

Empowering Leadership: A Study of Team Leaders & Team Members

Manjari Srivastava & Ruta Vyas

This study attempts to explore some of the antecedents of empowering behavior of team leaders both from leaders' and their subordinates' perspectives. Data were collected from 240 respondents working in professionally run organizations of Indian origin as well as multi-national companies. The study employing multivariate data analysis revealed that leaders' organization based self esteem and global self esteem impact their empowering behavior towards subordinates and this relationship is further moderated by organization culture. The relation between task characteristics and members' readiness was not moderated by culture. The finding from this research may be utilized to develop leaders who empower their teams such that they act as leaders themselves and become stimulants for the growth of organizations.

Manjari Srivastava is Professor in School of Business Management, NMIMS University, Mumbai. E-mail: srivastavamanjari2@gmail.com.
Ruta Vyas is Director at Amadeus Consulting, Mumbai.

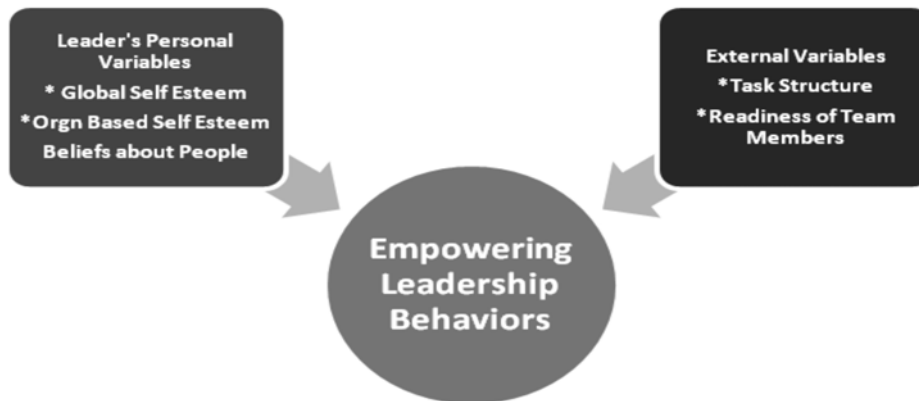
Introduction

Today's successful organizations demand employees who can take the initiative to extend beyond job requirements (Lester, Meglino & Korsgaard, 2008). Today's workforce shows a higher need for achievement, innovation, personal control and self-esteem. (Kundu & Rani, 2007). These demand a paradigm shift from the traditional "command and control" style of management to a new "involvement and commitment" style in which managers devolve power while enabling or "empowering" individual employees to take responsibility for performance targets (Fligstein, 1990). This paper aims to explore the antecedents of leader's empowering behavior both from leaders and their subordinates' perspectives. Further, it also examines the moderating role of organization culture between the independent and dependent variables.

Empowerment

It is understood that empowered employees would contribute more and better to their organizational outcomes. This is supported by literature (Bass &

Figure 1



Avolio, 1994; Luthans & Avolio, 2003; Walumbwa et al., 2003) which suggested that followers who work with leaders exhibiting high moral standards and expectations, integrity, and optimism feel more comfortable and empowered to do the activities required for successful task accomplishment.

Conger and Kanungo (1988) popularized the concept of empowerment and gave it relational as well as motivational dimensions. 'Employee Empowerment' was referred to as a "process of enhancing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal both by formal organizational practices and informal techniques of providing efficacy information." Spreitzer (1995) defined Employee Empowerment as "A motivational construct manifested in four cognitions—meaning, competence, self-determination and impact." Bowen and Lawler (1992) focused on empowering management practices including delega-

tion of decision making from higher to lower organizational levels, increasing access to information and resources from higher to lower levels. Arnold, Rhoades and others (2000) emphasized participative unit climate, socio-political support, access to information, and training and development as elements that make up empowerment. The role of coaching, informing, and participative decision-making behaviors in the empowerment process has been suggested by researchers (Blau & Alba, 1982; Bowen & Lawler, 1992).

Management literature has seen the evolution of leadership theories, starting from early trait theories to transactional, transformational, authentic and spiritual perspective of leadership. The early seeds of Empowering Leadership are to be found in Transformational Leadership which emphasized the role of empowerment as a central mechanism to building commitment to the organization's objectives (Avolio, et. al, 2004; Bass, 1998; Yukl, 1998; Lowe et al.1996; Laschinger,

Finegan & Shamian, 2001). While the transactional and transformational line of leadership styles was being developed, a theory on Authentic Leadership (Shamir & Eilam, 2005; Gardner et al., 2005; Cerne, et. al., 2013) has also found its way propagating development of authentic followers.

In our paper, empowering leadership behaviors were preliminarily taken to include the following five dimensions viz. Participative Decision Making (PDM), Showing Concern/Interacting with the Team, Leading by Example, Informing, and Coaching. The paper further describes the independent variables considered from the leaders' perspective i.e. self-esteem & belief about people and variables from team members' perspective i.e. task structure and members' readiness.

