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Symbolic Aspects of Leadership Power

in Developing High Performance Workplace

წარდგენილია ბიზნესის ადმინისტრირების დოქტორის აკადემიური ხარისხის მოსაპოვებლად

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Thesis Topic: Symbolic Aspects of Leadership Power in Developing High Performance Workplace

As the author of the submitted work, I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published, accepted for publication or written by another person, or substantial proportions of material that have been accepted for the award of any other degree or diploma, except where due acknowledgement is made in the dissertation.

Ketevan Kiguradze

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Symbolic Aspects of Leadership Power

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Abstract

The study is aimed at revealing the importance of leaders' symbolic power aspects (actions and behaviors) in developing high-performance workplace (including the factors of employee motivation, commitment, and overall performance within organizations). The study's findings highlight the importance of symbolic leadership in developing high-performance workplace in Georgian organizations.

Relevance of the Topic

The analysis revealed that symbolic leadership power significantly impacts employee behavior and organizational outcomes. Leaders who effectively utilize symbolic acts, such as storytelling, rituals, and symbols, create a sense of purpose, meaning, and identity for employees. These symbolic actions help establish a shared vision, values, and goals that align with employees' personal and professional aspirations. The study results prove that it is important for leaders to employ symbolism if they want to effectively inspire and motivate employees to perform at their best. Symbolic acts create emotional connections and foster a sense of belonging and pride among employees, leading to increased commitment and loyalty to the organization. This, in turn, contributes to enhanced individual and team performance, as well as a positive organizational climate. organizations should actively encourage and support leaders in utilizing symbolic acts to shape the organization's culture. This can be achieved by providing resources, training, and opportunities for leaders to develop their symbolic leadership skills. This dissertation contributes to the understanding of the symbolic aspects of leadership power and their impact on developing high-performance workplaces. By recognizing the significance of symbolism in leadership, organizations can cultivate a culture that promotes employee engagement, commitment, and ultimately, organizational success.

Academic Relevance

The study contributes to the existing body of knowledge on leadership by exploring the symbolic dimensions of leadership power and its importance in developing high-performance workplaces. It expands the theoretical understanding of leadership beyond traditional power dynamics and emphasizes the importance of symbolism in leadership effectiveness. The research fills a gap in the literature by providing empirical evidence and practical insights into the importance of symbolism in developing high-performance workplace in Georgia. It offers a valuable contribution to the field of organizational behavior, leadership studies, and human resource management.

Business Administration and Management Relevance

Organizations worldwide are striving to create high-performance workplaces that drive innovation, productivity, and competitive advantage. Understanding the symbolic aspects of leadership power provides organizations with a strategic approach to cultivate a positive work environment and enhance employee engagement.Symbolic leadership acts as a powerful tool for leaders to communicate values, inspire commitment, and foster a sense of shared purpose among employees. Organizations can benefit from this research by incorporating symbolic leadership practices into their leadership development programs and organizational culture-building initiatives.

Practical Relevance for Managers in Business Organizations

The findings of this study offer practical guidance to leaders at all levels, enabling them to leverage symbolic acts to create a high-performance workplace. Leaders can use storytelling, rituals, symbols, and other symbolic actions to inspire and motivate their teams, aligning them with the organization's mission and vision.

By recognizing the symbolic power of leadership, practitioners can create an inclusive and engaging workplace culture that attracts and retains top talent. They can foster employee commitment, loyalty, and a sense of belonging, resulting in increased productivity, creativity, and overall organizational performance.The topic of symbolic aspects of leadership power in developing high-performance workplaces holds immense relevance for academia, organizations, and leadership practitioners. By exploring and understanding the role of symbolism in leadership, organizations can create an environment that promotes employee engagement, fosters a shared sense of purpose, and ultimately drives sustainable success. This research provides valuable insights and practical implications that can contribute to the advancement of leadership theory and practice.

Goal and Objectives of the Thesis

The main goal of my research is to reveal the importance of symbolic aspects of leadership power that assist developing high-performance workplace in Georgian organizations. The following are the research objectives present in both theoretical and practical thesis parts:

- to analyze the concept of leadership power and its understanding in management;
- to define symbolic aspects of leadership power;
- to identify understanding of high-performance workplace;
- to specify the elements of high-performance workplace;
- to reveal symbolic aspects of leadership power in high performance workplace development.

Research Methodology and Results

The theoretical part on Symbolic Aspects of Leadership Power suggests that leaders can use symbolic elements to influence their organization positively. The

hypotheses mentioned relate to how the use of symbolic aspects of power impacts various areas within an organization.

Hypothesis 1 suggests that the more leaders use symbolic aspects of power, the more they will be perceived as powerful and influential within the organization. This aligns with the theoretical part, which indicates that leaders can use symbolic elements to gain power and influence.

Hypothesis 2 suggests that the use of symbolic aspects of power can positively impact the quality and clarity of values-based goals and mission statements. This aligns with the idea that leaders can use symbolism to reinforce organizational values and create a shared sense of purpose.

Hypothesis 3 suggests that the use of symbolic aspects of power can positively impact the empowerment level within an organization, making employees feel more supported and empowered. This aligns with the idea that leaders can use symbolism to create a supportive and empowering organizational culture.

Hypothesis 4 suggests that the use of symbolic aspects of power can positively impact communication and collaboration effectiveness within an organization. This aligns with the idea that leaders can use symbolism to promote effective communication and collaboration.

Hypothesis 5 suggests that the use of symbolic aspects of power can positively impact continuous learning and professional development within an organization. This aligns with the idea that leaders can use symbolism to promote a culture of continuous learning and development.

Hypothesis 6 suggests that the use of symbolic aspects of power can positively impact the perception and application of ethics within an organization. This aligns with the idea that leaders can use symbolism to reinforce ethical values and behaviors within an organization.

Hypothesis 7 suggests that the use of symbolic aspects of power can positively impact employee engagement and motivation levels within an organization. This aligns with the idea that leaders can use symbolism to create a positive and engaging work environment.

In summary, the hypotheses align with the theoretical part, which suggests that leaders can use symbolic elements to positively impact various aspects of their organization. My research mainly focuses on the aspects that affect leadership in Georgian business enterprises. These factors are some aspects of leadership for developing high performance workplace. The study explores how these variables influence interpersonal communications between managers and their subordinates. More specifically, we wanted to research if it is important for them to use symbolic power in relationships with subordinates to get things done, how they communicate power and how subordinates perceive it. The research was conducted in several Georgian organizations (in total 45 organizations). I conducted the survey of managers and subordinates (in total 92 respondents). The target organizations selected for this study are medium-sized companies operating in the in different types of private sector industries (IT companies, Construction companies, Transportation companies, Retail companies and etc.), average number of employees is 26-50. These organizations were chosen because they represent a range of industries that are highly competitive and require effective leadership to maintain growth and profitability. Different industries chose rational was to demonstrate the variety of correlations in symbolic aspects of power with high performance workplace practices. Traditionally leadership power in business organizations was associated with hierarchal distribution of power. The research questions were to find symbolic aspects of power and their importance in nowadays high-performance workplace practices in Georgian organizations. The names of the 45 companies surveyed companies, resulting from the request of these companies, are confidential. A questionnaire for employees was designed to include two parts: first part's objective was to find out the demographics of survey

participants and the second part was the main questionnaire to measure their opinions of leadership practices as well as their opinions of proper use of power. Web-based survey data collection methods were adopted for this research. A questionnaire for managers also included the same first part of the survey to gain the demographic data and the second part also consisted of statements, designed specifically for them.

Engagement and Motivation

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Perceived Level of Power is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
2	The distribution of Quality and Clarity is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
3	The distribution of Empowerment is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
4	The distribution of Collaboration Effectiveness is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
5	The distribution of Professional Development is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
6	The distribution of Ethics in Organization is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

It can be said that a high score in the engagement and motivation factor is more likely to be associated with a high score in such factors as Perceived level of Power, Quality and Clarity, Empowerment, Collaboration Effectiveness, Professional Development, Ethics in Organization

Professional Development Groups Difference

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Perceived Level of Power is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
2	The distribution of Quality and Clarity is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
3	The distribution of Empowerment is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
4	The distribution of Collaboration Effectiveness is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
5	The distribution of Ethics in Organization is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

test was obtained that higher scores in the factor of professional development is associated with also higher scores in factors such as: Perceived level of Power, Quality and Clarity, Empowerment, Collaboration Effectiveness, Ethics in Organization.

Perceived Level of Power Groups Differences

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Quality and Clarity is the same across categories of Groups of Perceived Level of Power Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

2	The distribution of Empowerment is the same across categories of Groups of Perceived Level of Power Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
3	The distribution of Collaboration Effectiveness is the same across categories of Groups of Perceived Level of Power Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
4	The distribution of Ethics in Organization is the same across categories of Groups of Perceived Level of Power Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Despite the fact that in the factor of perceived level of power there were just two groups – middle and high, it should be noted that according to Kruskal-Wallis Test there is statistically significant difference between middle and high groups across following variables: Quality and Clarity, Empowerment, Collaboration Effectiveness, Ethics in Organization. More specifically respondent's in the middle group have relatively lower mean ranks in given variables than respondents who were united in the group named "high". (P < .05)

Quality and Clarity Groups Difference

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Empowerment is the same across categories of Groups of Quality and Clarity Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

2	The distribution of Collaboration Effectiveness is the same across categories of Groups of Quality and Clarity Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
3	The distribution of Ethics in Organization is the same across categories of Groups of Quality and Clarity Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
4	The distribution of Professional Development is the same across categories of Groups of Quality and Clarity Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Participants who had higher mean scores in the factor of quality and clarity also had higher scores in the factors such as: Empowerment, Collaboration Effectiveness, Ethics in Organization, Professional Development. This result indicates that quality and clarity factor is positively associated with given factors.

Results Discussion

Based on the results of the frequency analysis, it can be concluded that the use of symbols by leaders is positively related to their perceived level of power and influence within the organization. This perceived level of power is also positively connected to factors such as engagement and motivation, professional development, and quality and clarity.

Additionally, the majority of respondents agreed that the use of symbols by leaders is positively related to their ability to engage and motivate employees, and there were no significant differences in the evaluations between male and female respondents or across different age groups.

Furthermore, higher values in the factor of professional development were found to be positively associated with higher values in engagement and motivation, perceived level of power, collaboration effectiveness, and other factors. The use of symbols by leaders was also found to be positively connected to effective communication.

Finally, there was a significant difference between groups of quality and clarity, with respondents with high values in these variables more likely to have higher values in empowerment, ethics in organization, and professional development.Therefore, it can be concluded that the hypothesis that the use of symbols by leaders is positively related to various organizational factors, such as engagement and motivation, professional development, and quality and clarity, is supported by the data collected in the frequency analysis.

Scientific Novelty

The PhD thesis on the symbolic aspects of leadership power in developing high-performance workplace demonstrates scientific novelty in finding the ways how symbolism is present in leadership power, and revealing symbolic aspects of leadership power importance in developing high-performance workplace in Georgian organizations. These contributions advance the understanding of leadership theory and practice, offering valuable implications for academia, organizations, and leadership practitioners.

Structure of the Thesis

The thesis consists of introduction, two main parts, in total 4 chapters, 19 sections, Introduction, Conclusion, Bibliography and 1 Appendix. Overall 150 pages. Bibliography consists of 115 sources.

The first part includes theoretical background consisting of four main chapters. Chapter 1.1. reviews literature related to the leadership theories and concepts in

management perspective and understanding symbolic leadership in organizations. Chapter 1.2. explores the concept of leadership power, and the crucial role it plays in management, as it encompasses the ability of leaders to influence and guide individuals or groups towards achieving organizational goals. Leadership power refers to the authority, control, and influence that leaders possess, allowing them to make decisions, direct activities, and shape the behavior of their followers. It includes understanding the concept of leadership power and its place in management is fundamental for effective leadership and organizational success. It involves leveraging different types of power to influence and motivate individuals and teams towards achieving common goals while fostering a positive work environment. Chapter 1.3. proves that understanding a high-performance workplace involves comprehending the characteristics, practices, and factors that contribute to achieving exceptional levels of individual and organizational performance. A high-performance workplace is characterized by a strong emphasis on continuous improvement, collaboration, innovation, employee engagement, and the achievement of outstanding results. Understanding and fostering a high-performance workplace is crucial for organizations seeking to achieve sustainable success and outperform competitors. It requires a comprehensive approach that addresses various aspects of organizational culture, leadership, employee engagement, learning and development, and performance management. Creating and sustaining a high-performance workplace requires ongoing commitment, adaptability, and continuous improvement efforts. The theoretical part of the dissertation ends with a detailed discussion mainly focused on the aspects that affect leadership in Georgian business enterprises. These factors are some aspects of leadership for developing high performance workplace. The study explores how these variables influence interpersonal communications between managers and their subordinates. More specifically, we wanted to research the importance of symbolic power use in their endeavors for high-performance workplace development, how they communicate power and how subordinates perceive it in

Chapter 1.4. Part two is practical and dedicated to methodology, research and findings. Chapter 2.1 describes the research and methodology including qualitative and quantitative research design and procedures. Chapter 2.2. is fully dedicated to the data analysis, results, and their discussion. It presents the results and analysis of both studies, - qualitative and quantitative. The appropriate conclusions are made. Statistical methods are discussed in detail in the Quantitative Data Analysis section which were then used to test the hypotheses and which are also followed by relevant discussions.The final part of the dissertation offers the conclusions and recommendations. The report includes a final summary, research limitations, and some recommendations for academic professionals, practitioners, and business management experts.

ლიდერობის ძალის სიმბოლური ასპექტები მაღალი ხარისხის სამუშაო
გარემოს განვითარებაში

რეზიუმე

კვლევა მიზნად ისახავდა ის აქტის მოკვლევას, თუ როგორ მოქმედებს
ორგანიზაციებში ლიდერების სიმბოლური მოქმედებები და ქცევები
თანამშრომლების მოტივაციაზე, ვალდებულებასა და მთლიანად
მუშაობაზე. კვლევის შედეგები ხაზს უსვამს სიმბოლური ლიდერობის
მნიშვნელობას ქართულ ორგანიზაციებში მაღალი ხარისხის სამუშაო
ადგილის განვითარებაში.

თემის რელევანტურობა

ანალიზმა აჩვენა, რომ სიმბოლური ლიდერობის ძალა მნიშვნელოვნად
მოქმედებს თანამშრომლების ქცევასა და ორგანიზაციულ შედეგებზე.
ლიდერები, რომლებიც ეფექტურად იყენებენ სიმბოლურ ქმედებებს,
როგორიცაა: ამბების მოყოლა, რიტუალები და სიმბოლოები, ქმნიან მიზნის,
მნიშვნელობისა და იდენტობის განცდას თანამშრომლებში. ეს სიმბოლური
ქმედებები ხელს უწყობს საერთო ხედვის, ღირებულებების და მიზნების
ჩამოყალიბებას, რომლებიც შეესაბამება თანამშრომლების პირად და
პროფესიულ მისწრაფებებს. კვლევამ აჩვენა, რომ ლიდერები, რომლებიც
იყენებენ სიმბოლიკას, ეფექტურად შთააგონებენ და მოტივაციას აძლევენ
თანამშრომლებს, რომ გააკეთონ მაქსიმუმი.

სიმბოლური აქტები ქმნის ემოციურ კავშირებს და ხელს უწყობს
თანამშრომლებს შორის მიკუთვნებულობისა და სიამაყის გრძნობას, რაც
იწვევს ორგანიზაციისადმი ვალდებულებისა და ერთგულების გაზრდას. ეს,
თავის მხრივ, ხელს უწყობს ინდივიდუალური და გუნდური მუშაობის
გაუმჯობესებას, ასევე დადებით ორგანიზაციული კლიმატის
ჩამოყალიბებას. ორგანიზაციებმა აქტიურად უნდა წაახალისონ და მხარი
დაუჭირონ ლიდერებს ორგანიზაციის კულტურის ჩამოყალიბების მიზნით

სიმბოლური აქტების გამოყენებაში. ამის მიღწევა შესაძლებელია ლიდერებისთვის რესურსების, ტრენინგებისა და შესაძლებლობების უზრუნველყოფით რათა განავითარონ საკუთარი სიმბოლური ლიდერობის უნარები. კვლევის შედეგები ადასტურებს, რომ ლიდერებისთვის მნიშვნელოვანია სიმბოლიზმის გამოყენება, რათა მოხდეს თანამშრომლების ეფექტური შთაგონება და მოტივაცია, რომ მიიღონ საუკეთესო შედეგები სამუშა.

აკადემიური აქტუალობა

კვლევა ხელს უწყობს ლიდერობის შესახებ არსებული ცოდნის ფორმირებას ლიდერობის ძალაუფლების სიმბოლური განზომილებების და მისი მნიშვნელობის შესწავლით მაღალი ხარისხის სამუშაო ადგილების განვითარებაში. იგი აფართოებს ლიდერობის თეორიულ გაგებას ტრადიციული ძალაუფლების დინამიკის მიღმა და ხაზს უსვამს სიმბოლიზმის მნიშვნელობას ლიდერობის ეფექტურობაში. კვლევა ავსებს ლიტერატურაში არსებულ ხარვეზს ემპირიული მტკიცებულებებისა და პრაქტიკული შეხედულებების მიწოდებით სიმბოლიზმის მნიშვნელობის შესახებ საქართველოში მაღალი ხარისხის სამუშაო ადგილის განვითარებაში. მას აქვს მნიშვნელოვანი წვლილი ორგანიზაციული ქცევის, ლიდერობის კვლევებისა და ადამიანური რესურსების მართვის სფეროში.

ბიზნესის ადმინისტრირება და მენეჯმენტის შესაბამისობა

მთელ მსოფლიოს ორგანიზაციები ცდილობენ შექმნან მაღალი ხარისხის სამუშაო ადგილები, რომლებიც განაპირობებენ ინოვაციას, პროდუქტიულობას და კონკურენტულ უპირატესობას. ლიდერობის ძალაუფლების სიმბოლური ასპექტების გაგება ორგანიზაციებს აძლევს სტრატეგიულ მიდგომას პოზიტიური სამუშაო გარემოს გასავითარებლად და თანამშრომლების ჩართულობის გასაძლიერებლად. სიმბოლური ლიდერობა არის ერთგვარი ძლიერი ინსტრუმენტი ლიდერებისთვის

ღირებულების გადასაცემად, ერთგულების შთაგონებისთვის და თანამშრომლებს შორის საერთო მიზნის განცდის გასაძლიერებლად. სარგებელი, რომელსაც ორგანიზაციები მიიღებენ ამ კვლევისაგან იქნება სიმბოლური ლიდერობის პრაქტიკის ჩართვა ლიდერობის განვითარების პროგრამებსა და ორგანიზაციული კულტურის აღმშენებლობის ინიციატივებში.

ნაშრომის მიზნები და ამოცანები

ჩემი კვლევის მთავარი მიზანია გამოავლინოს ლიდერობის ძალაუფლების სიმბოლური ასპექტების მნიშვნელობა, რაც ხელს უწყობს მაღალი ხარისხის სამუშაო ადგილის განვითარებას ქართულ ორგანიზაციებში. ქვემოთ მოცემულია კვლევის მიზნები, რომლებიც წარმოდგენილია როგორც თეორიულ, ასევე პრაქტიკულ ნაშრომში.ლიდერობის ძალაუფლების კონცეფციის გაანალიზება და მისი გააზრება მენეჯმენტში.

კვლევის მეთოდოლოგია და შედეგები

ლიდერობის სიმბოლური ასპექტების თეორიული ნაწილი ვარაუდობს, რომ ლიდერებს შეუძლიათ გამოიყენონ სიმბოლური ელემენტები საკუთარ ორგანიზაციაზე პოზიტიური ზემოქმედების მიზნით. აღნიშნული ჰიპოთეზები ეხება იმას, თუ როგორ მოქმედებს ძალაუფლების სიმბოლური ასპექტების გამოყენება ორგანიზაციის სხვადასხვა სფეროზე.

ჰიპოთეზა 1 ვარაუდობს, რომ რაც უფრო მეტად გამოიყენებენ ლიდერები ძალაუფლების სიმბოლურ ასპექტებს, მით უფრო მეტად აღიქმებიან ისინი ძლიერად და გავლენიანებად ორგანიზაციაში. ეს ემთხვევა თეორიულ ნაწილს, რომელიც მიუთითებს იმაზე, რომ ლიდერებს შეუძლიათ სიმბოლური ელემენტების გამოყენება ძალაუფლებისა და გავლენის მოსაპოვებლად.

ჰიპოთეზა 2 ვარაუდობს, რომ ძალაუფლების სიმბოლური ასპექტების გამოყენებას შეიძლება დადებითად იმოქმედოს ლიდერულებებზე დაფუძნებული მიზნისა და მისიის განცხადებების ხარისხსა და სიცხადეზე. ეს ემთხვევა იმ აზრს, რომ ლიდერებს შეუძლიათ გამოიყენონ სიმბოლიზმი ორგანიზაციული ლირებულებების გასაძლიერებლად და საერთომიზნის განცდის შესაქმნელად.

ჰიპოთეზა 3 ვარაუდობს, რომ ძალაუფლების სიმბოლური ასპექტების გამოყენებას შეიძლება დადებითად იმოქმედოს ორგანიზაციის გაძლიერების დონეზე, რაც თანამშრომლებს უფრო მეტი მხარდაჭერისა და უფლებამოსილების გრძნობას მიანიჭებს. ეს ემთხვევა იმ აზრს, რომ ლიდერებს შეუძლიათ გამოიყენონ სიმბოლიზმი დამხმარე და გამაძლიერებელი ორგანიზაციული კულტურის შესაქმნელად.

ჰიპოთეზა 4 ვარაუდობს, რომ ძალაუფლების სიმბოლური ასპექტების გამოყენებას შეიძლება დადებითად იმოქმედოს ორგანიზაციაში კომუნიკაციისა და თანამშრომლობის ეფექტურობაზე. ეს ემთხვევა იმ აზრს, რომ ლიდერებს შეუძლიათ გამოიყენონ სიმბოლიზმი ეფექტური კომუნიკაციისა და თანამშრომლობისთვის.

ჰიპოთეზა 5 ვარაუდობს, რომ ძალაუფლების სიმბოლური ასპექტების გამოყენებას შეიძლება დადებითად იმოქმედოს ორგანიზაციაში მუდმივ სწავლასა და პროფესიულ განვითარებაზე. ეს ემთხვევა იმ აზრს, რომ ლიდერებს შეუძლიათ სიმბოლიზმის გამოყენება უწყვეტი სწავლისა და განვითარების კულტურის გასაძლიერებლად.

ჰიპოთეზა 6 ვარაუდობს, რომ ძალაუფლების სიმბოლური ასპექტების გამოყენებას შეიძლება დადებითად იმოქმედოს ორგანიზაციაში ეთიკის აღქმასა და გამოყენებაზე. ეს ემთხვევა იმ აზრს, რომ ლიდერებს შეუძლიათ გამოიყენონ სიმბოლიზმი ორგანიზაციაში ეთიკური ლირებულებებისა და ქცევების გასაძლიერებლად.

ჰიპოთეზა 7 ვარაუდობს, რომ ძალაუფლების სიმბოლური ასპექტების გამოყენებაზ შეიძლება დადებითად იმოქმედოს ორგანიზაციაში თანამშრომლების ჩართულობასა და მოტივაციის დონეზე. ეს ემთხვევა იმ აზრს, რომ ლიდერებს შეუძლიათ გამოიყენონ სიმბოლიზმი პოზიტიური და მიმზიდველი სამუშაო გარემოს შესაქმნელად.

