	3,92	3,98	4,81	4,51
	Bachelor's degree	Mean	15,37	15,55	14,28	11,48
		SD	2,94	3,28	3,81	4
	Master's degree or higher	Mean	16,59	16,83	16,14	13,95
		SD	2,39	2,77	3,2	3,92
H		<b>21,532</b>	<b>18,434</b>	<b>19,189</b>	<b>19,108</b>	
Sig.		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Business area within the company	IT	Mean	15,91	16,51	15,98	12,79
		SD	3,18	3,3	3,73	4,42
	Customer service	Mean	15,44	15,53	14,56	12,24
		SD	3,12	3,49	3,9	4,02
	Finance and Accounting	Mean	15,83	15,13	14,17	11,08
		SD	2,71	4,04	3,37	3,45
	HR	Mean	15,32	15,82	13,64	11,59
		SD	3,17	3	4,4	4,76
	Sales and marketing	Mean	15,29	15,95	15,32	13,39
		SD	3,12	3,16	3,91	4,15
	Administration	Mean	15,42	15,26	13,74	11
		SD	3,39	3,26	3,97	4,32
	Projects	Mean	14,9	15,33	13,33	10,27
		SD	2,96	2,99	3,69	3,97
H		5,205	7,413	<b>18,654</b>	<b>14,931</b>	
Sig.		0,518	0,284	<b>0,005</b>	<b>0,021</b>	
Working experience in the company	Less than 3 years	Mean	14,82	15,01	13,8	11,17
		SD	3,15	3,54	3,98	4,06
	4 to 6 years	Mean	15,91	16,12	15,27	12,57
		SD	2,54	2,68	3,23	3,79
	7 years and more	Mean	16,33	16,82	15,59	13,21
		SD	3,47	3,59	4,46	5,03
	H		<b>17,763</b>	<b>14,271</b>	<b>15,408</b>	<b>10,295</b>
Sig.		<b>0</b>	<b>0,001</b>	<b>0</b>	<b>0,006</b>	