Self-Esteem & Leadership Empowerment

Self-esteem is a person's overall evaluation of sense of worth. According to Bass (1990), self-esteem in leaders appeared to be related to their ability to accept people as they were, to trust others, and to be able to work without the constant need for approval or recognition. Locke, McClellan and Knight (1996) discovered that leaders with high self-

Leaders with high self-esteem are more effective in setting organizational goals and in motivating subordinates than leaders with low self-esteem.

esteem are more effective in setting organizational goals and in motivating subordinates than leaders with low self-esteem. Pierce et al (2004) mentioned that for measuring self-esteem in the organizational context, a leader's Organization-Based Self-Esteem (OBSE) as a construct is all the more relevant. Pierce et al (1989) stated that employees with high levels of OBSE have a deep-seated (absolute, unquestioning) belief that "I count around here", and "I am an important part of this place. These go on to reflect a self-judgment of one's organizational worthiness (Coopersmith, 1967).

In the present study, both global self-esteem and OBSE were taken into consideration. Global self-esteem is defined as the overall value that one places on oneself as a person, a person's self-acceptance, self-liking and self-respect; how he sees his abilities and is satisfied with what he has achieved of his potential; and a general sense of worth when he compares himself with others. OBSE is operationalized through the leaders' feelings of being valuable and important to the organization, being trusted and being seen as a contributing and respected member in the organizational team.

Leader's Beliefs

This variable is a reflection of a leader's values in relation to subordinates. It has been seen that managerial beliefs about people can cause autocratic and democratic leadership behaviors (McGregor, 1960; 1967). McGregor (1960) labeled these beliefs as 'Theory X and Theory Y.' Managers with Theory

X mindsets tend to have a negative, pessimistic view of subordinates and display more coercive, autocratic leadership styles using external means of controls, such as threats and punishment. By contrast, managers with Theory Y attitudes tend to have positive, optimistic views of subordinates and display more participative leadership styles using internal motivation and rewards (McGregor, 1960; McGregor & Cutcher-Gershenfeld, 2006). Sager (2008) also examined the concomitant relationship between managers' theory X/Y assumptions and communication styles and found similar significant associations. He argued that these beliefs of managers could affect their empowering behaviors. Drawing upon the literature, it seems important to consider whether leaders' beliefs about his team member would influence his/her empowering behavior.

In the present study, "Leaders' beliefs about people" is included as one of the antecedents to empowering leadership and includes the leaders' beliefs about the team members' attitude to work, motivations, aspirations, the perceived need to supervise them, self control, desire to participate in organizational decisions, commitment and willingness to take responsibility.

Following research question was raised from the leaders' perspective:

1. How leaders' perception of their own global and organization based self-esteem and belief about people is associated with his/her empowering behaviors towards team members?

Task Structure & Leaders' Empowerment

Task structure is one of the variables that have probably received the most research attention among all the other environmental variables (Srivastava & Sinha, 2011). The nature of the task that the team member must perform is considered to be one of the important factors that determine the extent to which a leader can actually empower his team members. Bass (1985) suggested that more empowering approach would seem an appropriate choice for followers in unstructured task environments. Leadership theorists have further suggested that a directive leadership style would be most appropriate for unstructured task environments (House, 1971; 1996; Silverthorne, 2001). Pawar and Eastman (1997) went on to suggest that individuals operating within the routine structured tasks will be resistant to leader transformation efforts whereas those in relatively unstructured units will be more receptive to a transformational leader. According to Path-Goal theory, supportive leader behavior will have a positive effect on satisfaction for subordinates who work on highly structured tasks and will have little effect on job satisfaction or performance when task structure is low (House & Mitchell, 1974). Similar assertions have been made by other authors such as Awan, Zaidi et al (2011).

Directive leadership style would be most appropriate for unstructured task environments.

In our study the task structure is defined as the degree to which the team member is engaged in task performance from beginning to end, freedom in the way the task is completed, how repetitive it is and the degree of compliance that exists around that task.

Readiness of Team Members

Johnson & Paper (1998) stated that in order for empowerment to be successful, empowered workers must be knowledgeable, competent, and confident in their job processes and in their decision-making ability. According to Hersey et al. (1996) there is no one best way to influence people and leaders need to assess the readiness level defined as the ability and willingness to accomplish a specific task and then use the appropriate leadership style. Irgens (1995) considers the knowledge of the task; skill in performing the task; ability to plan the work; and ability to meet deadlines as elements to define maturity or readiness. Similar findings are articulated by Klein and House (1995), Vecchio and Boatwright (2002), Spreitzer (1995). Hence, 'readiness of team member' considered for this paper is defined as "The degree to which the team member feels adequately informed, skilled and competent to complete the tasks s/he is assigned and is also willing to take on more responsibility."

Following research question was explored from team members' perspective:

2. Is there any relationship between the team members' readiness, nature of

task and leaders' empowering leadership behaviors?

