



IMPORTANCE OF MANAGERIAL COMPETENCIES AND MANAGEMENT IN EMPOWERMENT

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Abstract

The article presents an analysis of the importance of managerial competencies and management in empowerment; it analyses the domain and typology of the concept of a managerial competence – empowerment and includes a quantitative survey on the core managerial competence and management in empowerment in the organization. The research has shown that empowerment is one of the most recent managerial competencies, and the role of leaders in empowerment is obvious. The respondents emphasised the importance of the leader's behaviour as well as of the prevailing management style in the organization. The research has shown that the respondents only partly understand the notion of empowerment and its difference from motivation. According to the respondents, empowerment is one of the core competencies in today's context of the leader's management role when striving for successful performance results. According to the respondents, the charismatic and cooperative management styles are favourable for empowering. To attain efficacy in empowerment of human resources, further fostering of employees and leaders should be considered as an appropriate instrument along with implementation of certain measures.

KEY WORDS: managerial competencies, management, empowerment.

Introduction

Ability of the leader and an employee to understand each other and to successfully work together as a team is crucial for every successful organization. Managerial competencies and the leader's role in empowerment constitute the key factor of such success. Recently, a new managerial competence – empowerment has become increasingly emphasised and analysed, i.e. the leader's actions in regard of employee in order to ensure successful implementation of organizational goals. The article formulates the problem: what managerial competence discloses the impact of management? The article presents an assessment of the core managerial competence and management in empowerment.

Various authors (J. Martinkienė, 2014, M. Fabijonavičius, 2014) present a definition of *managerial competence – empowerment* in their works, however, there has been little in-depth research among foreign and Lithuanian research publications that would present a ranking and characterize managerial competencies, i.e. the ones that correspond with the needs of the labour market. The methods of the research include systemic, comparative analysis of research literature references, a questionnaire survey, statistical data analysis, SPSS analysis, expert survey.

Concept of managerial competence in the management context

To successfully implement the aims and objectives of organization it shall be led by the leader, who possesses managerial competencies, i.e. – the leader, who predicts and clearly formulates the direction to be pursued by the organization.

Analysis of research literature (R. E. Boyatzis (1982, 2002, 2008), L. M. Spencer, S. M. Spencer (1993), L. A. Collins (1997), J. Sokol (2001), H. Minzberg

(2004), U. Rajadhaksha (2005), Le Deist and Winterton (2005). I. Bakanauskienė, E. Bartnikaitė (2009), N. Petkevičiūtė, E. Kaminskytė (2003), V. Darškuvienė, D. Kaupelytė, N. Petkevičiūtė (2008), J. Pacevičius, J. Kekytė (2008), M. Cambal, D. Caganova, J. Sujanova (2012), J. Martinkienė (2014), S. Anwar, N. Haider, N. Iqbal (2015) allows noticing that *managerial competence* has become an area of increasing research interest focusing on its novelty. Although managerial competence and its concept has been analyzed by a number of researchers from various countries, the ongoing discussions have not yet resulted in a commonly agreed definition of its meaning and constituent elements. The issue is still widely discussed because a lot of authors try to define the concept in terms of various aspects. Besides, in terms of the inter-cultural dimension, one has to realise that in different languages the term *managerial competence* has different meanings. In the English language *managerial competence* means competence in management, in the French language – *compétences managériales* – management skill, in German – *management-kompetenz* – competence in management, in Russian – *управленческая компетенция* – competence in management.

Already in 1973, one of the first researchers, D. McClelland, linked the concept *competence* to personnel management based on high professional and occupational proficiency, knowledge, skills, etc. (McClelland, 1973). However, an American researcher R. E. Boyatzis (1982) was the one who made the most significant contribution to competence research, according to which, competence – underlying characteristics of a person, which are causally linked to more effective or superior performance in a job. It is defined by various terms: characteristics, traits, personal qualities, body of knowledge, skills and motives, which

are causally linked to superior performance in a managerial job.

Referring to analysis of research publications, the definitions of the concept of managerial competence are presented in Table 1.

