



Universidade de Évora - Escola de Ciências Sociais

Mestrado em Gestão

Dissertação

**Work Empowerment - A quantitative study of the leadership
and psychological empowerment impact in job performance**

Rita Beatriz Pires Serrenho

Orientador(es) | Paulo Fernando Lopes Resende da Silva
Andreia Teixeira Basílio
Nuno Rebelo dos Santos

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A dissertação foi objeto de apreciação e discussão pública pelo seguinte júri nomeado pelo Diretor da Escola de Ciências Sociais:

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“Young people must take it upon themselves to ensure that they receive the highest education possible so that they can represent us well in future as leaders.”

Nelson Mandela

Resumo

Empoderamento no Trabalho – Um estudo quantitativo sobre o impacto da liderança e empoderamento psicológico no desempenho individual

Pretende-se com esta dissertação contribuir para a caracterização da liderança empoderadora e o empoderamento psicológico no contexto profissional português. Tem três objetivos: Verificar se existe associação entre o empoderamento da liderança e o desempenho profissional; se o empoderamento psicológico tem um efeito moderador / mediador nesta relação; qual é a relação entre as dimensões de empoderamento da liderança e as dimensões de empoderamento psicológico. Dois instrumentos foram aplicados a uma amostra de 113 trabalhadores portugueses: o Empowering Leadership Questionnaire e o Psychological Empowerment Instrument. Estatística descritiva, regressão linear e análises de correlação de Pearson foram utilizadas para alcançar os objetivos formulados. Os resultados revelaram que, para a amostra, não há evidências de que as dimensões Empowering Leadership estejam associadas positivamente ao desempenho individual. No entanto, os resultados corroboram a associação entre as dimensões Empoderamento Psicológico e Liderança Empoderadora, relação que ainda não tinha sido estudada no contexto profissional português.

Palavras – Chave: Liderança Empoderadora, Empoderamento Psicológico, Desempenho Profissional

Abstract

Work Empowerment - A quantitative study of the leadership and psychological empowerment impact in job performance

This dissertation intends to contribute to the characterization of empowering leadership and psychological empowerment in the Portuguese work context. Its aim is three fold: to verify if there is an association between empowering leadership and professional performance; if the psychological empowerment has a moderating/mediating effect in this relationship; what is the relationship between the empowering leadership dimensions and the psychological empowerment dimensions. Two instruments were applied to a sample of 113 Portuguese workers: the Empowering Leadership Questionnaire and the Psychological Empowerment Instrument. Descriptive statistics, linear regression and Pearson correlation analyzes were used to meet the formulated objectives. The results revealed that, for the sample, there is no empirical evidence that the dimensions of Empowering Leadership are positively associated with individual performance. However, the results corroborate the association between the dimensions of Psychological Empowerment and Empowering Leadership, a relationship that had not yet been studied in the Portuguese professional context.

Keywords: Empowering Leadership, Psychological Empowerment, Job Performance

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“Let us be grateful to people who make us happy, they are the charming gardeners who make our souls blossom”

Marcel Proust

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List of Abbreviations

EL – Empowering Leadership

ELQ – Empowering Leadership Questionnaire

PE – Psychological Empowerment

PEI – Psychological Empowerment Instrument

"As we look ahead into the next century, leaders will be those who empower others."

-Bill Gates

1. Introduction

Today, we face a new industrial revolution based on the digital revolution, with emergent technologies and generalized innovations spreading at a pace like never before (Schwab, 2017). The production and the service delivery are now based on intensive knowledge activities that contribute to a rapid pace of scientific and technological advances and their fast obsolescence (Powell and Snellman, 2004). That change is influencing, among other things, the way we work. In a world where talent is a dominant source of competitive advantage, the nature of the organizational structures must be redefined, because the implementation of flexible hierarchies, new ways to measure and reward performance, and new strategies for attracting and retaining talent workers, are fundamental for organizational success (Schwab, 2017). Thereby, for over a dozen years, the strategic angle for the organizations, previously associated with tangible assets, has shifted to innovation and the efficient use of the human capital that possesses the essential resources for the organizational success (Dess and Picken, 2000; Manville and Ober, 2003; Powell and Snellman 2004).

To respond to these alterations in the organizational context, in the past decades, the concept of empowerment emerged as an essential approach to promote positive attitudes and work behaviors among employees, which translated into a shift of power from the top of the hierarchy to the base, namely to the employees who have high levels of knowledge and specialized competences (Amundsen and Martinsen, 2015). Many companies and organizations have replaced their traditional hierarchy to empowered work teams with responsibilities that were previously attributed to managers and supervisors (Arnold *et al.*, 2000).

The concept of leadership has been widely studied in management literature, especially to understand how it affects employee work outcomes (Stewart, Coutright, and Manz, 2011). Another concept that has been increasingly given more importance by academics is the concept of empowerment associated with the work context (Spreitzer, De Janasz, and Quinn, 1999). The concept of empowerment was defined as the process of implementing conditions for employees to have perceptions of self-effectiveness and

self-reliance, removing the conditions that contribute to feelings of powerlessness (Arnold *et al.*, 2000; Conger and Kanungo, 1988). Empowerment is also considered an effective approach to promote improvements in employee attitudes and behaviors in many organizational contexts (Seibert, Wang, and Courtright, 2011).

Therefore, taking into consideration the attention given to the concept of empowerment in the work context, both in terms of psychological empowerment and empowering leadership and its possible influence on employee work outcomes, with this dissertation it is aimed to answer the following research questions:

Q1: To what extent is empowering leadership associated with employees' job performance?

Q2: To what extent has psychological empowerment a moderator or mediator effect in that relationship?

Q3: To what extent is empowering leadership associated to workers' psychological empowerment?

In order to answer the research questions raised above, it was defined a set of five specific objectives for this dissertation, namely:

1. To describe the level of empowering leadership (and its dimensions) in the sample;
2. To describe the level of psychological empowerment (and its dimensions) in the sample;
3. To verify to what extent empowering leadership is associated with the employees' psychological empowerment;
4. To verify to what extent empowering leadership is associated with individual job performance;
5. To verify to what extent the psychological empowerment has a mediator or moderator effect in the relationship between empowering leadership and individual job performance.

With the concept of empowerment being increasingly studied in the work context in the past few decades, the concepts of empowering leadership and workers' psychological empowerment also emerged in the management-related literature.

Empowering leadership is a process through which leaders delegate power to followers in an attempt to improve their work motivation and work outcomes (Zhang and Bartol, 2010). Furthermore, empowering leadership also includes the idea of promoting the development of subordinates and has been studied as an effective leadership style suited to many employee and organizational settings (Sharma and Kirkman, 2015). Arnold *et al.* (2000) proposed a set of five dimensions of leadership behaviors which define an empowering leader: (1) Lead by example, (2) Coaching, (3) Participation in the decision-making process, (4) Informing and, (5) Show concern/ Interacting with the team. Considering this set of empowering leadership dimensions, it was defined the first specific goal for this dissertation, to characterize the empowering leadership dimensions in the sample.

Psychological empowerment is defined as a set of psychological states needed for the individuals to have a perception of control towards their work (Spreitzer, 1995). Psychological empowerment has been studied by Spreitzer (1995), based on Thomas and Velthouse's (1990) work, as a psychological state composed by four cognitions that combine additively: Meaning, Competence, Self-determination or Choice and Impact. Considering these four cognitions defined by Spreitzer, it is intended in this dissertation to characterize the psychological empowerment of employees in the studied sample, this being the second specific objective of this study.

Previous research has found that high involvement practices, with power, information and knowledge shared at all organizational levels, can positively affect both organizations and employees (Maynard *et al.*, 2012; Spreitzer, 2008). Considering that was empirically shown that empowering leadership can positively affect employee psychological empowerment (Amundsen & Martinsen, 2013; Chen *et al.*, 2011; Konczak *et al.*, 2000; Zhang & Bartol, 2010) and that this relationship has not been yet studied in the Portuguese context, it was defined, as the third specific objective for this dissertation, to verify to what extent empowering leadership can influence employee psychological empowerment.

Despite there is strong empirical evidence that empowering leadership is positively associated with psychological empowerment, the same can not be said about the relationship between the effects of empowering leadership on work outcomes, such as task and contextual performance. However, there are multiple reasons to assume that empowering leadership will likely positively affect overall performance (Kim, Beehr, and Prewett, 2018). Considering the results in empirical studies that relate empowering leadership to job performance, it was defined the fourth specific objective of this dissertation, proposing the verification of the effect of empowering leadership on employee individual job performance, in the sample.

The Situational Leadership Theory, developed by Hersey and Blanchard (1982), argues that the leadership style, to be effective, must be selected according to the follower's level of maturity regarding a given task (Santa-Bárbara & Fernández, 2010). This theory claims that the followers' maturity concerning a specific task will determine the optimal leadership style. Nevertheless, some problems are raised with this theory (Santa-Bárbara and Fernández 2010), namely that it does not predict leadership behaviors that promote the development of the employees that have a low level of maturity (Graeff, 1997). As it will be further explored in the State of the Art chapter of this dissertation, there is some proximity in the concepts of psychological empowerment and followers' maturity, the central concepts of the empowering leadership and the situational leadership theory, respectively. The situational leadership theory reflects the importance of considering the followers' abilities and motivation to select the right leadership behaviors that contribute to achieving effectiveness. In this dissertation, the situational leadership model is used as a complement to the empowering leadership model. It is aimed to verify if a biunivocal relationship between empowering leadership and job performance can exist. In other words, the fifth specific objective of this dissertation is to verify if the followers' job performance is associated with their empowerment, and also if their empowerment could be associated the job performance, in the sample.

In their investigation, Seibert *et al.* (2004) designed a Multilevel Model of Empowerment to verify, among other hypotheses, if the psychological empowerment is positively associated with work performance. The authors conducted empirical research with 50 teams of engineers of a United States of America company. One of the main conclusions that came up was a small but statistically significant positive relationship

between psychological empowerment and work performance. With the present dissertation, it is intended to conduct an empirical study with another sample from the Portuguese context to verify if the same results will be obtained and to contribute to the literature on empowerment and its influence on employee performance. Seibert *et al.* (2004) also found some limitations to their study, namely that they did not include some other variables referring to management practices and structure, such as supervisors and leaders' leadership style. With this dissertation, we intend to fill this gap since the variable empowering leadership will be considered a possible antecedent of psychological empowerment and a potential influencer on employee work performance. Thus, this dissertation's specific objective is to analyze if psychological empowerment has a mediating or moderating effect on the relationship between empowering leadership and employee work performance.

To fully understand the underlining concepts and to formulate the conceptual model and theoretical basis for this dissertation research questions and specific objectives, it was conducted, in the section **State of the Art**, a literature review on psychological empowerment, empowering leadership, situational leadership theory and job performance. Then, in the section **Empirical Study**, it is presented a quantitative study that intends to characterize the relationship between empowering leadership, psychological empowerment, and job performance in a sample of Portuguese workers. In the final section of this dissertation, the main conclusions are presented, as well as the study limitations and suggestions for future research.