Organization Culture

Leader behaviors have been shaped by the manager's interpretations of his/her contextual environment (Shivers-Blackwell, 2006). In specific organizational culture, through its existence and influence on behavior, has been found to frame and shape the use of leader behaviors (Ammeter, et.al, 2002). Managerial practices fostering the climate of empowerment allow employees to exercise autonomous actions that create a sense of self-control and influence, share information that develop a sense of competence, and gain team-based authority that enhances a sense of competence and impact in their organizations (Chen, Lam & Zhong, 2007; Seibert et al., 2004). The organization's culture develops in large part from its leadership while the culture of an organization can also affect the development of its leadership (Bass & Avolio, 1994). Many studies clearly suggest that organizational climate matters when managers want to empower their work unit members.

Organizational climate matters when managers want to empower their work unit members.

In addition, a number of leadership theorists view culture as a key factor that may moderate the relationship between leader behavior and leadership effectiveness (Kim, Kyoungsu et al, 2004; Bass, 1990; House et al., 1999). Cerne, Jaklic

& Skerlavaj(2013) found that if climate is seen as supportive by team members leadership has an influence in enhancing creativity among team members.

Various researchers have strongly indicated the influence of culture on employees as well as leadership behavior. The moderating role of organization culture is also being examined in our paper. Organization culture is examined in terms of: the relationships that are encouraged, nature and form of interaction with others and seniors, level of communication and feedback, level of trust, level of freedom and innovation allowed, rigidity or flexibility of processes, opportunity to express oneself, training and career development opportunities available, the degree to which one feels a sense of belonging to the organization and a personal sense of identification.

On the basis of literature review two more research questions are raised:

3. Does organizational culture moderate the relationship between the leaders' personal variables and leadership empowerment behavior?
4. Does organizational culture moderate the relationship between the team members' readiness, nature of task and leadership empowerment behavior?

The Research Design

The research design was exploratory, employing field survey of 240 respondents. Data was gathered in a triadic manner, i.e. each data unit consisted of

1 manager and 2 reportee. There were 80 managers and 160 of their direct reports belonging to large professional organizations of Indian origin and MNCs. This research used triadic design over self report to reduce the bias arising due to common method variance. Certain demographic variables like minimum no. of work experience minimum years of tenure in the organization, team sizes etc. were chosen as control variables. Managers were chosen from across business functions to represent a variety of task structures and complexities. Care was taken to respect the privacy of the individuals and organizations participating in the research.

Measurement

To measure the constructs in the research, questionnaires were used employing Likert type 5 point rating scale. All the scales except one were taken from the published sources and modified as a result of pilot test. The scales were subjected to exploratory factor analysis and confirmatory factor analysis for ascertaining reliability and validity of the tools. Following scales were used:

1. *Empowering Leadership Questionnaire (ELQ)*: The scale was adapted from Arnold et al. (2000) for use and responses from both team members and team leaders were taken on the same tool. This questionnaire consists of 21 items. Factor analysis results showed two significant factors. They were named as: Balanced Leadership, and Open Two-way Communication. The Cronbach Alpha for

- this scale was 0.99; Mean = 111.18; SD = 12.95. Sample items include evaluation of the manager on items such as “My manager takes the time to discuss team members’ concerns patiently, s/he shows concern for team members’ success”.
2. *Organization Based Self-Esteem (OBSE)*: The scale was adapted from Pierce et al. (1989). This scale had three factors with nine items and the alpha coefficient was .867, Mean = 37.30; SD = 5.05. The factors were named as value to the organization, trust from others and contribution to others. Sample items included were: “I am valuable around here” and “I count around here”; “I feel I am taken seriously in this organization”.
 3. *Global Self-Esteem*: Rosenberg’s scale (1979) measuring global self-esteem was used to collect the response from leaders. This questionnaire consisted of 10 items. Factor analysis results showed three significant factors. They were named as: (1) Self-Enhancing Beliefs (2) Adequacy and Usefulness (3) Aspirational Self. The alpha coefficient was .80 with mean = 26.57; SD = 2.73. Sample items included “I am satisfied with what I have achieved so far”, “I feel I have achieved as per my potential”. Certain items were reverse scored and entered accordingly at the analysis stage.
 4. *Leaders’ Beliefs about People*: Leader’s Beliefs about People were assessed using a 17-item questionnaire (Kopelman, Prottas & Davis, 2008). Factor analysis results showed four significant factors. They were named as: (1) Lack of effort and integrity (2) Need for supervision and directive behavior (3) Lack of contribution and (4) Lack of motivation. The Cronbach alpha for this scale was 0.76; Mean = 27.03; SD = 5.94. Sample question items included, “Most employees will not exercise self-control and self-motivation — managers must do this for them”, “Most employees have little ambition”,
 5. *Team Members’ Readiness*: Team members’ perception of their readiness was measured using a 16 item questionnaire (Srivastava, 1998). Factor analysis results showed three significant factors and they were named as: 1. Challenge self 2. Execution excellence 3. Satisfaction and fulfillment. The Cronbach alpha for this scale was 0.87; Mean = 52.36; SD = 6.48. Sample items include: (My past job experience has great relevance to the current job I am holding, I possess necessary knowledge to a high degree to do my current job well)
 6. *Nature of Task*: Team members’ perception of nature of task was assessed using a 16 item questionnaire (Earley & Erez, 1997). Factor analysis results showed three significant factors. The factors were named as: 1. Autonomy over whole job, 2. Complexity, 3. Predictability / Repetitiveness of task. The Cronbach alpha for this scale was 0.80; Mean = 29.87; SD 4.36. Sample items in-

cluded: “I get the opportunity to do a job from the beginning to end (i.e. the chance to do a whole job)”, “I generally see projects or jobs through to completion”.

