

Authentic leadership and relational power increasing employee performance: A systematic review of “leadership and power” as a positive dyadic relationship

Tiffany Strom, DBA

Concordia University Wisconsin, 12800 North Lake Shore Drive, Mequon, WI 53097, USA, tiffany.strom@cuw.edu

www.jsbs.org

Keywords:

Authentic leadership, Leadership, Power, Relational power, Employee performance, Employee engagement

ABSTRACT

The objective of this study was to explore the relationship of positive leadership and positive power on increasing employee performance in the context of small firms using authentic leadership and relational power as theoretical lenses. An evidence-informed review was provided to examine the proposed objective and a systematic literature review was conducted to determine the priori model, and to present an emergent model after a synthesis of the findings. The qualitative and quantitative studies revealed four thematic topics to represent the relationship: (1) employee engagement relies on perception and trust; (2) positive characteristics of a leader need to exist in order to enhance the positive use of power; (3) positive leadership and power relationship exists in the short term through empowerment; and (4) positive leadership and power together increase the long-term outcomes of organizational identification, organizational commitment, and firm performance. This research was intended to investigate and synthesize a small firm relationship with the leader, manager, and employees as described herein, and to provide a new lens for authentic leadership and relational power by adding positivity as a part of the moral framework.

Introduction

In the practitioner space, a relationship exists between leaders and managers in a small firm that can be described as non-verbal trust with directional support and synergy—a relationship that is simply informal and respectful (Kelliher & Reinl, 2009; Mayer et al., 1995). Therefore, when a manager delegates tasks, the execution of the delegation is not seen as a negative but as a positive and empowers the employee to accomplish the task (Haugh & McKee, 2004). Tasks are completed efficiently and effectively without resistance in the small firm (Ebben & Johnson, 2005), versus in a large firm where bureaucratic processes slow task completion (Adler & Borys, 1996; Caloghirou et al., 2004). To examine the positive leader-to-manager-to-employee relationship in a small firm, leadership and power with respect to employee performance is reviewed. Evidence is provided that positive leadership and power as a relationship is a tenable concept.

In the literature, leadership as a concept is seen as

complex and is investigated frequently through consequential leader behavior (Avolio & Gardner, 2005; Meindl & Ehrlich, 1987). Hoogervorst et al. (2012) presented the idea that more research is required in leadership with leadership as an antecedent condition in which the leader behaves in a certain tense to establish an enhanced outcome in employee behavior. The intention of this present study was to view leadership as an antecedent condition and consider leadership in conjunction with power to apprise the practitioner relationship between the leader and manager in a small firm.

The leader and the manager often work together as equals in a small firm to create a balance of organizational goals and personal goals, thus creating a “power-with” relationship (Barnard, 1939). The unspoken power within the dyadic relationship allows the manager to have positive power to not only empower the employees but to execute daily goals and functions within the organization. This type of power creates an organizational perception of fairness (Rhoades & Eisenberger, 2002) or one of procedural justice and organizational commitment (Chiaburu et al., 2013), both of which can affect employee performance (Van De Voorde et al., 2012).

Given the problem of employee performance in small

organizations (Blomme et al., 2015; Caloghirou et al., 2004; Williams et al., 2018), and in particular the problem of long-term engagement of employees (Brown, 2011), there is a need to assess the relationship between the leader and the manager in order to enhance outcomes. The relationship is unique. The leader empowers the manager, and the manager uses the relationship to empower employees (Aragón-Correa et al., 2008). This study reports findings of the literature by examining the link between positive leadership and power, and employee performance. This study presents the relationship as inseparable, and therefore the research question reviews the concepts of leadership and power as inseparable; as being one concept. This synonymous relationship that exists in practice has not been previously examined. A comprehensive study to explore the gap was completed through a configurative systematic review.

The following research question, based on the leader manager relationship, was postulated for this systematic review: What are the positive factors of leadership and power that affect employee performance in a small firm? This paper begins with an overview of the theoretical framework of authentic leadership and relational power, followed by conceptual model development. Next, a summary of the methodology explaining the search criteria, analysis, and quality assessment of reviewed studies is provided. Finally, the paper presents themes and synthesis of findings, along with implications for practice and research, limitations, and future studies.