2. State of the Art

The present chapter consists of a literature review of the concept of empowerment in the work context, psychological empowerment, empowering leadership, job performance, and the situational leadership theory. This chapter will present the theoretical foundation for each specific goal and conceptual model established for this dissertation.

2.1. Empowerment in the work context

The concept of empowerment applied to the work context appeared in management literature over thirty years ago (Seibert *et al.*, 2011). In the decade of the 80s, new business models emerged with the increased globalization and competitiveness of the markets, which generated a de-bureaucratization and de-centralization of companies, transforming them into knowledge-based organizations (Wilkinson, 1998). Furthermore, the empowerment movement represented a rejection of the existing traditional management practices, such as economies of scale and division of labor (Wilkinson, 1998), and a belief that empowerment initiatives could enhance employee performance, wellbeing, and attitudes (Maynard *et al.*, 2012)

Empowerment is a complex concept and means different things for different researchers (Honold, 1997; Quinn & Spreitzer, 1997). Conger and Kanungo (1988) were the authors who first defined empowerment through the employees' perspective. Empowerment was defined as "a process of enhancing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information" (Conger & Kanungo, 1988; p.474). From this perspective, to empower is about giving power to employees by eliminating the conditions that instigate their impotence at work, allowing them to contribute directly to organizational success (Wilkinson, 1998).

2.1.1. Psychological Empowerment

It has been empirically demonstrated that psychological empowerment can have a positive influence on many employee attitudes, such as job satisfaction (Amundsen & Martinsen, 2015; Dewettinck & Van Amejide, 2011; Konczak *et al.*, 2000; Seibert *et al.*,

2004) and organizational commitment (Dewettinck & Van Amejide, 2011; Konczak *et al.*, 2000). Psychological empowerment also can be positively related to positive work outcomes, such as creativity (Zhang & Bartol, 2010), work effort (Amundsen & Martinsen, 2015), innovative behaviors (Chen *et al.*, 2011), and work performance (Seibert *et al.*, 2004).

Psychological empowerment was defined by Yulk & Becker (2006) as the increased task motivation that derivates from the individual's orientation towards their work role. In order to feel psychologically empowered, individuals must reach a set of psychological states. Spreitzer (1995), based on the Cognitive Model of Empowerment (Thomas and Velthouse, 1990), defines these four cognitions as meaning, competence, self-determination and impact.

Meaning is the act of comparing the value of a work or task to the own individual's ideals or standards, the investment of the individual's psychic energy towards the task (Thomas & Velthouse, 1990). **Competence** refers to the degree to which a person believes that he or she can perform task activities with skill when he or she tries (Thomas & Velthouse, 1990). **Self-determination or Choice** reflects a sense of autonomy towards the initiation and continuation of certain work behaviors or processes, such as making decisions about work methods (Spreitzer, 2008; Thomas & Velthouse, 1990). The final cognition of psychological empowerment is **Impact** that represents the degree to which an individual can influence the accomplishment of the work-related task (Spreitzer, 1995; Thomas & Velthouse, 1990).

These four dimensions combine additively (Thomas & Velthouse, 1990), which means that they all contribute to an overall psychological empowerment construct. If any of these dimensions is absent, then the empowering experience will be limited (Spreitzer, 1995). For example, if an individual has a perception that his job can be impactful, but he does not feel like he has the competencies and skills to perform his job correctly - which means that the dimension of competence is lacking - then he will not feel empowered (Spreitzer, 2008). Also, meaning, competence, self-determination, and impact, together reflect an active orientation to a work role. This active orientation translates to an alignment in which the individual wishes and can design his or her work role (Spreitzer, 1995).

Although psychological empowerment has been studied in different contexts and cultures, it is noted that there are few studies in the Portuguese context. Only two studies were found that apply the Psychological Empowerment Instrument of Spreitzer (1995) in the Portuguese context (J. Santos *et al.*, 2014; Teixeira *et al.*, 2016). Considering this shortcoming in Portuguese literature, we aim to contribute to the study and characterization of Portuguese workers' psychological empowerment. Therefore, in the present study we have the following research question: RQ1: How are the several dimensions of psychological empowerment scored by the Portuguese workers of the sample?

2.1.2. Empowering Leadership

Leadership is one of the world's oldest concerns, and understanding it is one of the toughest challenges for knowledge, being the existence of brave and smart leaders the base for many legends and myths (Yukl, 2012). The study of History is the study of its leaders – what they did and how they have done it – that has been transferred to other subjects, like philosophy and other social sciences (Bass, 1990a). Experts in human behavior believe that leadership is a phenomenon, and the interest in this thematic is growing, has many studies and books explaining the effect of leadership on workers' behavior and organizational success are being produced (Yukl, 2012). As a consequence of this massive production of literature about leadership, there are many definitions for this term, as many as the people who studied this theme (Bass, 1990b), and it is possible to define leadership in terms of trace, behaviors, influence, interaction patterns and others.

As stated before, there is a substantial conceptual range for the term leadership (Manz & Sims, 2001), existing contradictory perspectives that reflect the profound divergences about the diverse meaning of "leader" and "leadership" for researchers. This variety raises different paths for research and different interpretations of the results that are generated from it (Cunha *et al.*, 2007), depending on the vision that the researcher has of leadership, their methodologic preferences, and the primary focus: the leadership traits, behavior, power and influence, and situational factors (Yukl & Van Fleet, 1992).

We live today in a knowledge society or economy (Manville & Ober, 2003). Workers do not see themselves as mere subordinates but as associates to the organization, which originates implications in the way leaders can influence the organization's employees (Yu & Miller, 2005). For a leadership style to be effective in the modern work

contexts, the leaders must move away from their hierarchical position and approach an influence based on knowledge (Yu & Miller, 2005). In order to respond to the contextual changes of today's knowledge economy, organizations became more flattened and decentralized, with power being moved from the top to the base of the organizational hierarchy, especially to the employees with high levels of skills and capacities, the so-called knowledge workers (Amundsen & Martinsen, 2015).

At the beginning of the 21st century, the organizations realized the necessity to explore the knowledge, abilities, experience and creativity of their knowledge workers to achieve organizational success. Also, the empowerment of employees was considered one of the five key-priorities in which the leaders must focus on, and it was required a new approach for the organization's leadership (Dess & Picken, 2000). The traditional command and control hierarchies were increasingly less appropriated (Quinn & Spreitzer, 1997).

Empowering leadership, a social-structural component of empowerment (Spreitzer, 2008), emerged as a particular form of leadership with the central characteristics of facilitation and support (Amundsen & Martinsen, 2013). Empowering leadership can be defined as a set of leader behaviors through which power is shared with the followers with the intent to promote their self-reliance and ability to work autonomously, taking into consideration the organizational goals and strategies, in order to elevate their intrinsic motivation (Amundsen & Martinsen, 2013; Srivastava *et al.*, 2006). Also, empowering leadership emphasizes the development of employee self-management behaviors (Pearce & Sims, 2002) and self-leadership strategies (Houghton & Yoho, 2005). The empowering leader encourages their followers to take initiative, be self-confident about their work, set their own goals, and solve their obstacles, stimulating employee responsibility and development of their potential (Sims *et al.*, 2009).

Empowering leadership has been conceptualized as "SuperLeadership" (Manz & Sims, 2001). From this perspective, leaders become "SuperLeaders" when they help their followers to develop self-management skills, unleash their capabilities and full potential, providing them with all the needed information and knowledge so that they can make their best contribution to achieving the organization's goals (Manz & Sims, 2001).

Pearce and Sims (2002) proposed four historical theories to be the theoretical base for empowering leadership. The first theory proposed by the authors is behavioral self-management, which Manz and Sims (1980) expanded to organizations arguing that leaders should encourage the subordinates to engage in self-management behaviors to achieve organizational goals. Employee self-management and external control are not mutually exclusive, and even when self-management is deliberately encouraged, there is some degree of external control measures (Manz & Sims, 1980). The second theoretical base for empowering leadership is the social cognitive theory, in which individuals influence their environment through their behavior, and the environment and behavior also influence the individual (Wood & Bandura, 1989). This theory is proposed by Pearce and Sims (2002) as one of the bases for empowering leadership because "the leader models appropriate self-leadership behavior which is subsequently adopted by the subordinate" (p.175). The third theoretical background for empowering leadership is cognitive behavior modification (Pearce and Sims 2002). This theory argues that followers can positively learn from their mistakes, with the elimination of the mistakes' negative connotation, and consider it a learning opportunity (Manz & Sims, 2001). The fourth theory that provides a basis for empowering leadership behavior is the participative goal-setting research (Pearce & Sims, 2002), which states that employees' involvement in their goal setting and the process of participation leads to higher levels of performance (Erez & Arad, 1986).

In this dissertation, two of the previously presented perspectives were mainly adopted. The behavioral self-management (Manz & Sims, 1980) is considered since it will be studied if the leaders engage in empowering behaviors, and if these behaviors have a positive influence on the employee focus in achieving the organizational goals through their job performance. The second theory, the social cognitive theory (Wood & Bandura, 1989), is also adopted in this dissertation since it will be studied if empowering leadership behaviors can affect the psychological empowerment of the employees, that is, the subordinate's orientation towards their work role.

Although empowering leadership has similarities with other leadership constructs, it is a distinct style of leadership. In their study, Sharma and Kirkman (2015), distinguished empowering leadership from other leadership styles such as delegation, participative leadership, transformational leadership, and leader-member exchange. What

distinguishes empowering leadership from these leadership styles is the fact that empowering leadership involves a transfer of power from the leader to the subordinates and that empowering leadership encourages employees to set their own goals and to make their own decisions, given the autonomy to perform their work (Sharma & Kirkman, 2015). Empowering Leadership accentuates employees' self-development, namely the self-management and self-leadership skills (Pearce & Sims, 2002). Also, empowering leadership is considered a virtuous leadership style with a positive impact on the empowerment of employees (Mónico, Pais, *et al.*, 2019).

Empowering leaders share their power with their followers to raise their autonomy and responsibility, and there are specific behaviors related to this style of leadership. In the literature, we can find many studies that have attempted to define empowering leadership behaviors (Amundsen & Martinsen, 2013; Arnold *et al.*, 2000; Konczak *et al.*, 2000; Lorinkova *et al.*, 2013; Pearce & Sims, 2002) and some of these behaviors will be presented in the following paragraphs.

Pearce and Sims (2002) argued that some of this type of leadership's representing behaviors include encouraging independent action, opportunity thinking, teamwork, self-development, participative goal setting, and self-reward. Based on their definition for empowering leadership, Amundsen and Martinsen (2013) also identified in their study eight different behaviors that underlie empowering leadership: delegation, share and coordinate information, encourage initiative, encourage focus on goals, support the efficacy, inspire, model and guide.