7. *Organization Culture*: A bipolar scale was developed by the researchers to measure organization culture with 19 items. Factor analysis resulted into nine significant factors. They were named as: 1. Transparent process for feedback and escalation, 2. Assertiveness, 3. Encouragement and congeniality, 4. Friendship and informal environment, 5. Respect for individuality, 6. Coaching and training, 7. Coaching and delegation, 8. Leveraging differences, 9. Holistic involvement. 24 items were dropped. The Cronbach alpha for this scale was 0.99; Mean = 75.28; SD = 8.82. Sample items in this instrument include choosing a score between: “Saying ‘No’ is frowned upon” v/s “Saying ‘No’ is acceptable”; “Seeking permission to make change ‘versus’ Courage to make changes on one’s own”

Statistical Analyses

As mentioned earlier, all the scales were subjected to exploratory factor analysis using SPSS ver. 20. The confirmatory factor analysis was done using AMOS. After achieving the model fit indices of each scale further exploration was done to address the research questions. The results of confirmatory factor analyses of scales used are given below.

Confirmatory Factor Analysis Results

The model fits of the estimated models were assessed by the measure of chi-square (χ^2), the ratio of the chi-square to degrees of freedom (χ^2/df), the Comparative Fit Index CFI, the Goodness-of-Fit Index (GFI), Adjusted Goodness-of-Fit Index (AGFI), Normed Fit Index (NFI), and Root Mean Square Error of Approximation (RMSEA). The results of model fit are given in Table 1.

Regression Analysis Results

To answer the research questions regression analysis was carried out. Prior

Table 1 Confirmatory Factor Analysis Results of all the Measures

Fit Index	ELQ	Organiz- ation Based Self-Esteem	Self Esteem	Beliefs About People	Organi- zation Culture	Team Member Readiness	Task Charac- teristics
χ^2/df	1.16	2	2	1.20	1.03	1.250	1.030
GFI	.81	.93	.92	.93	.86	.892	.936
AGFI	.79	.86	.84	.86	.80	.818	.871
NFI	.90	.94	.87	.86	.77	.881	.918
CFI	.98	.99	.97	.98	.99	.973	.982
RMSEA	.045	.04	.05	.04	.02	.056	.057
Alpha	.98	.866	.54	.749	.84	.881	.849
No. of items	21	9	10	10	19	13	8

to the regression analysis, the independent variables both at team leader's level and team members' level were examined for collinearity. The results of the variance inflation factor showed all the values below 2.0. It conveys the absence of collinearity.

The first research question was: do leaders' self-esteem and their belief about people account for their own empowering behavior towards subordinates? The result of the regression

analysis (Table 2) shows that variance accounted for (R^2) with the first three predictors (Leaders' organization based self-esteem, global self-esteem and belief about people) equaled .103 (adjusted $R^2=.07$), which was significantly different from zero ($F_{(3, 76)}=2.913$ $p<.04$). The standardized beta coefficients reflect that among the three predictors OBSE and global self-esteem accounted for the variance. The third predictor, belief about people was dropped out of the equation.

Table 2 Hierarchical Regression Analyses Evaluating Predictors of Empowering Leadership Behavior from Leaders' Perspective

Variables	R	R ²	Adjusted R Square	R Square Change	F	p	DF	β	p
Personal variables	.321	.103	.068	.103	2.913	.040	3,76		
OBSE								.254	.023
Global Self-Esteem								.202	.071
Belief about people								-.063	.570

The second research issue was to explore the moderating effect of organization culture on leaders' empowering behavior. The research question raised

was: does organization culture moderate the relationship between leaders' perception of self-esteem, global self-esteem and belief about people?

Table 3 Hierarchical Regression Analysis Evaluating the Impact of Moderating Variable Organization Culture on Empowering Leadership Behavior from Leaders' Perspective

Variables	R	R ²	Adjusted R Square	R Square Change	F	p	DF	β	p
Personal variables	.386	.149	.104	.046	3.292	.015	4,75		
OBSE								.209	.061
Global self esteem								.178	.106
Belief about people								-.063	.566
Organization Culture								.221	.047

Hierarchical regression analysis result shows that when organization culture was included as moderator the change in variance accounted for (R^2) with the independent variables (Leaders' organization

based self esteem, Global self-esteem, belief about people and moderating variable organization culture) equaled .149 (adjusted $R^2=.104$), R square change was .047, which was a statistically significant

increase in variance accounted above the variability contributed by the previous predictor variables entered in step one. In this regression model only one of the three independent variables (organization based self-esteem) emerged as the positive predictor of empowering behavior, the other two variables (global self-esteem and beliefs about people) were dropped from the equation and organization culture emerged as a moderating variable between independent and dependent variable. Organization culture has the highest beta weight ($\beta=.221$) among all the predictors.