Annex 3. Multifactor Leadership Questionnaire results

			II (A)	II (B)	IM	IS	IC	CR	MBE (A)	MBE (P)	LF	EE	EFF	SAT	
Sex	Male	Mean	14,66	14,55	14,90	14,67	14,41	14,69	10,30	8,64	8,64	10,95	14,52	7,23	
		SD	3,21	3,54	3,79	3,27	3,45	3,51	3,98	3,27	3,45	2,88	3,56	1,90	
	Female	Mean	14,36	14,43	14,88	14,65	14,03	14,67	10,23	8,03	8,50	10,46	14,30	7,14	
		SD	3,22	3,46	3,81	3,36	3,67	3,15	3,45	3,32	3,52	2,83	3,77	2,03	
	U			5849,5	5985,0	6097,0	6147,5	5873,0	5978,0	6145,5	5407,0	5985,0	5464,5	6046,5	6043,0
	Sig.			0,522	0,724	0,907	0,992	0,556	0,713	0,988	0,117	0,725	0,140	0,822	0,814
Age	Up to 30	Mean	13,44	13,19	13,61	13,47	12,98	13,60	12,05	8,72	8,37	9,68	13,47	6,56	
		SD	3,62	4,18	4,46	3,80	4,27	3,91	4,15	3,75	4,04	3,52	4,56	2,49	
	31-40	Mean	14,83	14,74	15,13	14,90	14,39	14,84	9,75	8,48	8,42	10,92	14,55	7,34	
		SD	3,06	3,47	3,73	3,25	3,42	3,20	3,38	3,19	3,37	2,62	3,35	1,73	
	41 and more	Mean	14,92	15,16	15,55	15,28	14,93	15,30	9,51	7,84	8,89	11,20	14,93	7,47	
		SD	2,90	2,64	3,05	2,75	2,88	2,79	3,30	3,05	3,16	2,39	3,15	1,68	
	H			<b>7,229</b>	<b>8,938</b>	<b>7,835</b>	<b>8,016</b>	<b>6,763</b>	<b>8,544</b>	<b>14,920</b>	2,069	2,476	<b>6,113</b>	2,786	4,092
	Sig.			<b>0,027</b>	<b>0,011</b>	<b>0,020</b>	<b>0,018</b>	<b>0,034</b>	<b>0,014</b>	<b>0,001</b>	0,355	0,290	<b>0,047</b>	0,248	0,129
The highest degree	School dip. or College, no degree	Mean	13,30	12,35	12,50	13,10	12,30	12,55	10,90	9,30	9,95	9,45	12,85	6,15	
		SD	3,34	4,49	4,68	4,33	4,27	4,06	4,01	3,42	3,09	3,58	4,66	2,60	
	Bachelor's degree	Mean	14,33	14,41	14,77	14,71	14,25	14,64	10,58	8,26	8,69	10,58	14,28	7,16	
		SD	3,21	3,42	3,79	3,23	3,52	3,28	3,89	3,44	3,56	2,88	3,68	1,92	
	Master's degree or higher	Mean	15,27	15,33	15,89	15,05	14,75	15,44	9,38	8,16	7,87	11,34	15,16	7,56	
		SD	3,04	3,01	3,10	3,03	3,26	2,88	3,03	2,92	3,30	2,41	3,11	1,74	
	H			<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	2,000	2,000	<b>2,000</b>	2,000	2,000	<b>2,000</b>	2,000	<b>2,000</b>	2,000
	Sig.			<b>0,026</b>	<b>0,010</b>	<b>0,004</b>	0,167	0,058	<b>0,007</b>	0,128	0,380	<b>0,037</b>	0,079	<b>0,047</b>	0,070
Business area within the company	IT	Mean	15,13	15,55	15,89	15,49	15,30	15,66	9,62	8,02	8,38	11,72	15,28	7,83	
		SD	3,08	3,03	3,27	3,04	2,99	3,03	3,20	3,05	3,35	2,32	3,38	1,67	
	Customer service	Mean	14,91	14,85	15,29	14,91	14,24	14,82	10,18	8,29	8,50	11,00	14,50	7,29	

		II (A)	II (B)	IM	IS	IC	CR	MBE (A)	MBE (P)	LF	EE	EFF	SAT		
	Finance and Accounting	SD	3,13	3,18	3,87	3,44	3,58	3,04	3,48	3,06	3,31	2,46	3,22	1,73	
		Mean	13,58	13,92	14,75	14,21	13,46	14,25	13,54	9,13	8,50	10,42	14,58	6,96	
	HR	SD	3,71	4,10	4,05	3,51	3,95	3,90	3,12	4,08	4,39	3,43	4,29	2,48	
		Mean	14,05	13,41	13,95	14,23	13,45	14,05	10,14	8,14	8,86	9,91	13,36	6,64	
	Sales and marketing	SD	3,39	4,15	4,30	3,54	4,35	3,67	4,02	3,89	4,14	3,34	4,37	2,24	
		Mean	14,51	14,32	14,98	14,76	14,37	14,63	9,63	8,73	8,41	10,61	14,51	7,10	
	Administration	SD	3,27	3,30	3,71	2,94	3,44	3,28	3,54	3,01	3,40	2,87	3,42	1,88	
		Mean	14,32	14,21	14,58	14,63	14,00	13,95	10,37	8,26	9,21	10,11	13,47	6,95	
	Projects	SD	3,37	3,84	4,40	3,86	4,33	3,58	4,40	3,78	3,05	3,25	4,34	2,27	
		Mean	14,33	14,27	13,87	13,70	13,83	14,43	9,30	8,13	8,83	10,33	14,10	6,97	
	H		4,504	7,637	12,318	7,520	6,411	8,044	<b>21,489</b>	2,624	1,885	10,991	6,025	8,609	
	Sig.		0,609	0,266	0,055	0,275	0,379	0,235	<b>0,001</b>	0,854	0,930	0,089	0,420	0,197	
	Working experience in the company	Less than 3 years	Mean	14,16	13,68	14,27	14,02	13,49	13,87	10,71	8,43	8,59	10,20	13,92	6,94
			SD	3,43	4,00	4,23	3,62	3,98	3,62	4,08	3,62	3,76	3,28	4,16	2,27
4 to 6 years		Mean	15,09	15,43	15,64	15,41	15,11	15,57	9,58	8,11	8,10	11,26	14,96	7,43	
		SD	2,48	2,47	2,81	2,51	2,66	2,41	2,82	2,89	3,17	2,10	2,66	1,41	
7 years and more		Mean	14,21	14,64	14,92	14,79	14,26	14,95	10,51	8,49	9,49	10,85	14,51	7,31	
		SD	3,83	3,45	4,14	3,64	3,69	3,69	4,15	3,28	3,24	2,89	3,99	2,07	
H		2,511	<b>8,981</b>	4,442	5,848	<b>7,117</b>	<b>12,002</b>	2,382	0,190	5,224	3,702	1,927	0,773		
Sig.		0,285	<b>0,011</b>	0,108	0,054	<b>0,028</b>	<b>0,002</b>	0,304	0,909	0,073	0,157	0,382	0,679		