Arnold *et al.* (2000) identified five categories of empowering leadership behaviors. The first set of empowering leadership behavior defined by the authors is **leading by example**, behaviors that prove the leader's commitment to his work and his team's work, for example, establishing high-performance levels (Arnold *et al.*, 2000). The next set of empowering leadership behavior is called **coaching**, that is, educating the team members and helping them be more self-reliant by making suggestions about improvements in their performance, for example (Arnold *et al.*, 2000). The third set of empowering leadership behaviors is designated **participation in the decision process**. It refers to using the information and input of team members to make decisions, which includes behaviors such as encouraging the team to express their own opinions and ideas (Arnold *et al.*, 2000). The following empowering leadership behavior set is called **informing**, representing the

dissemination of organizational information, such as its mission and philosophy, for example, the leader explaining the company's decisions to the team and informing the new organizational policies (Arnold *et al.*, 2000). The final set of empowering leadership behaviors defined by Arnold *et al.* (2000) is **showing concern/interacting with the team**, through a set of behaviors that demonstrate concern for the wellbeing of the team and keeping up with what is happening with the team, treating it as a whole. So, considering these five dimensions, it is aimed in this dissertation to characterize the empowering leadership behaviors perceived by workers about their hierarchical superiors. Therefore, in the present study we include the following research question: RQ2: How are the different dimensions of empowering leadership scored by workers where they refer to their leaders?

2.1.3. Empowering Leadership and Psychological Empowerment

Considering the concepts of empowering leadership and psychological empowerment it is intuitive to assume that a strong relationship exists. Theoretically, it is reasonable to argue that empowering leadership can influence employee psychological empowerment for four reasons (Zhang & Bartol, 2010). First, an empowering leader tends to enhance the meaningfulness of work because the leader's empowering behavior can help the employee to understand the importance of his/her contribution to the organization. Secondly, an empowering leader positively influences the employee's self-reliance towards their work through the leader's expression of confidence in the follower's competence. Third, the empowering leader encourages employees to be autonomous towards their work, which can foster self-determination. Finally, the empowering leader fosters employees' involvement in the decision-making process, which promotes employee sense of impact. Considering the theoretical foundation for empowering leadership's possible influence on employee psychological empowerment some empirical studies have been produced to confirm it. Some of them are presented in the following paragraph.

An empirical study conducted with a sample of 381 employees from four service organizations in Belgium found empowering leadership behaviors to be positively related to psychological empowerment at an individual level (Dewettinck & Van Ameijde, 2011). Another empirical study performed at a major IT company in China with surveys applied to 498 employees and 164 supervisors supported the hypothesis that empowering

leadership is positively associated with employee psychological empowerment (Zhang & Bartol, 2010). Another empirical study carried out in a South African organization from the secondary sector, with a sample of 322 employees, found that 37% of the variance in employee psychological empowerment is explained by empowering leadership behaviors (De Klerk & Stander, 2014). These findings obtained in different cultural contexts support the idea of the positive influence of empowering leadership behaviors on employee psychological empowerment, and it is aimed in this dissertation to study this influence on Portuguese workers. Therefore, the following hypothesis can be stated: H1: Empowering leadership dimensions are positively associated with psychological empowerment dimensions.

2.2. Empowerment and Job Performance

2.2.1. The Mediator or Moderator Effect of Psychological Empowerment in the Relationship Between Empowering Leadership and Job Performance

Another of this dissertation's objectives is to investigate the effect of psychological empowerment in the relationship between empowering leadership and job performance.

According to Motowidlo, Borman and Schmit (1997), job performance is the individual's contribution to the achievement of organizational goals. This contribution is made through the individual's episodic behaviors, in which the individual acts in a way that impacts the achievement of organizational goals, positively or negatively.

It is aimed to analyze either if the psychological empowerment is a mediator of the relationship between Empowering Leadership and Job Performance, meaning that it does not occur if the psychological empowerment is not present, or, on the other hand, if psychological empowerment is a moderator, meaning that the effect of this relationship is weakened or enhanced by psychological empowerment.

Chen *et al.* (2007) conducted a study in a Fortune 500 company, with a sample of 62 teams constituted of 445 individual members and 62 team leaders to examine the relation between team leader behaviors and employee motivation at both individual and team level analysis through the lens of empowerment, specifically psychological empowerment. The leadership style considered in this study is the leader-member

exchange (LMX), a leadership construct that reflects the quality of the relationships developed by leaders and the different team members (Chen *et al.*, 2007). One of the hypotheses that the authors aimed to test was if empowerment mediates the positive relationship between leadership and performance at an individual level, and the authors found that individual empowerment positively predicted individual performance at the studied sample. Also, the authors found that individual empowerment partially mediated the relationship between LMX and individual performance. These findings suggest empowerment is positively related to performance, and it helps to explain the relationships between leadership variables and performance. In this dissertation, it is also intended to analyse the effect of empowerment on employee performance. However, in this study this relationship is analysed with focus on another leadership construct, the empowering leadership style and it is performed in an individual level of analysis.

2.2.2. Empowering Leadership and Job Performance

The rise of employee empowerment is grounded in the notion that employees' superior work outcomes, such as job satisfaction and job performance, will rise if more self-direction opportunities are given to workers (Vecchio *et al.*, 2010). Therefore, there is reason to assume that empowering leadership behaviors can positively influence job performance, and some empirical studies have been conducted to investigate this possibility.

In a study performed with 223 high school principals and 342 department heads in California, USA, it was found that 33% of the variation of employee performance was explained by empowering leadership behaviors, which can mean that employees who experience empowering leadership can have higher job performance (Vecchio *et al.*, 2010). Another empirical study was conducted with 655 accountants in Norway found that empowering leadership has a significant, positive and curvilinear relationship with work performance, which can mean that leaders should adopt high levels of empowering leadership behaviors, assuring that the work roles of their subordinates are well clarified (Humborstad *et al.*, 2014). Thus, considering the results of these studies, it could be interesting to study the effects of empowering leadership in a different sample, in a different cultural context. This dissertation aims to fill the literature gap, verifying if empowering leadership is associated with the employees' job performance in a sample of Portuguese workers.

Considering other leadership models in the literature, it can be proposed that the empowering leadership/employee job performance relationship is not a one-way relationship. Likewise, it can be considered that there is a biunivocal relationship between the two concepts. The theoretical foundation for this statement is the Situational Leadership Theory, which will be presented in the next sub-chapter.

2.2.3. Situational Leadership Theory, Empowering Leadership and Job Performance

The Situational Leadership Theory emerged in management literature in 1969, and its original authors were Hersey and Blanchard (Santa-Bárbara & Fernández, 2010). For a long time, it was one of the most applied leadership models in the industry (Hersey *et al.*, 1982) despite some disagreements between academics about the consistency of the model (Graeff, 1983, 1997). With this theory, Hersey and Blanchard intended to deviate from the authors that advocated for a unique and optimal style of leadership, regardless of the context or situation (Santa-Bárbara & Fernández, 2010) and defended that the most efficient is for the leaders to adapt and use different leadership styles according to the context and circumstances (Hersey & Blanchard, 1982).

The situational leadership theory advocates that for the task to be completed, according to its complexity and importance, the individual or group responsible for its completion presents a certain maturity towards it (Gonçalves and Mota 2011). The leader must adjust the leadership behavior accordingly, and the leadership effectiveness is as superior as the fit between leadership behavior and the followers' level of maturity or readiness. With the situational leadership theory, it is recognized that each leader can have a preferential leadership style, but leaders must modify it according to the increase or decrease of the level of readiness or maturity of the workers towards the task, promoting a bi-directional communication and participation with the followers (Santa-Bárbara & Fernández, 2010).

The maturity concept considered in the situational leadership theory measures the relationship between one specific task and one specific follower, being a static and not dynamic concept (Santa-Bárbara & Fernández, 2010). According to Hersey and Blanchard's work, there are two components in the concept of follower maturity: **(1) Work maturity**, that corresponds to the follower skills and abilities to perform a specific

task, also designated as ability; and (2) **Psychological maturity**, that concerns to the follower disposition and motivation to perform the task, also designated as motivation (Gonçalves & Mota, 2011). In the model of situational leadership, it can be found four distinct levels of maturity, depending on the combination of high/low ability and high/low motivation. To each one of the maturity levels, a leadership style is matched that should maximize the leader's effectiveness (Blanchard *et al.*, 1993).

In the situational leadership theory, it is recognized that there are two central dimensions in the leader behavior: (1) **Task behavior**, the degree to which a leader is concerned with the duties and responsibilities of the individual/group; and (2) **Relationship behavior**, the degree to which a leader practices bi-directional communication. The four leadership styles proposed by Hersey and Blanchard (1982) are a combination of those two dimensions of leadership behavior (Nicholls, 1985) – see Table 1.

Table 1- Situational Leadership Theory Styles Adapted from Nicholls (1985)

Maturity Level	M1	M2	M3	M4
Ability/Motivation	Low ability/Low Motivation	Low ability/High Motivation	High ability/Low Motivation	High ability/High Motivation
Leadership Style	Direct	Consult	Participate	Delegate
Task/Relationship	High task/Low Relationship	High task/High Relationship	Low task/High Relationship	Low task/Low Relationship

In 1982, Blanchard and colleagues revised the concepts of the situational leadership theory, replacing the concept of maturity with development in order for the managers to stop confusing this concept with age-maturity (Blanchard *et al.*, 1993).

Although this model is a popular model, extensively used by managers, mainly because of its simplicity, academics have raised some concerns about the logical validity of the model (Santa-Bárbara & Fernández, 2010). Graeff (1997) raises questions about the theoretical foundation of the situational leadership model's hypothesis. Another problem raised by academics is the lack of consistency of the instrument used to measure the maturity/development level of the followers, namely because the model developed by

Hersey and Blanchard does not takes into consideration the subjective aspects associated with leadership and follower behavior (Gonçalves & Mota, 2011).

One of the criticisms made by Nicholls (1985) to the situational leadership theory is the fact that it is prescribed the leadership style of Directing (high task/low relation) to followers who present level 1 maturity (low ability/low motivation) instead of a leadership style that promotes improvement in both ability and motivation of the follower, allowing the development of the follower maturity.

The situational leadership model is centered on the idea that there should be an adequation of the leadership style accordingly to the followers' maturity to increase the effectiveness of the leader and, ultimately, the effectiveness of the group/organization (Santa-Bárbara & Fernández, 2010). This model is a short-term model focused on specific tasks since the maturity level is static for each task and follower, and the leadership style is selected according to each context (Santa-Bárbara & Fernández, 2010). The situational leadership model also does not present any solutions regarding the development of follower maturity.

In contrast, the empowering leadership model is centered on the facilitation and support of followers. The intent is to develop the follower's abilities and increase their motivation (Amundsen & Martinsen, 2013), developing their potential (Sims *et al.*, 2009) in order to achieve the goals of the organization (Manz & Sims, 2001). The central concept of this model is the psychological empowerment of employees. Psychological empowerment is a construct constituted by four components, in which three of them can be related to the motivation of the individual towards the task/job – meaning, self-competence and impact - and one of them can be related to the competence of the individual regarding the task/job – competence (Thomas & Velthouse, 1990).