მოკლედ რომ ვთქვათ, ჰიპოთეზები შეესაბამება თეორიულ ნაწილს, რაც ვარაუდობს, რომ ლიდერებს შეუძლიათ გამოიყენონ სიმბოლური ელემენტები თავიანთი ორგანიზაციის სხვადასხვა ასპექტზე დადებითი ზემოქმედებისთვის. ჩემი კვლევა ძირითადად ფოკუსირებულია იმ ასპექტებზე, რომლებიც გავლენას ახდენს ლიდერობაზე ქართულ ბიზნეს საწარმოებში. ეს ფაქტორები ლიდერობის ზოგიერთი ასპექტია მაღალი ხარისხის სამუშაო ადგილის განვითარებისთვის. კვლევა იკვლევს,იმ ფაქტს თუ როგორ მოქმედებს ეს ცვლადები მენეჯერებსა და მათ ქვეშევრდომებს შორის ინტერპერსონალურ კომუნიკაციაზე. უფრო კონკრეტულად, ჩვენ გვინდოდა გამოგვეკვლია, თუ როგორ იყენებენ ლიდერები საკუთარ ძალაუფლებას ქვეშევრდომებზე ზეგავლენის მოხდენის მიზნით, რომ გააკეთონ საქმეები, როგორ ახორციელებენ ისინი ძალაუფლებას და როგორ აღიქვამენ მას ქვეშევრდომები. კვლევა ჩატარდა რამდენიმე ქართულ ორგანიზაციაში (სულ 45 ორგანიზაცია). ჩავატარე მენეჯერებისა და ქვეშევრდომების გამოკითხვა (სულ 92 რესპონდენტი). ამ კვლევისთვის შერჩეული სამიზნე ორგანიზაციები არიან საშუალო ზომის კომპანიები, რომლებიც მუშაობენ სხვადასხვა ტიპის კერძო სექტორში. (საინფორმაციო ტექნოლოგიების კომპანიები, სამშენებლო კომპანიები, სატრანსპორტო კომპანიები, სავალო კომპანიები და ა.შ.) დასაქმებულთა საშუალო რაოდენობაა 26-50. ეს ორგანიზაციები არჩეულ იქნა იმიტომ, რომ ისინი წარმოადგენენ ინდუსტრიების მთელ რიგს, რომლებიც მაღალი კონკურენტუნარიანები არიან და საჭიროებენ ეფექტურ ლიდერობას ზრდისა და მომგებიანობის შესანარჩუნებლად. შერჩეული სხვადასხვა ინდუსტრიის მიზანი იყო ძალაუფლების სიმბოლურ ასპექტებში

კორელაციების მრავალფეროვნების დემონსტრირება სამუშაო ადგილის მაღალი ეფექტურობის პრაქტიკასთან. ტრადიციულად ლიდერობის ძალა ბიზნეს ორგანიზაციებში ასოცირდებოდა ძალაუფლების იერარქიულ განაწილებასთან. კვლევის კითხვები იყო ძალაუფლების სიმბოლური ასპექტების მოძიება და იმის გაგება, როგორ მოქმედებს იგი დღევანდელი ლიდერობის პრაქტიკაზე. გამოკითხული იქნა 45 კომპანია, თუმცა ამ კომპანიების მოთხოვნით კომპანიების სახელების კონფიდენციალურობა დაცულია. კითხვარი თანამშრომლებისთვის შემუშავებული იყო იმგვარად, რომ მოიცავდა ორ ნაწილს: პირველი ნაწილის მიზანი იყო გამოკითხვის მონაწილეთა დემოგრაფიის გარკვევა, ხოლო მეორე ნაწილი იყო მთავარი კითხვარი, რომელსაც უნდა გაეგო მათი მოსაზრებები ლიდერობის პრაქტიკაზე, ისევე როგორც მათი მოსაზრებები ძალაუფლების სწორად გამოყენების შესახებ. ამ კვლევისთვის გამოყენებული იქნა ინტერნეტზე დაფუძნებული გამოკითხვის მონაცემთა შეგროვების მეთოდები. მენეჯერების კითხვარი ასევე მოიცავდა კვლევის პირველ ნაწილს დემოგრაფიული მონაცემების მოსაპოვებლად და მეორე ნაწილი ასევე შედგებოდა სპეციალურად მათთვის შექმნილი განცხადებებისგან.

ჩართულობა და მოტივაცია

Hypothesis Test Summary

	Null Hypothesis	Test		Sig.	Decision	
1	The distribution of Perceived Level of Power is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Wallis Test	Kruskal-	.000	Reject null hypothesis.	the

2	The distribution of Quality and Clarity is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Wallis Test	Kruskal-	.000	Reject the null hypothesis.
3	The distribution of Empowerment is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Wallis Test	Kruskal-	.000	Reject the null hypothesis.
4	The distribution of Collaboration Effectiveness is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Wallis Test	Kruskal-	.000	Reject the null hypothesis.
5	The distribution of Professional Development is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Wallis Test	Kruskal-	.000	Reject the null hypothesis.
6	The distribution of Ethics in Organization is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Wallis Test	Kruskal-	.000	Reject the null hypothesis.

ნაჩვენებია ასიმპტომური მნიშვნელობა. მნიშვნელოვნების დონეა .050.

შეიძლება ითქვას, რომ მაღალი ქულა ჩართულობისა და მოტივაციის ფაქტორში უფრო მეტად ასოცირდება მაღალ ქულასთან ისეთ ფაქტორებში, როგორიცაა: ძალაუფლების აღქმის დონე, ხარისხი და სიცხადე, გაძლიერება, თანამშრომლობის ეფექტურობა, პროფესიული განვითარება, ეთიკა ორგანიზაციაში.

პროფესიული განვითარების ჯგუფებს შორის განსხვავება

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Perceived Level of Power is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
2	The distribution of Quality and Clarity is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
3	The distribution of Empowerment is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
4	The distribution of Collaboration Effectiveness is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

5	The distribution of Ethics in Organization is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

ნაჩვენებია ასიმპტომური მნიშვნელობა. მნიშვნელოვნების დონეა .050.

ტესტი მიღებულ იქნა ისე, რომ უმაღლესი ქულები პროფესიული განვითარების ფაქტორში ასოცირდება ასევე მაღალ ქულებთან, როგორიცაა: ძალაუფლების აღქმის დონე, ხარისხი და სიცხადე, გაძლიერება, თანამშრომლობის ეფექტურობა, ეთიკა ორგანიზაციაში.

ძალაუფლების ჯგუფების განსხვავებების აღქმული დონე

ძალაუფლების ჯგუფების განსხვავებები

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Quality and Clarity is the same across categories of Groups of Perceived Level of Power Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
2	The distribution of Empowerment is the same across categories of Groups of Perceived Level of Power Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
3	The distribution of Collaboration Effectiveness is the same across categories of	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

	Groups of Perceived Level of Power Factor.			
4	The distribution of Ethics in Organization is the same across categories of Groups of Perceived Level of Power Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

ნაჩვენებია ასიმპტომური მნიშვნელობა. მნიშვნელოვნების დონეა .050

იმისდა მიუხედავად, რომ აღქმული ძალაუფლების დონის ფაქტორში იყო მხოლოდ ორი ჯგუფი – საშუალო და მაღალი, უნდა აღინიშნოს, რომ კრუსკალ-უალისის ტესტის მიხედვით სტატისტიკურად მნიშვნელოვანი განსხვავებაა საშუალო და მაღალ ჯგუფებს შორის შემდეგ ცვლადებში: ხარისხი და სიცხადე, გაძლიერება, თანამშრომლობის ეფექტურობა, ეთიკა ორგანიზაციაში. უფრო კონკრეტულად, საშუალო ჯგუფში მყოფ რესპონდენტებს აქვთ შედარებით დაბალი საშუალო წოდებები მოცემულ ცვლადებში, ვიდრე რესპონდენტებს, რომლებიც გაერთიანებულნი იყვნენ ჯგუფში სახელად „მაღალი". (P <.05)

ხარისხისა და სიცხადის ჯგუფების განსხვავება

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Empowerment is the same across categories of Groups of Quality and Clarity Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the hypothesis.

2	The distribution of Collaboration Effectiveness is the same across categories of Groups of Quality and Clarity Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
3	The distribution of Ethics in Organization is the same across categories of Groups of Quality and Clarity Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
4	The distribution of Professional Development is the same across categories of Groups of Quality and Clarity Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

ნაჩვენებია ასიმპტომური მნიშვნელობა. მნიშვნელოვნების დონეა .050

მონაწილეებს, რომლებსაც მაღალი საშუალო ქულები ჰქონდათ ხარისხისა და სიცხადის ფაქტორში, ასევე მაღალი ქულა ჰქონდათ ისეთ ფაქტორებში, როგორიცაა: გაძლიერება, თანამშრომლობის ეფექტურობა, ეთიკა ორგანიზაციაში, პროფესიული განვითარება. ეს შედეგი მიუთითებს, რომ ხარისხის და სიცხადის ფაქტორი დადებითად არის დაკავშირებული მოცემულ ფაქტორებთან.

შედეგების განხილვა

სიხშირის ანალიზის შედეგებზე დაყრდნობით შეიძლება დავასკვნათ, რომ ლიდერების მიერ სიმბოლოების გამოყენება დადებითად არის დაკავშირებული ორგანიზაციაში მათ მიერ აღქმულ ძალასა და გავლენის დონესთან. ძალაუფლების ეს აღქმული დონე ასევე დადებითად არის დაკავშირებული ისეთ ფაქტორებთან, როგორიცაა: ჩართულობა და მოტივაცია, პროფესიული განვითარება, ხარისხი და სიცხადე.

გარდა ამისა, რესპონდენტთა უმრავლესობა თანხმდება, რომ ლიდერების მიერ სიმბოლოების გამოყენება დადებითად არის დაკავშირებული

თანამშრომლების ჩართულობისა და მოტივაციის უნართან და არ იყო მნიშვნელოვანი განსხვავებები მამაკაცებსა და ქალებს შორის ან სხვადასხვა ასაკობრივი ჯგუფის შეფასებებში.

გარდა ამისა, პროფესიული განვითარების ფაქტორში უფრო მაღალი ღირებულებები დადებითად იყო დაკავშირებული ჩართულობისა და მოტივაციის მაღალ ღირებულებებთან, ძალაუფლების აღქმულ დონესთან, თანამშრომლობის ეფექტურობასა და სხვა ფაქტორებთან. ლიდერების მიერ სიმბოლოების გამოყენება ასევე დადებითად იყო დაკავშირებული ეფექტურ კომუნიკაციასთან.

საბოლოოდ, მნიშვნელოვანი განსხვავება იყო ხარისხისა და სიცხადის ჯგუფებს შორის, რესპონდენტებს, რომლებსაც აქვთ მაღალი მნიშვნელობები ამ ცვლადებში, უფრო მაღალი მაჩვენებლები აქვთ უფლებამოსილების, ეთიკის ორგანიზაციასა და პროფესიულ განვითარებაში.

აქედან გამომდინარე, შეიძლება დავასკვნათ, რომ ჰიპოთეზა, რომ ლიდერების მიერ სიმბოლოების გამოყენება დადებითად არის დაკავშირებული სხვადასხვა ორგანიზაციულ ფაქტორებთან, როგორიცაა: ჩართულობა და მოტივაცია, პროფესიული განვითარება, ხარისხი და სიცხადე, მხარდაჭერილია სიხშირის ანალიზში შეგროვებული მონაცემებით.

სამეცნიერო სიახლე

სადოქტორო დისერტაცია ლიდერობის ძალაუფლების სიმბოლურ ასპექტებზე მაღალი წარმადობის სამუშაო ადგილის განვითარებაში გვიჩვენებს სამეცნიერ სიახლეს იმ გზების პოვნაში, თუ როგორ არის სიმბოლიზმი ლიდერობის ძალაში და გამოავლენს ლიდერობის ძალაუფლების მნიშვნელობის სიმბოლურ ასპექტებს ქართულ

ორგანიზაციებში მაღალი ხარისხის სამუშაო ადგილის განვითარებაში. ეს წვლილი ხელს უწყობს ლიდერობის თეორიისა და პრაქტიკის გაგებას, რაც ფასეულ შედეგებს გვთავაზობს აკადემიის, ორგანიზაციებისა და ლიდერობის პრაქტიკოსებისთვის.

თეზისის სტრუქტურა

ნაშრომი შედგება შესავლისგან, ორი ძირითადი ნაწილისგან, სულ 4 თავისგან, 19 სექციისაგან, შესავლის, დასკვნის, ბიბლიოგრაფიისა და 1 დანართისაგან. სულ 150 გვერდი. ბიბლიოგრაფია შედგება 114 წყაროსგან.

პირველი ნაწილი მოიცავს ოთხი ძირითადი თავისგან შემდგარ თეორიულ ფონს. თავი 1.1. მიმოიხილავს ლიტერატურას, რომელიც უკავშირდება მენეჯმენტის პერსპექტივაში ლიდერობის თეორიებსა და კონცეფციებს და ორგანიზაციებში სიმბოლური ლიდერობის გაგებას.

თავი 1.2. იკვლევს ლიდერობის ძალაუფლების კონცეფციას და მის გადამწყვეტ როლს მენეჯმენტში, რადგან ის მოიცავს ლიდერების უნარს გავლენა მოახდინოს ინდივიდებზე ან ჯგუფებზე ორგანიზაციული მიზნების მისაღწევად. ლიდერობის ძალა გულისხმობს ავტორიტეტს, კონტროლს და გავლენას, რომელსაც ლიდერები ფლობენ, რაც მათ საშუალებას აძლევს მიიღონ გადაწყვეტილებები, წარმართონ საქმიანობა და ჩამოაყალიბონ საკუთარი მიმდევრების ქცევა. იგი მოიცავს ლიდერობის ძალაუფლების კონცეფციის გააზრებას და მისი ადგილი მენეჯმენტში ფუნდამენტურია ეფექტური ლიდერობისა და ორგანიზაციული წარმატებისთვის. ის გულისხმობს სხვადასხვა ტიპის ძალაუფლების გამოყენებას, რათა გავლენა მოახდინონ ინდივიდებზე და გუნდებზე საერთო მიზნების მისაღწევად და შექმნას პოზიტიური სამუშაო გარემო.

თავი 1.3. ადასტურებს, რომ მაღალი ხარისხის სამუშაო ადგილის გაგება მოიცავს იმ მახასიათებლების, პრაქტიკისა და ფაქტორების გააზრებას, რომლებიც ხელს უწყობენ ინდივიდუალური და ორგანიზაციული მუშაობის განსაკუთრებული დონის მიღწევას. მაღალი ხარისხის სამუშაო ადგილი ხასიათდება მუდმივი გაუმჯობესებით, თანამშრომლობით, ინოვაციებით, თანამშრომლების ჩართულობით და შესანიშნავი შედეგების მიღწევით. მაღალი ხარისხის სამუშაო ადგილის გაგება და ხელშეწყობა გადამწყვეტია იმ ორგანიზაციებისთვის, რომლებიც ცდილობენ მიაღწიონ მდგრად წარმატებას და აჯობონ კონკურენტებს. ის მოითხოვს ყოვლისმომცველ მიდგომას, რომელიც ეხება ორგანიზაციული კულტურის, ლიდერობის, თანამშრომლების ჩართულობის, სწავლისა და განვითარებისა და შესრულების მენეჯმენტის სხვადასხვა ასპექტებს. მაღალი ხარისხის სამუშაო ადგილის შექმნა და შენარჩუნება მოითხოვს მუდმივ ერთგულებას, ადაპტირებასა და გაუმჯობესებას.

დისერტაციის თეორიული ნაწილი სრულდება დეტალური განხილვით, რომელიც ძირითადად ორიენტირებულია იმ ასპექტებზე, რომლებიც გავლენას ახდენს ლიდერობაზე ქართულ ბიზნეს საწარმოებში. ეს ფაქტორები ლიდერობის ზოგიერთი ასპექტია მაღალი ხარისხის სამუშაო ადგილის განვითარებისთვის. კვლევა ადგენს, თუ როგორ მოქმედებს ეს ცვლადები მენეჯერებსა და მათ ქვეშევრდომებს შორის ინტერპერსონალურ კომუნიკაციაზე. უფრო კონკრეტულად, 1.4 თავში ჩვენ გვინდოდა გამოგვეკვლია, თუ როგორ იყენებენ ლიდერები საკუთარ ძალაუფლებას ქვეშევრდომებზე ზეგავლენის მოხდენის მიზნით, რომ გააკეთებინონ საქმეები, როგორ ავრცელებენ ძალაუფლებას და როგორ აღიქვამენ მას ქვეშევრდომები.

მეორე ნაწილი პრაქტიკულია და ეძღვნება მეთოდოლოგიას, კვლევას და დასკვნებს. თავი 2.1 აღწერს კვლევას და მეთოდოლოგიას, თვისებრივი და რაოდენობრივი კვლევის დიზაინისა და პროცედურების ჩათვლით.

თავი 2.2. სრულად ეძღვნება მონაცემთა ანალიზს, შედეგებს და მათ განხილვას. მასში წარმოდგენილია ორივე კვლევის შედეგები და ანალიზი - ხარისხობრივი და რაოდენობრივი. კეთდება შესაბამისი დასკვნები. სტატისტიკური მეთოდები დეტალურად არის განხილული რაოდენობრივი მონაცემთა ანალიზის განყოფილებაში, რომლებიც შემდეგ გამოიყენეს ჰიპოთეზების შესამოწმებლად და რასაც ასევე მოჰყვება შესაბამისი დისკუსია.

დისერტაციის დასკვნით ნაწილში მოცემულია დასკვნები და რეკომენდაციები. ანგარიში მოიცავს საბოლოო შეჯამებას, კვლევის შეზღუდვებს და რამდენიმე რეკომენდაციას აკადემიური პროფესიონალებისთვის, პრაქტიკოსებისთვის და ბიზნესის მართვის ექსპერტებისთვის.

Introduction

Leadership is a crucial component of both work and social environments, as it is necessary for achieving goals in any context where people come together. Leadership can occur in both formal and informal settings. In informal settings, such as among a group of friends, leadership behavior emerges when one person takes charge and directs the group's activities towards a shared objective. This individual influence and guides the other members of the group towards a common goal.Leadership involves a person's ability to inspire and influence others towards a specific goal, while also considering the constraints and overall consistency of the organization. Effective leadership requires a strong desire to cultivate trust and confidence in others, while maintaining a sense of determination and direction. A skilled leader fosters a sense of trust and collaboration among group members, working towards common objectives and the achievement of organizational goals.Leadership is a dynamic process in which an individual with imagination and vision directs and guides others towards the achievement of shared goals. Through effective mediation between individuals and the organization, a leader can facilitate the selection and attainment of these objectives while ensuring maximum satisfaction for all parties involved. The success of an organization is strongly influenced by the quality of its leadership, as dynamic and effective leaders are capable of inspiring and driving their teams towards success. In order to understand and get more clarity how business companies perceive leadership power and influence in Georgia, it is necessary to evaluate all factors which affect leadership generally. The most known research on power is (Kovach, Leader Influence: A Research Leader Influence: A Research Review of French & Raven's (1959) Power Dynamics, 2020)work on the bases of social power. Their study identified five important and common bases of power: legitimate, expert, referent, reward, and coercive, which we will be discussed later. Every of these bases of power increases leader's influence on the attitudes, values, or behaviors of others.

Power within an organization can be categorized into two main types: personal power and position power. Position power is derived from a leader's higher status within the organization, such as that held by CEOs, vice presidents, and department heads. This type of power is based on the ability to influence others through formal authority and control, and includes coercive, reward, and legitimate power. On the other hand, personal power is derived from a leader's perceived likability and expertise by their followers. This type of power is based on the ability to influence others through personal relationships and credibility, rather than formal authority or status. In most discussions of leadership, it is common for leaders to be described as wielders of power, like individuals who dominate others. In these cases, power is viewed as a tool that leaders use to achieve their own ends.There cannot be leadership without influence, because leaders can lead by mobilizing people, compelling future visions, inspiring them to follow step by step. They show the followers the possibilities and the way to achieve them. Leaders lead by acting encouraging and showing new ways of looking at the situations. The best leaders are teachers and mentors and they accomplish the vast majority of their work through influence. It can be assumed that diversity of leadership implies the initial formation of a theoretical construct involving the nature of the relationship between investment in and efforts to foster diversity and organizational success. Diversity is all about empowering people, understanding, valuing and using differences in every one of them. Teams that use maximum capacity of potential of every individual help the organizations obtain the competitive edge. An organization needs thinkers, dreamers, doers, organizers, team builders, etc. to reach the goals that make an organization the best. Researchers in organizational theory have documented the fact that the companies that are the most diverse, as measured by factors such as minority employment at all levels, have also been identified as more successful companies overall. A definition of diverse leadership states that it integrates leaders with a wide range of characteristics in a way which

cherishes rather than deletes difference, and fully utilizes the potential benefits of a more heterogeneous leadership.

Purpose of this Research

The first task of this study is to better understand the importance of exercising symbolic leadership and aspects of leadership power in developing high-performance workplace. As with most studies to date, the focus is on the vertical leader, only a few things have been done to understand the leadership distributed among them team members (Conger, J. A., & Pearce, C. L. , 2003, pp. 285-301). This fact leads scientists argue that 'given the infancy of shared leadership theory, it is not surprising that this Is an issue that requires attention - overall leadership, after all, is still relative the term "primitive"' (Pearce, C. L., Conger, J. A., & Locke, E. A. , 2008, p. 626). In this doctoral project I have focused on a better understanding of nature Shared Leadership, proposed by (Carson, J. B., Tesluk, P. E., & Marrone, J. , Shared leadership in teams: An investigation of antecedent conditions and performance., 2007, pp. 1217-1234) as a Rich Way to a Future. Does so I use Yule's understanding of leadership that stems from the behavioral school of leadership thinking (cf. Chapter 2.1.2). Summary of effective leadership though Shared or performed by a separate leader, (Yukl G. A., 2010) distinguishes the three substances of leadership (task, relationship, and change) that are still there with specific activities of operational management. For the content of the leadership task, (Yukl, G. A. , 2010) suggests activities such as planning, clarifying roles and tasks, and Monitoring. The role of relationships consists of building leadership activities and Maintain relationships between team members. The essence of leadership change is Builds on boundaries and leadership stimulus activities. The following figure illustrates the theoretical approach to the study of overall leadership, using (Yukl, G. A. , 2010) to understand leadership.

The reason I chose the topic of leadership power within Georgian business enterprises is due to the fact that effective use of power by leaders is globally

considered the source of better organizational outcomes. This research is valuable as it can help organizations with numerous management problems. The study discusses how power, if used effectively, can help managers improve employee performance, motivation and satisfaction, thus create exceptional organizational culture and high developed workplace. The discussion of leadership aspects will provide insights on how communication behavior affects employee outcomes, and consequently, organizational outcomes. This may also help the leaders be more effective in improving employee retention. This study investigates how employees in Georgian organizations understand the importance of power management, what symbolic aspects of leadership power are important in developing high-performance workplace in Georgian organizations.My research will identify the key factors for successful leadership. The results of this study will contribute the business entities in achieving their organizational goals.

Additional research problems emerged in the process of working on this thesis, are the following:

- how different types of leaderships influence employee behavior;
- the importance of symbolic power use to influence individuals for developing high-performance workplace;
- shared symbolic leadership power activities and variables;
- symbolic aspects of leadership power and team learning for developing high performance workplace.

1. Theoretical Background

More than half a century ago, scientists and practitioners identified leadership as a changing parameter for improving organizational performance (Jing, F. F., & Avery, G. , 2008) Effective leadership is identified as strengthening the work of the relevant department and helping to achieve the set goals (Bass B. M., 1985) Effective leadership has been shown to increase performance indicators such as

sales, profit margin, market share, innovation, productivity, or value per unit of output (McGrath & MacMillian, 2000), depending on the focus and context of the research. Leadership not only positively enhances performance in a variety of aspects, but has also been shown to enhance followers' attitudes, perceptions, and beliefs (Yukl, G., Gordon, A., & Taber, T. , 2002). In this case, research has shown that leadership, among other things, increases the quality of work life of followers, as well as increases their self-confidence, their skills, and their psychological growth and development (Yukl G. A., 2010). In addition, the importance of effective leadership also becomes apparent when looking for a negative impact on performance and followers' attitudes in the case of ineffective leadership; In recent research, leadership deficiencies have led to negative aspects of follower attitudes such as absenteeism, job slowdowns, and deliberate diversion of facilities (Amabile, Schatzel, & Moneta, 2004). Attempts to better understand the role of leadership in an organization have led to different concepts of leadership: Early studies focused on the characteristics and personality traits that characterize the effectiveness of successful leadership organizations (Bowditch, 2008).