Table 1. Definitions of the concept of managerial competence

No.	Author	Definition of the concept of managerial competence
1.	N. Petkevičiūtė, et al. (2003)	<i>Managerial competence</i> – ability allowing accomplishing effectiveness in a particular organization by adequate methods in order to achieve the strategic aims of the organization.
2.	A. Petasis (2003)	<i>Managerial competence</i> – capability to perform specific work tasks applying the entirety of knowledge, aptitude, skills and personal qualities.
3.	B. Karlof et al. (2006)	<i>Managerial competence</i> – ability to use knowledge, skills and experience in problem-solving when striving for the aims of the organization.
4.	J. Pacevičius, J. Kekytė, (2008)	<i>Managerial competence</i> – a set of professional skills, knowledge and abilities and capability to apply them taking into account the requirements of job environment.
5.	A. Mažonienė, L. Rupšienė, (2011)	<i>Managerial competence</i> – a set of knowledge and skills, capability to apply them in particular circumstances taking into account constraints of the environment and situation in order to ensure results of the organization.
6.	X. Mamaqi et al. (2011)	<i>Managerial competence</i> – attitude, skills and aptitude that may be used in job performance.
7.	I. Matonytė et al. (2011)	<i>Managerial competence</i> – ability to strive for the set goals of the company on the basis of professional knowledge, skills and competencies.
8.	M. Cambal et al. (2012)	<i>Managerial competence</i> – a manager's ability to apply professional knowledge, skills, personal qualities in practical work and to achieve the desired results of the company's performance.
9.	J. Martinkienė (2014)	<i>Managerial competence</i> – a person's multidimensional ability determined by professional knowledge, skills, personal qualities, experience in management acquired by the person and allowing him/her to competently perform a managerial operation or task when acting in real or simulated environment.

Analysis of research publications allows noticing that on the background of new changes in organizations and in the human resource management process, use of a term of managerial competence – *empowerment* has become increasingly common. For the first time the term „to empower” was used by a British writer Herbert L'Estrange. In fiction it meant “to authorise”. In social sciences this concept is used in particularly broad sense and across various disciplines: sociology, economics, education, management, political sciences, gender studies, minority studies (Hur, 2006). Each of the above

subjects interprets the term „empowerment” in its own way. In everyday language, the term „to empower” is often used as a synonym of the sayings “to authorise” or „to confer responsibility” (Tvarijonavičius, 2014).

Analysis of management research publications (ESCI-U SAQ typology (*Emotional and Social Competency Inventory, Self Assessment Questionnaire*, Goleman, Boyatzis, 2007), PLUM typology of managerial competencies, M. Woodcock and D. Francis (1982), which was adapted for businesses in Lithuania by A. Balažentis (2006), H. Mintzberg (2004), M. Tvarijonavičius, J. Martinkienė, 2014) allowed us to present the typology of managerial competencies having introduced a new managerial competence – empowerment; the typology is provided in Table 2:

Table 2. Typology of managerial competencies

No.	Elements
1.	planning
2.	problem solving
3.	dealing with information
4.	conceptual thinking
5.	result-oriented approach
6.	setting of strategic aims
7.	conceptual thinking
8.	entrepreneurship, delegation
9.	organizational skills
10.	negotiations
11.	management
12.	motivation
13.	conflict management
14.	organizational awareness
15.	creativity and innovations
16.	focus on innovative knowledge
17.	risk management
18.	quality assurance
19.	work with personnel
20.	change management
21.	visioning
22.	performance assessment
23.	empowerment

Source: modified by the authors, according to J. Martinkienė, 2014

The notion of empowerment is rather new and does not have a traditionally established unequivocal concept. Over recent decades the concept of empowerment has been changing and evolving. Referring to the authors that analysed the empowerment (Gupta and Kurian, 2006), a few stages of evolution of the employee empowerment concept can be historically discerned in the research studies of Western researchers. The key practical purpose of each such stage – disclosure of the potential of employee productivity at work:

I. Encouragement of employee participation, activity – the 1970's and earlier.

II. Employee involvement into decision making – the 1980's.

According to M. Tvarijonavičius (2015), the terms “empowerment”, „empowered” have already found their place in the vocabulary of managers and consultants of Lithuanian organizations. The problem is that people imply a lot of different things under the term „empowerment”. Sometimes empowerment is used to describe actions aimed at encouraging the employees to assume more responsibility; in some other cases, empowerment is used as a synonym of „authorisation”,

while sometimes – as a synonym of „motivation“. Having read a lot of publications, communicated with the USA and European researchers, worked with managers and human resource specialists, it may be maintained that empowerment may be defined in a lot of very different ways (Tvarijonavičius, 2015).