## Annex 4. Correlation analysis

			Competence	Meaning	Self_Determination	Impact	II (A)	II (B)	IM	IS	IC	CR	MBE (A)	MBE (P)	LF	EE	EFF	SAT	
Spearman's rho	Competence	Correlation Coefficient	1,000	,751	,788	,686	,478	,557	,560	,552	,531	,558	-,315	-,369	-,307	,484	,532	,531	
		Sig. (2-tailed)		0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000
		N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
Meaning		Correlation Coefficient	,751	1,000	,697	,704	,462	,495	,524	,508	,525	,536	-,417	-,431	-,325	,488	,504	,485	
		Sig. (2-tailed)	0,000		0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000
		N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
Self_Determination		Correlation Coefficient	,788	,697	1,000	,764	,511	,555	,609	,580	,577	,567	-,326	-,305	-,231	,571	,592	,592	
		Sig. (2-tailed)	0,000	0,000		0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,001	0,000	0,000	0,000	
		N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
Impact		Correlation Coefficient	,686	,704	,764	1,000	,483	,490	,554	,542	,571	,571	-,410	-,330	-,289	,525	,545	,528	
		Sig. (2-tailed)	0,000	0,000	0,000		0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	
		N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
II (A)		Correlation Coefficient	,478	,462	,511	,483	1,000	,681	,706	,643	,694	,629	-,473	-,504	-,436	,671	,683	,673	
		Sig. (2-tailed)	0,000	0,000	0,000	0,000		0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	
		N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
II (B)		Correlation Coefficient	,557	,495	,555	,490	,681	1,000	,733	,662	,654	,642	-,415	-,372	-,324	,659	,644	,641	
		Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000		0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	
		N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
IM		Correlation Coefficient	,560	,524	,609	,554	,706	,733	1,000	,713	,666	,680	-,376	-,426	-,436	,695	,694	,728	
		Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000		0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	
		N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
IS		Correlation Coefficient	,552	,508	,580	,542	,643	,662	,713	1,000	,726	,670	-,338	-,417	-,333	,627	,632	,669	
		Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000		0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	
		N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222