Another stream of leadership literature focuses on behaviors in which effective leaders are involved. The leadership within this behavioral flow is effective leadership, viewed as a combination of leadership behaviors, tasks, relationships, and change (Yukl G. A., 2010). In this respect the team leader not only influences and contributes to the ongoing work. Performed leadership behaviors also train followers to meet future challenges (Yukl, Gordon, & Taber, 2002). In this regard, Yukl (Yukl G. A., 2010) has recently defined effective leadership as the process of influencing others, understanding, and agreeing on what to do and how to do it, and the process of fostering individual and collective efforts to achieve common goals (Yukl, G. A. , 2010, p. 26).

1.1. Leadership Perspective and Philosophy

Leadership revolves around a forward-looking vision grounded in core values that align with organizational objectives. It embodies a fusion of beliefs and values, serving as a foundation for decision-making and actions. Leadership philosophy intertwines leadership with humanity, ethics, and trust, shedding light on the ascent and sustenance of leaders. It isn't a template but offers a broad perspective on leadership's causes and effects. Various leadership philosophies, such as service, authenticity, ethics, and values, are explored. A leadership philosophy acts as a conduit for leaders to communicate expectations, fostering transparency and influencing organizational culture. It keeps values intact, guiding behavior and upholding standards, ensuring leaders inspire and uphold their values, ultimately achieving their goals.

1.1.1. Leadership theories and concepts

In today's business environment filled with uncertainty and complexity, leadership is more important than ever. Many institutions incorporate the fundamentals of leadership into their curriculum – fostering curiosity about the subject and creating a strong foundation for future leaders. However, the unpredictability of the business environment has highlighted the importance of adopting a leadership theory that can stand the test of time. Therefore, novice and experienced leaders should consider different leadership theories and choose the one that suits their leadership style. I will explore various leadership theories that can help managers stay relevant in the business environment. These theories are versatile and can be adapted by leaders of any leadership style.

Leadership concepts address the factors that leaders consider when applying leadership styles and overseeing an individual team. These principles focus on the ideas and perceptions about the qualities that leaders should have and how they should perform in the role of leader. In addition, leadership concepts help

professionals understand what kind of skills and character traits they need to develop to advance in leadership roles.

The concepts of leadership differ from leadership theories in several ways. For example, leadership concepts generally serve as a guide for professionals to use in shaping leadership styles, communicating with teams, and leading processes. Leadership theories typically focus on the idea of using different methodologies, styles, and techniques when leading a team. Leadership concepts include different styles, qualities, and principles of employee team management approaches. Essentially, leadership concepts are based on various theories of management, and these qualities serve as the standard for effective managers, leaders, and other positional leaders. In addition, leadership concepts form the basis of standard management style and behavior theories and often include traits such as personality and character, initiative, motivation, influence, decision-making ability.

According to the studies by Kirkpatrick and Locke (Kirkpatrick & Locke, 1991), six traits distinguish leaders from others. These are: Attitude, motivation, honesty, self-confidence, cognitive abilities and knowledge of the case. They think people with similar traits can be born or acquired over a lifetime They are. These 6 traits are exactly the traits that leaders need. These qualities of a leader distinguish people from each other and therefore, these differences are an important part of the leadership process. Also, the empirical research conducted in the 1990s (Peter G Northouse, 2010) has shown that with social intelligence comprehension of feelings, behavior, and thoughts related traits are important traits for an effective leader. The discussion of leadership as a trait, has aroused with great interest among foreign scholars like Bryman and Ellinger (Bryman, A, 1992), (Ellinger, A. D, 1986). The scientists found that personal qualities are closely related to a person's views on leadership. Even according to Kirkpatrick and Locke (Kirkpatrick & Locke, 1991), effective leaders with distinctive qualities in some respects there are people like. It is interesting to mention that in the 1990s leadership as a trait became the

subject of special attention to those for researchers who are distinguished by visionary, or charismatic leadership (Bass B. M., 1985), (Nanus & Bennis, 1985), (David A. Nadler, 1989). The theory is based on two main assumptions: 1) Great leaders are born, they have certain qualities that allows a person to be guided, guided and to be promoted; 2) Great leaders emerge when their need arises exists. Significant research and agreement have been reached today that leadership comes from a combination of both theories - and more. As already mentioned, there is a wide selection of qualities and characteristics of a leader. The University if Santa Clara Group and Tom Peters (Group, University of Santa Clara and the Tom Peters, 2019) identified the following leadership characteristics: Honesty - Show sincerity, integrity and sincerity in all your actions. Deceptive behavior does not inspire confidence. Competent - base your actions on common sense and moral principles. Do not make decisions based on childish emotional desires or feelings. Prudent - Set goals and have a vision for the future. The vision should be owned by the entire organization. Effective leaders see what they want and how to get it. They usually choose priorities based on their core values. Inspiring - Show confidence in everything you do. By displaying mental, physical and spiritual endurance you inspire others to reach new heights. Take responsibility if necessary. Intelligent - Read, study and search for difficult tasks. Righteous Thinker - Treat all people fairly. Superstition is the enemy of justice. Show empathy for the feelings, values, interests, and well-being of others. Broad thinking - seek diversity. Brave - have the patience to achieve the goal, despite seemingly insurmountable obstacles. Exercise self-confidence in times of stress. Direct - Use common sense to make the right decisions at the right time. Imaginative - Make timely and appropriate changes in your thinking, plans and methods. Show creativity by thinking of new and better goals, ideas and problems (Whitehead, 2016).

Leadership theories study the qualities of effective leaders, including the qualities of effective and influential leaders, patterns of behavior, and actions. Leadership theories focus on explaining what makes good leaders by focusing on different

behaviors and qualities that professionals can develop to become good leaders. While the concepts of leadership are qualities in themselves, leadership theories are the study and explanation of these qualities and their impact on professionals and their work environment. Psychologist Lewin (Lewin, 1935) developed his framework in the 1930s, and he laid the groundwork for many of the approaches that followed. He argued that there are three basic styles of leadership: Autocratic leaders make decisions without consulting their team members, even if their remark will be helpful. There are several basic types of leadership theories: traits, behavioral, management, relationship, and situational theories. Each of these types of theories is based on specific foundations that are based on how a leader acts, manages a team of people, makes decisions, and adapts to different situations. Concepts of leadership come from various forms of leadership theories. For example, the adaptation of the leader to the situation is a basic concept of situational theory. Here are some other types of leadership concepts that come from leadership theories: (Lewin, 1935). Lewin mentioned honesty and trust as the two main characteristics attributed to characteristic leadership theories. Honest and trustworthy people become effective leaders because these qualities are often associated with acting in the best interests of their colleagues, teams, and entire organizations (Lewin, 1935). Ability and conflict (Lewin, 1935) - Difficult situations, though not always common, arise throughout your career. Strong conflict resolution skills are essential for effective leadership role. This concept of leadership is situational in nature and requires leaders to approach problems directly, work with their teams to create solutions, and evaluate the results of their problem-solving (Lewin, 1935).

According to Lewin, to-way communication is related to the effective team management and requires more than leadership and delegation. Outstanding leaders devote time to their teams' opinions and perspectives on all the work that concerns them. This two-way communication gives leaders valuable information from different members of their team while they offer constructive feedback and

mentoring to their staff. This concept of relationship building reflects relationship leadership theories that focus on building strong work teams that achieve goals together (Lewin, 1935). Adaptability - Skilled leaders develop the adaptation they need to relate to others in a variety of situations. The ability to adapt your management styles, approaches, and strategies to a given situation reflects situational leadership theory. In addition, strong leaders who are adapted to different situations are very successful in networking, building motivated teams, and maintaining involvement in their teams (Lewin, 1935). Self-awareness - Self-awareness is a trait that is essential for any professional role and not just for leadership positions. Leaders who understand their boundaries, know when to seek support, and have experience in controlling emotions and reactions become effective managers and leaders. For example, controlling your reactions, managing your emotions, and understanding what you are capable of are all qualities of strong and effective leaders (Lewin, 1935). Empathy - Compassion, understanding the feelings of others, and listening to the perspectives of others are not only the concept of leadership that relates to theories of leadership qualities, but it is also part of theories of interrelationship leadership. Establishing relationships with employees, team members, and others in the workplace requires understanding, searching for common interests, and an active effort to learn about each individual on your team. This builds trust, leading to higher job satisfaction as employees are more comfortable and confident in their leader (Lewin, 1935). Vision - Leadership with vision reflects theories of leadership qualities where innovation, creativity, and the ability to initiate and influence change are essential concepts of team management. Trait theories include vision as the ability to motivate, inspire, and engage others, and leaders who display the characteristics of that vision are often very successful. Diplomacy - Tactful communication, intentional speaking, and the use of communication strategies that demonstrate ethical and professionally ethical behavior reflect theories of behavioral leadership. These concepts of diplomacy

include the skills that leaders need to navigate the workplace as a team or department manager and their senior staff member (Lewin, 1935).

From the perspective of historical development, many approaches and theories based on these approaches have been developed to explain the nature of leadership. It can be said that each approach or theory has led to a different perspective in terms of conceptualizing leadership. The trait approach, behavioral approach, situational approach and contemporary approach they complement each other chronologically and all act in a certain way. The trait approach, which we refer to as the leadership first approach, is one approaches that scientists were interested in at the beginning of the twentieth century. This approach assumes that a number of characteristics which are either innate or acquired, make them strong leaders. For this reason, the theories proposed by this approach are called great man theories in the literature (Nourthouse, 2010); (Palestini, 2009). This approach aims to explain why some people can be influential leaders at that time others lack this ability based on individual characteristics. The studies within this approach involve examining which individual characteristics contribute makes a great leader and highlights many personality traits. In his research, Stogdill (Stogdill, R., 1974) proposed the most widely used leadership characteristics by combining studies conducted from 1904 to 1974 to identify the characteristics of influential leaders. Intelligence: Many studies have shown a positive correlation leadership and intelligence. Zaccaro (Zaccaro, 2004) argued that leaders have a higher level of intelligence than those who are not leaders. Strong verbal Aptitude, judgment, and emotional intelligence are intellectual abilities what makes an individual a strong leader. Self-Confidence: A characteristic that helps an individual become a leader confidence. This feature is related to a person who lacks self-doubt. Confidence is related to a person's beliefs and feeling that he can influence others appropriately and effectively. Decisive: A common characteristic of many leaders is that they are decisive, which implies the ability and determination to fight against obstacles achieve the task. Its components are determination, strength and initiative

(Nourthouse, 2010). Consistency: This important leadership trait reflects honesty and reliability. Without contradictions between his statements and actions, of this type a leader inspires confidence in others. This trust gives strength to the leader in influencing and mobilizing followers (Woolfe, 2002). Sociability: An important personality trait is sociability, which is the tendency of leaders to seek and find relevant social relationships. Leader types are sensitive to and interested in the needs of others Prosperity. By the middle of the twentieth century, interest in the theories of great men had gradually waned. The leadership that was explained became more widely recognized Only through individual characteristics is actually a more complex process. Stogdill (Stogdill, R., 1974) stated that an individual cannot be a leader with only certain possessions Leadership characteristics and that there is no one form of leadership that works by all means. A behavioral approach has been found to have increasing influence Leadership studies during that period. It is the basis of the behavioral approach the assumption that leaders have two different types of behavior. This dual behavior the types are based on research conducted at Ohio State University and Michigan University. One of the first studies that contributed to the development of behavior Leadership Theory is a leadership studies program conducted at The Ohio State University. Studies of many military and civilian principals have attempted to determine how followers define leaders. These studies ended up identifying two dimensions determinants of leader behavior: (1) initiating structure and (2) deliberation (Palestini, 2009). Initiating Structure: This dimension primarily includes activities implementation of the goal, to continue with the words by Koc, by someone it means necessary, and the rest are simple details. This dimension includes such behaviors such as completing work on time, setting a goal, organizing group members, defining a communication system, defining work-related periods and giving direct instructions. Discussion: This dimension includes behaviors such as assertiveness and the respect a leader instills in his followers and also builds bonds with followers. Followers see the leader as representing their demands and needs. This

dimension is an expression of a more humanistic approach leadership behaviors. Research at the University of Michigan has also contributed to important research to identify leadership behaviors within a behavioral approach. They research has identified two types of leadership behaviors as a result of a small number of studies Groups: (1) employee-oriented and (2) production-oriented. Employee-oriented: This type of leadership behavior emphasizes quality strong humanistic relationships that a leader builds with followers. Leader perceives followers as people, not machines, and asserts its position behaviors based on their personal needs and interests (Nourthouse, 2010). Production-oriented: This type of leadership behavior emphasizes the technical and the production dimension of work. A leader sees followers as machines must be successful in achieving organizational goals. The situational leadership approach is relevant to those who claim that it is personal traits and behavioral approaches are insufficient to explain the nature of leadership and description of strong leadership. The situational leadership approach is based on Red din's (Reddin, 1967) 3-D administrative style theory. Hersey (Hersey, 1969) developed a theory of situational leadership based on Red din's theory. As its name suggests, this approach to leadership aims describe the leader's behavior in different situations. Thus, different situations it requires different leadership behaviors. In this regard, a strong leader thoroughly analyzes situations or requirements based on conditions and positions Leadership style according to these requirements. Two dimensions of leadership behavior comes to the fore: (1) directive behavior and (2) supportive behavior. Hersey (Hersey, 1969) identified four different leadership styles transforming the two dimensions of leadership behavior into a coordinate system vertical and horizontal axis. These researchers argued that strong leadership It is achieved through harmony between the four levels of development followers and the Four Leadership Styles. Within behavioral models of leadership, the climax in research was achieved in the Blake and Mouton Leadership Grip (called sometimes Managerial Grid, see Figure 1). It was a transition to contingency (situational) models, where researchers faced a

variety of styles and some system of adjustment to the situational factors. Leadership Grid is a two-dimensional matrix that classifies leaders into five different leadership styles based on their focus on concern for people and concern for production. The grid was first introduced by Blake and Moulton in 1964 and has since become a widely recognized tool for understanding leadership behavior (Blake, R. R., & Mouton, J. S., 1964).

Figure 1: Blake and Mouton's Leadership Grid Matrix
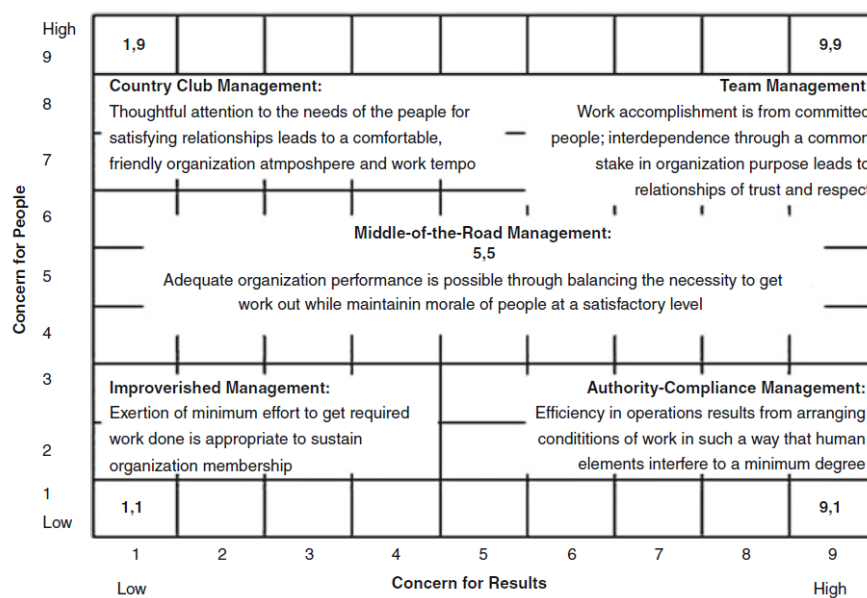
The matrix consists of two axes: the vertical axis measures a leader's concern for people, and the horizontal axis measures their concern for production. The five different leadership styles are as follows:

1. Impoverished Management (Low concern for people and low concern for production): Leaders who score low on both axes tend to be uninvolved and passive, avoiding both relationships and results.

2. Country Club Management (High concern for people and low concern for production): Leaders who score high on concern for people and low on

concern for production tend to be friendly and supportive, but lack focus on results and productivity.

3. Produce or Perish (Low concern for people and high concern for production): Leaders who score low on concern for people and high on concern for production tend to be authoritarian and task-focused, placing a high emphasis on efficiency and results.

4. Middle-of-the-Road Management (Moderate concern for people and moderate concern for production): Leaders who score moderate on both axes tend to be well-balanced and flexible, but may lack focus and direction.

5. Team Management (High concern for people and high concern for production): Leaders who score high on both axes are focused on both people and results, creating a supportive and productive work environment.

Leadership Grid is widely used as a tool for leadership development and self-assessment, providing leaders with a framework for understanding their leadership style and the areas in which they may need to improve (Blake, R. R., & Mouton, J. S., 1964). Leadership theories are well-researched assumptions about the psyche of a particular type of leader. Theorists have developed a multitude of leadership theories to identify different leadership styles. In addition, they conducted behavior analysis and referred to various literatures to develop antecedent leadership theories that fit the definition of leadership. The contingency theory proposed by Fiedler (Fiedler F. E., 1967), was one of the first situational models after the boom of behavioral studies in leadership. Theories based on the situational leadership approach and matching this leader the theory aims to match leaders to appropriate situations. This theory claims that strong leadership is based on harmony in leadership style, timing and setup The reason it is called contingency theory comes from the effort change the leadership style according to the situation and the description of it correction (Northouse, P. G, 2010). Fiedler (Fiedler F. E., 1967) developed this theory by studying many leaders he works in various fields, primarily in the military field. Fiedler aims to determine which type of leadership

is effective for certain situations or conditions by studying the leadership style revealed in their working conditions. In short, contingency theory is a theory that deals with relationships between styles and situations (see Figure 2).

Figure 2: Fiedler's contingency theory

Leader-member relationship	Good				Poor			
Task structure	High		Low		High		Low	
Position power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
Preferred leadership style	Low and middle LPCs		High LPCs					Low LPCs

Source: (Fiedler, 2012)

In Fiedler's theory (Fiedler F. , 1967), situational variables are defined as follows:

1. Leader-member relationship: This situational variable is related to group atmosphere. If there is a relationship based on trust and respect between the leader followers and if the leader is accepted by the followers and the followers feel loyalty and trust in the leader, then there is a group atmosphere positive. On the contrary, the group atmosphere is negative. leader-follower relationships are defined as strong when the group atmosphere is favorable and weak otherwise.

2. Task Structure: This variable is related to the degree of job structure which done. In a structured task, the goal and work are communicated in an open and clear manner and defined responsibilities. Sound definition tasks allow the leader to gain effective and complete control; The opposite of this situation leads to inefficiency and inadequate control.

3. Position power: This variable relates to the leader's ability to reward or to punish the followers, that is, the power of the government. If the leader has a high-level position power, then s/he can hire, fire or reward

individuals, while the leader a power with a small position does not have enough authority to do this activity.

Often called situational leadership theory, this is one of the multifaceted theories of leadership that suggests that different leadership styles are appropriate for different situations. In this type of leadership theory, leaders must adapt their leadership style to their situation, which increases innovation and effectiveness.

Leadership theory helps leaders become versatile and easily adapt to different situations. This makes it easier for them to move from one phase to another and also gives them the skills and knowledge needed to overcome difficult situations.

Path-goal theory emphasizes the relationship between leadership style and communication employees and work environment characteristics. based on situational principles approach, path-goal theory posits that followers must be motivated to perform it defined goals (Nourthouse, 2010). A path describes a path used by sheep animals like goats and sheep. In this sense, researchers such as Adair (Adair, 2012), tried to define leadership with the metaphor of a shepherd pointed out that leaders has the task of finding the most suitable way for followers. The leader is an individual who clearly suggests a path leading to a goal removes obstacles on the path and persuades the followers to follow the path he has determined and their motivation.

This theory is also based on the assumption that leaders exhibit two types dialectical behavior: (1) task-supportive and (2) success-oriented-participative behaviors (House & Mitchell, 1974). These types are identical to leadership styles used in research based on a behavioral approach. In this theory, the followers' characteristics determine how they interpret the leader's behavior. Some characteristics of followers are listed below, based on the works of House, Mitchell and Evans (House & Mitchell, 1974) (Evans, 1971).

Commitment: Because these followers are dependent on their leader, they require support. Because they operate in an uncertain environment, they also need a

leadership style 'says'. The leader must clarify and explain the relevant the way to his followers. Desire for control: This desire has both internal and external dimensions. Followers those with internal control believe that they are responsible for everything they meet in their lives, and those who believe in external control are connected events in their lives are caused by fate, destiny or other external forces. Participatory a leader is more effective for followers with internal control, because the followers feel a sense of responsibility for the work they do the decision-making process motivates them. For followers who have external control, speech leadership style is more suitable because they believe in events control external forces. Perception of self-competence: This characteristic is related to perceptions followers on whether their self-competence is sufficient to perform assigned tasks. As their perception of their abilities increases, their need for leadership is reduced. Understanding transformational leadership is a form of understanding leadership which gained great importance and interest in modern administrative theory and research. This concept of leadership was first proposed by a political scientist (Burns, 1978). According to this approach, leaders define their own values that guides their actions and the values of other people in the organization; thus they develop a common and conscious behavior and action style. Transformative leaders are interested in the essence of leadership and delegate authority to others people (Owen, Hodgson, & Gazzard, 2011). As a popular theory, transformational leadership was the subject a lot of research since the 1980s, and you can find a lot of research on this now form of leadership. For this reason, transformational leadership is central in the leadership literature (Bass & Riggio, 2006) stated that the popularity of transformational leadership stems from its emphasis intrinsic motivation and the development of followers and they see this form leadership as a process of change and transformation for followers. Transformative leadership is about emotions, values, standards and long-term goals.

Unlike sustainable leadership, transformational leadership is connected improving the performance and potential of followers. Transformative leaders have strong values and ideals. They transform themselves and are transformed their followers according to their own changes. Strong communication it leads to an increase in the level of motivation and morale among followers and leaders value for both parties. Mahatma Gandhi is a classic example of this type of leader. In this way, Gandhi nurtured and nurtured the hopes and needs of millions of people transforms them (Northouse, P. G, 2010), and this situation made victory inevitable. The transformational leadership model is presented in Figure 3. Transformational leadership involves improving performance and potential followers. A person who chooses transformational leadership must be capable to organize one's own internal values and ideals and to mobilize followers their motivation. Figure 3 indicates which factors are associated with leadership each dimension of leadership. The first four factors are related to transformational leadership, while the next two factors are related to sustainable leadership. Last factor refers to the leadership factor that gives these two leadership alternatives styles. It is possible to explain these factors as follows (Bass B. M., 2006), (Northouse, P. G, 2010).

Figure 3: Transformational leadership model

Transformational leadership	Transactional leadership	Laissez-Faire leadership
1. Idealized influence 2. Inspirational motivation 3. Intellectual stimulation 4. Individualized consideration	5. Contingent reward 6. management-by-exception	7. Laissez-faire (nontransactions)

Source: (Covey, 2019)

In addition, current research on team effectiveness shares my interest in exploring the role of leadership in team learning. For example, (Burke, C. S Stagl, K. C., Klein, C., Goodwin, G. F, 2006) literature review of what leadership behaviors are functional in teams found that little research had been done on the relationship between leadership and learning. These scholars concluded that although

researchers have argued that team leaders play a key role in creating and maintaining effective teams, little research has been conducted on the relationship between leadership behaviors and team learning (Burke, C. S Stagl, K. C., Klein, C., Goodwin, G. F, 2006). I will consider transformational leadership later on in describing within the spectrum of more contemporary views on leadership. The importance of a psychologically safe team climate for team learning is only relevant to the topic of team learning leadership. This is because it examined the relationship between psychological safety enhanced by contextual support and team leader coaching and team learning, but not any specific leader behaviors and their impact on team learning. However, some experts (Edmondson, A. , 1999) encourage others to continue working on more systematic research on the relationship between leadership behaviors and team learning. In his own words: It focused on two preconditions, with clear conceptual links to team psychological safety, but did not examine the wider range of managerial factors that may also influence team learning. For example, the study included coaching of team leaders, but the data did not accurately specify leadership behaviors (Edmondson, A. , 1999). Therefore, not only the theoretical reasoning presented above to study the relationship between leadership and team learning, but also scholars in the fields of leadership (Bresman, 2007) and team (Edmondson, A. , 1999) supports my research interest in the study of leadership and team learning. Leadership is the ability to have a lasting impact on an individual team and includes many important characteristics. While management is the overall direction and oversight of a team's work activities, leadership focuses on team ongoing motivation, engagement, and productivity. Transformational Leadership is one of the tops of leadership is a modern and popular theory. It was founded in the 20th in the 1980s and part of the new leadership paradigm (Peter G Northouse, 2010, p. 167). The theory is based on the work of Barn and Bass. Theory a significant contribution to the development was made by (Burton Nanus, Warren G. Bennis, 2006).