According to M. Tvarijonavičius (2015), empowerment is presented from a dyadic approach. The first component is the state of employee – state of *psychological empowerment*. The second one means various tools of empowerment to enhance this state (empowering management, empowering character of work, empowering organizational environment).

The concept of empowerment is often identified with employee motivation or their promotion; however empowerment is a much broader concept than motivation.

Analysis of the concept of empowerment explicitly shows that human resources in the organization are empowered by the leader; empowerment depends on management style, character of impact on employees and style of behaviour. Employee empowerment in the organization should be a continuous process depending on the management traits and qualities of the leader and through various tools provided by the leader to employees: required information, various trainings, employee promotion and motivation would develop an empowered employee, who is able to address various encountered problems much more promptly in a self-directed way, to offer various problem solving methods and to strive for the aims and objectives set by the organization.

Employee empowerment may be understood as a dyadic phenomenon: as a management practice aimed at increasing autonomy and responsibility of employees, and as a proactive individual attitude to the job. Empowered persons find meaningfulness in the work they perform, feel competent to perform their role, are able to make decisions facilitating the achievement of the set goals, think that they may have real impact on achievement of the organizational objectives (Boudrias et al., 2009 p. 625-638).

According to Peterson et al. (2005), empowerment is a social-action process, whereby people acquire more control, efficacy and social justice.

Empowering leader behaviour – leader's actions enhancing employee empowerment: enhancing the meaningfulness of work perceived by an employee, encouraging participation in decision making, allowing employees to act autonomously, expressing confidence in employees and their capability to perform a job (Ahearne et al., 2005) (Tvarijonavičius, 2014).

Empowering leader behaviour manifests itself through four major dimensions, i.e. enhancing the meaningfulness of work of the organization's human resources, fostering participation in decision making, the leader's confidence in high performance of employees and provision of autonomy to employees.

Table 3. Dimensions of empowering leader behaviour

Leader's behaviour	
<i>Enhancing the meaningfulness of work</i>	How much the leader helps an employee to understand how the objectives, performance and performance results of the latter correlate with the organization's aims, performance and results; how much the leader helps an employee in other ways to see higher meaningfulness at work.
<i>Fostering participation in decision making</i>	How much the leader makes decisions together with his/her subordinates.
<i>Expressing confidence in high performance</i>	How much the leader is assured that his subordinates will be capable to meet the requirements of job tasks. How much the leader, by his own behaviour, demonstrates confidence and trust in high performance of subordinates.
<i>Providing autonomy from bureaucratic constraints</i>	How much the leader allows employees to act autonomously, in their own way, without restricting them by bureaucratic constraints.

Source: M. Vaikšnoras, 2018

Referring to the characteristics of the leader's empowering behaviour, empowerment may be defined through the following dimensions: delegation, accountability for outcomes, encouragement of employee self-directed decision making, information sharing by the leader with employees, employee skill development and coaching for innovative performance.

Table 4. Characteristics of the leader's empowering behaviour

Leader's behaviour	
<i>Delegation</i>	The leader's behaviour, whereby he/she delegates authority to his/her subordinates.
<i>Accountability for outcomes</i>	Responsibility for outcomes of the actions delegated by the leader to subordinates.
<i>Self-directed decision making</i>	The leader's behaviour encouraging the employees to make decisions independently from the leader, on their own initiative and within their competence.
<i>Information sharing</i>	Sharing experience or other information by the leader with employees, which allows them to perform according to the organization's standards.
<i>Skill development</i>	The leader's actions promoting employee development. It means that development required for the employees is ensured through facilitation of the development process rather than through orders or control.
<i>Coaching for innovative performance</i>	The leader's behaviour, which encourages reasonable risk taking by subordinates, their new ideas and ensures feedback on their performance, when mistakes and failures of subordinates are treated as opportunities to learn.