The next research issue was to explore the leader's empowering behavior from team members' perspective and also the role of organization culture impacting the relationship between the independent and dependent variables? The question was addressed using Hierarchical regression in spss version 20. The third research question was: how the team members' readiness and their task characteristics is associated with their leaders' empowering behavior?

Table 4 Hierarchical Regression Analysis Evaluating Predictors of Empowering Leadership Behavior from Team Members' Perspective

Variables	R	R ²	Adjusted R Square	R Square Change	F	p	DF	β	p
Team members variables	.737	.543	.536	.543	80.758	.000	2,136		
TM Readiness								.257	.000
TM task characteristics								.800	.000

Results in Table 4 shows that variance accounted for (R^2) with the first two predictors (team member's readiness and team task characteristics) equaled .543 (adjusted $R^2=.53$), which was significantly different from zero ($F_{(2, 1366)}=80.758$ $p<.00$). The standardized beta coefficients reflect that both the predictors, team member's readiness and task characteristics accounted for the variance. Task characteristics have emerged as a stronger positive predictor for leaders' empowering behavior than team members' readiness.

The fourth research question was: does organization culture moderate the relationship between team members' per-

ception of self-readiness and task characteristic variable and empowerment?

The next regression equation shows that overall model fit was achieved. The R^2 with all the predictors (team member's readiness, team task characteristics and organization culture) equaled .543 (adjusted $R^2=.53$), significant at .00. But the change statistics show no difference (R square change =0) after introducing the moderator in the equation. Same as the third equation, the beta weights in the fourth equation show that team member's task characteristics emerged as the strongest predictor of empowering behavior ($b=.805$, $p>.00$), team member's readiness as the next predictor in the order ($\beta=.256$,

Table 5 Hierarchical Regression Analysis Evaluating the Impact of Moderating Variable Organization Culture on Empowering Leadership Behavior from Team Members' Perspective

Variables	R	R ²	Adjusted R Square	R Square Change	F	p	DF	β	p
Team members variables	.737	.543	.533	.000	53.498	.000	3,135		
TM Readiness								.256	.000
TM task characteristics								.805	.000
Organization Culture								.017	.784

$p > .00$) and organization culture with very low insignificant beta weight. This conveys that organization culture does not moderate the relationship between independent and dependent variables.

Discussion

The results show that self-esteem of a leader is very important especially if one is looking towards empowerment of subordinates from their superiors. Between the two types of self-esteem, organization based self-esteem is all the more important than global self-esteem. It makes sense as for leaders spending most of their time addressing organizational issues, their self-appraisal in the context of organization is much more relevant. Once a leader has a positive opinion about himself/herself especially with respect to the work, s/he would be more ready to empower subordinates. This conveys that leader's self-esteem plays one of the foundational roles in determining a leader's behavior (Cremer & Knippenberg, 2004). Individuals with a high degree of self-esteem can influence others because their own sense of personal security is not disturbed by interpersonal exchanges (Hill, 1976). Additional empirical linkages have been demonstrated

Once a leader has a positive opinion about himself/herself especially with respect to the work, s/he would be more ready to empower subordinates.

between self-esteem and leadership, indicating that in general those with higher levels of self-esteem are more likely to emerge as leaders and more likely to be viewed as leaders by others (Bass, 1990). Self-esteem operates as a mechanism for maintaining one's inner consistency. It has been seen that leaders need to have a secure base of operations - inner consistency and they need to be predictable. Hence, positive self-esteem is important for effective leadership behavior. The results also show that the other variable, 'leader's belief about people' did not emerge as a predictor of empowerment. At this juncture it would be difficult to give any plausible explanation. This may require further exploration.

Organization culture plays an important role for empowerment to happen. There is no doubt that self-esteem of a leader is an important factor for empowering behavior but our finding also shows

that the context of organization culture is all the more important. A positive Organization Culture may facilitate the empowering behavior. A natural corollary is that organizations with an open culture that welcome upward feedback and suggestions from the employees and have leaders with a strong sense of being worthy and a positive self-evaluation are likely to display a greater empowering leadership quotient.

Literature with respect to organization culture has validated its role in determining individual behaviors in the workplace (Srivastava & Sinha, 2009). Gharibvand (2012) demonstrated a significant positive relationship between organizational culture and participative leadership style. Strong organizational cultures have been found to be associated with strong and competent leadership (Kotter & Heskett, 1992; Sheridan, 1992; Srivastava, 1998; Spreitzer et al, 2005, Tipu et al, 2012).

The study further addressed the concerns towards empowering behavior from the subordinates' perspective. Analyses show that factors that influence leader's empowerment towards subordinates are, 'self-readiness and task characteristics'. Task structure emerged as a stronger predictor than members' perception of self-readiness.