Although the situational leadership model and empowering leadership model have differences, they have some similarities too. The four components of psychological empowerment are similar to the two components – ability and motivation - of the central concept found in the situational leadership model, follower maturity. So it can be argued that these are similar concepts. However, in the situational leadership theory, follower maturity is evaluated according to each task with a low possibility for follower development. In the empowering model, it is considered that the individual is

psychologically empowered regarding their work role (Yulk & Becker, 2006), and practices that foster employee psychological empowerment aim to provide knowledge and skills to the workers, encouraging them to change work processes to be more efficient (Ölçer & Florescu, 2015). Considering this gap in the situational leadership model, it can be said that the empowering leadership model can serve as a complement since it focuses on the development of employees for them to perform better at their work.

Another aspect similar in these leadership models is that both value the group members and are based on bi-directional communication between leader and followers (Arnold *et al.*, 2000; Santa-Bárbara & Fernández, 2010). The situational leadership model, as stated before, is the follower's ability/motivation that dictates leadership behavior, meaning that there is a biunivocal relationship between the leader's perception regarding the efficacy of the employee work and the leadership behavior adopted (Santa-Bárbara & Fernández, 2010). Considering this relationship, it is proposed in this dissertation that it can probably happen in the empowering leadership model. To verify this possibility, the specific goal of analyzing the possible association between empowering leadership and employee job performance was added to this dissertation. Therefore, in the present study we have the following hypothesis: H2: Empowering leadership dimensions are positively associated with job performance.

3. Empirical Study

The empirical study undertaken in this dissertation is quantitative and it aims to characterize the relationship between empowering leadership, psychological empowerment, and job performance. The instruments used in this study were the Spreitzer's Psychological Empowerment Instrument and the Empowering Leadership Questionnaire. Job performance was assessed based on the last performance evaluation score indicated by the workers in the sample.

3.1. Method

The initial sample was constituted with 329 respondents, however, 206 were excluded because of missing answers in several items. In Table 2 is presented the results of the descriptive and frequency analysis of the demographic variables. The effective sample comprises 113 participants (N=113), being most of them female (57.5%, n=65). The participants' age ranges from 23 to 63 years old, with an average of 40.75 years old (SD=11.14). Most of the participants (73.5%, n= 83) held a college degree, 20.4% (n=23) finished high school and 2.7% (n=3) finished middle school.

Regarding job tenure of the participants, as Table 2 presents, the working time in the current organization ranges between 3 months and 39 years, with an average of 9.44 years (SD=9.05) and the time at the current function ranges between 3 months and 34 years, with an average of 7.27 years (SD=8.07). Most of the participants have a permanent employment contract (78.8%, n=89) and 17.7% have a fixed-term contract (n=20).

Table 2 - Sample Characteristics

	A	SD	N	%
Gender				
Female			65	57.50%
Male			44	38.90%
Age	40.75	11.14		
Education Level				
Didn't complete primary education			0	0%
1st cycle of basic education (primary school)			0	0%
2nd cycle of basic education (elementary school)			0	0%
3rd cycle of basic education (middle school)			3	2.70%
Secondary Education (High School)			23	20.40%
Bachelor's Degree			1	0.90%
Ongoing Degree			9	8.00%
Degree (after Bologna)			17	15.00%
Post-Graduation/Master Degree (after Bologna) or Degree (before Bologna)			43	38.10%
Master Degree (before Bologna)			11	9.70%
Doctoral Degree			2	1.80%
Working time at current organization (months)	113.31	108.63		
Working time at current function (months)	87.19	96.82		
Employment Bond				
Casual Employment			0	0%
Fixed Term Contract			20	17.70%
Permanent Employment Contract			89	78.80%

Note: Average (A); Standart Deviation (SD); this table doesn't contain information about "missing values"

In order to perform the empirical study, data was collected through a survey-based questionnaire. The snowball sampling method, a network-based method (Heckathorn & Cameron, 2017), was used to reach the target respondents. This method is also known as chain-referral-sampling and it begins with a convenience sample of initial subjects that serve as "seeds" to recruit other subjects for the study (Heckathorn, 2011). This method is applied when it is challenging to access subjects with target characteristics (Heckathorn, 2011). The snowball sampling method was chosen in this dissertation because the current adverse circumstances originated by the COVID-19 pandemic made it problematic to collect data directly from a sample of workers of a Portuguese company.

Thus, the data collection procedure, based on the snowball sampling method, proceeded as follows. First, the master's student of a Portuguese public university contacted people of their personal network such as friends and family members qualified to respond to the questionnaire. Then, the first respondents – the "seeds" - were instructed to share the questionnaire with other people of their trust, that were also qualified to answer the questionnaire. The target respondents were individuals that have a formal performance evaluation and a hierarchical superior at their job. The questionnaire was uploaded to an online survey platform that the respondents accessed via web link. This procedure reassured that the respondents' answers were protected and made it easier for them to share the link with their contacts. The questionnaire was online for three months, from 26th April to 25th July of 2020.

3.2. Measures

The research protocol is constituted of four groups of questions. The first group contains three questions where the respondent had to indicate his/her score of the last performance appraisal, the performance appraisal scale used for that evaluation and the period related. The second group contained the Empowering Leadership Scale, and the third contained the Spreitzer's Psychological Empowerment Instrument. The fourth and final group was constituted with a social demographic questionnaire where respondents should indicate: gender, year of birth, educational level, occupation, working time at the current organization, working time at the at the current function and type of employment contract.

The research protocol was validated by the Ethical Commission of the University of Évora and can be found in Appendix I of this dissertation.

Empowering Leadership Questionnaire

The five categories of empowering leadership behaviors, **Leading by example**, **Coaching**, **Participation in the decision process**, **Informing** and **Showing concern/interacting with the team** (see description below) were the base for the construction of the Empowering Leadership Questionnaire (Arnold *et al.*, 2000), the instrument used in this dissertation to measure the perceived empowering leadership behaviors.

Dewettinck and Van Ameijde (2011) have shown that although the Empowering Leadership Questionnaire (Arnold *et al.*, 2000) was constructed to access leadership empowerment behavior in a team context, it can also be useful in an individualized working context. In the empirical literature, the Empowering Leadership Questionnaire has been used as a measure in a variety of studies, with samples from different cultures such as North American (e.g., Srivastava *et al.*, 2006; Xue, Bradley, & Liang, 2011), Asian (e.g., Fong & Snape, 2015; Raub & Robert, 2013) and European (e.g., Martínez-Córcoles, Schöbel, Gracia, Tomás, & Peiró, 2012), and many business contexts, such as higher education institutions (e.g., Xue *et al.*, 2011), hospitality (e.g., Srivastava *et al.*, 2006), customer service (e.g., Fong & Snape, 2015), companies in the secondary (e.g. Martínez-Córcoles *et al.*, 2012) and tertiary sector (e.g. Raub & Robert, 2013). A study performed by Mónico *et al.* (2019) validated the Empowering Leadership Questionnaire for the Portuguese context, with a sample of 408 workers, from the private and public sector, with different employment contracts to the organization, such as fixed-term and no-fixed term employment contracts and also service providers, from various sectors of activity (Mónico, Salvador, dos Santos, Pais, & Semedo, 2019). Confirmatory factor analysis performed by the authors of the validation study indicates good fit to the original factorial structure of the ELQ instrument, with adequate reliability (Mónico, Salvador, dos Santos, Pais, & Semedo, 2019).

The Empowering Leadership Questionnaire is constituted by 38 items, and the respondent must evaluate each proposition on a 5-point Likert scale (1=Never, 2=Rarely, 3= Sometimes, 4= Most of the time, 5= Always). The 38 itens are grouped in five factors: **(1) "Lead by Example"** formed by five items that measure the perceived behavior of the leader regarding his/her work and the work of the members of his/her team (e.g. "Sets high standards for performance by his/her own behavior"); **(2) "Participative Decision-**

Making" formed by six items that measure the perceived use of information gathered from the team by the leader and the perceived relevance that the leader gives to the opinions of his/her team in the decision-making process (e.g. "Listens to my work group's ideas and suggestions"); (3) **"Coaching"** formed by eleven items, referring to a set of behaviors of the leader to teach team members and to help them to become self-sufficient (e.g. "Teaches work group members how to solve problems on their own"); (4) **"Informing"**, formed by six items, referring to the divulgation, by the leader, of information about the organization, such as the mission, philosophy and other important information (e.g. "Explains the purpose of the company's policies to my work group"); (5) **"Showing Concern/Interacting with the Team"** formed by ten items, referring to a set of behaviors of the leader that show concern for the well being of the members of his/her team (e.g. "Shows concern for work group members' success"). Regarding the item number 11 of the ELQ ("Makes decisions that are based only on his/her own ideas") its inversion was considered with the intent to construct the Empowering Leadership Dimension **"Participative Decision-Making"**. In this way, the negation of the question is taken into consideration for this calculation, which when the scale is inverted, leads to exactly the same qualitative results. The operation is performed with a view to the basic assumptions for assessing the dimension's validity using Cronbach's alpha, which presupposes a positive correlation (or at most null) between all the variables to be integrated in each dimension.

Spreitzer's Psychological Empowerment Instrument

Based on the four dimensions of psychological empowerment defined in Chapter 1, Spreitzer (1995) developed a measure that has been predominately used in empirical research (Spreitzer, 2008). The Spreitzer's Psychological Empowerment scale is a 12-item questionnaire, three for each psychological empowerment dimension: (1) **"Meaning"** referring to the investment of the individual psychological energy towards his/her job (e.g., "The work I do is meaningful to me"); (2) **"Competence"** referring to the own individual perception that he/she can perform the task/job with skill when he/she tries (e.g., "I have mastered the skills necessary for my job"); (3) **"Self-Determination"** referring to an individual's sense of autonomy in carrying out their work and in making decisions about work methods (e.g., "I can decide on my own how to go about doing my work."); and (4) **"Impact"** refers to the individual perception of his/her influence in the

strategic, administrative and outcomes at his/her job (e.g., "I have a significant influence over what happens in my department."). The respondent evaluates each proposition with a 7-point Likert scale that varies between 1 (totally disagree) and 7 (completely agree).

Spreitzer's Psychological Empowerment scale has been applied at an individual level (Kraimer, Seibert, & Liden, 1999) and team level (Kirkman & Rosen, 1999). Also, this scale has been applied in various cultures, such as Asian (e.g., Chiang & Hsieh, 2012; Fong & Snape, 2015; Kundu, Kumar, & Gahlawat, 2019), African (e.g., De Klerk & Stander, 2014), American (e.g., Koberg, Boss, Senjem, & Goodman, 1999; Seibert *et al.*, 2004), Australian (e.g., Carless, 2004) and European (e.g., Amundsen & Martinsen, 2015; Teixeira *et al.*, 2016). The scale developed by Spreitzer (1995) has been used in several business contexts such as banking (e.g., Kundu *et al.*, 2019), call centers (e.g., Fong & Snape, 2015), public and private financial organizations (e.g., Carless, 2004), IT companies (e.g., Seibert *et al.*, 2004; Zhang & Bartol, 2010), nonprofit organizations (e.g., Amundsen & Martinsen, 2015), higher education institutions (e.g., Chen *et al.*, 2011), health care industry (e.g., Koberg *et al.*, 1999; Kraimer *et al.*, 1999) and hospitality (e.g., Chiang & Hsieh, 2012).