Source: prepared by the authors, according to M. Tvarijonavičius, 2014

Analysis of the characteristics and dimensions of leader's empowering behaviour and their comparison with traditional and modern management styles allows maintaining that no characteristics and dimensions of employee empowering behaviour have been observed in the autocratic and bureaucratic management styles; while in the charismatic, cooperative and liberal management styles they have been noticeable (Vaikšnoras, 2018). The conducted analysis of the typology of the managerial competence – empowerment has clearly shown that human resources in the organisation are empowered by

the leader, and it depends on various management characteristics and qualities of the leader. Empowerment is a process initiated by the leader; it starts with understanding of the objectives, comprises of certain activities and ends with successful performance results in the organization. Employee empowerment in an organization should be a continuous process, which depending on the management traits and qualities of the leader, through various instruments provided by the leader to employees (human resources of the organization), i.e. through provided resources, required information, various trainings, provided autonomy to employees in decision making and accountability for the made decisions, coaching for innovative performance of employees, employee promotion and motivation, forms an empowered employee able to solve various encountered problems much more promptly in a self-directed way, to offer various problem-solving methods and to strive for the aims and objectives set by the organization.

Results of the research on empowerment and management in the organization

A two-stage quantitative research was conducted to analyse the chosen organization and to find out whether the managerial competence – empowerment is one of the core competencies and what type of management prevails in human resources (employee) empowering in the organization.

The first stage aimed at identifying whether a managerial competence – empowerment is one of the core competencies.

The research instrument had been modified prior to conducting the quantitative research that covered the Western Lithuania region (21 leaders of organizations). The quantitative research was aimed at evaluating and discerning the core managerial competencies according to the provided list of MC (typology), rating the most important one by Likert scale. Importance of MC was graded to levels taking into account the level of significance of the competencies: core competencies, moderately important and the least important ones; the research also included characterization of the trends of the competencies that are presented in Table 5.

Table 5. Level of significance of the managerial competencies

No.	Level	Professional competencies	Min.	Max.	Mean	St. deviation
1.	<i>Least important</i>	Quality assurance	1,00	5,00	3,79	1,11
2.		Management	1,00	5,00	3,67	1,09
3.		Organizational awareness	1,00	5,00	3,64	1,07
4.		Entrepreneurship	1,00	5,00	3,64	1,19
5.		Visioning	1,00	5,00	3,56	1,08
6.		Delegation	1,00	5,00	3,53	1,09
7.	<i>Moderately important</i>	Conflict management	3,00	5,00	4,42	0,63
8.		Organizational skills	1,00	5,00	4,30	0,87
9.		Focus on innovative knowledge	3,00	5,00	4,27	0,70

10.	Core	Conceptual thinking	2,00	5,00	4,20	0,87
11.		Change management	1,00	5,00	4,17	0,97
12.		Planning	2,00	5,00	4,17	1,01
13.		Risk management	2,00	5,00	4,15	0,77
14.		Goal-setting	1,00	5,00	4,11	0,78
15.		Creativity and innovation	3,00	5,00	4,08	0,76
16.		Strategic thinking	2,00	5,00	4,08	0,78
17.		Performance assessment	2,00	5,00	4,02	0,84
18.		Negotiations	2,00	5,00	4,00	1,05
19.		Empowerment	4,00	5,00	4,89	0,34
20.		Result-oriented attitude	4,00	5,00	4,86	0,35
21.		Work with personnel	3,00	5,00	4,64	0,59
22.		Dealing with information	3,00	5,00	4,58	0,58
23.		Problem solving	3,00	5,00	4,55	0,56

The research results show that the following managerial competencies are considered to be the core ones by the respondents: *empowerment* ($\bar{x} = 4,89$; $s = 0,34$), the respondents stressed that particularly this competence is important for employees, as they acquire skills to autonomously make decisions, also they included *result-oriented attitude* ($\bar{x} = 4,86$; $s = 0,35$), *information handling* ($\bar{x} = 4,58$; $s = 0,58$), *problem solving* ($\bar{x} = 4,55$; $s = 0,56$). The major part of the respondents were of the opinion that the ability to deal with information is extremely important for employees, since one can quickly get lost in its abundance, therefore it is important to be able to select required information and to systemize it. Some respondents pointed out that it is important to be able to formulate questions, to have logical thinking skills and quite a broad general outlook.