The notion of 'task structure' here is the degree to which the team member is engaged in performing beginning to end task, the freedom s/he has in the way the task is completed. It also includes aspects of how repetitive it is and the degree of compliance and regulations that exist around the possible outcomes of that task.

The nature of the task that the team member must perform is considered to be one of the important factors that determine the extent to which a leader can actually empower his team members to perform independently. Bass (1985) suggested that more empowering approach would be seen as an appropriate choice for followers in unstructured task environments. Studies (Awan, 2003; Dessler, 1973; House, 1971; House and Dessler, 1974; Schriesheim & Glinow, 1977) found support for task structure on supportive leader behavior. Awan, Zaidi, et al (2011) found, as was predicted in Path-Goal theory, that directive leader behavior had a negative effect on subordinate's job satisfaction when the task was dissatisfying or structured.

Directive leader behavior had a negative effect on subordinate's job satisfaction.

Self-readiness was the other factor that emerged as an important dimension from subordinates' perspective. Team members' self-readiness implies that they feel adequately informed, skilled and competent to complete the task and are also willing to take on more responsibilities. It is commonly believed that in order that empowerment is successful, empowered workers must be knowledgeable, competent, and confident in their job processes and in their decision-making ability (Johnson & Paper, 1998).

Chen and Silverthorne (2005) in their paper on Leadership effectiveness, leadership style and employee readiness, cit-

ing Hersey et al. (1996) mentioned that at the lower levels of readiness, the leader needs to provide direction but with higher levels of readiness, followers become responsible for task direction. Hence, as the results revealed both members' readiness and the kind of task they do have an impact on leader's empowering behavior towards subordinates. This relationship was not influenced by organization culture.

Subordinates/team members' empowerment is really important for effective functioning of people in the organization.

It may thus be concluded that subordinates/team members' empowerment is really important for effective functioning of people in the organization. Results from this study show that according to team leaders some of the important attributes that may enhance leaders' positive attitude towards empowerment of their team members are leaders' own self-esteem with respect to their work organization and overall life. A positive organization culture may accelerate the process of leaders' empowerment. The team members consider that empowerment is a matter of relevant task structure and members' self-readiness towards empowerment. As per the study team members didn't show importance to organization culture.

Therefore, as an implication of this study it is suggested that for leadership development both individual leaders

and organizations should ensure enhancement of organization based self-esteem and global self-esteem of leaders. Fostering a positive organization culture, giving task related autonomy and decision making and preparing employees to be ready to take charge of the situation is need of the hour. Employees' and leaders' training initiatives should be taken for employee empowerment.

Limitations

While research findings of the study are interesting one should see them with the following caution:

This research was limited to organizations in the trading, service, knowledge and consulting industries and the sampling was purposive. Though, the responses on empowerment and organization culture were collected both from leaders and their subordinates, the chances of respondent's bias and error cannot be rule out. Other variables in the study were either a perception of a leader or subordinates. Since the design of the research used triads, achieving a larger sample size proved rather challenging. This may be considered a possible limitation. Similar research could be done with a larger sample size to validate these findings.

References

- Ammeter, A. P., Douglas, C., Gardner, W. L., Hochwarter, W. A. & Ferris, G. R. (2002). "Toward a Political Theory of Leadership", *The Leadership Quarterly*, 13(6): 751-96.