		Competence	Meaning	Self_Determination	Impact	II (A)	II (B)	IM	IS	IC	CR	MBE (A)	MBE (P)	LF	EE	EFF	SAT
IC	Correlation	.531**	.525**	.577**	.571**	.694**	.654**	.666**	.726**	1,000	.668**	-.387**	-.420**	-.278**	.769**	.755**	.736**
	Coefficient Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000		0,000	0,000	0,000	0,000	0,000	0,000	0,000
	N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
CR	Correlation	.558**	.536**	.567**	.571**	.629**	.642**	.680**	.670**	.668**	1,000	-.348**	-.446**	-.394**	.610**	.652**	.663**
	Coefficient Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000		0,000	0,000	0,000	0,000	0,000	0,000
	N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
MBE (A)	Correlation	-.315**	-.417**	-.326**	-.410**	-.473**	-.415**	-.376**	-.338**	-.387**	-.348**	1,000	.520**	.364**	-.406**	-.387**	-.396**
	Coefficient Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000		0,000	0,000	0,000	0,000	0,000
	N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
MBE (P)	Correlation	-.369**	-.431**	-.305**	-.330**	-.504**	-.372**	-.426**	-.417**	-.420**	-.446**	.520**	1,000	.586**	-.443**	-.488**	-.551**
	Coefficient Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000		0,000	0,000	0,000	0,000
	N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
LF	Correlation	-.307**	-.325**	-.231**	-.289**	-.436**	-.324**	-.436**	-.333**	-.278**	-.394**	.364**	.586**	1,000	-.357**	-.375**	-.414**
	Coefficient Sig. (2-tailed)	0,000	0,000	0,001	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000		0,000	0,000	0,000
	N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
EE	Correlation	.484**	.488**	.571**	.525**	.671**	.659**	.695**	.627**	.769**	.610**	-.406**	-.443**	-.357**	1,000	.890**	.811**
	Coefficient Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000		0,000	0,000
	N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
EFF	Correlation	.532**	.504**	.592**	.545**	.683**	.644**	.694**	.632**	.755**	.652**	-.387**	-.488**	-.375**	.890**	1,000	.852**
	Coefficient Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000		0,000
	N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222
SAT	Correlation	.531**	.485**	.592**	.528**	.673**	.641**	.728**	.669**	.736**	.663**	-.396**	-.551**	-.414**	.811**	.852**	1,000
	Coefficient Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	
	N	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222

## Annex 5. Regression analysis (Competence)

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	SAT, MBE (A), LF, MBE (P), IS, CR, II (A), EE, II (B), IC, IM, EFF <sup>b</sup>		Enter

a. Dependent Variable: Competence

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,779 <sup>a</sup>	0,607	0,585	1,96960

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1254,682	12	104,557	26,952	,000 <sup>b</sup>
	Residual	810,777	209	3,879		
	Total	2065,459	221			

**Coefficients<sup>a</sup>**

Model				Standardized Coefficients	t	Sig.
			Beta			
1	(Constant)	7,745	1,377		5,625	0,000
	II (A)	-0,102	0,083	-0,107	-1,222	0,223
	II (B)	0,171	0,088	0,196	1,944	0,053
	IM	0,244	0,093	0,303	2,630	0,009
	IS	0,089	0,083	0,096	1,070	0,286
	IC	0,105	0,093	0,122	1,124	0,262
	CR	0,152	0,080	0,166	1,904	0,058
	MBE (A)	-0,070	0,047	-0,085	-1,496	0,136
	MBE (P)	-0,061	0,065	-0,065	-0,936	0,351
	LF	-0,009	0,055	-0,011	-0,170	0,865
	EE	-0,205	0,126	-0,192	-1,625	0,106
	EFF	0,170	0,115	0,203	1,480	0,140
	SAT	-0,122	0,175	-0,078	-0,697	0,487



Annex 6. Regression analysis (Meaning)

Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	SAT, MBE (A), LF, MBE (P), IS, CR, II (A), EE, II (B), IC, IM, EFF <sup>b</sup>		Enter

a. Dependent Variable: Meaning

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,759 <sup>a</sup>	0,576	0,552	2,22437

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1407,225	12	117,269	23,701	,000 <sup>b</sup>
	Residual	1034,095	209	4,948		
	Total	2441,320	221			