The following managerial competencies were attributed by the respondents to moderately important ones: *conflict management* ($\bar{x} = 4,42$; $s = 0,63$), *organizational skills* ($\bar{x} = 4,30$; $s = 0,87$), *focus on innovative knowledge* ($\bar{x} = 4,27$; $s = 0,70$), *conceptual thinking* ($\bar{x} = 4,20$; $s = 0,87$). The respondents emphasised *planning* ($\bar{x} = 4,18$; $s = 1,01$), stating that the following managerial competence is important for an employee – instead of participation in formation of the overall *company's* objectives to be able to formulate the goals at a *subdivision* level, daily tasks, to make agendas. The mean score of significance of the rest managerial competencies mentioned by the respondents, such as *creativity*, *strategic thinking*, *negotiations*, amounted to 4,08–4,00 only, but their reliability coefficient was quite high, mean square deviation value being 0,91.

When naming the least important MC, the respondents' opinions varied greatly, since the limit values of the gradation of the competencies ranged from 3,53 to 3,79; it was also showed by variation of standard deviation values from 1,09 to 1,11, as presented in Table 5.

The second stage comprised of the assessment of management in the empowerment of human resources (employees) in the organization; a quantitative research method – questionnaire survey was chosen to that purpose. The questionnaire comprises of a few blocks of questions:

- questions that explain the key concepts used in the research,
- questions designated to discern the notion of empowerment from motivation,
- questions designated to identify the prevailing management style in the analysed organization,
- questions designated to determine the importance of human resources in the organization,
- questions designated to determine whether employees feel empowered by the leader in the chosen organization and what tools are used by the leader to empower the organization's employees,
- questions identifying the respondents' demographic characteristics: job position, education, gender and age.

The analysed organization carries out the following main activities: fundamental and applied research, higher education, adult professional training and qualification development. Our calculations allowed estimating that a sample size has to be at least 29 respondents. Our research sample included 31 respondents (their age ranged from 20 to 60 and more years): administrative staff, lecturers, middle and top level managers; their education ranged from professional bachelor to doctoral degree. The results of the research were processed by SPSS software, applying two methods of statistical analysis: Chi square test and Spearman correlation.

During the research, the respondents identified the empowerment tools applied by the leader, which, to their opinion, have impact on successful job performance.

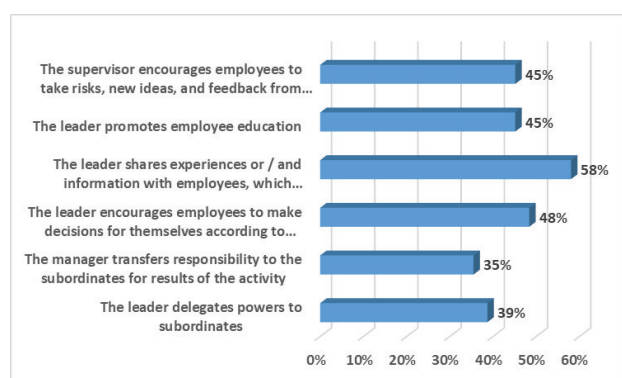


Fig.1. Distribution of the respondents by the empowerment factors that have impact on their performance success, in per cents.

The respondents noted that the fact that the leader shares experience and/or information with employees has impact on successful performance results and ensures performance to the organization's standards. According to the respondents, another factor also contributing to successful performance results is that the leader encourages employees to take risk, to present new ideas, ensures feedback with subordinates on their performance,

considers mistakes and failures as the possibilities to learn (Fig. 1.).

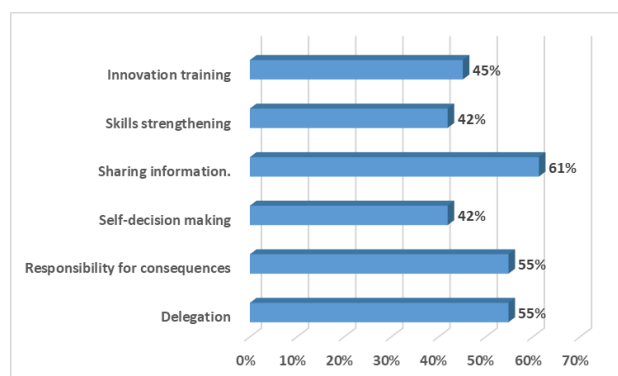


Fig.2. Distribution of the respondents by the characteristics of empowering behaviour applied by the leader in the organization, in per cents.