According to Bass & Riggio (Bass & Riggio, 2006), transformational the popularity of the theory is likely due to a particular emphasis on intrinsic motivation and follower development. According to the theory, people with levels of change and uncertainty You need inspiration and faith in your own strengths. After analyzing articles published in the (Louie and Gardner, 2001), 1/3 concerned transformational or charismatic leadership. Transformational leadership is one of the most pervasive theories. This is a process that causes change in people, transformations. Also, it includes follower's motivation evaluation. To meet their needs and treat them with respect. According to this theory, leaders are inspired and pushed followers to do great things and to high standards Satisfaction will enable followers. According to this approach, the leader must understand and adapt his actions to the followers the needs and motives. Stand out in transformational leadership Pseudo transformational leadership that transforms in a negative way. Pseudo transformational leaders are those who are transformed in a negative way, namely, are self-centered, power-oriented, and carriers of distorted moral values. Transformational leadership also has some weaknesses. For example, it lacks conceptual clarity, the other weakness is related to the measurement of transformational leadership. Some The transformational factor is correlated with the transactional and non-interference leadership factors. It should also be noted that transformational leadership is not clearly defined suggests how leaders should act in a particular way in situations. It focuses on ideals, on inspiration, Motivation for innovation and individual care. During the same period, researchers (Bass & Riggio, 2006) were promoting transformational leadership an even more sophisticated version was offered based on (House & Mitchell, 1974), but did not completely follow him. He thought that transformational leadership can work even in situations where the results are negative. He considered transactional and transformational leadership on a single line. Transactional leadership encompasses all types of leadership, focusing on the agreement, the deal, between the leaders and the followers. It pushes the power of reward and punishment Using high

performance assurance. When managers reward subordinates for good performance and vice versa, punish or their poor performance, they thus increase the motivation of subordinates to take the desired action. Charismatic leadership is often likened to transformational Leadership. As mentioned in the previous section, charisma for the first time explained. Weber describes it as follows (Weber, 2011, p. 151): It is a personal characteristic that makes a person superhuman, distinctive It gives strength, it is not available to everyone, it is divine Is of origin and as a result we get the person who is the leader Perceived and treated as a leader. This theory was later developed by (House & Mitchell, 1974). Personal characteristics of a developed charismatic leader, which includes: dominance, strong influence over others Desire, self-confidence and belief in one's own moral values. According to House (House & Mitchell, 1974), charismatic leadership theory, its direct result is the follower's trust in the leader's ideology. Recognition of a leader without any doubts or questions. Authentic leadership is a theory that is still evolving in the business world. The concept of authentic leadership is that leaders are seen as to be 'real'. This theory was developed in his book 'Authentic Leadership' by Bill (Bill, 2003). This book lays out the whole theory that being yourself is the key to success for leaders. There are other important leadership skills, but being yourself helps you hone those skills. But does it work? The answer seems to be yes. In fact, research shows that authentic leadership is the single biggest predictor of employee job satisfaction, organizational commitment, and workplace happiness. The theory of authentic leadership focuses on how real and how true leadership is. Exists there are several definitions of authentic leadership that are different explaining it from a perspective are (Kvasic, Gordana Nikolić Sanda Grudic, 2020): Intrapersonal - current within the leader's personality processes, self-knowledge, self-regulation, and self-esteem; Developing - Behavior of the leader, which is shaped by the leader from positive psychological characteristics and high qualities. This is what happens in humans for the rest of their lives is formed. Interpersonal - Built on relationships and leaders and involves

achieving interaction between followers. This A two-way process, since leaders influence followers and vice versa (Kvasic, Gordana Nikolić Sanda Grudic, 2020).

First authentic leadership in an article written in 2003 appeared. Its study began with particular activity after the 9/11 attacks. People are scared and waiting for danger. Therefore, they want to see honest and trustworthy leaders. The need for a credible leader in modern management has made the study of authentic leadership timely and valuable. The researchers were able to identify authentic leadership parameters and conceptualize it, which continues to this day. While authentic leadership as a theory, In the early stages of development, we have tried to outline its advantages: 1. It complements the existence of credible leadership in society. 2. He is the answer in a world full of uncertainty to those for people who have healthy and successful leadership are expected. 3. This theory offers extensive instruction to those people who wants authentic leadership. Shows what individuals need to do to become authentic leaders. 4. Self-awareness, inner morality, positions are important to achieve authenticity balancing and transparency of relationships. 5. Authentic leaders Can develop positive, psychological abilities, Such as: self-confidence, hope, optimism and flexibility. Authentic leadership is in the process of formation and there are still many waiting for an answer to the question. Because this theory is new, so far not much research has been done on what strategies to use can be used to generate authentic leadership behaviors. Attitude theory focuses on the leader and those on the relevance of the situation in which the leader is working. It's a leader is a pairing theory whose main task is the leader's style and The needs of the situation are paired. situations Three variables are used for evaluation: leader and group members relationship, case structure and positional power. All three together indicates a leadership style (Fiedler F. , 1967)

The theory of vertical pair bonds represents leadership one of the most widely studied approaches. According to this theory, leadership is a process that is consolidated in the relationship between the leader and the group member. He

considers the relationship between the leader and the group member as the main concept of the leadership process. Researchers have found that high-quality interaction has yielded many positive results: for example, reduced staff turnover, increased organizational responsibility, more frequent promotion. In the research, Scandura (Scandura, 1973) refers to the leadership of the decision-making process and argue that a great role is played in establishing a practice of high quality reciprocity with subordinates in the leadership process. Leadership evolves over time and includes the phase of alienation, acquaintance and mature partnership. Partnerships include high levels of mutual trust, respect and commitment. It is beneficial for each employee as well as for the organization.

One of the most recognized in the field of leadership research today the approach is purpose and means compliance theory (House & Mitchell, 1974). The essence of this theory is to state what the leader is doing to motivate subordinates to achieve the goal of the group and the organization. 1. Effective leaders clearly set goals, which subordinates try to achieve through work; 2. Reward the subordinates according to the work done and the goal achieved and 3. illuminate the path that leads to the work goal. According to this theory, the steps that a leader must take to motivate subordinates depend as on subordinates, as well as on the type of work performed. In the theory of purpose and means compliance, four behaviors of the leader are distinguished: 1. Directive behavior; 2. Supportive behaviors; 3. Participatory behavior; 4. Achievement-oriented behavior, hence leaders have to decide for themselves the task to be performed by the subordinate which behavior to use in time to perform motivatedly homework. Leadership has been the subject of interest among researchers for a long time. The reason of this widespread fascination could be coming from leadership being a mysterious process, as well as one that touches everyone's life. The question, how leaders gain power, makes nowadays research in management more integrated. Despite such interest, scientific research on leadership began not earlier than twentieth century. Most of them focused on the determinants of leadership: what traits, abilities, behaviors

decided how well a leader was able to influence followers and achieve goals. Researchers typically define leadership according to their individual perspectives. After a comprehensive review of the leadership literature Stogdill (Stogdill, R., 1974) concluded that there are almost as many definitions of leadership as there are people who have tried to define the concept. These definitions offer several common aspects of leadership. Some of them are: (a) Leadership is a process, (b) it involves influencing others, (c) leadership takes place in a group, (d) leadership means achieving a goal, and (e) these goals are shared by leaders. And their supporters. Perceived as a leadership process means that leaders influence their followers positively or negatively. Some researchers (Bass & Stogdill's, 1990) have found that leaders use a number of strategies to influence the behavior of others. The use of these tactics is a component of several conditions, including sources of power, lines of authority, nature of the task and desired result. Leading might occur in two forms: direct and indirect. Direct leadership affects immediate subordinates. In the same manner, a middle manager may influence lower-level workers or even customers. Indirect leadership is conveyed from a chief executive through middle and lower management, to lower-level employees. Another type of indirect leadership is influence over coaching and development programs, bonuses and rewards, etc. In most cases, indirect leadership is effective once it gets supported by direct leadership provided at all managerial levels. For instance, top management can clarify to lower-level workers why an organizational vision is important and provide examples through their behavior (Yukl, G., 2006). It is not easy to present one, universal definition of the term leadership (Yukl, G., 2006) since different researches have different goals. Yukl stated that the motive for a research may be to discover leaders, to understand what they do, or to define whether they are essential (Yukl, G., 2006). Leadership process has three parts: the leader, the follower, and the two-way relationship between the leader and the follower. The researches about leadership should address each one individually.

One way of classification is Yukl's taxonomy of behavioral influence tactics. This taxonomy includes 11 influence tactics used by leaders in the exercise of their leadership (Yukl, G., Gordon, A., & Taber, T. , 2002). This classification scheme was developed over a decade of research in a variety of organizations. Behavioral influence tactics have been useful in examining the differences between the behaviors of leaders in all levels of a hierarchical organization (Yukl, G., & Falbe, C. M. , 1991). The differences in influence behaviors between managers and their superiors, peers and subordinates (van Knippenberg, van Knippenberg, Blaauw, & Vermunt, 1999) (see Figure 5). John Maxwell, a critically acclaimed American expert on leadership, once said, "Everything rises and falls on leadership" (Maxwell, 2007, p. 267). In a literal sense, this means that simple organizational variables such as successful psychosocial work environment, employee satisfaction, absenteeism and presenteeism, job insecurity, and intention to leave the organization, to name a few, can be attributed to leadership effort or lack thereof.

Figure 4: Yukl's taxonomy of management behaviors

Giving-Seeking Information	Informing
	Clarifying
	Monitoring
Making Decisions	Problem solving
	Planning and organizing
	Consulting and delegating
Influencing People	Motivating
	Recognizing and rewarding
Building Relationships	Supporting
	Networking
	Managing conflict and team building

Source: (Yukl G. , 2012)

Today we see the rise of different types of leadership theories. From transformational ethical, servant, freedom, destructive, and health-promoting leadership theories, among others, leadership research seems to have consistently driven the development of several other theories and models. One such theory is the authentic leadership style.

According to Walumbwa (Walumbwa, 2008), focused on authentic leadership theory in relation to positive organizational behavior, ethics and leadership, and positive organizational scholarship over the past decades. Some researchers argue that the focus and attention of inauthentic leadership as a construct is recent because of the ability of authentic leaders to deal with ordinary issues (Avolio, 2005). Furthermore, the fact that authentic leaders are not only true to themselves, but also to everyone they meet, makes such leaders indispensable beings in the multifaceted issues of organizations and our complex contemporary societies in general (Avolio, 2005). I will describe authenticity before delving into authentic leadership styles.

The Oxford Advanced Learner's Dictionary describes 'authentic' as someone or something regarded as true, genuine, real, and accurate (Hornby, 1998). It has often been found that scientists can be far from the truth when they 'discover' or come across a new idea in research (Novicevic, 2006). Like any other new discovery or new idea within social research, authentic leadership existed long before the twenty-first century (Novicevic, 2006). Authenticity as a construct is said to have much in common with the injunctions of ancient Greek philosophers who urged the Greeks to strive for self-knowledge and truth with oneself (Harter, 2005). So the meaning of authenticity revolves around knowing yourself, getting results, and staying true to that self. As some scholars have pointed out (Avolio, 2005), it is best to think of authenticity as a theory that exists on a continuum. With this in mind, as dictionaries do, scholars are careful about how they refer to people as authentic or inauthentic, and instead refer to people as more or less authentic. In support of the above, researchers (Avolio, 2005) now share a greater consensus that people become more authentic with their core values and ideas they prefer, including emotions and identities. So being authentic is never a black and white issue.

Authenticity has also been found to be related to self-esteem (Kernis, 2003). (Kernis, 2003) and (Spence Laschinger, 2014) argue that people who are able to accept who they are in terms of their strengths and weaknesses are more likely to

achieve stable and high levels of self-esteem than those who struggle to accept their true selves. . Individuals who are unable to accept themselves are more prone to a defensive bias, in contrast to authentic individuals who show more maturity through their ability to establish and maintain stable relationships with others (Spence Laschinger, 2014). In addition, authenticity has been found to be rooted in internal self-regulation, that is, authentic individuals act more on their inner motives and values than on external forces, social expectations, incentives, and rewards (Deci, 2008, pp. 182–185.).

Thus, an authentic leader not only has the psychological capacity to achieve positive results, but also has a highly developed view of organizational contexts, which leads to self-development for both the leader and his associates. Apart from the definition of authentic leadership given above, there have been attempts by several other researchers to provide their own definition of authentic leadership style.

1.1.2. Understanding symbolic leadership

The theory of symbolic leadership goes back to the ideas of many authors (Pondy LR, Frost PJ, Morgan G, Dandridge TC, 1983). Its perception as a coherent approach to leadership, which combines different ideas and concepts of symbolic management and leadership and is clearly different from other theoretical approaches to leadership, should be attributed to the German leader scientist Neuberger. According to Neuberger (Neuberger O, 1995), the symbolic leadership approach combines an understanding of the reality of leadership in a more comprehensive theoretical framework. This framework is based on anthropology research on corporate culture (Hofstede G, 1980) and organizational symbolism. The concept suggests that the reality created and lived in companies by employees is a social construct, leadership is part of that reality (Bartölke K, 1987, pp. 151–157). The approach denies the existence of a level of essential actions and consequences, as noted in Pfeffer's (Pfeffer J, 1981, pp. 1–52) writings on management as a symbolic action. Instead, it is emphasized that the important

world of organizations is the result of multiple interaction processes that create organizational reality. Therefore, symbolic leadership focuses on the study of values, meaning, interpretation, history, context, as well as other symbolic elements in the leadership process. Neuberger (Neuberger, 1995) argued that a symbolic leadership approach involves understanding. Organizational symbolism refers to the use of symbols, rituals, and traditions to convey meaning and reinforce values within an organization. It is a form of nonverbal communication that helps to create a sense of identity and cohesion among members of the organization. According to sociologist Fuller SR (Fuller SR, 2008) organizational symbolism plays an important role in shaping organizational culture, reinforcing power dynamics, and communicating social norms and expectations within the organization. By using symbols to represent organizational values and ideals, organizations are able to create a shared understanding of their identity and purpose among members, which helps to build a sense of loyalty and commitment. The Fuller's article on 'Organizational Symbolism: A Multidimensional Conceptualization' provides an overview of the role and importance of symbols, rituals, and traditions in organizations (Fuller SR, 2008). In this work, Fuller argues that organizational symbolism is a multi-dimensional concept that encompasses various aspects of organizational culture, such as values, power dynamics, and norms. He contends that symbols, rituals, and traditions serve as a form of nonverbal communication within organizations, helping to create a shared understanding of the organization's identity, purpose, and values among members. Fuller also highlights the role of organizational symbolism in reinforcing power dynamics, as symbols and rituals can be used to reinforce the authority of those in power and shape the behavior of members in line with the dominant norms and expectations of the organization.

Overall, Fuller's article (Fuller SR, 2008) provides a comprehensive conceptualization of organizational symbolism, emphasizing its importance in shaping organizational culture, reinforcing power dynamics, and communicating

values and expectations within organizations. It offers insights into the role of symbols, rituals, and traditions in creating a shared sense of identity and purpose among members, and highlights the ways in which these elements can be used to reinforce organizational culture and maintain stability within the organization.

The reality of leadership in a more comprehensive theoretical framework. Symbolic leaders are treated as Effective leaders. Symbolic leadership is focused on the study of values, meaning, interpretation, history, in context, as well as other elements in the leadership process. Symbolic leadership is described as leadership that relates to and is based on a category of meaning. Meaning becomes tangible and therefore can be experienced in the form of symbols (Neuberger, 1995). In this regard, some researchers (Bartolke, K, 1987, pp. 151-157) stated that the concept suggests that reality is created and lives Employees in companies are a social construct, leadership is part of that reality. Moreover, symbolic leaders follow a consistent set of cultural rules and practices - meaning they lead by example - and use the characters to gain attention, in the context of experience, to convey a vision, to tell stories, and respect and use history to inspire followers in organizations (Bolman, L. G., & Deal, T. E, 1997). Leadership requires activities that involve the use of symbols and metaphors to draw attention, to create frameworks Experience important ways for followers and discover and communicate vision. Therefore, Symbolic leaders use symbols to inspire followers in organizations. Symbolism shapes and sends meanings, evokes emotions, influences perceptions and beliefs, and affects actions. Northouse (Northouse, P. G, 2010) argued that the concept of power is related to leadership because it is so part of the influence process. Leadership in a symbolic framework focuses on vision and inspiration. Leaders must use myths and metaphors, stories and tales, rituals and ceremonies for symbolic inspiration Followers in organizations to do business. The symbolic framework is vital to the communication of the senses Mission and identity, often in the form of values that help build consistency and commonality view. That said, these values are reinforced by myths and metaphors, stories and tales and

ceremonies and rituals. Leaders can visually discuss the key processes by which individuals are aware their attitudes and behaviors. In addition, leaders can choose specific communication strategies deliberately create common meanings. Common values and responsibilities of employees, which will increase the effectiveness of the organization and contributes to a better understanding of the symbolic leadership style adopted in organizations. Organizational leaders must recognize and apply myths and metaphors, stories, and tales and rituals. And ceremonies at their workplace to inspire their followers. In order to fully motivate the followers Organizations, so-called symbolic leaders, must use myths and metaphors, rituals and ceremonies, and Stories and tales to convey messages. Daft (Daft, R. L., 1983) notes that symbols are associated with leadership, along with other symbols of the organization helps members to define and understand their role in the organization. Organizational reality as providing information about status, power, commitment, motivation and control. In addition, leaders in symbolic leadership need to realize that leadership is embedded in language. Artifacts and social institutions to guide the behavior of followers. Leaders see symbolic leadership as a thought-generating process that meets the different understandings of both leaders and followers. Bolman and Deal (Bolman, L. G., & Deal, T. E., 2008) argued that the leadership framework is a way of how leaders explain what is happening and how. They need to determine appropriate action in different situations. The responsibility of leaders is to take over-caring for followers, involving them in discussions, motivating them, building teamwork that make decisions, guide and manage these followers. Leaders should recognize that individual metaphors are inadequate for accurate investigation, and in organizational change and organizational reality, leaders can use many metaphors in them. Practice might combine them to reduce any amount of heuristic bias or misuse (Armenakis, A. A., & Bedeian, A. G., 1992). Moreover, metaphors create the organizational loyalty, inspiration of individuals, transmission of management philosophy, rationalization and legitimate activities, Employee motivation and

promotion of socialization. How does meta-symbolism work in organizational leadership? First, let's agree on an understanding leadership that is sometimes vague. Leadership is a special type of influence, energy management within oneself etc. Both strategy and culture are influences, only creating different meanings and symbolic contexts. Leadership creates an incredibly special context for symbolic development as it is a realized phenomenon. Only in human relations. Nowadays, professional managers move into the shadows as an employee in leadership.

1.2. Concept of Leadership Power and its Place in Management

Leadership within the organizations is only attainable through the combination and use of power and influence. As discussed by Kotter (Kotter, 1985), power is the ability to influence others to get things done, while authority is the formal rights that come to a person who holds a particular position because power does not necessarily accompany a position. The concepts of power and leadership were and will be interrelated. While an individual can wield power without a leader, an individual cannot be a leader without power. Leaders must influence their followers to achieve greater performance; their superiors and peers to make important decisions; and stakeholders to ensure the vitality of the organization.

1.2.1. Power as a concept in management and leadership

Power is a concept that refers to the ability to influence the behavior of others, or to produce desired outcomes. In a social context, power can take many forms, including economic power, political power, social power, and cultural power. Contemporary sources often describe power as a relational concept that involves the ability of one person or group to affect the behavior or decisions of another person or group. Economic power refers to the ability to control resources, such as money, goods, and services. Political power refers to the ability to make decisions and enforce laws, policies, and regulations. Social power refers to the ability to influence the behavior of others through social norms, values, and expectations.

Cultural power refers to the ability to shape cultural norms, beliefs, and values, and to determine what is considered socially acceptable or desirable.

In recent years, discussions around power have intensified in politics, sociology, and international relations. Some argue it's becoming more diffuse due to technology and globalization, enabling cross-border collaboration. Others contend elites still hold concentrated power in economic, political, and cultural spheres. Regardless, power significantly shapes human relationships and impacts societal, economic, and political outcomes. In management, power pertains to organizational structure and design, influencing decision-making, culture, and employee conduct. Organizational behavior explores power's role in social relationships, impacting communication, motivation, and decisions. Leadership involves understanding various power forms, like personal, positional, and expert, and their ethical use in influencing and motivating followers. Power is a central theme in management, organizational behavior, and leadership, impacting decision-making, communication, motivation, and ethics within organizations. Numerous sources in the field of organizational management have explored the concept of power and its place in organizations. For example, (Kovach, Leader Influence: A Research Leader Influence: A Research Review of French & Raven's (1959) Power Dynamics, 2020) developed a framework for understanding the different forms of power that individuals and groups can wield, including coercive power, reward power, legitimate power, and expert power. This framework is widely used and cited in the field of organizational management.

In his work on leadership, (Kovach, Leader Influence: A Research Leader Influence: A Research Review of French & Raven's (1959) Power Dynamics, 2020) argued that power is a critical aspect of organizational life, and that it plays a key role in shaping social relationships, decision-making, and organizational culture. Other researchers have explored the ways in which power can be used to influence and motivate employees, as well as the ethical and moral considerations that come into play when leaders exercise power.

Overall, the concept of power is widely recognized as a central aspect of organizational management. It is studied and discussed in relation to organizational structure, decision-making, communication, motivation, and ethics. The works of (Kovach, Leader Influence: A Research Leader Influence: A Research Review of French & Raven's (1959) Power Dynamics, 2020), and many other researchers in the field, provide a rich understanding of the role and importance of power in organizations, and its place in the field of organizational management.

The use of power in appropriate situations can bring several advantages, as discussed in various academic sources in the fields of management, organizational behavior, and leadership.

1. Improved Decision Making: According to Robbins, S.P. and Judge, T.A, (Robbins, S.P. and Judge, T.A, 2017) power can help to clarify roles, responsibilities, and decision-making authority within an organization, leading to more efficient and effective decision-making processes.

2. Increased Motivation: (Robbins, S.P. and Judge, T.A, 2017) also highlight that power can be used to motivate and inspire employees by providing incentives, recognition, and opportunities for growth and development.

3. Better Problem Solving: In their work on power and collaboration (Dreu, 2003) argue that power can bring together diverse perspectives and encourage collaboration and teamwork, leading to better solutions to complex problems.

4. Enhanced Accountability: According to Kovach (Kovach, Leader Influence: A Research Leader Influence: A Research Review of French & Raven's (1959) Power Dynamics, 2020) by clarifying who holds power and responsibility within an organization, power can help to increase accountability and reduce the likelihood of unethical or harmful behaviour.

5. Better Relationships: (Robbins, S.P. and Judge, T.A, 2017) also argue that power can be used to build and strengthen relationships between individuals and groups, fostering trust and cooperation.