- Arnold, J. A., Arad, S., Rhoades, J. A. & Drasgow, F. (2000), "The Empowering Leadership Questionnaire: The Construction and Validation of a New Scale for Measuring Leader behaviors", *Journal of Organizational Behavior*, 21(3): 249-69.
- Avolio, B. J., Zhu, W., Koh, W. & Bhatia, P. (2004), "Transformational Leadership and Organizational Commitment: Mediating Role of Psychological Empowerment and Moderating Role of Structural Distance", *Journal of Organizational Behavior*, 25(8): 951-68.
- Awan, R. U. N., Zai, N. R., Naz, A. & Noureen, G. (2011), "Task Structure as Moderator of College Principals' Leadership Behavior and Their Subordinates' Outcomes", *International Education Studies*, 4(1).
- Awan, R.N. (2003), A Study of Relationship among Leadership Behavior of College Principals and their Subordinates' Job Satisfaction and Acceptance of Leader: A Path-Goal Approach, Unpublished Doctoral Dissertation, University of the Punjab. Pakistan.
- Bass, B. M (1990), Bass & Stogdill's Handbook of Leadership: Theory, Research, and Applications, 3rd edition. New York: Free Press.
- Bass, B. M. & Riggio, R. E. (2006), Transformational Leadership (Second ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Bass, B.M. & Avolio, B.J. (Eds.) (1994), Improving Organizational Effectiveness through Transformational Leadership, Thousand Oaks, CA: Sage Publications.
- Bass, B.M. (1985), Leadership and Performance beyond Expectations, New York: Free Press.
- Blau, J. R. & Alba, R. D. (1982), "Empowering Nets of Participation", *Administrative Science Quarterly*, 27(3): 363-79.
- Bowen, D. E. & Lawler III, E. E. (1992), "Total Quality-Oriented Human Resources Management", *Organizational Dynamics*, 20(4): 29-41.
- Èerne, M., Jakliè, M. & Škerlavaj, M. (2013), "Authentic Leadership, Creativity, and Innovation: A Multilevel Perspective", *Leadership*, 9(1): 63-85.
- Chen, J. C. & Silverthorne, C. (2005), "Leadership Effectiveness, Leadership Style and Employee Readiness", *Leadership & Organization Development Journal*, 26(4): 280-88.
- Chen, Z., Lam, W. & Zhong, J. A. (2007), "Leader-Member Exchange and Member Performance: a New Look at Individual-Level Negative Feedback-Seeking Behavior and Team-Level Empowerment Climate", *Journal of Applied Psychology*, 92(1): 202.
- Conger, J. A. & Kanungo, R. N. (1988), "The Empowerment Process: Integrating Theory and Practice", *Academy of Management Review*, 13(3): 471-82.
- Coopersmith, S. (1967), The Antecedents of Self-esteem, Vol. 23, San Francisco: WH free-man.
- Cremer, D. D. & Knippenberg, D. V. (2004), "Leader Self-sacrifice and Leadership Effectiveness: The Moderating Role of Leader Self-confidence", *Organizational Behavior and Human Decision Processes*, 95(2): 140-55.
- Dessler, G. (1973), "An Investigation of a Path-Goal Theory of Leadership", *Dissertation Abstract International*, City University of New York. 34-02A.
- Earley, P. C. & Erez, M. (1997), The Transplanted Executive: Why You Need to Understand How Workers in Other Countries See the World Differently, New York: Oxford University Press.
- Gardener, L.G., Avolio, B.J. & Walumbwa, F.O. (2005), "Authentic Leadership Development: Emergent Trends and Future Directions", in W.L. Gardener, B.J. Avolio & F.O.

- Walumbwa (eds), *Authentic Leadership Theory and Practice: Origins, Effects and Development*, Oxford, UK: Elsevier Science.
- Gharibvand, S. (2012), "The Relationship between Malaysian Organizational Culture, Participative Leadership Style, and Employee Job Satisfaction among Malaysian Employees from Semiconductor Industry", *International Journal of Business and Social Science*, 3 (16): 289-98.
- Hersey, P., Blanchard, K. & Johnson, D.E. (1996), *Management of Organizational Behavior: Utilizing Human Resources*, 7th ed., Prentice-Hall, Englewood Cliffs, NJ,
- Hill, Norman (1976), "Self-esteem - The Key to Effective Leadership", *Administrative Management*, 37 (8): 24
- House, R. J. (1971), "A Path- Goal Theory of Leader Effectiveness", *Administrative Science Quarterly*, 16(3): 321-39
- House, R. J. & Dessler, G. (1974), "The Path-Goal Theory of Leadership: Some Post Hoc and *a priori* Tests", *Contingency Approaches to Leadership*, 29: 55.
- House, R. J. & Mitchell, T. R. (1974), "Path-Goal Theory of Leadership", *Journal of Contemporary Business*, 3: 81-97.
- Irgens, O. M. (1995), "Situational Leadership: A Modification of Hersey and Blanchard's model" *Leadership & Organizational Development Journal*, 16(2), 36 -39
- Johnson, J. J., Paper, D J (1998), "An Exploration of Empowerment and Organizational Memory", *Journal of Managerial Issues*, 10(4): 503-19.
- Kim, K., Dansereau, F., Kim, I. S. & Kim, K. S. (2004), "A Multiple-Level Theory of Leadership: The Impact of Culture as a Moderator", *Journal of Leadership & Organizational Studies*, 11(1): 78-92.
- Klein, K. J. & House, R. J. (1995), "On Fire: Charismatic Leadership and Levels of Analysis", *The Leadership Quarterly*, 6(2): 183-98.
- Kopelman, R. E., Prottas, D. J. & Davis, A. L. (2008), "Douglas McGregor's Theory X and Y: Toward a Construct-Valid Measure", *Journal of Managerial Issues*, 20 (2): 255-71,159-60 Retrieved from <http://search.proquest.com/docview/194165861?>
- Kotter, J. P. & Heskett, J. I. (1992), *Corporate Culture and Performance*, The Free Press, New York.
- Kundu, S. C. & Rani, S. (2007), "Human Resources' Self-esteem across Gender and Categories: A Study", *Industrial Management & Data Systems*, 107(9): 1366-90.
- Laschinger, H. K. S., Finegan, J., Shamian, J. & Wilk, P. (2001), Impact of Structural and Psychological Empowerment on Job Strain in Nursing Work Settings: Expanding Kanter's Model", *Journal of Nursing Administration*, 31(5): 260-72.
- Lester, S. W., Meglino, B. M. & Korsgaard, M. A. (2008), "The Role of Other Orientation in Organizational Citizenship Behavior", *Journal of Organizational Behavior*, 29(6): 829-41.
- Locke, E. A., McClear, K. & Knight, D. (1996), "Self-esteem and Work", *International Review of Industrial and Organizational Psychology*, 11: 1-32.
- Lowe, K. B., Kroeck, K. G. & Sivasubramaniam, N. (1996), "Effectiveness Correlates of Transformational and Transactional Leadership: A Meta-Analytic Review of the MLQ Literature", *The Leadership Quarterly*, 7(3): 385-425.
- Luthans, F. & Avolio, B. J. (2003), "Authentic Leadership: A Positive Developmental Approach", in K. S. Cameron, J. E. Dutton & R. E. Quinn (Eds.), *Positive Organizational Scholarship*, San Francisco, Barrett-Koehler.
- McGregor, D. (1960), *The Human Side of Enterprise*, McGraw Hill, New York.
- McGregor, D. & Cutcher-Gershenfeld, J. (2006), *The Human Side of Enterprise: Annotated edition*. McGraw-Hill, New York.