Spreitzer's Psychological Empowerment scale was validated for the Portuguese context by Teixeira, Nogueira and Alves (2016) with a sample of 296 nurses. The factor analysis performed by the authors of the validation study identified the four factors preconized by Spreitzer (1995). Also, the converted scale presented internal consistency, with the Cronbach's alpha coefficient ranging between 0.688 and 0.868 in the four dimensions (Teixeira, Nogueira and Alves, 2016). This version of the PEI was selected for the purpose of this investigation.

3.3. Results

For data record and processing, it was used the 26th version of the IBM SPSS Statistics. The data analysis started with calculating the descriptive statistics of the social demographic variables that allowed to characterize the sample (see Table 2).

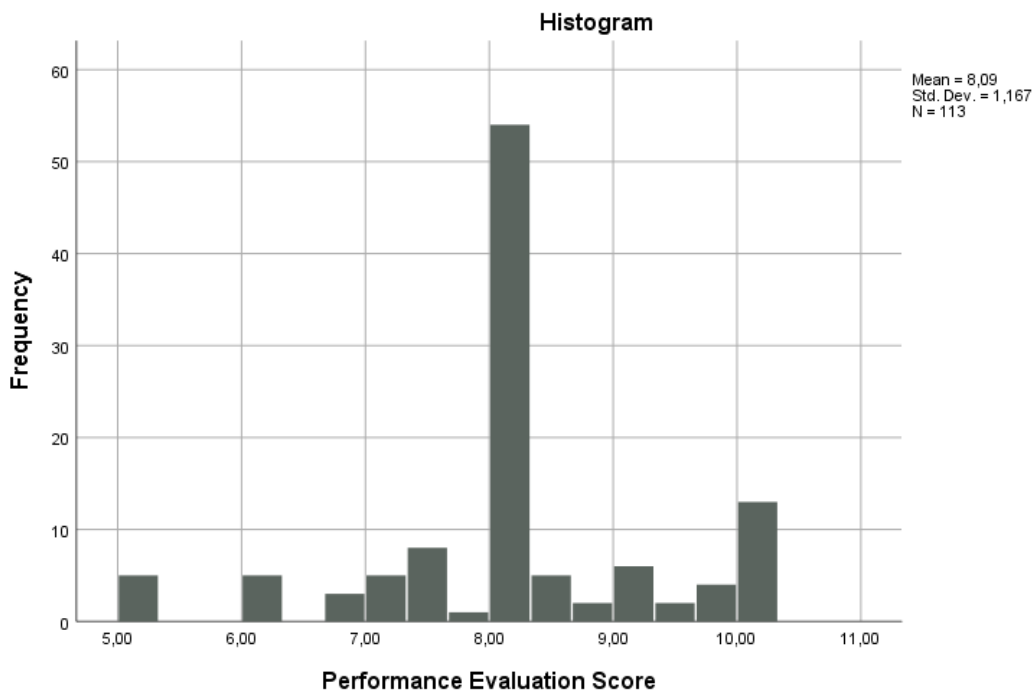
3.3.1. Questionnaire Results

Performance Evaluation Score

Given the multiplicity of performance evaluation scales obtained in the questionnaire, it was necessary to harmonize and standardize the results, with a view to possible comparability and use in the proposed models. In this sense, a global scale from 1 to 10 was created. In this scale, the values of all respondents were adapted through linear interpolation. For example, one respondent whose performance evaluation was 4 on a scale of 1 to 5, will have 8. On the other hand, another who has had 92 on a scale of 1-120 will have obtained 8.2, while another who has obtained 95 on a scale of 1-100 will have 9.5.

In order to characterize the studied sample's Performance Evaluation Score, a frequency and descriptive statistical analysis were performed (Image 1). It was found that the participants' performance evaluation score ranges between 5 and 10, on a scale of 1 to 10, being the average score of 8.09 (SD=1.167). Actually, 76.1% (n=86) of the participants had a score equal or superior to 8 at their last performance evaluation.

Image 1 - Performance Evaluation Score Frequency



Empowering Leadership and Psychological Empowerment Dimensions

The next procedure was to calculate the Empowering Leadership and Psychological Empowerment dimensions. Considering the reduced number of observations (N=113) and considering that the scales are validated for the Portuguese context (Mónico, Salvador, *et al.*, 2019; Teixeira *et al.*, 2016), it was decided not to use the factor analysis method. The average of the questions that correspond to each dimension was determined to calculate the factors for Empowering Leadership and Psychological Empowerment.

The reliability of each of the factors was calculated through Cronbach's alpha. Cronbach's alpha is a measure of reliability that varies between 0 and 1. It is considered that values above 0.7 confirm the scale's consistency and dimensions (Hair *et al.*, 2014). As demonstrated in Tables 3 and 4, all Empowering Leadership and Psychological Empowerment dimensions have a Cronbach's alpha superior to 0.8, confirming its internal consistency.

Table 3 - Empowering Leadership Reliability

Empowering Leadership Dimension	Cronbach's Alpha
Leading by Example	0.885
Participation in the decision-making process	0.913
Coaching	0.968
Informing	0.940
Showing Concern/Interacting with the team	0.960

Table 4 - Psychological Empowerment Reliability

Psychological Empowerment Dimension	Cronbach's Alpha
Meaning	0.916
Competence	0.825
Self-determination	0.812
Impact	0.811

After validating the reliability of the Empowering Leadership and Psychological Empowerment dimensions, a descriptive analysis of each dimension was performed (see Table 5).

Table 5 - Descriptive Analysis of the dimensions

		Minimum	Maximum	Mean	Std. Deviation
Empowering Leadership Dimensions	Leading by Example	1.00	5.00	3.6991	0.89767
	Participation in the decision-making process	1.40	5.00	3.6509	0.95276
	Coaching	1.00	5.00	3.6251	0.93464
	Informing	1.00	5.00	3.5811	0.92558
	Showing Concern/Interacting with the team	1.00	5.00	3.5575	0.91850
Psychological Empowerment Dimensions	Meaning	1.00	7.00	5.8563	1.07761
	Competence	4.67	7.00	6.0367	0.68093
	Self-determination	1.00	7.00	5.2875	1.12351
	Impact	1.00	7.00	5.2141	1.01686

As it can be observed in Table 5, it was found that "Leading by Example" was the Empowering Leadership dimension that presented the highest mean ($M=3.699$; $SD=0.898$).

Almost 70% of the participants in the study agreed or totally agreed with the proposition that their leader "Works as hard as he/she can" (see Table 6 and Image 2) and 60% of the respondents agreed or totally agreed that their leader "Sets a good example by the way he/she behaves" (see Table 7 and Image 3).

Table 6 - Item #2 Empowering Leadership Questionnaire Frequency

My Leader.. "Works as hard as he/she can"	Frequency	Valid Percent	Cumulative Percent
Totally Disagree	3	2.65%	2.65%
Disagree	5	4.42%	7.08%
Indiferent	27	23.89%	30.97%
Agree	43	38.05%	69.03%
Totally Agree	35	30.97%	100.00%
Total	113	100%	

Image 2 - Item #2 Empowering Leadership Questionnaire Histogram

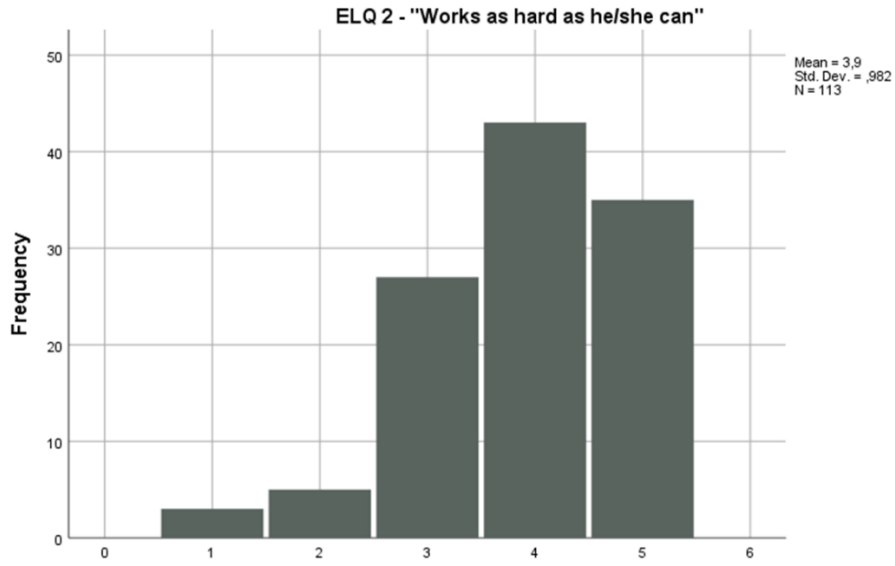
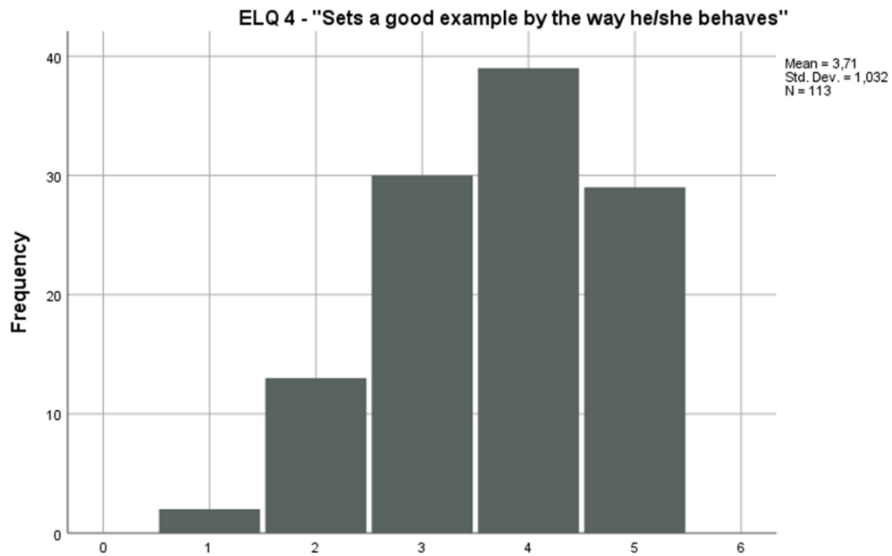


Table 7 - Item #4 Empowering Leadership Questionnaire Frequency

My Leader.. Sets a good example by the way he/she behaves	Frequency	Valid Percent	Cumulative Percent
Totally Disagree	2	1.77%	1.77%
Disagree	13	11.50%	13.27%
Indiferent	30	26.55%	39.82%
Agree	39	34.51%	74.34%
Totally Agree	29	25.66%	100%
Total	113	100	