The respondents identified the following characteristics of the leader's empowering behaviour applied by the leader in the analysed organization: i.e. the characteristics of information sharing, delegation and responsibility for outcomes (Fig. 2).

Table 6. Correlations of the research results (N=31)

Correlating factors	Chi square test	Level of significance (p)
Relationship between perception of the empowerment notion by the respondents and attribution of the charismatic management style to traditional or modern management style	19,960	0,003
Relationship between perception of the empowerment notion by the respondents and attribution of the bureaucratic management style to traditional or modern management style	14,215	0,027
Relationship between perception of the empowerment notion by the respondents and the prevailing management style in the organization	24,393	0,039
Relationship between the empowerment tools applied by the leader and the prevailing management style in the organization	20,533	0,036
Relationship between the respondents' job position and the empowerment tools applied by the leader in the organization	34,259	0,012
Relationship between the respondents' age and the empowerment tools applied by the leader in the organization	24,468	0,035
Relationship between the respondents' education and the empowerment tools applied by the leader in the organization	20,034	0,031
Relationship between the characteristics of empowering behaviour applied by the leader in the organization and perception of the empowerment notion by the respondents	22,840	0,008
Relationship between the characteristics of empowering behaviour applied by the leader and the prevailing management style in the organization	34,604	0,014

Source: prepared by the authors

SPSS analysis – Chi square test showed a relationship between distribution of the respondents when attributing the charismatic management style to traditional or

modern one and perception of empowerment notion by the respondents – ($p=0,003$), when $p<0,05$.

SPSS analysis – Chi square test showed a relationship between distribution of the respondents when attributing the bureaucratic management style to traditional or modern management style and perception of empowerment notion by the respondents – ($p=0,07$), when $p<0,05$.

SPSS analysis – Chi square test showed a relationship between distribution of the respondents when identifying the prevailing management style in the analysed organization and perception of empowerment notion by the respondents – ($p=0,0039$), when $p<0,05$.

SPSS analysis – Chi square test showed a relationship between distribution of the respondents by their choice of the prevailing management style in the analysed organization and distribution of the respondents when identifying the employee empowerment tools applied by the leader – ($p=0,036$).

SPSS analysis – Chi square test showed a relationship between distribution of the respondents by their job position in the analysed organization and distribution of the respondents when identifying the employee empowerment tools applied by the leader – ($p=0,012$), when $p<0,05$.

SPSS analysis – Chi square test showed a relationship between distribution of the respondents by age in the analysed organization and distribution of the respondents when identifying the employee empowerment tools applied by the leader – ($p=0,035$), when $p<0,05$.

SPSS analysis – Chi square test showed a relationship between distribution of the respondents by education and distribution of the respondents when identifying the employee empowerment tools applied by the leader – ($p=0,031$), when $p<0,05$.

SPSS analysis – Chi square test showed a relationship between distribution of the respondents by their choice of the characteristics of empowering behaviour applied by the leader in the organization and perception of the notion of management by the respondents – ($p=0,008$), when $p<0,05$.

SPSS analysis – Chi square test showed a relationship between distribution of the respondents by their choice of the characteristics of empowering behaviour applied by the leader in the organization and the respondents' distribution when identifying the prevailing management style in the organization – ($p=0,0014$).

Analysis of SPSS analysis – Spearman correlation showed a relationship between distribution of the respondents by age and the status of the respondents' empowerment in the organization, the compared characteristics are inter-related.

The following relationships were found between the empowerment characteristics and the respondents' distribution by age: there is a significant ($p=0,022$), direct, moderately strong relationship ($r=0,411$) between the respondents' age and how much they feel committed to work; there is a significant ($p=0,016$), direct, moderately strong relationship ($r=0,430$) between the respondents' age and how much they feel like having competence to perform their work; there is a significant ($p=0,040$), direct, moderately strong relationship ($r=0,371$) between the respondents' age and how much

they feel willing and capable to perform their work; there is a significant ($p=0,018$), direct, moderately strong relationship ($r=0,422$) between the respondents' age and how much they feel being able to enhance their skills in professional performance; there is a significant ($p=0,040$), direct, moderately strong relationship ($r=0,371$) between the respondents' age and how much they feel like having career opportunities in the organization.