Coefficients<sup>a</sup>

Model			Standardized Coefficients	t	Sig.	
		Beta				
1	(Constant)	11,075	1,555	7,122	0,000	
	II (A)	-0,145	0,094	-0,140	-1,540	0,125
	II (B)	0,010	0,099	0,011	0,102	0,919
	IM	0,133	0,105	0,151	1,264	0,208
	IS	0,176	0,094	0,175	1,876	0,062
	IC	0,181	0,105	0,194	1,713	0,088
	CR	0,215	0,090	0,215	2,378	0,018
	MBE (A)	-0,196	0,053	-0,218	-3,701	0,000
	MBE (P)	-0,155	0,073	-0,154	-2,115	0,036
	LF	0,025	0,062	0,027	0,408	0,684
	EE	0,172	0,143	0,147	1,203	0,230
	EFF	0,069	0,129	0,076	0,535	0,593
	SAT	-0,476	0,198	-0,281	-2,407	0,017

## Annex 7. Regression analysis (Self-determination)

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	SAT, MBE (A), LF, MBE (P), IS, CR, II (A), EE, II (B), IC, IM, EFF <sup>b</sup>		Enter

a. Dependent Variable: Self\_Determination  
b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,818 <sup>a</sup>	0,670	0,651	2,29349

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2228,934	12	185,745	35,312	,000 <sup>p</sup>
	Residual	1099,359	209	5,260		
	Total	3328,293	221			

**Coefficients<sup>a</sup>**

Model				Standardized Coefficients	t	Sig.
				Beta		
1	(Constant)	1,237	1,603		0,771	0,441
	II (A)	-0,088	0,097	-0,073	-0,908	0,365
	II (B)	-0,022	0,103	-0,020	-0,218	0,828
	IM	0,440	0,108	0,429	4,068	0,000
	IS	0,180	0,097	0,154	1,865	0,064
	IC	0,122	0,109	0,112	1,123	0,263
	CR	0,071	0,093	0,061	0,762	0,447
	MBE (A)	-0,110	0,055	-0,105	-2,019	0,045
	MBE (P)	0,074	0,076	0,063	0,985	0,326
	LF	0,051	0,064	0,046	0,797	0,426
	EE	-0,107	0,147	-0,079	-0,730	0,466
	EFF	0,169	0,133	0,160	1,269	0,206
	SAT	0,254	0,204	0,129	1,247	0,214

## Annex 8. Regression analysis (Impact)

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	SAT, MBE (A), LF, MBE (P), IS, CR, II (A), EE, II (B), IC, IM, EFF <sup>b</sup>		Enter

a. Dependent Variable: Impact  
b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,730 <sup>a</sup>	0,533	0,506	2,96361

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2092,063	12	174,339	19,850	,000 <sup>b</sup>
	Residual	1835,649	209	8,783		
	Total	3927,712	221			

**Coefficients<sup>a</sup>**

Model				Standardized Coefficients	t	Sig.
			Beta			
1	(Constant)	1,697	2,072		0,819	0,414
	II (A)	-0,114	0,125	-0,087	-0,909	0,364
	II (B)	-0,197	0,132	-0,163	-1,488	0,138
	IM	0,277	0,140	0,249	1,979	0,049
	IS	0,315	0,125	0,247	2,522	0,012
	IC	0,157	0,141	0,133	1,116	0,266
	CR	0,282	0,121	0,223	2,344	0,020
	MBE (A)	-0,271	0,070	-0,238	-3,844	0,000
	MBE (P)	0,148	0,098	0,116	1,516	0,131
	LF	-0,020	0,083	-0,016	-0,237	0,813
	EE	-0,073	0,190	-0,049	-0,382	0,703
	EFF	0,165	0,172	0,143	0,955	0,341
	SAT	-0,019	0,263	-0,009	-0,074	0,941