Image 3 - Item #4 Empowering Leadership Questionnaire Histogram



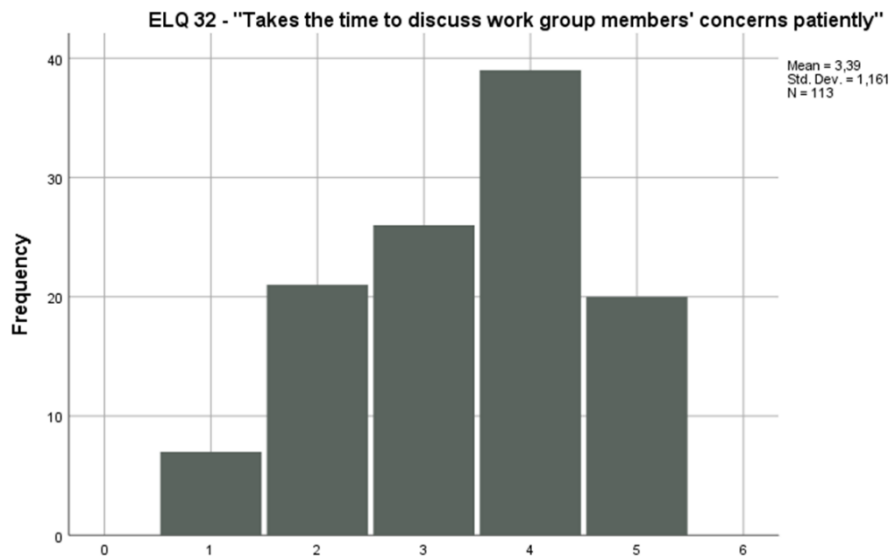
The Empowering Leadership dimension that presented the lowest average was "Showing Concern/Interacting with the team" (M=3.558; SD=0.919) – see Table 5.

Almost one quarter (25%) of the participants consider that their leader does not "Takes the time to discuss work group members' concerns patiently" (see Table 8 and Image 4).

Table 8 - Item #32 Empowering Leadership Questionnaire Frequency

My Leader.. Takes the time to discuss work group members' concerns patiently	Frequency	Valid Percent	Cumulative Percent
Totally Disagree	7	6.19%	6.19%
Disagree	21	18.58%	24.78%
Indiferent	26	23.01%	47.79%
Agree	39	34.51%	82.30%
Totally Agree	20	18%	100%
Total	113	1	

Figure 4 - Item #32 Empowering Leadership Questionnaire Histogram



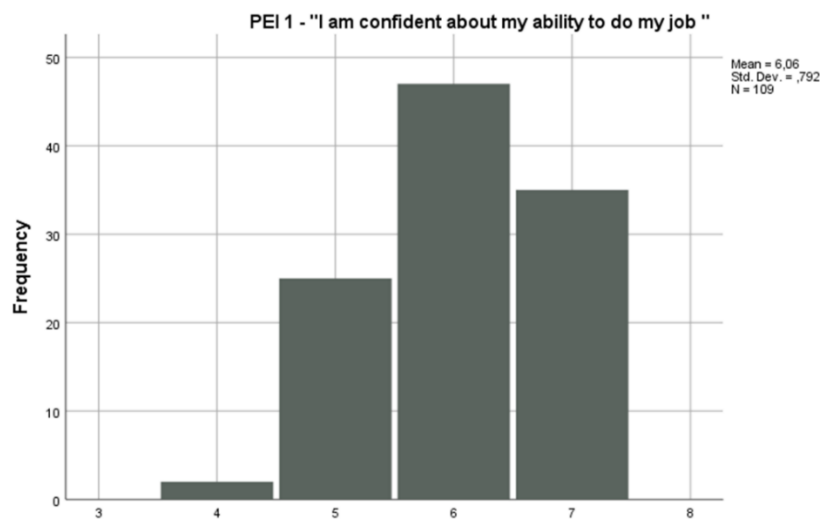
As it can be observed in Table 5, it was found that "Competence" was the Psychological Empowerment dimension that presents the highest mean (M=6.038; SD=0.681).

Not one of this study participants chose the options below "neither agree / neither disagree" for the items that constitute the "Competence" dimension and 98.71% of the study participants agree, strongly agree, or totally agree with the affirmation "I am confident about my ability to do my job" (see Table 9 and Image 5).

Table 9 - Item #1 Psychological Empowerment Instrument Frequency

"I am confident about my ability to do my job "				
		Frequency	Valid Percent	Cumulative Percent
	Neither agree/Neither disagree	2	1.83%	1.83%
	Agree	25	22.94%	24.77%
	Strongly Agree	47	43.12%	67.89%
	Completely Agree	35	32.11%	100.00%
	Total	109	100,00%	
Missing	System	4		
Total		113		

Image 5 - Item #1 Psychological Empowerment Instrument Histogram



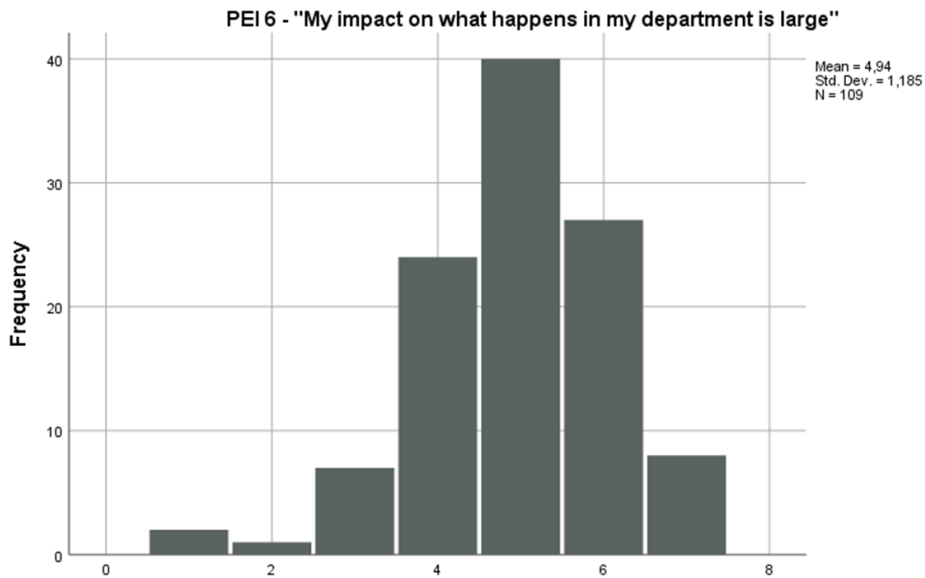
The Psychological Empowerment Dimension that presented the lowest average was "Impact" (M=5.214; SD=1.017) – see Table 5.

It appears that more than 31% of the participants choose the options "Neither agree/Neither disagree", "Disagree", "Strongly Disagree" and "Completely Disagree" when asked to classify their perception about the proposition "My impact on what happens in my department is large" (see Table 10 and Image 6).

Table 10 - Item #6 Psychological Empowerment Frequency

"My impact on what happens in my department is large"				
		Frequency	Valid Percent	Cumulative Percent
	Completely Disagree	2	1.83%	1.83%
	Strongly Disagree	1	0.92%	2.75%
	Disagree	7	6.42%	9.17%
	Neither agree/Neither disagree	24	22.02%	31.19%
	Agree	40	36.70%	67.89%
	Strongly Agree	27	24.77%	92.66%
	Completely Agree	8	7.34%	100.00%
	Total	109	100.00%	
Missing	System	4		
Total		113		

Image 6 - Item #6 Psychological Empowerment Instrument Histogram



3.3.2. Correlation Analysis Results

The correlation analysis between the Empowering Leadership dimensions, the Psychological Empowerment dimensions and the performance evaluation score variable was performed using Pearson's correlation coefficient (see Table 11). The correlation coefficient ranges between -1 a +1, being that when the coefficient is +1, it means that the data points are to an increasing straight line, indicating a positive and perfect linear relationship. On the contrary, when the coefficient is -1, the data points perform a decreasing straight line, indicating a negative and perfect linear relationship (Newbold,

Carlson, and Thorne, 2013). Correlations can be classified as follows: (1) "**Weak**" when the absolute value of the Pearson correlation coefficient is lower than 0.25; (2) "**Moderate**" when the absolute value of the Pearson correlation coefficient ranges between 0.25 and 0.5; (3) "**Strong**" if the absolute value of the Pearson correlation coefficient ranges from 0.5 to 0.75; and (4) "**Very Strong**" if the absolute value of the Pearson correlation coefficient is superior to 0.75 (Marôco, 2011).

Table 11 - Correlation Analysis

		Performance Evaluation Score	Empowering Leadership Dimensions					Psychological Empowerment Dimensions			
			Leading by Example	Participation in the decision-making process	Coaching	Informing	Showing Concern/ Interacting with the team	Meaning	Competence	Self-Determination	Impact
Empowering Leadership Dimensions	Leading by Example	-0,040	1	.715**	.809**	.727**	.741**	.349**	.308**	.490**	.377**
	Participation in the decision-making process	-0,105	.715**	1	.880**	.780**	.893**	.330**	.314**	.490**	.377**
	Coaching	-0,099	.809**	.880**	1	.863**	.890**	.343**	.316**	.522**	.389**
	Informing	-0,090	.727**	.780**	.863**	1	.778**	.287**	.282**	.426**	.324**
	Showing Concern/ Interacting with the team	-0,093	.741**	.893**	.890**	.778**	1	.310**	.367**	.488**	.405**
Psychological Empowerment Dimensions	Meaning	0,013	.349**	.330**	.343**	.287**	.310**	1	.506**	.515**	.618**
	Competence	-0,002	.308**	.314**	.316**	.282**	.367**	.506**	1	.297**	.464**
	Self-Determination	-0,046	.490**	.490**	.522**	.426**	.488**	.515**	.297**	1	.698**
	Impact	-0,027	.377**	.377**	.389**	.324**	.405**	.618**	.464**	.698**	1

** . Correlation is significant at the 0.01 level (2-tailed).

It is possible to verify, through this analysis, that none of the Empowering Leadership and Psychological Empowerment dimensions correlate in a significant way with the variable "Performance Evaluation Score". However, it appears that all the Empowering Leadership dimensions and all the Psychological Empowerment dimensions are positively and significantly correlated. It was found that all the correlations between Empowering Leadership dimensions and Psychological Empowerment Dimensions are moderate, with the exception of a strong correlation ($r=0.522$) between "Coaching" - an Empowering Leadership dimension – and "Self-Determination" – a Psychological Empowerment dimension.