It is important to note that while power can bring advantages, it can also have negative consequences if used inappropriately. As noted by (Kovach, Leader Influence: A Research Leader Influence: A Research Review of French & Raven's (1959) Power Dynamics, 2020) leaders and managers must exercise power with caution, considering the ethical and moral implications of their actions, and ensuring that power is used in ways that are fair, just, and in the best interests of the organization and its stakeholders. Ethical leadership is subject to transparency and loyalty to the organization. Persons in leadership positions should not take advantage of situations to enrich themselves or buy investors and employees fraudulent ideas that are unrealistic in real life. Therefore, leaders should consider the sensitivity of the issue before making decisions that will affect their organization (Yahaya, 2016) As a leader, one must consider the positive side of analyzing the situation and consulting with other partners in making rational decisions. Winston Churchill is one of the greatest leaders modern England has had in recent times. In times of chaos, he was cautious when approaching the battlefield and never underestimated the strength of his opponents. He understood that chaos was inevitable and that sooner rather than later the UK would be subjugated by Germany and its allies. His ability to accept this fact allowed him to gain allies during World War II, and it was a great success. By consulting with the presidents of Russia and the United States, he was able to form an alliance that would go a long way in saving his country (Raico, 2017) This despite the fact that England was the largest nation at the time, with territories in various parts of the world. He accepted the pride of the leader of a great nation and gave both allies the power to plan for war and overcome the impending threat. He was an example of an ethical leader who put the interests of his people ahead of his personal interests. His consultative approach revealed a rational leader who understood the position of his people and accepted the fact that he could do little without the help of others.

The very aspect of leaders trying to achieve their goals without worrying about the process involved represents a form of dictatorship. These are individuals who do

not take into account other people's opinions and always consider themselves to be right in everything they do. As such, they abuse the power given to them without thinking of the consequences. Democratic leaders have always been able to solve problems because they give some functions to people who they believe can handle the same based on their qualifications. This is in contrast to a dictatorship where all decision-making is assigned to leaders and followers do as they are told without asking any questions or considering their opinions.

Elon Musk is one of the greatest innovators in the modern world with a vision to land the first human on the planet Mars in Space X (Dobbs, 2016). This despite the fact that he is the head of other organizations such as Tesla Motors. As a leader, it is important to learn the art of trusting other people and delegating some responsibilities for organizational success. On the one hand, it helps to avoid causing conflicting interests and to solve too much. As a leader, one must strive to mentor others to become the people they already are. Elon Musk has continuously empowered other individuals to perform tasks in both of his companies because he understands the power of teamwork that only works in a democratic organization (Dobbs, 2016). After experiencing a challenge, it becomes easier to solve it because the input of others, including subordinates, is helpful. Leadership and power go together. However, it is up to the leader to decide how well they are going to use their power to get things done around their organization. There are procedures and considerations that must be made before any decision is made on a particular matter. This should include an assessment of the current situation and how it will affect the organization in the long term in terms of how to resolve it. Leaders who make rational decisions are consultative and sensitive to the impact their actions will have on both the organization and stakeholders. As seen in the examples above, most leaders who take shortcuts to accomplish tasks later struggle with the negative effects their irrational decisions have on their organization.

1.2.2. Sources of power

Leadership itself involves the exercise of power that derives from principles agreed upon between the leader and his followers. As such, the two are intrinsically linked and neither can function in the absence of the other. Therefore, leaders must realize that their position comes with a great responsibility to exercise power. Power originates from many sources, including rewards, coercion, information, and legitimacy. The correct use of power creates an enabling environment and a strong bond between the leader and his followers, and vice versa.

Leaders must appreciate and acknowledge the fact that there are people watching them. Their decisions and behavior greatly influence their followers, either positively or negatively. As such, their approach to addressing issues should be guided by the moral principles that guide the organization they lead (Yahaya, 2016). Therefore, they should be rational and careful before making any decision. This is because a small mistake can cause short-term or long-term negative effects, which can last for a long time before the organization returns to its original position. Power derived from formal authority over work activities is sometimes called legitimate power (Kovach, Leader Influence: A Resear Leader Influence: A Research Review of French & Raven's (1959) POwer Dynamics, 2020). Compliance with legitimate rules and requests is more likely for members. Acceptance of authority also depends on whether the manager is perceived to be a legitimate occupant of his or her leadership position. As Kovach (Kovach, Leader Influence: A Resear Leader Influence: A Research Review of French & Raven's (1959) POwer Dynamics, 2020) explains, reward power is the perception by the target person that an agent controls important resources and rewards desired by the target person. Reward power is gained from control over tangible benefits such as a promotion, a better job, a better work schedule, a larger operating budget, etc.

According to Kovach view (Kovach, Leader Influence: A Resear Leader Influence: A Research Review of French & Raven's (1959) POwer Dynamics, 2020), coercive

power is the opposite of reward power. It's based on authority over punishments, which varies across different types of organizations. They can see what motivates their employees. Another essential source of power is control over information. This type of power involves both the access to important information and control over its sharing to others. A leader who controls the flow of important information about outside events has an opportunity to interpret these events for subordinates and influence their perception and attitudes (Kuhn, 1963). Some subordinates actively seek this type of influence by gradually assuming more responsibility for collecting, storing, analyzing, and reporting operating information. Source of control over the physical environment, technology, and organization of the work provides an opportunity for indirect influence over other people. This type of power is called ecological power (Kuhn, 1963). Leaders can use ecological power by changing the culture of the organization.

Expert power is a power based on employees' perception that a manager or other member of the organization has a high level of knowledge or specialized skills that other employees or members of the organization do not possess. Expert power can actually change the dynamics of energy upside down, as its use is not limited to the official leaders of the organization. Any member of the organization who has a high level of knowledge or a range of specialized skills that other members of the organization do not possess can use their expertise (Kuhn, 1963). Referent power in leadership there is the ability of a leader to develop the respect and admiration of his followers in a way that they want to be like him. In other words, the referent power leads by example. The power of the reviewer is based on the leader modeling his or her behavior to demonstrate appropriate behavior and decision making. Employees will observe the behavior of the manager and behave as if they think their managers will act in the same situation. In other words, you indicate what you think the manager will do and will do the same; The manager becomes the reference point of your behavior. You may not even know that you are modeling your behavior according to your manager (Kuhn, 1963).

It is important to note that power that the leader has is largely dependent on the perceptions of the target person. That is to say, that in organizational context, only if followers believe that the leader is powerful, will the leader actually be successful in exercising power. French and Raven revealed that the bases of power "involve volition on the part of the target – the target can decide whether to comply or accept punishment, to refuse and forgo rewards, to go against the advice of an expert or against the logic of information" (Kovach, Leader Influence: A Research Leader Influence: A Research Review of French & Raven's (1959) Power Dynamics, 2020, p. 236). Raven also distinguished between power sources and force or manipulation, where change is induced without the target's volition. A leader can possess each of the five power bases mentioned in varying degrees and "his or her use of one power base can affect the strength of another" (Robert P. Vecchio, 2003, p. 76). Although some research (Tidi, 2020) focuses first at the personal qualities of the leader were addressed, he acknowledged that leaders use the 'logic of events' when it comes to the necessary moment to bring to the fore its own influence, therefore, people will remember exactly those leaders who aim for a worthy, important goal and respond to it appropriately. People can be enticed using different methods, you can use tips and such tips, in fact, are an effective tool for the good to establish relationships. It justifies the need for convincing logical arguments.

However, in one of the statements regarding leadership Tidi (Tidi, 2020) argues that good leadership depends heavily on good followers. This expression is important, so much as it first appeared here that leadership is not determined solely by personal qualities. The components of leadership are: leaders and followers. Leadership involves influence. Here is meant if how a leader influences his followers. The Impact of Leadership is an integral part, without it there is no leadership. When research has been conducted in this area, it has been shown that a leader's personality, leadership style and overall situation – effective there are determinants of leadership.

Given the nature of leadership, we are primarily my depending on the topic of the topic, I will focus on leadership forms and their impact on managerial tasks and culture. Focus on the most important component of leadership - on power that can come from a variety of sources. I consider the dynamism of modernity and its Connection with effective leadership.

Manager's personal leadership style (specific ways, which the manager chooses to influence others) defines the approach that the manager will use in planning, organizing, and controlling. Managers at all levels and in any they have their own leadership style in the organization, which determines not only how they lead their subordinates, but also how they perform other management tasks. Effective developing a personal leadership style is a challenge for a manager at any level of the organization. This challenge is especially difficult when there is a difficult period of economic downturn, either due to the reduction of customers.

The term leadership, by its very nature, is loaded with meaning, often derived from the interpreter's varied life history. For some, it represents an internalized identity, shared processes, or civic engagement based on experiences as social activists, development mentors, or a positive group. For others, the term may evoke a more negative interpretation, associated with abuse of power, positionality, or an impersonal focus on end goals. These interpretations are often the result of socio-historical marginalization or negative encounters with those who have had undue influence. Both ends of this interpretive spectrum can also be found in the literature presenting leadership theory. However, modern theory has sought to reframe the term by focusing more on moral discourse and social purpose, moving away from earlier theory that promoted management, production, and authority.

Leadership is one of the most researched topics in the modern world. The changing dynamics of business, especially in the twenty-first century, is one of the reasons why leadership is of interest to academics and other scholars. It is worth noting the fact that the question of leadership has been discussed over the years with different theories about leadership that have been published over time. Leadership comes in

many forms and different types of leadership determine the success or failure of an organization (Edwards, Schedlitzki, Turnbull, & Gill, 2015). By analyzing different leaders from different fronts, this paper counters the claim that 'as long as you get the job done, it doesn't matter what sources you use' (Edwards, Schedlitzki, Turnbull, & Gill, 2015).

1.2.3. Symbolic aspects of leadership power

Symbolic aspects of leadership power refer to the nonverbal and cultural elements that leaders use to communicate their power and influence within an organization. This includes things such as symbols of status, such as symbols of rank or title, symbols of authority, such as office decorations or uniforms, and symbols of prestige, such as awards or certificates. The use of symbols by leaders can play a critical role in shaping the perceptions and attitudes of their followers, and can have a significant impact on their ability to lead effectively. There are several key ways that symbolic aspects of leadership power can influence organizational outcomes. For example, the use of symbols by leaders can help to build and maintain a positive organizational culture, by communicating the values and beliefs of the organization to employees. Additionally, the use of symbols by leaders can help to engage and motivate employees, by providing them with a clear understanding of their role within the organization and their expected level of performance. The use of symbols by leaders can also be influenced by cultural and social factors, such as individualism-collectivism and power distance. Leaders who are aware of these cultural and social factors and use symbols in a culturally-sensitive manner are more likely to be perceived as effective leaders by their employees. Overall, the symbolic aspects of leadership power are an important aspect of leadership that should be carefully considered by leaders and researchers alike. By understanding the role that symbols play in leadership, leaders can improve their ability to communicate their power and influence, and to lead their organizations effectively. The framework for understanding the symbolic aspects of leadership power can be approached from various perspectives, including:

1. Social exchange theory: This theory posits that power is based on the exchange of resources, such as information, rewards, and punishments, between leaders and followers. The leader's ability to control these resources is a key determinant of their power.

2. Power as influence: This perspective views power as the ability to influence others, through persuasion, coercion, or other means. Leaders who have strong interpersonal skills, the ability to communicate effectively, and the ability to establish positive relationships with their followers are more likely to have power.

3. Power as control: This perspective views power as the ability to control resources, information, and decision-making processes within an organization. Leaders who have the formal authority to make decisions, allocate resources, and enforce rules and regulations are more likely to have power.

4. Power as leadership style: This perspective views power as the style of leadership used by the leader. Different leadership styles, such as transformational, transactional, and situational leadership, may result in different levels of power for the leader.

5. Power as a relational construct: This perspective views power as a relationship between leaders and followers, where both parties can exert power over each other. In this view, power is not just a property of the leader, but also a property of the leader-follower relationship.

These perspectives provide a framework for understanding the different forms of power that leaders can exert within organizations, and the factors that shape the distribution of power between leaders and followers. By examining the different forms of power, leaders can gain a deeper understanding of the sources of their own power and the power dynamics within their organizations, and use this knowledge to improve their leadership effectiveness. Understanding the symbolic aspects of leadership in building high-performance workplaces. By considering these

elements, leaders can use symbols effectively to improve organizational outcomes and to build strong, productive workplaces

Here are some potential foundations for hypotheses for a practical research study on symbolic aspects of leadership power:

1. The use of symbols by leaders is positively related to their perceived level of power and influence within the organization.
2. The use of symbols by leaders is positively related to their ability to engage and motivate their employees.
3. The use of symbols by leaders is positively related to their ability to communicate their vision and goals effectively to their employees.
4. The use of symbols by leaders is positively related to their ability to manage change within the organization.
5. Leaders who use symbols that align with the values and beliefs of their employees are more likely to be perceived as credible and trustworthy.

These hypotheses can serve as a starting point for a research study on the symbolic aspects of leadership power, and can be tested using quantitative or qualitative research methods. The results of such a study can provide valuable insights into the role of symbols in leadership and can inform the development of best practices for effective leadership.

1.3. Understanding High Performance Workplace

High-Performance Work Practices - is a term most recently used by researchers to refer to progressive human resource practices designed to enhance employee job performance and well-being (Rhee, Park, & Shin, 2020). Earlier studies (Zaleznik, 1977) argue that the social and historical context in which employees observe their managers 'behavior influences how they attribute or attribute intent to managers' behavior. The chapter offers a conceptualization that addresses how high-quality work practices are perceived and interpreted by employees and how such perceptions and interpretations affect employees' attitudes and behaviors. Much of

the current empowerment research combines structural and psychological empowerment. Psychological reinforcement is considered to be the mediating shift between structural reinforcement and expected individual and organizational outcomes. When organizations consider adopting progressive work practices, management needs to think carefully about the commitment they need to make to ensure that these practices are not just listed, but installed and fully implemented.

Numerous polls show that the organization of work has changed dramatically compared to the 1980s and 1990s. Increased global competition and rapid development made managers in information technology have been forced to reconsider their usual work to be organized in order to lead to the growing acceptance of so-called 'innovative', 'high productivity', 'new' or 'flexible' workplace organizations. Leadership research on leader-group relationship requires consideration of the context in which the leader is today is considered as a determinant of behavioral effectiveness, because of the chief physician, the rector of the university, and the head of the prison you have to work in different conditions. Among the researchers (Fiedler, Joseph E., 1987) was the first to realize the leader the importance of situation peculiarities for behavior. In the study of the effectiveness of the leader cannot miss him content of role activities. In this case, the attention of the leader and focuses on identifying the characteristics of subordinates that determine the productivity and quality of his behavior are related to the allocation of criteria.

1.3.1. Characteristics of a high-performance workplace

A successful workplace is built on the foundation of having the appropriate individuals, possessing the necessary skills and experience, assigned to the correct tasks at the appropriate time. Such a combination leads to optimal outcomes. In a high-quality workplace, teams are not only able to create quality products and services but also do so through innovative techniques. Collaboration amongst team members is heightened, resulting in increased productivity. Trust is fostered between employees, empowering them to make changes that are in the best

interest of the organization, which ultimately leads to job satisfaction. Morale is boosted in such an environment, leading to a reduction in work hours and an increase in productivity and efficiency. Leaders play an essential role in creating such a successful workplace through specific actions, leading to the desired results.

Settling clear goals. In order for a team to function effectively, it is important for leaders to establish clear goals and a compelling vision. This includes defining roles and responsibilities, providing necessary training and resources, and ensuring that everyone is working towards the same objectives. Effective leaders understand the importance of having a shared understanding of the team's purpose and goals, and work to communicate this effectively to their employees. They also recognize the value of ongoing training and development, and provide opportunities for their team members to acquire the skills and knowledge they need to succeed. By creating a culture of clarity and accountability, leaders can foster high-performing teams that are able to deliver quality results. Open communication. Effective communication is a key characteristic of a high-quality workplace. Leaders ensure that there is an open and transparent flow of information between themselves and their subordinates, which helps to minimize delays and keep everyone focused on achieving their goals. This also helps to build strong relationships within the team and reduces conflicts. Leaders who establish clear procedures for decision-making, problem analysis, and process improvement help team members work more effectively. A top-performing team not only communicates well with each other but also with sponsors, stakeholders, customers, suppliers, and other business partners. Valuing diversity. In a high-quality workplace, effective leaders recognize the importance of diversity among team members. They encourage and value different perspectives, opinions, and ideas, even if they may not align with their own. By creating an inclusive work environment, team members feel empowered to share their thoughts without fear of retaliation or judgment. This approach fosters a culture of trust and respect, which in turn increases productivity and encourages collaboration. The leader's role is to ensure that everyone on the

team feels valued and that their contributions are recognized and appreciated. Fostering collaboration. To promote collaboration in a high-quality workplace, effective leaders foster a sense of mutual reliance among team members based on their individual skills and expertise. This sense of interdependence among team members encourages them to work together towards common goals and to share responsibility for the outcomes of their efforts. When team members feel valued and rewarded for their contributions, they are more likely to work harder and take on challenging tasks. Leaders can encourage this by providing opportunities for skill development and learning, which benefits both the employees and the organization as a whole. In this way, fostering collaboration can lead to increased productivity, better customer satisfaction, and a competitive edge in the global marketplace. Establishing an optimal work environment for team leaders often requires support from top-level executives to align with the organization's strategic objectives. The foundation of a positive work environment is based on fostering trust, collaboration, and teamwork. Leaders can maintain an effective work environment by making well-informed decisions after carefully assessing the situation, exploring alternatives, and considering available options, which ultimately benefits both the team leader and their subordinates. Trust. In a positive work environment where team members trust each other, the team leader's role becomes more effective. Mutual respect among team members fosters an environment where every member's opinions, experiences, and contributions are valued. The team leader should lead by example, displaying trust, responsibility, and accountability to build trust and respect among the team. When employees feel valued and respected, they are more motivated to contribute and work productively towards achieving common goals. Communication. A team leader's understanding of the company's mission, values, and goals is crucial for effective communication among executives. This understanding is then passed on to the team members through regular meetings, status reports, and other communication channels such as social media. Effective team leaders also focus on developing their

communication skills, including active listening, persuasive presentation, and negotiation. By ensuring that team members have access to the information they need, the team leader can create a more productive and efficient work environment. Planning. Create the best work environment for team leaders by creating a comprehensive plan that includes a detailed job breakdown structure. When resources know what tasks to perform and when to complete the job, the job flows smoothly from one process to another. By documenting work related to project initiation, execution, monitoring, control, and closure, you create expectations for the entire team. Leadership. Effective teams adhere to established policies and procedures. This avoids uncertainty, leading to confusion, misunderstanding, and conflict. Depending on the team skills level, the leader unites team members in decision making. Using Hershey-Blanchard's situational leadership theory developed by management experts Paul Hersh and Ken Blanchard, an effective team leader chooses a leadership style based on his or her team experience and task type. Reward. Successful team leaders typically contribute to a productive work environment by recognizing exemplary work. By regularly allocating time for innovation and creativity rewards, you can encourage employees to constantly seek to improve the process. This usually leads to higher employee satisfaction and employment, as well as a lack of employment. This ultimately leads to cost reduction, waste reduction and higher customer satisfaction.

Corporations are led by executive teams, while new products and services are created by project teams. Matrix teams are used in various organizations, including pharmaceuticals, consulting, and charities. High-performance work teams are critical to organizational success, providing a significant competitive advantage. Work teams are widely used worldwide as they offer new ideas, talents, and insights. High-quality work teams are effective at implementing strategy, achieving goals, and requiring little management oversight because they are empowered and responsible for their functional activities and performance.

Compensation and recognition are tied to both individual and team accomplishments, with greater emphasis on teamwork. Top team performance is highly valued, and individual contributors who do not contribute to team goals are not tolerated.

Although there is no one-size-fits-all metric for measuring the effectiveness of a team, there are some common factors that contribute to a high-performing team. Such teams are typically made up of members with diverse talents, skills and work ethics, who share common goals and objectives. Effective teams also have strong leadership, open communication, established norms and standards, and a supportive and encouraging environment that promotes efficiency and motivation. Additionally, they understand how to manage conflict and balance power and authority among members. High-level teams are synergistic social units that work to achieve a common goal or goals - short-term and long-term. They often reflect complete devotion to work and to each other. Team members work best when their roles are clear: they know how to do their jobs and why they do it. Each member must understand and support the importance and value of the team's mission and vision. Defining a goal and linking it to each person's role and responsibilities strengthens team potential, as well as engaging in 'stretching' goals, which increases the challenge necessary to motivate team member. High-performance teams display their potential when hiring and at the same time retaining their best talent, while helping low-performing members quickly find jobs. Morale usually increases with increasing performance. Once talent is selected, it is important to ensure that team members have additional skills (e.g. technical, problem solving, decision making and interpersonal skills). Team members must demonstrate a sustained commitment to performance excellence, show sincerity and mutual respect, and be responsible for themselves and their organizations at both the individual and team levels. Employee performance can be defined as an employee's ability to perform all responsibilities, following the expectations of the organization. Employee performance and organizational growth can evaluate the

positive or insufficient effectiveness of the leader (Amussah, 2020). According to Pawirosumarto (Pawirosumarto, 2017), an employee's overall performance can be influenced by his work behavior, which can be easily observed and analyzed. Pawirosumarto defines employee performance as an Individual contribution to the achievement of corporate goals and objectives (Pawirosumarto, 2017). According to McGrath & MacMillian (McGrath & MacMillian, 2000), there are significant connections leadership behaviors and employee and organizational performance. highly successful leadership style is considered as an excellent approach to management progress and consistency competitive advantage. According to Luthans (Luthans, 1977), a leader influences her/his followers. According to most studies, leadership style has a significant relationship with employee performance. Depending on the factors of the researchers, different leadership styles can be positive or negatively affect employee performance (Fu-Jin, 2010). The indicator which is proved to be in direct connection with leadership activities is job satisfaction. According to Lock (Lock, 2022), job satisfaction is a beneficial emotional state achieved by a job or job experience. Job satisfaction is defined as people's feelings of satisfaction or dissatisfaction of their works, according to Spector (Spector, 1997). According to a previous study by Busari (Busari, 2019), work satisfaction can be defined as an individual's emotional response to a job or workplace that derived from their experience. According to Mberia (Mberia, 2016), salary, benefits, achievements, recognition, communication, working conditions, job meaning, independence, co-workers, relationships, working in a reputable agency, positivity, job security, workplace flexibility, team environment, supervisor support and genetic factors are all factors that can contribute to an employee's job performance satisfaction (Mazaheri Nejad Fard, 2020), (Sulieman Ibraheem, Hussein, & Ayat Mohammad, 2011), as well it has been argued that leadership style is one of the most important variables in determining employee performance satisfaction. According to Oliver's research (Oliver, 2021), employee engagement emerged as essential topic. Studies have shown that leadership has a

significant relationship with high productivity levels, job satisfaction and employee retention. This further leads to business success. The empirical study aimed to investigate the impact of leadership on employee engagement. The research suggests that two leadership styles influence employees: transformational leadership and transactional leadership. This type of leadership encourages employee engagement organization. However, research suggests that the most effective leadership style is transformational leadership. The correlation method was used to calculate the data. The results indicated a significant relationship between leadership styles and the overall dimension of employees' involvement. As the employment environment becomes more complex, the manager's role or the employer becomes more critical. Many companies struggle to build a solid and stable enterprise working relationship with their employees. It's not always easy. It takes time to build right relationships. Leaders need to keep their team motivated and happy to grow. first thing leaders should make their employees aware of their company (Eliyana, 2019). Let them know their values and why they are different from the competition. It is not necessary, as if they are not something. It would be better if the employees tried to be a little different and stood out from the crowd. This may seem strange to some, but it will fix them the management position is more attractive (Wikaningrum & Yuniawan, 2018). They all are instances when leaders lead by example. Leaders must encourage their staff to follow them. For example, suppose the employees are members of the management team. In this case they should make sure they are physically present at all business meetings. Leaders must also lead by example by completing assignments. When you see how a leader's behavior affects employees' satisfaction, it is also necessary to consider the context. Measuring an employee is not easy the satisfaction of seeing one person's opinion (Eliyana, 2019). Employees are much happier when you manage them effectively. They are also more loyal to their organization if they have positive interactions with senior management. It should be noted that this is not a one-day process (Al-Sada, Al-Esmael, & Faisal, 2017).