- McGregor, D. (1967), *The Professional Manager*. McGraw Hill, New York.
- Pawar, B. S. & Eastman, K. K. (1997), "The Nature and Implications of Contextual Influences on Transformational Leadership: A Conceptual Examination", *Academy of Management Review*, 22(1): 80-109.
- Pierce Jon L., Gardner Donald G., Cummings Larry L., Dunham Randall B. (1989), "Organization-Based Self-Esteem: Construct Definition, Measurement and Validation", *Academy Of Management Journal*, 32 (3): 2-64
- Pierce, J. L. & Gardner, D. G. (2004), "Self-esteem within the Work and Organizational Context: A Review of the Organization-Based Self-esteem Literature", *Journal of Management*, 30(5): 591-622.
- Rosenberg, M. (1979), *Conceiving the Self*, New York: Basic Books
- Sager, K. L. (2008), "An Exploratory Study of the Relationships between Theory X/Y Assumptions and Superior Communicator Style", *Management Communication Quarterly*, 22(2): 288-312.
- Schriesheim, C. & Von Glinow, M. A. (1977), "The Path-Goal Theory of Leadership: A Theoretical and Empirical Analysis", *Academy of Management Journal*, 20(3): 398-405.
- Seibert, S. E., Silver, S. R. & Randolph, W. A. (2004), "Taking Empowerment to the Next Level: A Multiple-Level Model of Empowerment, Performance, and Satisfaction", *Academy of management Journal*, 47(3): 332-49.
- Shamir, B. & Eilam, G. (2005), "What's Your Story?" A Life-Stories Approach to Authentic Leadership Development", *The Leadership Quarterly*, 16(3): 395-417.
- Sheridan, J. E. (1992), "Organizational Culture and Employee Retention", *Academy of Management Journal*, 35 (2): 1036-56.
- Shivers-Blackwell, S. (2006), "The Influence of Perceptions of Organizational Structure & Culture on Leadership Role Requirements: The Moderating Impact of Locus of Control & Self-monitoring", *Journal of Leadership & Organizational Studies*, 12(4): 27-49. Retrieved from <http://search.proquest.com/docview/203133504?>
- Silverthorne, C. (2001), "A Test of the Path-Goal Leadership Theory in Taiwan", *Leadership & Organization Development Journal*, 22(4): 151-58.
- Spreitzer, G. M. (1995), "Psychological Empowerment in the Workplace: Dimensions, Measurement, and Validation", *Academy of Management Journal*, 38(5): 1442-65.
- Spreitzer, G. M., Perttula, K. H. & Xin, K. (2005), "Traditionality Matters: An Examination of the Effectiveness of Transformational Leadership in the United States and Taiwan", *Journal of Organizational Behavior*, 26(3): 205-27.
- Srivastava, Manjari (1998), *Effectiveness: Considerations Appertaining to Individuals, Groups, and Organizations*, Unpublished Thesis. IIT Kanpur
- Srivastava, M. & Sinha, A. K. (2009), "Relationship between Organizational Support and Managerial Effectiveness: An Exploration", *Management and Labor Studies*, 34(4): 537-55.
- Srivastava, M. & Sinha, A. K. (2011), "Task Characteristics & Group Effectiveness in Indian Organizations", *Indian Journal of Industrial Relations*, 46(4): 699-712.
- Tipu, S., Ryan, J. & Fantasy, K. (2012), "Transformational Leadership in Pakistan: An Examination of the Relationship of Transformational Leadership to Organizational Culture and Innovation Propensity", *Journal of Management & Organization*, 18(4):461-80.
- Vecchio, R. P. & Boatwright, K. J. (2002), "Preferences for Idealized Styles of

- Supervision”, *The Leadership Quarterly*, 13(4): 327-42.
- Walumbwa, F. O. & Lawler, J. J. (2003), “Building Effective Organizations: Transformational Leadership, Collectivist Orientation, Work-Related Attitudes, and Withdrawal Behaviors in Three Emerging Economies”, *International Journal of Human Resource Management*, 14: 1083–1101.
- Yukl, G. (1998), *Leadership in Organizations* (4th ed.), Englewood Cliffs, NJ: Prentice-Hall.