3.3.3. Linear Regression Analysis Results

To further study the relationship between the Empowering Leadership dimensions and the Psychological Empowerment dimensions, it was performed a simple linear regression analysis. The Psychological Empowerment dimensions were defined as the dependent variables and the Empowering Leadership dimensions as the independent variables (see Table 12). The reason for the use of simple linear regression analysis instead of multiple regression analysis was to avoid multicollinearity related problems (Hair *et al.*, 2014), which could be caused by the strong level of correlation that exists between the dimensions of Empowering Leadership.

It was revealed by this analysis that all the independent variables – Empowering Leadership dimensions – have a significant and positive impact on the dependent variables – the Psychological Empowerment dimensions. This impact is especially relevant in the relations involving the dependent variable "Self-determination", which have the highest coefficient of determination (R Square or R^2).

Table 12 - Simple Linear Regressions between ELQ and PE dimensions

#	Dependent Variable (Psychological Empowerment Dimensions)	Independent Variable (Empowering Leadership Dimensions)	β	R Square	p-value
1	Meaning	Leading by Example	0.413** (SD= 0.107)	12.20%	0.000
2		Participation in the decision-making process	0.382** (SD=0.106)	10.90%	0.000
3		Coaching	0.394** (SD= 0.104)	11.70%	0.000
4		Informing	0.337** (SD=0.109)	8.30%	0.002
5		Showing Concern/Interacting with the team	0.350** (SD=0.103)	9.60%	0.001
6	Competence	Leading by Example	0.230** (SD=0.069)	9.50%	0.001
7		Participation in the decision-making process	0.230** (SD=0.067)	9.90%	0.001
8		Coaching	0.230** (SD=0.067)	10.00%	0.001
9		Informing	0.209** (SD=0.069)	8.00%	0.003
10		Showing Concern/Interacting with the team	0.261** (SD=0.064)	13.40%	0.000
11	Self-Determination	Leading by Example	0.605** (SD=0.104)	24.00%	0.000
12		Participation in the decision-making process	0.591** (SD=0.102)	24.10%	0.000
13		Coaching	0.626** (SD=0.099)	27.30%	0.000
14		Informing	0.521** (SD=0.107)	18.10%	0.000
15		Showing Concern/Interacting with the team	0.573** (SD=0.099)	23.80%	0.000
16	Impact	Leading by Example	0.421** (SD=0.100)	14.20%	0.000
17		Participation in the decision-making process	0.411** (SD=0.098)	14.20%	0.000
18		Coaching	0.422** (SD=0.097)	15.10%	0.000
19		Informing	0.359** (SD=0.101)	10.50%	0.001
20		Showing Concern/Interacting with the team	0.430** (SD=0.094)	16.40%	0.000

** sig= 5%; SD = Standard Deviation

To analyze if the Empowering Leadership dimensions impact the Performance of the studied subjects, a simple regression analysis was performed. The "Performance Evaluation Score" was set as the dependent variable and the Empowering Leadership Dimensions as the independent variables (Table 13). It was found that none of the Empowering Leadership dimensions significantly impacted the variable "Performance Evaluation Score".

Table 13 - Simple Linear Regressions Performance Evaluation and ELQ dimensions

#	Dependet Variable	Independent Variable (Empowering Leadership Dimensions)	β	R Square	Sig
1	Performance Evaluation Score	Leading by Example	-0.052** (SD=0.123)	0.20%	0.672
2		Participation in the decision-making process	-0.132** (SD=0.119)	1.10%	0.268
3		Coaching	-0.124** (SD=0.118)	1.00%	0.295
4		Informing	-0.115** (SD=0.120)	0.80%	0.342
5		Showing Concern/Interacting with the team	-0.115** (SD=0.117)	0.90%	0.329

** sig= 5%; SD = Standard Deviation

4. Discussion

In this dissertation, it is aimed to study the relationship between the empowering leadership dimensions, psychological empowerment dimensions and individual job performance.

The first objective was to describe the presence of the empowering leadership dimensions in a sample of Portuguese workers that have a hierarchal superior and a formal performance appraisal system. All the calculated Empowering Leadership dimensions have high reliability, meaning that the items that are proposed to measure each dimension produce similar results, demonstrating a high internal consistency. The descriptive statistics results indicate that the Empowering Leadership dimension more frequently observed by the respondents is "Leading by Example" and workers in the sample identify their superiors' commitment to their work as the most present aspect of empowering leadership. On the other hand, the least observed Empowering Leadership dimension is "Showing concern/Interacting with the team".

The second aim of this study was to describe the presence of the psychological empowerment dimensions in the sample. Similarly to the dimensions of empowering leadership, all dimensions of psychological empowerment present high reliability, which means a high level of internal consistency. The descriptive statistical analysis results indicate that "Competence" is the Psychological Empowerment dimension that presents the highest average score in the studied sample. On the other hand, "Impact" was the Psychological Empowerment dimension that presented the lowest average score in the studied sample.

The third objective was to verify to what extent empowering leadership is associated with employees' psychological empowerment. According to the correlation and linear regression analysis results, the empowering leadership behaviors positively influence employees' psychological empowerment in the studied sample, since all correlations and simple linear regressions are positive and statistically significant. These outcomes are consistent with other empirical studies that demonstrate that leaders, by empowering workers, will contribute to making them feel psychologically empowered (De Klerk & Stander, 2014; Dewettinck & Van Amejide, 2011; Zhang & Bartol, 2010). It appears that the dimension of psychological empowerment that is most impacted by

empowering leadership in the studied sample is Self-determination. These results indicate that, with the increase in empowerment attitudes on the part of the leadership, including behaviors that foster self-reliance and guidance, workers may have a greater sense of autonomy when making decisions about their work.

The fourth and fifth objectives were to investigate the possible biunivocal relationship between empowering leadership and individual job performance and verify to what extent the psychological empowerment has a mediator or moderator effect in that relationship. The linear regression analysis performed indicates that it is not proven for the studied sample that the Performance Evaluation Score is determined by Empowering Leadership behaviors. Non-significant results between employees' empowerment and their performance, although not common, have already appeared in the literature (Ueno, 2008). However, in this study, the non-significant results of the statistical tests seem to be a consequence of the weak variation existing in the variable "Performance Evaluation Score". The descriptive statistics of the "Performance Evaluation Score" variable indicates that all participants in the study had a positive score at their last performance evaluation, and the vast majority of the respondents had a grade equal or superior to 8. Thus, the performance evaluation does not express a phenomenon with enough variability to depend on other variables, which originated the non-significant results. Two possible explanations for the weak variation in the respondents' performance evaluation are explored in the next paragraphs.

First, when the study was thought, its application would be in a Portuguese company, where one would have access to information about the performance evaluation and the respondents' performance evaluation scale. Due to the current pandemic situation, it was necessary to adapt the study's methodology, and the questionnaire was applied to a convenience sample consisting of people working in different organizations and with different performance appraisal systems. This situation caused each respondent to indicate their score in their last performance evaluation on an open question, leading to the possible existence of missed information.

The second explanation for the performance evaluation score variable's weak variation is related to the leniency effect in performance appraisal. The measurement of job performance is frequently considered a challenge among managers and leaders (Murphy, 2008). Performance evaluation is a process that is often tainted with bias and errors such as strictness/leniency, halo effect, central tendency and recency of events

(Lunenburg, 2012; dos Santos, 2011). Considering what was observed with the performance evaluation score variable, the leniency effect may be underlying the reported respondents' scores at their last performance evaluation. This error relates to the evaluator's benevolence towards employees' performance at the time of evaluation (dos Santos, 2011). The leniency effect seems to be present since there are no negative performance evaluation scores reported by the respondents and most of the scores are equal or above eight on a scale of 1 to 10. The leniency effect is caused by the evaluator's attempt to alleviate the discomfort he/she feels when having to formally evaluate employees. Evaluators that demonstrate high levels of interdependency and discomfort are more likely to inflate their ratings (Saffie-Robertson & Brutus, 2013; Tziner & Murphy, 1999). This effect can have several implications for the accuracy and perception of fairness regarding the performance appraisal system (Saffie-Robertson & Brutus, 2013).

5. Conclusion

The present dissertation aimed to study the effects of empowering leadership behavior on employee psychological empowerment and individual job performance in the Portuguese working context.

In the State of the Art section of this dissertation, it was made a theoretical contextualization of the concepts involved in this study. The concepts of empowering leadership and psychological empowerment were addressed since they are the main concepts of this dissertation. In this section of this dissertation, several empirical studies are presented that show that there is scientific support for the benefits of empowerment at work in different professional contexts and its association with positive outcomes both at individual, team and organizational levels. Additionally, the literature reveals that there is evidence that the empowerment behaviors on the part of leaders can have a positive influence on employees' performance.

This dissertation comprises a quantitative study carried out using a sample of Portuguese workers, presented in the Empirical Study section. The analyzes conducted in this study allowed to characterize the presence of the dimensions of empowering leadership and the dimensions of psychological empowerment in the sample. Through correlation and regression analyzes of the data, it was confirmed, as expected, that there is a significant and positive association between the dimensions of empowering leadership and psychological empowerment, in the studied sample. With this approach it can be concluded that behaviors that demonstrate the commitment of the leader to his work and his team and that endow employee autonomy, involvement and guidance contribute to the employees' perception of meaning, competence, self-determination and impact towards their work.

However, the estimated linear regressions and correlations reveal a non-significant relationship between the empowering dimension and the performance evaluation variable. So, for the studied sample, no empirical support was found to prove that empowering leadership impacts employee performance. This inconclusive results can be justified by the questionable high performance evaluation scores of the study participants. Although it is positive to verify that the study participants had good evaluations scores in their performance evaluations, this scenario is not representative of the reality of

organizations and workers in Portugal. Therefore, the performance evaluation score variable does not reflect the diversification that would be expected to be found in the participants' performance evaluation scores, causing a structural problem with this variable. Two explanations were considered and discussed in the previous section for this situation: possible incorrect/missed information that was provided by the participants in the study and the leniency effect in the performance appraisal process.

The present study constitutes a relevant contribution since it corroborates the dimensions of empowering leadership and psychological empowerment in the Portuguese context and empirically demonstrates that empowering leadership is associated with employees' psychological empowerment, a relationship that has not yet been studied in the Portuguese context. However, this study presents some limitations, as presented in the next paragraphs.

First, as stated before in this section, there is a structural problem with the performance appraisal score variable, that could have been caused by incorrect/missed information given by the participants in the study. Thus, it is suggested for future research, to conduct a case study in a specific Portuguese Company. This methodology will allow to analyse the proposed relationships in a different context with a uniform performance appraisal system, minimizing biases. Furthermore, it might be interesting to analyze in future investigations, the effect of leniency and evaluator discomfort on performance evaluation in the Portuguese context, namely its origins and to propose solutions for its mitigation.

Another limitation for this study is the fact that the data was collected through a convenience sample, that may not be representative of the studied population. It is suggested in future investigations, to use a probability sampling technique, such as simple random sampling, that will provide a representative sample of the population allowing to make statistical inferences from the sample to the population.