1.3.2. Developing high-performance workplace components with implementing symbolic aspects of leadership power

In developing high-performance workplace, it is not enough to exercise only some specific leadership style or to appeal to specific power source, and even the right fit within the analysis of situational factors in contemporary companies and dynamic business environment is not enough. Because high-performance workplace is integrated system, quite dynamic in its key components, leaders need to switch their practices towards managing symbolic aspects of organizational lives, and as a consequence, to bae their power on symbolic activities, values and meanings. In the practical research part, I will test this overall tendency in Georgian business organizations.

Based on the literature review, I select the following key high-performance workplace components, where the use of leadership power is significant.

The components of a high-performance workplace can vary depending on the specific organization and industry. However, some of the most commonly discussed components in literature include:

- Clear mission and values
- Effective communication
- Collaboration and teamwork
- Continuous learning and development
- Empowerment and autonomy
- Supportive leadership
- Recognition and rewards
- Work-life balance
- Ethical behavior and decision-making

Clear mission and values: A clear mission and values statement can provide direction and purpose to employees, guiding them in their decision-making and

daily work activities. It can also create a sense of identity and shared goals among employees, which can foster a stronger sense of team and commitment to the organization. Effective communication: Effective communication is essential for any organization to function well. It involves clear and timely exchange of information, active listening, and providing feedback. Good communication helps build trust, reduce misunderstandings, and facilitate collaboration. Collaboration and teamwork: Collaboration and teamwork involve working together to achieve common goals. This requires effective communication, mutual trust, and respect for different perspectives. When employees collaborate and work as a team, they can leverage their diverse skills and knowledge to generate innovative solutions and drive performance. Continuous learning and development: Continuous learning and development involves providing employees with opportunities to develop their skills and knowledge, both in their current roles and for future career advancement. It can also lead to higher job satisfaction and employee engagement, as employees feel invested in their own growth and development. Empowerment and autonomy: Empowerment and autonomy involve giving employees the freedom to make decisions and take ownership of their work. This can lead to higher levels of motivation, creativity, and innovation, as well as a greater sense of accountability and responsibility. Supportive leadership: Supportive leadership involves providing guidance, mentoring, and coaching to employees. Leaders who support their team members can build trust, respect, and loyalty, which can lead to improved performance and a positive work environment. Recognition and rewards: Recognition and rewards can help motivate employees to perform at their best, by acknowledging and celebrating their achievements and contributions. This can foster a sense of pride and satisfaction in one's work, and increase engagement and commitment to the organization. Work-life balance: Work-life balance involves creating a workplace culture that supports and values employee well-being, both inside and outside of work. It can help reduce stress and burnout, increase employee satisfaction and engagement, and promote retention and loyalty.

Ethical behavior and decision-making: Ethical behavior and decision-making are critical for building trust and credibility with customers, employees, and stakeholders. When organizations prioritize ethical behavior, they create a foundation for long-term success and sustainability, by fostering trust, loyalty, and reputation.

These components are important in creating a workplace that is productive, engaged, and motivated. A clear mission and values provide direction and purpose, while effective communication helps to build trust and foster collaboration. Continuous learning and development opportunities help employees to grow and improve their skills, while empowerment and autonomy give them the freedom to perform at their best.

Leadership plays a critical role in creating a high-performance workplace, by providing support, recognition, and rewards for good performance, as well as promoting work-life balance and mental and physical wellness. A diverse, equitable, and inclusive workplace is also important, as it allows for the full range of perspectives and experiences to be leveraged in decision-making. Ethical behavior and decision-making are also critical components, as they help to maintain trust and credibility in the workplace. Sources for this information can be found in academic papers, management and leadership books, such as "The Five Dysfunctions of a Team: A Leadership Fable" by (Lencioni, 2002) "Good to Great: Why Some Companies Make the Leap and Others Don't" by (Collins, 2001) and "The Lean Startup" by (Ries, 2011) Additionally, you can find relevant information from organizations and industry associations focused on workplace performance and productivity. From up mentioned nine aspects we chose for research five aspects as they play a vital role in shaping organizational dynamics, employee engagement, and overall success. Researching these areas provides valuable insights for leaders and organizations to develop effective strategies, enhance performance,

and create a positive work environment that aligns with ethical principles and long-term goals.

These are the five most critical components of a high-performance workplace with alignment of leadership power effective embodiment, I focus at in formulating hypotheses for the practical part of the research.

- Values-based clear goals and mission statement
- Empowering and supportive leadership
- Effective communication and collaboration
- Continuous learning and professional development
- Ethics in decision making and organizational behavior

The synthesis of research in organizational psychology, leadership studies, and management theory supports the idea that these aspects collectively create an environment conducive to employee satisfaction, engagement, and organizational success. They lay the groundwork for a culture that not only benefits employees but also enhances the organization's ability to thrive, evolve, and excel in a constantly changing business landscape.

In a high-performance workplace, clear and values-based goals provide direction and purpose, and empowering and supportive leadership helps employees to feel valued and empowered. Effective communication and collaboration foster a sense of shared responsibility and trust, while continuous learning and professional development opportunities help employees to grow and improve their skills. Ethical decision making and behavior are critical in maintaining trust and credibility in the workplace, and aligning organizational culture and values with day-to-day operations helps to create a workplace environment that supports and encourages high performance. The five critical components that have been chosen for a high-performance workplace are all interrelated and are essential for building a strong organizational culture. A workplace that prioritizes values-based clear

goals and a mission statement, empowering and supportive leadership, effective communication and collaboration, continuous learning and professional development, and ethics in decision-making and organizational behavior, creates an environment where employees are engaged, motivated, and committed to achieving their best. In terms of research, the alignment of leadership power is a critical aspect to consider when investigating the relationship between these components and their impact on organizational performance. Empowering and supportive leadership is essential in ensuring that these five components are effectively embodied and integrated into the organization's culture. Without strong and effective leadership, these components may not be fully realized, and the organization may struggle to achieve high levels of performance. Formulating hypotheses for the practical part of the research could involve examining the relationships between these components and their impact on various measures of organizational performance, such as employee satisfaction, productivity, innovation, and financial performance. For example, a hypothesis could be that organizations with strong values-based goals and a mission statement, along with empowering and supportive leadership, will have higher levels of employee engagement, which will lead to increased productivity and better financial performance. Another hypothesis could be that organizations that prioritize continuous learning and professional development will have more innovative and creative employees, which will lead to greater competitive advantage in the marketplace. Overall, investigating the relationships between these five critical components and their impact on organizational performance requires careful consideration of the role of leadership in shaping and embodying these components in the organization's culture. By taking a systematic approach to formulating hypotheses and designing research studies, it is possible to gain insights into how organizations can create high-performance workplaces that promote employee engagement, productivity, and innovation.

Sources for this information can be found in management and leadership books that emphasize the importance of values-based leadership and goal-setting, such as "The Good Leader" by (Goetsch, 2014), and "The Leadership Challenge" by (James M. Kouzes, Barry Posner, 2012).

The main goal of my research is measure in Georgian companies symbolic aspects of leadership power that assist in developing high-performance workplace (see Figure 5). Based on the literature review, the following leadership power symbolic aspects are defined as significant:

1. Communication style: A leader's communication style is a powerful symbol of their leadership power, as it sets the tone for the entire organization and influences how employees perceive and respond to them. Clear, confident, and respectful communication conveys strength and authority, while empathetic and supportive communication fosters trust and collaboration.

2. Appearance and demeanor: A leader's appearance and demeanour can also be symbolic of their power, as they present a visual representation of their authority and status. A well-groomed, professional appearance conveys confidence and competence, while body language that is open and approachable conveys warmth and accessibility.

3. Decision making style: A leader's decision-making process and style can also be symbolic of their power, as it demonstrates their ability to guide and shape the organization. Decisions that are well-reasoned, ethical, and inclusive convey wisdom and fairness, while quick and unilateral decisions may convey a lack of collaboration and disregard for others' opinions.

4. Relationships: A leader's relationships with employees, stakeholders, and other leaders can also be symbolic of their power, as they demonstrate their ability to build and maintain meaningful connections. Relationships that are based on trust, respect, and mutual support convey strength and

influence, while relationships that are adversarial or dismissive convey weakness and insecurity.

5. Reputation aka credibility: A leader's reputation is also a symbolic aspect of their power, as it represents the collective opinions and perceptions of others. A positive reputation conveys respect and credibility, while a negative reputation can undermine a leader's authority and influence.

Figure 5: Symbolic Leadership Power in Building High Performance Workplace
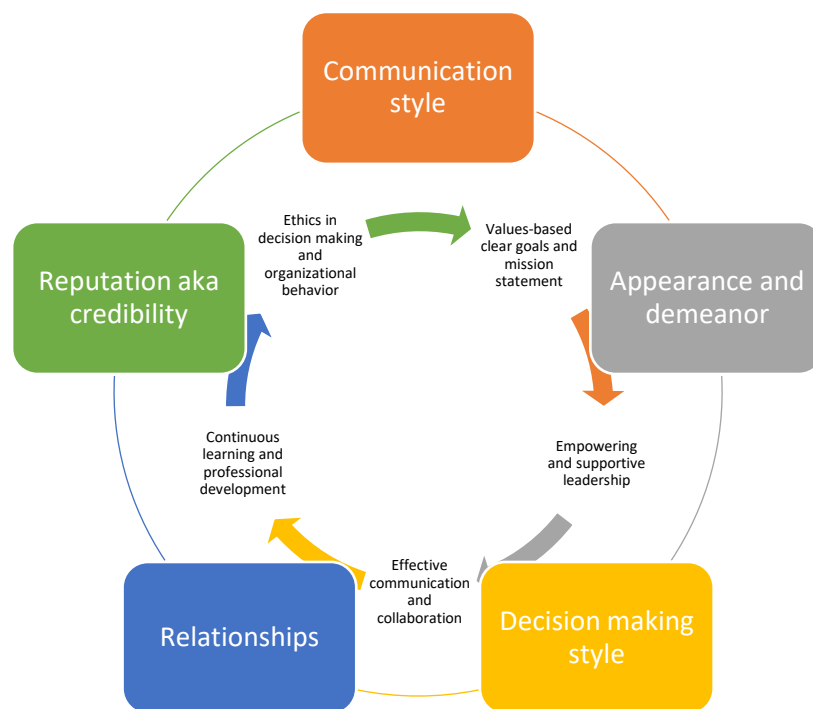
These symbolic aspects of leadership power play a crucial role in shaping the workplace culture and influencing employee perceptions and behavior. Effective leaders are mindful of these symbolic aspects and work to cultivate a leadership style that inspires trust, respect, and confidence.The use of symbols in leadership refers to the use of tangible and intangible elements to communicate values, beliefs, and goals, and to inspire and engage followers. The use of symbols helps to create a shared vision and to build a sense of community and belonging among employees.

Here are some specific practices that leaders use to leverage the power of symbols in their leadership:

1. Telling stories: Leaders use stories to convey their values, beliefs, and goals in a way that is memorable and impactful. Stories can help to illustrate complex concepts, to convey the importance of certain behaviors or actions, and to create an emotional connection with employees.

2. Indirective coaching role: Leaders who take an indirective coaching role use symbols, such as open-ended questions, active listening, and affirmation, to empower employees to take ownership of their own development and to find their own solutions to challenges.

3. Giving constructive, growth-targeted feedback: Leaders use feedback to help employees to understand the impact of their actions and to identify areas for growth and improvement. Constructive, growth-targeted feedback conveys a message of care and support, and helps employees to feel valued and motivated.

4. Encouraging the heart of followers: Leaders use symbols, such as recognition, praise, and celebration, to create a sense of community and to inspire and motivate employees. By recognizing and affirming employee achievements, leaders help to build a positive and supportive workplace culture.

These practices demonstrate how leaders can use symbols to create a workplace culture that supports and encourages high performance. By leveraging the power of symbols, leaders can inspire and engage employees, create a shared vision, and build a sense of community and belonging. In order to measure the symbolic aspects of leadership power that assist in developing high-performance workplace (see Figure 5), the following hypotheses are to be tested in the practical research:

1. The use of symbolic aspects of power by leaders is positively related to their perceived level of power and influence within the organization.

2. The use of symbolic aspects of power by leaders is positively related to the quality and clarity of values-based goals and mission statement.

3. The use of symbolic aspects of power by leaders is positively related to the empowerment level in organization (employees feel empowered and supported).

4. The use of symbolic aspects of power by leaders is positively related to the communication and collaboration effectiveness level in the organization.

5. The use of symbolic aspects of power by leaders is positively related to the continues learning and professional development in the organization.

6. The use of symbolic aspects of power by leaders is positively related to the perception and application of ethics in organization.

7. The use of symbolic aspects of power by leaders is positively related to the level of employee engagement and motivation.

2. Research Design and Practical Findings

2.1. Research Design and Methodology

The theoretical part on Symbolic Aspects of Leadership Power suggests that leaders can use symbolic elements in power to make importance impact in their organization. The hypotheses mentioned relate to how the use of symbolic aspects of power impacts various areas within an organization.

Hypothesis 1 suggests that the more leaders use symbolic aspects of power, the more they will be perceived as powerful and influential within the organization. This aligns with the theoretical part, which indicates that leaders can use symbolic elements to gain power and influence.

Hypothesis 2 suggests that the use of symbolic aspects of power can positively impact the quality and clarity of values-based goals and mission statements. This aligns with the idea that leaders can use symbolism to reinforce organizational values and create a shared sense of purpose.

Hypothesis 3 suggests that the use of symbolic aspects of power can positively impact the empowerment level within an organization, making employees feel more supported and empowered. This aligns with the idea that leaders can use symbolism to create a supportive and empowering organizational culture.

Hypothesis 4 suggests that the use of symbolic aspects of power can positively impact communication and collaboration effectiveness within an organization. This aligns with the idea that leaders can use symbolism to promote effective communication and collaboration.

Hypothesis 5 suggests that the use of symbolic aspects of power can positively impact continuous learning and professional development within an organization. This aligns with the idea that leaders can use symbolism to promote a culture of continuous learning and development.

Hypothesis 6 suggests that the use of symbolic aspects of power can positively impact the perception and application of ethics within an organization. This aligns with the idea that leaders can use symbolism to reinforce ethical values and behaviors within an organization.

Hypothesis 7 suggests that the use of symbolic aspects of power can positively impact employee engagement and motivation levels within an organization. This aligns with the idea that leaders can use symbolism to create a positive and engaging work environment.

In summary, the hypotheses align with the theoretical part, which suggests that it is important for leaders to use symbolic elements to positively impact various aspects of their organization.

As a joint leadership is most suitable for tasks that involve creativity, complexity

and Interdependence (Carson, J. B., Tesluk, P. E., & Marrone, J. , 2007), I decided to study this phenomenon in a team of three creative projects. A similar argument applies to the team Learning: The result of team learning is reasonably expected in

the teams whose assignment Characterized by solving a specific non-routine problem or where a team is expected creating something new (Edmondson, A. , 1999, pp. 350-383)

My research mainly focuses on the symbolic aspects of leadership power that potentially has more importance in developing high-performance workplace in Georgian business enterprises. The study explores how these variables influence different aspects of work relationships between managers and their subordinates and work processes. More specifically, we wanted to research what is the importance of leaders use the symbolic aspects of power in developing high-performance workplace.

The reason I chose this topic was due to the importance of placing Georgian business entities in the current competitive environment by making them more successful. Another reason is that there are very few studies about leadership issues in Georgian organizations and this may be the reason there is increasing rate of employee turnover.

To understand and get more clarity how business companies perceive leadership power in Georgia, it is necessary to evaluate all factors which affect leadership generally.

The most known research on power is (Kovach, Leader Influence: A Research Leader Influence: A Research Review of French & Raven's (1959) Power Dynamics, 2020) work on the bases of social power. Their study identified five important and common bases of power: legitimate, expert, referent, reward, and coercive, which we will be discussed later. Every of these bases of power increases leader's influence on the attitudes, values, or behaviors of others.

In organizations, power can be categorized into two main types: personal power and position power. Position power is derived from the leader's higher status or position in the organizational hierarchy, such as CEOs, vice presidents, and department heads. Due to their positions, they hold more power over their

subordinates. Position power can be classified into three types: coercive power, reward power, and legitimate power.

When discussing leadership, it is often assumed that leaders have power over others and use it to achieve their personal goals. Power is seen as a means to dominate and control others.

There cannot be leadership without influence, because leaders can lead by mobilizing people, compelling future visions, inspiring them to follow step by step. They show the followers the possibilities and the way to achieve them. Leaders lead by acting encouraging and showing new ways of looking at the situations. The best leaders are teachers and mentors, and they accomplish most of their work through influence.

It can be assumed that diversity of leadership implies the initial formation of a theoretical construct involving the nature of the relationship between investment in and efforts to foster diversity and organizational success.

Diversity is all about empowering people, understanding, valuing, and using differences in every one of them. Teams that use maximum capacity of potential of every individual help the organizations obtain the competitive edge. An organization needs thinkers, dreamers, doers, organizers, team builders, etc. achieve the goals that make the organization the best it can be.

Researchers in organizational theory have documented the fact that the companies that are the most diverse, as measured by factors such as minority employment at all levels, have also been identified as more successful companies overall.

The current research included two phases for ensuring the content validity: the thorough review of the available literature and quantitative survey of employees and managers. For the practical research, there is developed a questionnaire, concerning main topics of my study: leadership, shared leadership, power, and influence. The questions consisted of statements and participants were asked how they felt about them answers varied from strongly disagree to strongly agree.

Survey is one of the quantitative data collection techniques where respondents are asked to answer questions in a form of a questionnaire, like it was done in a present study. Situation or condition cannot be manipulated; answers are summarized in percentages, graphs, etc. Surveys are used in descriptive research. Surveys usually cover samples of selected respondents and results are then generalized to a population from which the sample was selected (Neuman, W.L., 2007)

The research was conducted in several Georgian organizations. I conducted the survey of managers and subordinates. The target organizations selected for this study are medium-sized companies operating in the in different types of private sector industries (IT companies, Construction companies, Transportation companies, Retail companies and etc.) average number of employees is 26-50. These organizations were chosen because they represent a range of industries that are highly competitive and require effective leadership to maintain growth and profitability. Different industries chose rational was to demonstrate the variety of correlations in symbolic aspects of power with high performance workplace practices. Traditionally leadership power in business organizations was associated with hierarchal distribution of power. The research questions were to find symbolic aspects of power and how it influences nowadays high-performance leadership practices. 45 companies were surveyed, but the names of the companies resulting from the request of these companies are confidential.

The questionnaire for employees was designed to include two parts: first part's objective was to find out the demographics of survey participants and the second part was the main questionnaire to measure their opinions of leadership practices as well as their opinions of proper use of power. Web-based survey data collection methods were adopted for this research.

A questionnaire for managers also included the same first part of the survey to gain the demographic data and the second part also consisted of statements, designed specifically for them.

Data Collection:

The most convenient form of data collection today are electronic survey tools. This research tool was used to collect and analyze the data of the present study. Web-survey data collection method was adopted for this research and survey was sent to different Georgian organizations. Questionnaires were designed to measure the opinions of managers and subordinates. A total of 92 individual interviews were conducted and analyzed. In these interviews I asked group members to describe their teams and workplace practices, including the current phase of the projects, team tasks, distribution of member roles, and problems that arise in their team. Population is a large group of cases from which a sample is picked out and which is stated in theoretical terms. Sample is a smaller set of cases, results from which are generalized to the population it was drawn from (Neuman, W.L., 2007). Population for this study included employees of all organizations located in Georgia and small sample of these people was selected to interview. For the reason that respondents were not normally distributed between variables, non-parametric testing method was chosen. In the process of data analysis, the Mann Whitney U test, Kruskal-Wallis Test were used to determine the differences between groups, and Spearman's correlation was used to determine the relationship between the factors. For the reason that respondents were not normally distributed between variables, non-parametric testing method was chosen. In the process of data analysis, the Mann Whitney U test, Kruskal-Wallis Test were used to determine the differences between groups, and Spearman's correlation was used to determine the relationship between the factors. The study employed non-parametric testing methods such as Mann Whitney U test, Kruskal-Wallis test, and Spearman's correlation to investigate the relationships between the variables. The **Kruskal-Wallis** test is a non-parametric statistical test used to compare the medians of two or more independent groups. It is an extension of the Mann-Whitney U test, which is used to compare the medians of two groups. The Kruskal-Wallis test is suitable when the data do not meet the assumptions required for parametric tests such as

the t-test or analysis of variance (ANOVA). The null hypothesis for the Kruskal-Wallis test is that the medians of all groups are equal, while the alternative hypothesis states that at least one group differs in terms of its median. Rank the data: I combine all the data from different groups and rank them from the smallest to the largest value. Assigned the ranks to each observation accordingly. Calculated the test statistic: The Kruskal-Wallis test statistic is calculated using the following formula:

$$H = [(12 / (N(N+1))) * \Sigma(R_c - T)^2 / n_c] - 3(N + 1)$$

H is the Kruskal-Wallis test statistic.

N is the total number of observations.

R_c is the sum of the ranks for each group.

T is the total number of groups.

n_c is the number of observations in each group.

In this test, we start with the idea that all the groups have the same middle value (median), and we're looking to see if that's true or not. If we think at least one group is different in terms of its middle value, we go with the alternative idea.

The Mann-Whitney U test, also known as the Wilcoxon rank-sum test, is a non-parametric statistical test used to compare the medians of two independent groups. It is suitable when the data do not meet the assumptions required for parametric tests such as the t-test. The Mann-Whitney U test does not assume that the data are normally distributed, making it a robust alternative when dealing with skewed or non-normal data. It compares the ranks of the observations between the two groups to assess whether there is a significant difference in medians. Rank the data: Combine all the data from both groups and rank them from the smallest to the largest value. Assign the ranks to each observation accordingly. Ties (observations with the same value) are averaged, giving each tied observation the average rank.

Calculate the U statistic: The U statistic for the Mann-Whitney U test is calculated using the following formula:

$$U = n1 * n2 + (n1 * (n1 + 1)) / 2 - R1$$

U is the Mann-Whitney U statistic.

n1 and n2 are the sample sizes of the two groups.

R1 is the sum of the ranks for Group 1.

Determine the critical value: The critical value for the Mann-Whitney U test depends on the significance level (α) chosen for the test and the sample sizes of the two groups. Compare the U statistic with the critical value: If the U statistic is less than or equal to the critical value, the null hypothesis is rejected, indicating that there is a significant difference between the medians of the two groups. What's neat is that this test doesn't care if the data is in a regular shape or not. It's tough and reliable for cases where the numbers are not in a nice order. What it does is compare how the data's ranks are spread out between the two groups. This helps us find out if the middle values are really different or not. Here's how we handle the data: First, we take all the numbers from both groups and put them in order from smallest to biggest. Then, we give each number a rank based on its place in this order. If there are numbers that are the same, we average their ranks.

2.2. Research Findings and Analysis

2.2.1. Descriptive Statistics

In total 92 respondents participated in the survey. Due to normal distribution conditions approximately one-third of the respondents were selected from people who work in managerial positions, and the remaining 70% represent regular employees. Out of 92 respondents, 29 (31,5%) work as a manager and 63 (68,5%) work in different positions (see Tables 1 and 2).

Table 1: Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Manager	29	31.5	31.5	31.5
	Employee	63	68.5	68.5	100.0
	Total	92	100.0	100.0	

According to Mann Whitney U test there is no statistically significant difference between managers and employees through the given seven factors.

Table 2: Position Statistically

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Perceived Level of Power is the same across categories of Position.	Independent-Samples Mann-Whitney U Test	.702	Retain the null hypothesis.
2	The distribution of Quality and Clarity is the same across categories of Position.	Independent-Samples Mann-Whitney U Test	.683	Retain the null hypothesis.
3	The distribution of Empowerment is the same across categories of Position.	Independent-Samples Mann-Whitney U Test	.463	Retain the null hypothesis.
4	The distribution of Collaboration Effectiveness is the same across categories of Position.	Independent-Samples Mann-Whitney U Test	.147	Retain the null hypothesis.
5	The distribution of Professional Development is the same across categories of Position.	Independent-Samples Mann-Whitney U Test	.225	Retain the null hypothesis.