Table 7. Status of the respondents empowering in the organization (N=31)

Statements	Mean	St. deviation
Employees may make decisions autonomously	3,74	1,09
Employees may assume personal responsibility	4,26	0,86
Employees feel commitment	4,35	0,80
Employees feel meaningfulness of work	4,03	0,87
Employees feel like having power	3,29	1,16
Employees feel like having competence to perform their job	4,10	0,83
Employees feel willing and able to perform their job	4,16	0,86
Employees may develop their skills	3,97	1,11
Employees may perform challenging work tasks	3,94	0,93
Employees have access to all required information	3,81	1,17
Employees feel support and get advice from other co-workers	4,00	0,93
Employees may implement their ideas	3,97	0,91
Employees have career opportunities	3,71	1,32

Analysis of the respondents' empowerment status in the analysed organization, i.e. whether the leader, in employee opinion, applies empowerment as a promotion tool (1 – certainly not, 2 – certainly yes), showed that the leader of the organization, on the whole, applies the following empowerment tools: allows employees to make decisions autonomously ($\bar{X}=3,74$; $s=1,09$), allows to take personal responsibility for the performed job tasks ($\bar{X}=4,26$; $s=0,86$), builds accountability for the performed work ($\bar{X}=4,35$; $s=0,80$), develops meaningfulness of work ($\bar{X}=4,03$; $s=0,87$), allows them to feel having power ($\bar{X}=3,29$; $s=1,16$), allows them to feel having competence to perform their work tasks ($\bar{X}=4,10$; $s=0,83$), employees feel willing and capable to perform their work ($\bar{X}=4,16$; $s=0,86$), employees may develop their skills ($\bar{X}=3,97$; $s=1,11$), may perform challenging work tasks ($\bar{X}=3,94$; $s=0,93$), they have access to all required information ($\bar{X}=3,81$; $s=1,17$), they feel support and get advice from other co-workers ($\bar{X}=4,00$; $s=0,93$), they may implement their ideas ($\bar{X}=3,97$; $s=0,91$), employees feel like having career opportunities in the analysed organization ($\bar{X}=3,71$; $s=1,32$). It may be maintained that the organization's human resources are empowered by the leader of the organization (Table 7).

Conclusions

Summarising various concepts, insights, theories and typologies of *managerial competence*, we can observe the emergence of a new term – *Empowerment*. *Empowerment* is a recent managerial competence, insights on which have not been widely found yet in contemporary *management research literature*.

Analysis of research literature allowed understanding and recognising that *Empowerment* is a process initiated by the leader; it starts from understanding of aims, leads to certain activities and ends with successful performance results in the organization. Employee empowerment in the organization should be an ongoing process, which, depending on the leader's role in management as well as on the tools provided by the leader to employees (human resources of the organization), i.e. provided resources, required information, various trainings, autonomy provided to employees in decision making and responsibility for their decisions, defines the basic characteristics of empowerment.

Analysis of the characteristics and dimensions of the leader's empowering behaviour and their comparison with traditional and modern management styles allows maintaining that the autocratic and bureaucratic management styles have not demonstrated any characteristics and dimensions of empowering behaviour in regard of employees, while such characteristics are observed in the charismatic, cooperative and liberal management styles.

The first stage of the conducted quantitative research allows maintaining that the respondents discerned empowerment from the given typology of 23 managerial competencies as the core managerial competence in the labour market; that this competence not only implies new trends, but also that freedom in decision making is very important for employees in today's organizations.

The results of the research showed that empowerment is one of the key tools in the context of contemporary management in order to ensure successful performance results. According to the respondents, the charismatic and cooperative management styles are favourable for empowerment. To attain efficacy in empowerment of human resources, further fostering of employees and leaders should be considered as an appropriate instrument along with implementation of certain measures, such as: allowing employees to make self-directed decisions, to assume personal responsibility for performed tasks, to build accountability for the performed work, etc.

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