The fact that this is a transversal study presents itself as a limitation, since it only analyzes the relationships between job performance, empowering leadership and psychological empowerment in a given period of time. A longitudinal study will allow to verify if there are variations over time, namely whether there may be a casual relationship between job performance, empowering leadership and psychological empowerment.

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Appendix 1 – Research Protocol

Liderança e Trabalho

O objetivo deste estudo é estudar a relação entre características da liderança e outros aspetos do trabalho e daqueles(as) que o realizam. A informação recolhida destina-se a uma dissertação de mestrado na Universidade de Évora (autora e orientadores identificados abaixo).

A sua participação é voluntária, podendo desistir a qualquer momento, se assim o entender. Todas as respostas individuais serão confidenciais e anónimas. Apenas a equipa de investigação terá acesso às mesmas, que serão tratadas estatisticamente. Os resultados globais (agrupados) serão utilizados na dissertação e serão apresentados à empresa um breve relatório como fonte de informação. Todos os respondentes terão igualmente acesso à informação sobre os resultados globais, caso solicitem os mesmos por email. Pode solicitar esclarecimentos adicionais no seguinte email ou telemóvel:

Rita Serrenho Email: rita_bps@hotmail.com Tlm: 926072342

Andreia Dionísio (orientadora)

Nuno Rebelo dos Santos (orientador)

Paulo Silva (orientador)

Muito obrigada desde já pela sua participação!

Ao responder, assumimos que compreendeu os procedimentos descritos e que esclareceu eventuais dúvidas.

Instruções de Preenchimento

O questionário está dividido em 4 grupos, cada um dos quais com uma breve instrução de preenchimento. O primeiro grupo é constituído por três questões relacionadas com a sua última avaliação de desempenho. O segundo e terceiro grupos são constituídos por uma única questão cada, ao qual se segue um conjunto de preposições relacionadas, sendo 38 preposições no caso do primeiro grupo e 16 preposições no caso do segundo. O quarto grupo é constituído por 7 questões diretas para a caracterização do respondente. É previsto que as respostas a todas as questões não tomem mais que 15 minutos.

Não existem respostas certas ou erradas, sendo válidas na medida em que expressam realmente o seu ponto de vista. Solicitamos que responda a todas as afirmações, pois a ausência de respostas a algumas questões pode comprometer a inclusão do seu questionário no estudo.

Para responder deve seleccionar com o cursor a sua opção de resposta a cada uma das preposições/questões. Caso se engane pode seleccionar a nova opção de resposta. Se, em

qualquer momento, pretender abandonar o questionário, para retomar mais tarde a resposta, pode fazê-lo ao selecionar a opção "continuar mais tarde".

Grupo I – Avaliação de Desempenho

Neste primeiro grupo solicitamos que responda a três questões sobre a sua última avaliação de desempenho.

1. **Indique, por favor, qual foi a avaliação que obteve na sua última avaliação de desempenho.**
2. **Indique, por favor, qual a escala de avaliação de desempenho utilizada na sua organização.**
3. **Indique, por favor, qual o período a que corresponde a avaliação de desempenho indicada na primeira pergunta.**

Grupo II – Liderança

Pretendemos que nos dê a sua visão sobre o modo como o seu superior hierárquico direto exerce a sua função. O “superior hierárquico direto” é aquela pessoa hierarquicamente acima que diretamente coordena e/ou supervisiona o seu trabalho, e a quem mais frequentemente reporta. **Ao responder a estas questões deverá responder considerando o “superior hierárquico direto” a que reportou durante o período de avaliação de desempenho a que se referiu no grupo de questões anterior.**

A expressão “grupo de trabalho” significa o departamento, equipa, secção ou outra designação para a unidade orgânica onde se enquadra o seu trabalho como equipa.

Para cada afirmação classifique a frequência com que, ao exercer as suas funções, o modo de agir do seu superior hierárquico direto corresponde à afirmação colocada, de acordo com a legenda:

Legenda: 1 – Nunca (nunca se comporta assim); 2 – Raramente; 3 – Algumas vezes; 4 – Muitas vezes; 5 – Sempre (sempre se comporta assim)

O/A meu/minha superior(a) hierárquico(a)/supervisor(a)/coordenador(a)/chefe de secção:					
1. Estabelece elevados padrões de desempenho pelo seu próprio comportamento	1	2	3	4	5
2. Trabalha tanto quanto pode	1	2	3	4	5
3. Trabalha tão duro como qualquer pessoa no meu grupo de trabalho	1	2	3	4	5
4. Dá um bom exemplo pela forma como ele/ela se comporta	1	2	3	4	5
5. Lidera pelo exemplo	1	2	3	4	5
6. Incentiva os membros do grupo a expressar ideias / sugestões	1	2	3	4	5
7. Escuta as ideias e sugestões do meu grupo de trabalho	1	2	3	4	5

8. Utiliza as sugestões do meu grupo de trabalho para tomar decisões que nos afetam	1	2	3	4	5
9. Dá a todos os membros do grupo a oportunidade de expressar as suas opiniões	1	2	3	4	5
10. Tem em conta as ideias do meu grupo de trabalho quando não concorda com elas	1	2	3	4	5
11. Toma decisões que são baseadas apenas nas suas próprias ideias	1	2	3	4	5
12. Ajuda-nos a ver áreas em que precisamos de mais formação	1	2	3	4	5
13. Sugere formas de melhorar o desempenho do grupo de trabalho	1	2	3	4	5
14. Incentiva os membros do grupo de trabalho a resolver em conjunto os problemas	1	2	3	4	5
15. Incentiva os membros do grupo de trabalho a trocar informações entre si	1	2	3	4	5
16. Ajuda os membros do grupo de trabalho	1	2	3	4	5
17. Explica aos membros do grupo de trabalho como resolver problemas por si próprios	1	2	3	4	5
18. Presta atenção aos esforços do meu grupo de trabalho	1	2	3	4	5
19. Informa o meu grupo de trabalho quando fazemos algo bem feito	1	2	3	4	5
20. Apoia os esforços do meu grupo de trabalho	1	2	3	4	5
21. Ajuda o meu grupo e trabalho a focar-se nos nossos objetivos	1	2	3	4	5
22. Ajuda a desenvolver boas relações entre os membros do grupo de trabalho	1	2	3	4	5
23. Explica as decisões da organização	1	2	3	4	5
24. Explica os objetivos da organização	1	2	3	4	5
25. Explica como o meu grupo de trabalho se encaixa na organização	1	2	3	4	5
26. Explica ao meu grupo de trabalho o propósito das políticas da organização	1	2	3	4	5
27. Explica ao meu grupo de trabalho as regras e as expectativas	1	2	3	4	5
28. Explica as suas decisões e ações ao meu grupo de trabalho	1	2	3	4	5
29. Preocupa-se com os problemas pessoais dos membros do grupo de trabalho	1	2	3	4	5
30. Mostra preocupação pelo bem-estar dos membros do grupo	1	2	3	4	5
31. Trata como iguais os membros do grupo de trabalho	1	2	3	4	5
32. Toma o tempo necessário a discutir as preocupações dos membros do grupo de trabalho com paciência	1	2	3	4	5
33. Demonstra preocupação pelo sucesso dos membros do grupo de trabalho	1	2	3	4	5
34. Mantém o contacto com o meu grupo de trabalho	1	2	3	4	5
35. Entende-se bem com os membros do meu grupo de trabalho	1	2	3	4	5
36. Dá respostas honestas e justas aos membros do grupo de trabalho	1	2	3	4	5

37. Sabe que trabalho está a ser feito no meu grupo de trabalho	1	2	3	4	5
38. Encontra tempo para conversar com os membros do grupo de trabalho	1	2	3	4	5

Grupo II - Empoderamento

O seguinte conjunto de questões diz respeito à forma como sente/percebe o seu trabalho. **Deverá responder a estas questões pensando na forma como se sentiu durante o período em que decorreu a sua última avaliação de desempenho.**

Não existem respostas certas ou erradas, sendo importante que para cada afirmação diga se concorda mais ou menos conforme a seguinte legenda:

Legenda: A. Discordo Plenamente; B. Discordo Fortemente; C. Discordo; D. Nem Discordo/Nem Concordo; E. Concordo; F. Concordo Fortemente; G. Concordo Plenamente

1. Estou confiante das minhas capacidades em realizar o meu trabalho	A	B	C	D	E	F	G
2. O trabalho que faço é importante para mim	A	B	C	D	E	F	G
3. Tenho autonomia suficiente para determinar como faço o meu trabalho	A	B	C	D	E	F	G
4. O meu impacto naquilo que acontece no meu serviço é grande	A	B	C	D	E	F	G
5. As minhas atividades profissionais são, pessoalmente, importantes para mim	A	B	C	D	E	F	G
6. Tenho um grande controlo sobre o que acontece no meu serviço	A	B	C	D	E	F	G
7. Posso decidir por mim mesmo como proceder para fazer o meu trabalho	A	B	C	D	E	F	G
8. Preocupo-me realmente com aquilo que faço no meu trabalho	A	B	C	D	E	F	G
9. O meu trabalho está perfeitamente dentro do âmbito das minhas competências	A	B	C	D	E	F	G
10. Tenho boas condições para exercer o meu trabalho de forma independente e livre	A	B	C	D	E	F	G
11. Domino as competências necessárias para o meu trabalho	A	B	C	D	E	F	G
12. A minha opinião é relevante na tomada de decisões no meu serviço	A	B	C	D	E	F	G
13. O trabalho que faço tem significado para mim	A	B	C	D	E	F	G
14. Tenho uma influência significativa sobre o que acontece no meu serviço	A	B	C	D	E	F	G
15. Estou confiante das minhas capacidades para realizar as minhas atividades laborais	A	B	C	D	E	F	G
16. Tenho a possibilidade de utilizar a iniciativa pessoal na execução do meu trabalho	A	B	C	D	E	F	G

Grupo III – Informações gerais

Neste último grupo é-lhe solicitado que complete este questionário acerca dos seus dados sociodemográficos para fins exclusivamente estatísticos e que serão tratados de forma confidencial.

1. Sexo:

- Feminino
- Masculino
- Outro

2. Ano de nascimento: _____

3. Habilitações literárias

- Não completou 1º Ciclo do Ensino Básico ou 4ª Classe
- 1º Ciclo do Ensino Básico ou 4ª Classe
- 2º Ciclo do Ensino Básico ou 6º Ano
- 3º Ciclo do Ensino Básico ou 9º Ano
- Ensino Secundário (12º Ano)
- Bacharelato
- Licenciatura em curso
- Licenciatura concluída (pós Bolonha)
- Pós-Graduação/ Mestrado (pós Bolonha) ou Licenciatura (pré Bolonha)
- Mestrado (pré Bolonha)
- Doutoramento

4. Função Desempenhada/Categoria Profissional:

5. Tempo de Trabalho na Função Atual:

6. Tempo de Trabalho na Organização:

7. Que tipo de contrato tem com a organização:

- Prestador de serviços (recibos verdes)
- Contrato a termo (certo ou incerto)
- Contrato sem termo/efetivo

Muito obrigada pela sua colaboração!