				.146	Retain the
6	The distribution of Ethics in Organization is the same across categories of Position.	Independent-Samples Mann-Whitney U Test		.146	Retain the null hypothesis.
7	The distribution of Engagement and Motivation Level is the same across categories of Position.	Independent-Samples Mann-Whitney U Test		.251	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Gender

Out of 92 respondents 66 (71,7%) were female and 26 (28,3%) were males (see Table 3).

Table 3: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	66	71.7	71.7	71.7
	Male	26	28.3	28.3	100.0
	Total	92	100.0	100.0	

As a result of frequency analysis the distribution of male and female respondents is no equal and (71,7%) were female and 26 (28,3%) were males.

Age

In the age variable respondents were divided into the three age group. 37 (40,2%) were united in the first age group (18 – 25), 41 (44,6%) were united into second age group (26 – 35) and 14 (15,2%) united into the third age group (36 – 45) (see Table 4).

Table 4: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 -25	37	40.2	40.2	40.2
	26- 35	41	44.6	44.6	84.8

	Frequency	Percent	Valid Percent	Cumulative Percent
36 - 45	14	15.2	15.2	100.0
Total	92	100.0	100.0	

In the age groups, the first and second age groups are equally distributed and in third age group only 14 people were united.

Number of Employees

From 92 respondents 2 (2,2) are working in the company where 0 to 10 people are employed, 15 (16,3%) are working where 11 to 25 people are employed, 39 (42,4%) works in the organization which employees 26 to 50 people, 18 (19,6%) respondents work in the company where 51 to 150 people work and also 18 (19,6%) respondent works in the organization which employees 151 or more people (see Table 5).

Table 5: Employees Number

N of Emoloyees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 to 10 employees	2	2.2	2.2	2.2
	11 to 25 employees	15	16.3	16.3	18.5
	26 - 50 employees	39	42.4	42.4	60.9
	51 to 150 employees	18	19.6	19.6	80.4
	151 and more	18	19.6	19.6	100.0
	Total	92	100.0	100.0	

According to frequency analysis 81,5% of respondents work in the organization which has 26 or more employees.

Table 6: Respondents Distribution by Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	*Manager*	*29*	*31.5*	*31.5*	*31.5*
	Employee	*63*	*68.5*	*68.5*	*100.0*
	Total	*92*	*100.0*	*100.0*	

Due to normal distribution conditions approximately one-third of the respondents were selected from people who work in managerial positions, and the remaining 70% represent regular employees. Out of 92 respondents, 29 (31,5%) work as a manager and 63 (68,5%) work in different positions.

2.2.2. Variables of Perceived Level of Power

Questionnaire was measuring different aspects of leaders and their influence. Each aspect was consisted with five variables. There are 5 variables which was measuring perceived level of power:

1) Leaders who use symbolic aspects of power are perceived as more powerful and influential within their organization (M = 3,47; SD = 1,227)

2) leaders who are skilled in using symbolic aspects of power are seen as more charismatic, persuasive, and inspirational by their followers (M = 3,22; SD = 0,90)

3) the use of symbolic aspects of power by leaders can enhance their ability to achieve organizational goals (M = 3,63; SD = 0,991)

4) How likely are you to follow a leader who uses symbolic aspects of power to influence others? (M = 3,89; SD = 1,00)

5) leaders who use symbolic aspects of power to manipulate or deceive their followers can still be seen as powerful and influential within the organization (M = 3,41; SD = 0,879)

Table 7: Variables of Perceived Level of Power

	N	Mean	Std. Deviation
"Leaders who use symbolic aspects of power are perceived as more powerful and influential within their organization"	92	3.47	1.227

leaders who are skilled in using symbolic aspects of power are seen as more charismatic, persuasive, and inspirational by their followers?	92	3.22	.900
the use of symbolic aspects of power by leaders can enhance their ability to achieve organizational goals?	92	3.63	.991
How likely are you to follow a leader who uses symbolic aspects of power to influence others?	92	3.89	1.000
leaders who use symbolic aspects of power to manipulate or deceive their followers can still be seen as powerful and influential within the organization	92	3.41	.879
Valid N (listwise)	92		

As a result of the frequency analysis it is visible that respondent's evaluations of perceived level of power is more or less equal. Also should be mentioned that overall mean value of given variables is higher than 3,2 which indicates that respondents agree the sentence that the use of symbolic aspects of power by leaders is positively related to their perceived level of power and this result explains the first hypothesis.

2.2.3. Variables of Quality and Clarity

5 variables which was measuring quality and clarity

1) leaders who use symbolic aspects of power are able to communicate values-based goals and mission statements more effectively (M = 3,21; SD = 0,967)

2) leaders who use symbolic aspects of power can make values-based goals and mission statements more meaningful and inspiring for employees (M = 2,95; SD = 1,042)

3) the use of symbolic aspects of power by leaders can help align organizational values and goals with employee values and goals (M = 3,26; SD = 0,948)

4) How frequently do leaders in your organization use symbolic aspects of power to communicate values-based goals and mission statements? (M = 3,47; SD = 1,227)

5) the use of symbolic aspects of power by leaders helps clarify values-based goals and mission statements in your organization (M = 3,35; SD = 1,119)

Table 8: Variables of Quality and Clarity

	N	Mean	Std. Deviation
leaders who use symbolic aspects of power are able to communicate values-based goals and mission statements more effectively	92	3.21	.967
leaders who use symbolic aspects of power can make values-based goals and mission statements more meaningful and inspiring for employees	92	2.95	1.042
the use of symbolic aspects of power by leaders can help align organizational values and goals with employee values and goals	92	3.26	.948
How frequently do leaders in your organization use symbolic aspects of power to communicate values-based goals and mission statements?	92	3.47	1.227

	N	Mean	Std. Deviation
use of symbolic aspects of power by leaders helps clarify values-based goals and mission statements in your organization	92	3.35	1.199
Valid N (listwise)	92		

In the variables of quality and clarity the mean scores are more or less equally distributed. Despite the fact that compared to perceived level of power there is little bit low mean values it should be noted that overall mean values are also quite high which itself indicates on the second hypothesis that the use of symbolic aspects of power by leaders is positively related to the quality and clarity.

2.2.4. Variables of Empowerment

Here are 5 variables which was measuring level of empowerment

1) leaders in your organization use symbolic aspects of power to empower and support employees (M = 2,84; SD = 1,082)

2) How empowered do you feel in your role at the organization (M = 3,57; SD = 0,941)

3) use of symbolic aspects of power by leaders as contributing to your level of empowerment and support in your role at the organization (M = 3,74; SD = 1,128)

4) How frequently do leaders in your organization use symbolic aspects of power to empower and support employees (M = 3,36; SD = 1,012)

5) the use of symbolic aspects of power by leaders helps you feel supported and empowered in your role at the organization (M = 3,14; SD = 1,115)

Table 9: Variables of Empowerment

	N	Mean	Std. Deviation
leaders in your organization use symbolic aspects of power to empower and support employees	92	2.84	1.082

How empowered do you feel in your role at the organization	92	3.57	.941
use of symbolic aspects of power by leaders as contributing to your level of empowerment and support in your role at the organization	92	3.74	1.128
How frequently do leaders in your organization use symbolic aspects of power to empower and support employees	92	3.36	1.012
use of symbolic aspects of power by leaders helps you feel supported and empowered in your role at the organization	92	3.14	1.115
Valid N (listwise)	92		

According to frequency analysis the mean values of given variables varies significantly from 2,84 to 3,74. Despite the variance of mean scores respondent's overall evaluation of empowerment is quite high and respondents mostly agree the statement that the use of symbolic aspects of power by leaders is positively related to the empowerment level in organization.

2.2.5. Variables of Collaboration Effectiveness

5 variables which was measuring Collaboration Effectiveness

1) leaders in your organization use symbolic aspects of power to promote effective communication and collaboration (M = 3,41; SD = 1,570)
2) How effective do you perceive communication and collaboration to be among employees in your organization (3,43; SD = 1,369)
3) use of symbolic aspects of power by leaders as contributing to the effectiveness of communication and collaboration among employees in your organization (M = 3,62; SD = 1,078)

4) How frequently do leaders in your organization use symbolic aspects of power to promote effective communication and collaboration (M = 3,08; SD = 0,975)

5) use of symbolic aspects of power by leaders helps promote effective communication and collaboration among employees in your organization (M = 3,29: SD = 1,330)

Table 10: Variables of Collaboration Effectiveness

	N	Mean	Std. Deviation
leaders in your organization use symbolic aspects of power to promote effective communication and collaboration	92	3.41	1.570
How effective do you perceive communication and collaboration to be among employees in your organization	92	3.43	1.369
use of symbolic aspects of power by leaders as contributing to the effectiveness of communication and collaboration among employees in your organization	92	3.62	1.078
How frequently do leaders in your organization use symbolic aspects of power to promote effective communication and collaboration	92	3.08	.975
use of symbolic aspects of power by leaders helps promote effective communication and collaboration among employees in your organization	92	3.29	1.330
Valid N (listwise)	92		

Same result is visible in the variables of collaboration effectiveness where mean score varies but overall evaluation of collaboration effectiveness is greater than 3,3

which indicates on the hypothesis: "The use of symbols by leaders is positively related to their ability to manage change within the organization"

2.2.6. Variables of Professional Development

1) leaders in your organization use symbolic aspects of power to encourage continuous learning and professional development (M = 2,84; SD = 1,170)

2) How often do you engage in learning and professional development activities in your organization? (M = 3.08; SD = 0,855)

3) use of symbolic aspects of power by leaders as contributing to your engagement in learning and professional development activities (M = 2,75; SD = 0,968)

4) How frequently do leaders in your organization use symbolic aspects of power to encourage continuous learning and professional development (M = 2,64; SD = 1,044)

5) use of symbolic aspects of power by leaders helps promote continuous learning and professional development among employees in your organization (M = 2,99; SD = 0,896)

Table 11: Variables of Professional Development

	N	Mean	Std. Deviation
leaders in your organization use symbolic aspects of power to encourage continuous learning and professional development among employees	92	2.84	1.170
How often do you engage in learning and professional development activities in your organization?	92	3.08	.855
use of symbolic aspects of power by leaders as contributing to your engagement in learning and professional development activities	92	2.75	.968

	N	Mean	Std. Deviation
How frequently do leaders in your organization use symbolic aspects of power to encourage continuous learning and professional development	92	2.64	1.044
use of symbolic aspects of power by leaders helps promote continuous learning and professional development among employees in your organization	92	2.99	.896
Valid N (listwise)	92		

Compared to other variables, the mean values of professional development variables are relatively low, although their total value exceeds 2.5 on a scale of 1 to 5. Given result indicates that employees more or less agree the statement that the use of symbolic aspects of power by leaders is positively related to professional development in the organization.

2.2.7. Variables of Ethics in Organization

1) leaders in your organization use symbolic aspects of power to promote ethical behavior among employees (M = 2,61; SD = 1,266)

2) How important is ethical behavior in your organization? (M = 2,82; SD = 0,960)

3) use of symbolic aspects of power by leaders as contributing to the perception and application of ethics in your organization? (M = 3,10; SD = 1,080)

4) How frequently do leaders in your organization use symbolic aspects of power to promote ethical behavior among employees? (M = 3,47; SD = 1,208)

5) use of symbolic aspects of power by leaders helps promote ethical behavior among employees in your organization? (M = 3,49; SD = 0,977)

Table 12: Variables of Ethics

	N	Mean	Std. Deviation

	N	Mean	Std. Deviation
leaders in your organization use symbolic aspects of power to promote ethical behavior among employees	92	2.61	1.266
How important is ethical behavior in your organization?	92	2.82	.960
use of symbolic aspects of power by leaders as contributing to the perception and application of ethics in your organization?	92	3.10	1.080
How frequently do leaders in your organization use symbolic aspects of power to promote ethical behavior among employees?	92	3.47	1.208
use of symbolic aspects of power by leaders helps promote ethical behavior among employees in your organization?	92	3.49	.977
Valid N (listwise)	92		

The mean values on given 5 variables varies significantly from 2,61 to 3,49. Despite that variance between variables, respondent's attitudes towards to ethics in organization are positive and given result indicates on the sixth hypothesis.

2.2.8. Variables of Engagement and Motivation

1) how much do you agree with the statement "My leader effectively uses symbolic aspects of power (M = 3,23; SD = 1,468)
2) how motivated are you to perform well at your job? (M = 3,23; SD = 1,241)
3) how engaged are you in your work? (M = 3,13; SD = 1.179)
4) how much does your leader's use of symbolic aspects of power (M = 3,07; SD = 0,823)

Table 13: Variables of Engagement and Motivation

	N	Mean	Std. Deviation

	N		
how much do you agree with the statement "My leader effectively uses symbolic aspects of power	92	3.23	1.468
how motivated are you to perform well at your job?	92	3.23	1.241
how engaged are you in your work?	92	3.13	1.179
how much does your leader's use of symbolic aspects of power	92	3.07	.823
how important is it to you that your leader uses symbolic aspects of power to motivate and engage you?	92	3.67	1.293
Valid N (listwise)	92		

According to frequency analysis mean scores of each variable in the engagement and motivation factor exceeds 3,1 which itself represents the fact that by using symbolic aspects of power employees are engaged and motivated during the work.

2.2.9. Factor's frequency analysis

For the reason that questionnaire was divided into the several aspects and specific 5 variables were measuring same issue, during the statistical analysis similar variables have been summed up and united as a whole factor.

Perceived level of power factor

In the factor of perceived level of power where 5 variables were summed up the possible minimum score is 5 and maximum is 25. The mean score in the given variable equals to 17,61 (M = 17,61; SD = 3,41).

Table 14: Perceived Level of Power Factor

Percieved Level of Power

N\	Valid	92
	Missing	0
Mean		17.6196
Std. Deviation		3.41890

Minimum	12.00
Maximum	23.00

As a result of frequency analysis the mean score of perceived level of power factor is 17,61. According to the range from 5 to 25, given mean score represents respondent's positive attitudes towards to the statement that perceived level of power is related to the use of symbolic aspect.

Figure 6: Frequency Perceived Level of Power
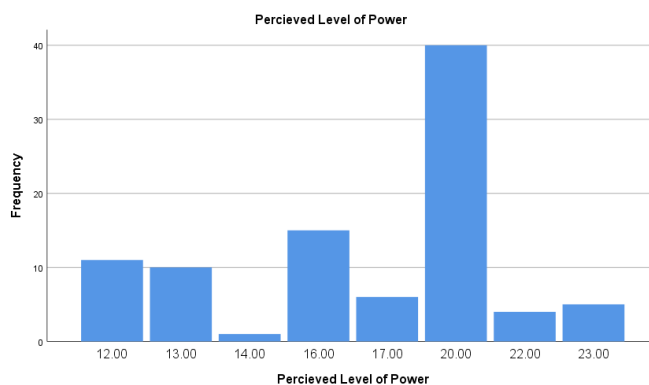
Quality and Clarity Factor

In the factor of quality and clarity respondents average score equals to 16,22 (M = 16,22; SD = 3,502).

Table 15: Quality and Clarity Factor

Quality and Clarity

N	Valid	92
	Missing	0
Mean		16.2283
Std. Deviation		3.50229
Minimum		9.00
Maximum		24.00

The factor of quality and clarity has a 16,2 mean value which also represents the importance of quality and clarity and confirms the second hypothesis.
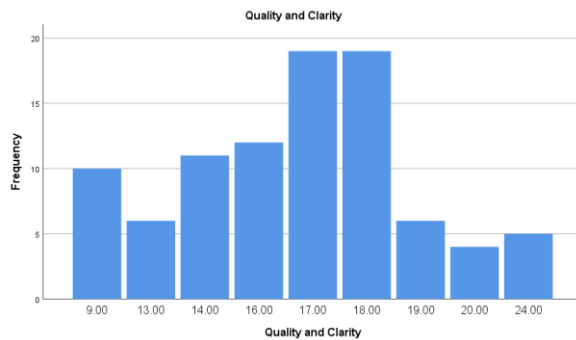
Empowerment Factor

In the factor of empowerment, the mean score equals to 16,64 (M = 16,64; SD = 3,772).

Table 16: Empowerment Factor

Empowerment

N	Valid	92
	Missing	0
Mean		16.6413
Std. Deviation		3.77261
Minimum		10.00
Maximum		22.00

As a quality and clarity empowerment factor has almost identical mean value which also indicates that respondents mostly agree that the use of symbolic aspects of power by leaders is positively related to the empowerment level in organization

Figure 8: Frequency Empowerment Factor
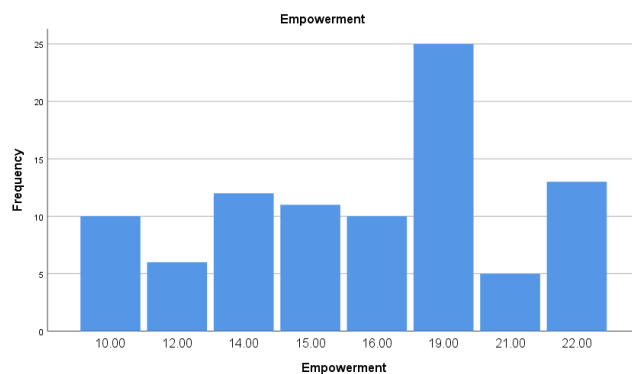
Collaboration Effectiveness Factor

The factor which unites variables about collaboration effectiveness in the organization, respondents mean scores in the range of 5 to 25 points equals to 16,83 (M = 16,83; SD = 4,61).

Table 17: Collaboration Effectiveness Factor

Collaboration Effectiveness

N	Valid	92
	Missing	0
Mean		16.8370
Std. Deviation		4.61788
Minimum		11.00
Maximum		24.00

In the factor of collaboration effectiveness mean value equals to 16,8 which points on the higher mean score in the range of 5 to 25. According to given result it can be assumed that level of collaboration effectiveness is positively related to the use of symbolic aspects of power. (Hypothesis number 4).

Figure 9: Frequency Collaboration Effectiveness Factor
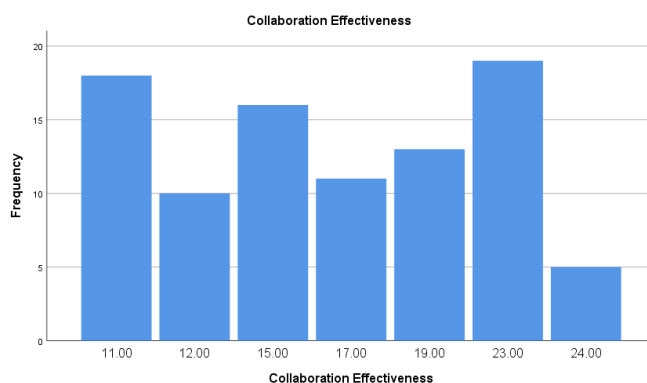
Professional Development Factor

In the factor of professional development mean score is 14,29 (M = 14,29; SD = 3,433).

Table 18: Professional Development Factor

Professional Development

N	Valid	92
	Missing	0
Mean		14.2935
Std. Deviation		3.43395
Minimum		9.00
Maximum		21.00

The mean score obtained in this factor is an indicator that the respondents consider less that they have the opportunity for professional development and that it is all related to the use of symbolic aspects of power. Given result can be used to explain the fifth hypothesis.

Figure 10: Frequency Professional Development Factor
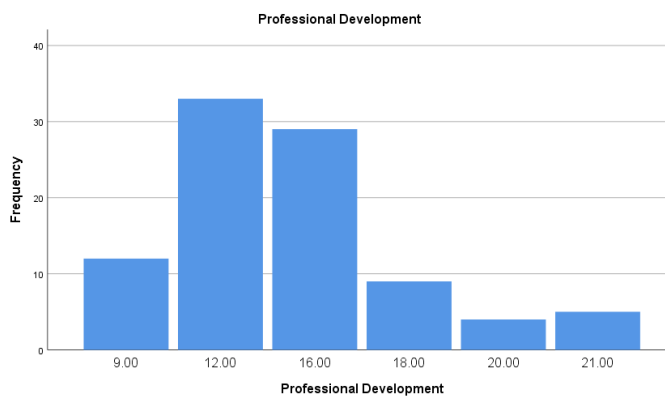
Ethics in Organization Factor

Mean score in given factor equals to 15,45 (M =15,45; SD = 3,736)

Table 19: Organizational Ethics Factor

Ethics in Organization

N	Valid	92

	Missing	0
Mean		15.4565
Std. Deviation		3.73699
Minimum		10.00
Maximum		22.00

The average score of 15.4 in the current factor indicates that the participants agree more with the statement that the use of symbolic aspects of power is positively related to ethics in organization.

Figure 11: Frequency Ethics in Organization Factor
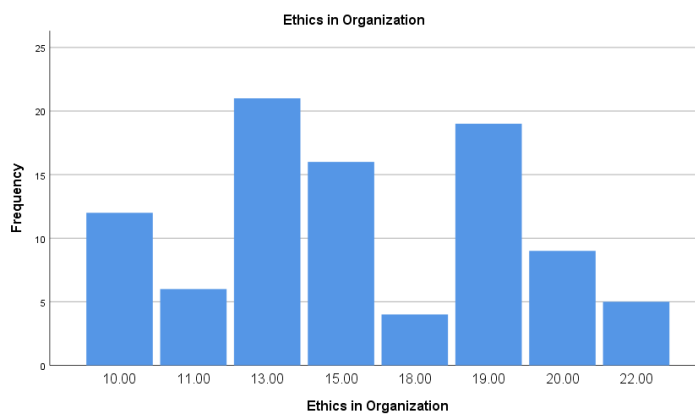
Engagement and Motivation Factor

The factor of engagement and motivation, respondents mean score is (M = 16,32; SD = 4,360).

Table 20: Engagement and Motivation Factor

Engagement and Motivation Level

N	Valid	92
	Missing	0
Mean		16.3261
Std. Deviation		4.36043
Minimum		10.00
Maximum		23.00

The 16.3 points obtained in the Engagement and Motivation Factor is an indicator of a high result, which proves the fact that symbolic aspects of power for the employees are positively related to engagement and motivation in the work process.

Figure 12: Frequency Engagement and Motivation Factor
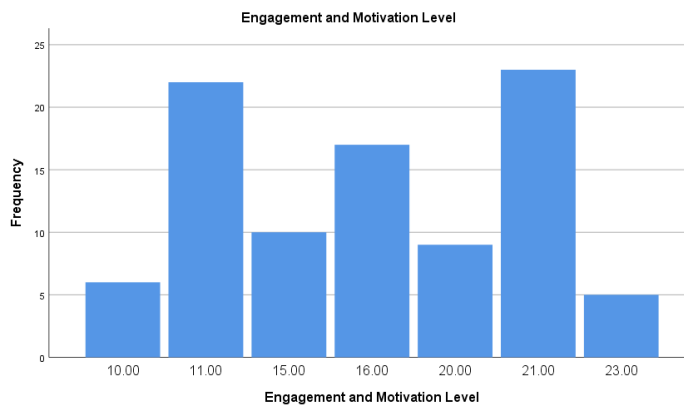
2.2.10. Groups Frequency

During the statistical analysis, respondents by their raw scores were divided into the three groups. People who had 5 to 11 points in the variable of engagement and motivation were united in the low group, respondents with the mean scores from 12 to 17 were gathered in the middle group and from 18 to 25 points were united in the group named "high".

Table 21: Groups of Engagement and Motivation Factor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	28	30.4	30.4	30.4
	Middle	27	29.3	29.3	59.8
	High	37	40.2	40.2	100.0
	Total	92	100.0	100.0	

120

In the frequency analysis of groups, 28 (30,4%) were gathered in the "low" group, in the "middle" group 27 (29,3%) respondents were united and 37 (40,2%) were united in the group named "high". In total 59,6% of respondents were united in the middle and high groups.

Table 22: Groups of Perceived Level of Power Factor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Middle	43	46.7	46.7	46.7
	High	49	53.3	53.3	100.0
	Total	92	100.0	100.0	

In the factor of perceived level of power all the 92 respondents were distributed into the two groups. 43 (46,7%) were united in the middle group and 49 (53,3%) were gathered in the high group. Given result confirms that employees have a higher than average scores in the factor of perceived level of power.

Table 23: Groups of Quality and Clarity Factor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	10	10.9	10.9	10.9
	Middle	73	79.3	79.3	90.2
	High	9	9.8	9.8	100.0
	Total	92	100.0	100.0	

Out of 92, 10 (10,9%) respondents were grouped into the low group, 73 (79,3%) were united into the middle group and 9 (9,8%) were grouped into the high group. In total 89,1% of participants have middle and high scores.

Table 24: Groups of Professional Development Factor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	12	13.0	13.0	13.0

Middle	71	77.2	77.2	90.2
High	9	9.8	9.8	100.0
Total	92	100.0	100.0	

Into the factor of professional development, 12 (13,0%) were united into the low group, 71 (77,2%) were into the middle and 9 respondents (9,8%) were grouped into the high group.

2.2.11. Difference Between Groups

Difference between male and female respondents

For the reason that respondents were not normally distributed in gender variable non parametric method – Mann Whitney U test was chosen to compare male and female respondents.

According to Mann Whitney U test, there is no statistically significant difference between male and female respondents across the given factors. (P > .05)

Table 25: Difference between male and female groups

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Perceived Level of Power is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.906	Retain the null hypothesis.
2	The distribution of Quality and Clarity is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.357	Retain the null hypothesis.
3	The distribution of Empowerment is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.881	Retain the null hypothesis.
4	The distribution of Collaboration Effectiveness is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.826	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
5	The distribution of Professional Development is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.551	Retain the null hypothesis.
6	The distribution of Ethics in Organization is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.564	Retain the null hypothesis.
7	The distribution of Engagement and Motivation Level is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.825	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Result indicates that gender is not a factor that gives a significant difference in the perception of such issues as: Perceived Level of Power, Quality and Clarity, Empowerment, Collaboration Effectiveness, Professional Development and others.

Difference Among Age Groups

Due to the fact that there are more than 2 groups in the age variable, to determine the difference among the groups a non-parametric testing method Kruskal-Wallis Test was used.

There is no statistically significant difference among 18 – 25 aged, 26 – 35 aged and 36 – 45 aged respondents across the factors.

Table 26: Difference among age groups

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Perceived Level of Power is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	.339	Retain the null hypothesis.

2	The distribution of Quality and Clarity is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	.868	Retain the null hypothesis.
3	The distribution of Empowerment is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	.963	Retain the null hypothesis.
4	The distribution of Collaboration Effectiveness is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	.269	Retain the null hypothesis.
5	The distribution of Professional Development is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	.912	Retain the null hypothesis.
6	The distribution of Ethics in Organization is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	.815	Retain the null hypothesis.
7	The distribution of Engagement and Motivation Level is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	.374	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

The obtained result indicates that age cannot be considered as a factor that gives a significant difference in the perception of such issues as: Perceived Level of Power, Quality and Clarity, Empowerment, Collaboration Effectiveness, Professional Development and others.

Difference between groups of engagement and motivation

According to Kruskal-Wallis Test there is statistically significant difference between groups of engagement and motivation across the other factors: Perceived level of Power, Quality and Clarity, Empowerment, Collaboration Effectiveness, Professional Development, Ethics in Organization. ($P < .05$) More specifically, people who had lower scores in the factor of engagement and motivation and

united in the group "low" also had significantly lower mean ranks in given factors compared to people who had middle and high scores. (P < .05). also in the factors of empowerment and in professional development, there is statistically significant difference between low, middle and high groups of engagement and motivation, specifically, people who had high scores in engagement and motivation factor, also had relatively higher mean ranks compared to respondents who were grouped into middle and low group.

Table 27: Engagement and Motivation Groups Difference

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Perceived Level of Power is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
2	The distribution of Quality and Clarity is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
3	The distribution of Empowerment is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
4	The distribution of Collaboration Effectiveness is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
5	The distribution of Professional Development is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

6	The distribution of Ethics in Organization is the same across categories of Groups of Engagement and Motivation Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

As a summary of Kruskal-Wallis test, it can be said that a high score in the engagement and motivation factor is more likely to be associated with a high score in such factors as Perceived level of Power, Quality and Clarity, Empowerment, Collaboration Effectiveness, Professional Development, Ethics in Organization

Difference between groups of professional development

As a result of group comparison, it is visible that respondents who were grouped into the "low" group of professional development variable have significantly lower mean ranks in the following variables: Perceived level of Power, Quality and Clarity, Empowerment, Collaboration Effectiveness, Ethics in Organization. (P < 0.05)

Table 28:Professional Development Groups Difference

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Perceived Level of Power is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
2	The distribution of Quality and Clarity is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
3	The distribution of Empowerment is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
4	The distribution of Collaboration Effectiveness is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
5	The distribution of Ethics in Organization is the same across categories of Groups of Professional Development Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

By using Kruskal-Wallis test it was obtained that higher scores in the factor of professional development is associated with also higher scores in factors such as: Perceived level of Power, Quality and Clarity, Empowerment, Collaboration Effectiveness, Ethics in Organization.

Difference between groups of Perceived Level of Power

Table 29: Perceived Level of Power Groups Differences

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Quality and Clarity is the same across categories of Groups of Perceived Level of Power Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
2	The distribution of Empowerment is the same across categories of Groups of Perceived Level of Power Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

3	The distribution of Collaboration Effectiveness is the same across categories of Groups of Perceived Level of Power Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
4	The distribution of Ethics in Organization is the same across categories of Groups of Perceived Level of Power Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Despite the fact that in the factor of perceived level of power there were just two groups – middle and high, it should be noted that according to Kruskal-Wallis Test there is statistically significant difference between middle and high groups across following variables: Quality and Clarity, Empowerment, Collaboration Effectiveness, Ethics in Organization. More specifically respondent's in the middle group have relatively lower mean ranks in given variables than respondents who were united in the group named "high". (P < .05)

Difference between groups of Quality and Clarity

The result of group comparison indicates that respondents who had higher scores in the quality and clarity variable and were united in the group "high" had also significantly higher mean ranks than middle and low groups in the following factors: Empowerment, Collaboration Effectiveness, Ethics in Organization, Professional Development (P < .05)

Table 30: Quality and Clarity Groups Difference

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Empowerment is the same across categories of Groups of Quality and Clarity Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

2	The distribution of Collaboration Effectiveness is the same across categories of Groups of Quality and Clarity Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
3	The distribution of Ethics in Organization is the same across categories of Groups of Quality and Clarity Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
4	The distribution of Professional Development is the same across categories of Groups of Quality and Clarity Factor.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Participants who had higher mean scores in the factor of quality and clarity also had higher scores in the factors such as: Empowerment, Collaboration Effectiveness, Ethics in Organization, Professional Development. This result indicates that quality and clarity factor is positively associated with given factors.

Difference between working positions

Table 31: Working Positions Difference

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Percieved Level of Power is the same across categories of Postition.	Independent-Samples Mann-Whitney U Test	.702	Retain the null hypothesis.
2	The distribution of Quality and Clarity is the same across categories of Postition.	Independent-Samples Mann-Whitney U Test	.683	Retain the null hypothesis.
3	The distribution of Empowerment is the same across categories of Postition.	Independent-Samples Mann-Whitney U Test	.463	Retain the null hypothesis.

4	The distribution of Collaboration Effectiveness is the same across categories of Postition.	Independent-Samples Mann-Whitney U Test	.147	Retain the null hypothesis.
5	The distribution of Professional Development is the same across categories of Postition.	Independent-Samples Mann-Whitney U Test	.225	Retain the null hypothesis.
6	The distribution of Ethics in Organization is the same across categories of Postition.	Independent-Samples Mann-Whitney U Test	.146	Retain the null hypothesis.
7	The distribution of Engagement and Motivation Level is the same across categories of Postition.	Independent-Samples Mann-Whitney U Test	.251	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

According to Mann-Whitney U test there is no statistically significant difference between managers and employees through the given seven factors. The obtained result is an indication that the working position is not a determining factor of what kind of attitude the subject will have towards such issues as motivation and involvement, ethics, professional development, empowerment, perceived level of power and ect.

2.3. Research Findings Discussion

The research showed that symbolic aspects of leadership power are important in developing high-performance workplace in Georgian organizations. More specifically, based on the results of the frequency analysis, it can be concluded that the use of symbols by leaders is positively related to their perceived level of power and influence within the organization. This perceived level of power is also positively connected to factors such as engagement and motivation, professional development, and quality and clarity.

Additionally, the majority of respondents agreed that the use of symbols by leaders is positively related to their ability to engage and motivate employees, and there were no significant differences in the evaluations between male and female respondents or across different age groups.Furthermore, higher values in the factor of professional development were found to be positively associated with higher values in engagement and motivation, perceived level of power, collaboration effectiveness, and other factors. The use of symbols by leaders was also found to be positively connected to effective communication. Finally, there was a significant difference between groups of quality and clarity, with respondents with high values in these variables more likely to have higher values in empowerment, ethics in organization, and professional development. Therefore, it can be concluded that the tested hypotheses are proved, and the importance of symbolic aspects of leadership power is present in developing high-performance workplace.

Conclusion

Based on the literature review, the following leadership power symbolic aspects are defined as significant:

1. Communication style: A leader's communication style is a powerful symbol of their leadership power, as it sets the tone for the entire organization and influences how employees perceive and respond to them. Clear, confident, and respectful communication conveys strength and authority, while empathetic and supportive communication fosters trust and collaboration.

2. Appearance and demeanor: A leader's appearance and demeanour can also be symbolic of their power, as they present a visual representation of their authority and status. A well-groomed, professional appearance conveys confidence and competence, while body language that is open and approachable conveys warmth and accessibility.

3. Decision making style: A leader's decision-making process and style can also be symbolic of their power, as it demonstrates their ability to guide and

shape the organization. Decisions that are well-reasoned, ethical, and inclusive convey wisdom and fairness, while quick and unilateral decisions may convey a lack of collaboration and disregard for others' opinions.

4. Relationships: A leader's relationships with employees, stakeholders, and other leaders can also be symbolic of their power, as they demonstrate their ability to build and maintain meaningful connections. Relationships that are based on trust, respect, and mutual support convey strength and influence, while relationships that are adversarial or dismissive convey weakness and insecurity.

5. Reputation aka credibility: A leader's reputation is also a symbolic aspect of their power, as it represents the collective opinions and perceptions of others. A positive reputation conveys respect and credibility, while a negative reputation can undermine a leader's authority and influence.

These symbolic aspects of leadership power play a crucial role in developing high-performance workplace. Effective leaders are mindful of these symbolic aspects and work to cultivate a leadership style that inspires trust, respect, and confidence. The use of symbols in leadership refers to the use of tangible and intangible elements to communicate values, beliefs, and goals, and to inspire and engage followers. The use of symbols helps to create a shared vision and to build a sense of community and belonging among employees. My research mainly focuses on the aspects that affect leadership in Georgian business enterprises. These factors are some aspects of leadership power for developing high-performance workplace. The study explores the importance of leadership power symbolic aspects in developing high-performance workplace in Georgian organizations. The research was conducted in several Georgian organizations. I conducted the survey of managers and subordinates. The target organizations selected for this study are medium-sized companies operating in the in different types of private sector industries (IT companies, Construction companies, Transportation companies, Retail companies and etc.), average number of employees is 26-50. These organizations were chosen

because they represent a range of industries that are highly competitive and require effective leadership to maintain growth and profitability. Different industries chose rational was to demonstrate the variety of correlations in symbolic aspects of power with high-performance workplace practices. Traditionally leadership power in business organizations was associated with hierarchal distribution of power. The research questions were to find symbolic aspects of power importance in high-performance workplace practices. In the study there participated 45 companies and 92 respondents; the names of the companies resulting from the request of these companies are confidential. A questionnaire for employees was designed to include two parts: first part's objective was to find out the demographics of survey participants and the second part was the main questionnaire to measure their opinions of leadership practices as well as their opinions of proper use of power. Web-based survey data collection methods were adopted for this research. A questionnaire for managers also included the same first part of the survey to gain the demographic data and the second part also consisted of statements, designed specifically for them. Following the research goal, objectives and data analysis in the practical research, the main conclusions are:

- According to frequency analysis respondents mostly agree with the sentence that the use of symbols by leaders is positively related to their perceived level of power and influence within the organization.
- Perceived level of power is positively connected to factors such as engagement and motivation, professional development, quality and clarity.
- Most of the respondents agree that the use of symbols by leaders is positively related to their ability to engage and motivate their employees.
- Male and female respondent's evaluations do not vary significantly across the factors of quality and clarity, engagement and motivation, professional development, etc.
- There was no statistically significant difference between age groups across the given 7 factors.

- Higher value in the factor of professional development is positively associated to the higher values in the engagement and motivation, perceived level of power, collaboration effectiveness, etc.

- The use of symbols by leaders is positively connected to effective communication

- Groups of Quality and clarity are significantly different from each other and respondents with high values in the given variable are more likely to have higher values in the following factors: empowerment, ethics in organization, professional development

The research showed that symbolic aspects of leadership power are important in developing high-performance workplace in Georgian organizations. Based on the given conclusion, it can be inferred that the use of symbols by leaders has a positive relationship with their perceived level of power and influence within the organization. This finding is supported by the results of a frequency analysis, which shows that most respondents agree with this statement. Furthermore, the perceived level of power is positively connected to factors such as engagement and motivation, professional development, quality and clarity. This suggests that leaders who effectively use symbols may be more successful in engaging and motivating their employees, promoting professional development, and ensuring quality and clarity within the organization. Interestingly, the evaluation of male and female respondents did not vary significantly across the factors of quality and clarity, engagement and motivation, professional development, and others. Similarly, there was no statistically significant difference between age groups across the given 7 factors, suggesting that these factors may be relevant across different demographics. The study also found that higher values in the factor of professional development are positively associated with higher values in engagement and motivation, perceived level of power, collaboration effectiveness, and others. This suggests that organizations that prioritize professional development may see positive outcomes in various areas.

Moreover, the use of symbols by leaders was found to be positively connected to effective communication, which can be a critical factor in organizational success. Finally, the study results show the importance of symbolic aspects of leadership power in developing high-performance workplace in Georgian medium sized organizations.

Recommendations

Based on conclusion, here are some recommendations for Georgian business organizations.

- Companies should strive to leverage symbols, that means encouraging leaders to employ symbols as they positively correlate with perceived power and influence. To promote symbol usage leaders should be educated on their impact. Also develop a symbolic strategy aligning with values, communicate this strategy to all employees, lead by example, aligning with organizational values and continuously assess the impact.

- Prioritize professional development by enhancing employee engagement, motivation, and collaboration through training and development programs. Leaders can cultivate growth by offering diverse opportunities for advancement, fostering a culture that champions learning and innovation. They can provide access to cutting-edge technological resources, facilitating skill development and promoting an environment that encourages experimentation and creativity. Additionally, leaders can establish strategic partnerships with educational institutions to access knowledge, drive innovation, and support ongoing learning initiatives within the organization. Such efforts enable leaders to nurture a dynamic environment that values continuous improvement, empowers employees, and stimulates progress.

- Leaders can promote a culture of excellence by prioritizing quality and clarity across organizational operations. Firstly, they should develop and communicate clear strategies for effective communication, ensuring

transparency and understanding among team members. Setting high-performance standards becomes crucial, outlining expectations and benchmarks for quality outcomes. Additionally, fostering an environment of continuous improvement encourages innovation and growth, enabling teams to evolve and refine their processes consistently. Equally important is providing necessary resources—be it technological tools, training, or support—to facilitate seamless execution of tasks. By establishing a framework that emphasizes clarity in communication, clear performance benchmarks, a commitment to ongoing improvement, and adequate resource allocation, leaders can foster an environment where excellence becomes the norm. This approach not only enhances productivity but also nurtures a culture that values precision, efficiency, and innovation, ultimately driving the organization towards sustained success.

- Enhancing communication with symbols and fostering diversity and inclusion are crucial leadership initiatives that drive organizational success and create a supportive workplace environment. Here's an in-depth exploration of how leaders can implement these strategies effectively. Creating Universally Recognized Symbols-Leadership should initiate the development of universally recognized symbols that align with the company's values and objectives. These symbols should be easily understandable and convey consistent messages across various communication channels.

- Encouraging consistent use of symbols by leaders, where should actively endorse and consistently use these symbols in their communication. By setting an example, leaders demonstrate the importance of these symbols in conveying messages and reinforcing the organization's culture.

In summary, effective leadership in enhancing communication through symbols and promoting diversity and inclusion requires consistent effort, commitment, and investment in training, resources, and equitable practices. By fostering a culture

that values clear communication and embraces diversity, leaders create an environment conducive to collaboration, innovation, and sustained growth within the organization.

This research aims to enhance leadership's symbolic power and drive organizational success in Georgian organizations by focusing on professional development and effective communication.

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Demographic Information:

What is your gender?

    1. Male. 2. Female.

What's your age?

1. 18-25 2. 26-35 3. 36-45

Interview Questions:

1) The use of symbolic aspects of power by leaders is positively related to their perceived level of power and influence within the organization" on a 1-5 scale:

   - To what extent do you agree with the statement: "Leaders who use symbolic aspects of power are perceived as more powerful and influential within their organization"? (1 = strongly disagree, 5 = strongly agree)

   - How much do you believe that leaders who are skilled in using symbolic aspects of power are seen as more charismatic, persuasive, and inspirational by their followers? (1 = not at all, 5 = very much)

   - In your opinion, to what extent do you think the use of symbolic aspects of power by leaders can enhance their ability to achieve organizational goals? (1 = not at all, 5 = very much)

   - How likely are you to follow a leader who uses symbolic aspects of power to influence others? (1 = very unlikely, 5 = very likely)

   - Do you think that leaders who use symbolic aspects of power to manipulate or deceive their followers can still be seen as powerful and influential within the organization? (1 = strongly disagree, 5 = strongly agree)a

2) The use of symbolic aspects of power by leaders is positively related to the quality and clarity of values-based goals and mission statement" on a 1-5 scale:

- To what extent do you agree that leaders who use symbolic aspects of power are able to communicate values-based goals and mission statements more effectively? (1 = strongly disagree - I believe that leaders who use symbolic aspects of power are less effective in communicating values-based goals and mission statements; 5 = strongly agree - I believe that leaders who use symbolic aspects of power are more effective in communicating values-based goals and mission statements)

- How much do you believe that leaders who use symbolic aspects of power can make values-based goals and mission statements more meaningful and inspiring for employees? (1 = not at all - I believe that leaders who use symbolic aspects of power are not able to make values-based goals and mission statements more meaningful and inspiring; 5 = very much - I believe that leaders who use symbolic aspects of power are able to make values-based goals and mission statements more meaningful and inspiring)

- In your opinion, to what extent do you think the use of symbolic aspects of power by leaders can help align organizational values and goals with employee values and goals? (1 = not at all - I believe that the use of symbolic aspects of power by leaders does not help align organizational values and goals with employee values and goals

- How frequently do leaders in your organization use symbolic aspects of power to communicate values-based goals and mission statements? (1 = Never, 2 = Rarely, 3= Sometimes, 4= Often, 5= Always)

- To what extent do you agree that the use of symbolic aspects of power by leaders helps clarify values-based goals and mission statements in

your organization? (1= Strongly disagree, 2= Somewhat disagree, 3= Neutral, 4= Somewhat agree, 5= Strongly agree)

3) The use of symbolic aspects of power by leaders is positively related to the empowerment level in organization (employees feel empowered and supported)" on a 1-5 scale:

   - To what extent do you agree that leaders in your organization use symbolic aspects of power (such as gestures, symbols, or language) to empower and support employees? (1= Strongly disagree, 2= Somewhat disagree, 3= Neutral, 4= Somewhat agree, 5= Strongly agree

   - How empowered do you feel in your role at the organization? (1= Not at all empowered, 2= Slightly empowered, 3= Moderately empowered, 4= Very empowered, 5= Extremely empowered

   - To what extent do you perceive the use of symbolic aspects of power by leaders as contributing to your level of empowerment and support in your role at the organization? (1= Not at all, 2= Slightly 3= Moderately 4= Very, 5= Extremely)

   - How frequently do leaders in your organization use symbolic aspects of power to empower and support employees? (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)

   - To what extent do you agree that the use of symbolic aspects of power by leaders helps you feel supported and empowered in your role at the organization? (1=Strongly disagree, 2=Somewhat disagree, 3=Neutral, 4=Somewhat agree, 5=Strongly agree)

4) The use of symbolic aspects of power by leaders is positively related to the communication and collaboration effectiveness level in the organization on a 1-5 scale:

   - To what extent do you agree that leaders in your organization use symbolic aspects of power (such as gestures, symbols, or language) to

promote effective communication and collaboration among employees? (1=Strongly disagree, 2=Somewhat disagree, 3=Neutral, 4=Somewhat agree, 5=Strongly agree)

- How effective do you perceive communication and collaboration to be among employees in your organization? (1=Not at all effective, 2=Slightly effective, 3=Moderately effective, 4=Very effective, 5=Extremely effective)

- To what extent do you perceive the use of symbolic aspects of power by leaders as contributing to the effectiveness of communication and collaboration among employees in your organization? (1= Not at all, 2= Slightly 3= Moderately 4= Very, 5= Extremely)

- How frequently do leaders in your organization use symbolic aspects of power to promote effective communication and collaboration among employees? (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)

- To what extent do you agree that the use of symbolic aspects of power by leaders helps promote effective communication and collaboration among employees in your organization? (1=Strongly disagree, 2=Somewhat disagree, 3=Neutral, 4=Somewhat agree, 5=Strongly agree)

5) The use of symbolic aspects of power by leaders is positively related to the continues learning and professional development in the organization on a 1-5 scale:

- To what extent do you agree that leaders in your organization use symbolic aspects of power (such as gestures, symbols, or language) to encourage continuous learning and professional development among employees? (1=Strongly disagree, 2=Somewhat disagree, 3=Neutral, 4=Somewhat agree, 5=Strongly agree)

- How often do you engage in learning and professional development activities in your organization? (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)

- To what extent do you perceive the use of symbolic aspects of power by leaders as contributing to your engagement in learning and professional development activities? (1= Not at all, 2= Slightly 3= Moderately 4= Very, 5= Extremely)

- How frequently do leaders in your organization use symbolic aspects of power to encourage continuous learning and professional development among employees? (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)

- To what extent do you agree that the use of symbolic aspects of power by leaders helps promote continuous learning and professional development among employees in your organization? (1=Strongly disagree, 2=Somewhat disagree, 3=Neutral, 4=Somewhat agree, 5=Strongly agree)

6) The use of symbolic aspects of power by leaders is positively related to the perception and application of ethics in organization. on a 1-5 scale:

- To what extent do you agree that leaders in your organization use symbolic aspects of power (such as gestures, symbols, or language) to promote ethical behavior among employees? (1=Strongly disagree, 2=Somewhat disagree, 3=Neutral, 4=Somewhat agree, 5=Strongly agree)

- How important is ethical behavior in your organization? (1= Not at all, 2= Slightly 3= Moderately 4= Very, 5= Extremely)

- To what extent do you perceive the use of symbolic aspects of power by leaders as contributing to the perception and application of ethics in your organization? 1= Not at all, 2= Slightly 3= Moderately 4= Very, 5= Extremely)

- How frequently do leaders in your organization use symbolic aspects of power to promote ethical behavior among employees? (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)
- To what extent do you agree that the use of symbolic aspects of power by leaders helps promote ethical behavior among employees in your organization? (1=Strongly disagree, 2=Somewhat disagree, 3=Neutral, 4=Somewhat agree, 5=Strongly agree)

7) The use of symbolic aspects of power by leaders is positively related to the level of employee engagement and motivation on a 1-5 scale:
- On a scale of 1-5, how much do you agree with the statement "My leader effectively uses symbolic aspects of power (such as setting a strong example or inspiring me to reach my potential) to motivate and engage me"?
- On a scale of 1-5, how motivated are you to perform well at your job?
- On a scale of 1-5, how engaged are you in your work?
- On a scale of 1-5, how much does your leader's use of symbolic aspects of power influence your level of engagement and motivation at work?
- On a scale of 1-5, how important is it to you that your leader uses symbolic aspects of power to motivate and engage you?