Theoretical Framework

Defining Positive Leadership

Positive leadership theories were considered when conducting the review of the proposed relationship. The visionary theories of transactional and transformational leadership were closely related to the objective of the study (Matzler et al., 2008; Rafferty & Griffin, 2004; Stone et al., 2004), more so than the emotional leadership, trait / behavioral, or cultural theories (Turner & Muller, 2005). However, these theories did not represent the positive relationship between the leader and the manager and organizational performance. The two theories that support the proposed unique relationship are leader-member exchange and authentic leadership.

Leader-member exchange (LMX) focuses on the relationship between the leader and followers, but not the influence of the manager. Leader-member exchange measures only the quality of the relationship. The manager is not considered different than an employee; the manager is considered a follower as well (Gerstner & Day, 1997; Hooper

& Martin, 2008). In addition, Schriesheim et al. (1999) investigated 137 studies and summarized that there are theory, measurement, and analytic inconsistencies with LMX theory. Gerstner and Day (1997, p. 827) also noted that “there is unresolved ambiguity about the nature of the construct, its measurements, and relationship with other variables.” Therefore, in this study the proposed lens of authentic leadership is used versus LMX theory.

Barnard’s (1939) study of the responsibility of leadership introduces the notion of the relationship between the operation of the business (duties of the small business manager and leader) while remaining thoughtful in their pursuit of individual excellence (behaving and growing as leaders and empowering others). This is the concept of power-with—a form of collaboration within the organization and empowerment of the individual. The relationship of equality Barnard presents at the conceptual level provides a definition for the relationship between the leader and manager that needs to exist for the organization to function. In addition to the power-with relationship, an organization needs a leader who can promote-self and self-regulate (Novicevic et al., 2006) and a leader that is confident and knowledgeable has the ability to create a performance organization with less conflict (Zigarmi et al., 2015). In this study, the focus is on the balance of leadership from the leader and power of the manager as a positive relationship to increase employee performance. Gardner’s et al. (2005, p. 6) framework depicts an organizational climate with the authentic leader and the authentic follower with positivity. Authentic leadership represents the first part of the theoretical frame and develops the positivity of the proposed relationship.

Authentic Leadership Review

Authentic leadership is defined as having a leader who builds credibility through honest relationships with followers who value their ideas, guidance, and astute ethics. Authentic leaders are positive individuals with a deep sense of self who develop openness in the organization (Jones & Crompton, 2009). The authentic leadership theory consists of five components that influence how the leader behaves to enhance outcomes of the organization: “self-awareness, moral perspective, balanced processing, transparency, authentic behavior” (Avolio & Gardner, 2005, p. 323). The literature represents not only the characteristics of the authentic leader (Sparrowe, 2005; Walumba et al., 2008), but also the increased positive environment of the organization through employee perception (Gardner et al., 2011).

Salovaara and Bathurst (2018) stated the components of authentic leadership increase the probability of employee engagement. Authentic leadership is a link to empower-

ment, power represented in a relationship, and the ability to guide others to accomplish tasks without coercion (Avolio & Gardner, 2005). Therefore, this study defines authentic leadership as using one's moral compass to make ethical choices while supporting self and organizational responsibility (Gardner et al., 2011). Authentic leaders put positive ethics and positive psychological capacity first, which fosters a positive self-image and positive outcomes.

Authentic leadership is the first antecedent condition to the positive relationship between the authentic leader and the manager, which is a dyadic relationship. The positivity of the authentic leadership translates to the non-verbal empowerment of the manager as well. The relationship allows the manager to use positive power to execute operations (Chong et al., 2013) and empower employees.

The positivity of power of the manager is represented by relational power in this study. Positive power is the second antecedent condition to increasing firm performance.

Defining Positive Power

Positive power theories were also considered for this study. However, power is heavily represented in the literature as a structural phenomenon and as a basis to fulfill needs in a self-interested manner (Pfeffer, 1994). For example, the person who controls the resources has the "power" (Kanter, 1977). Power can be defined as structural power, or a force that shapes values and beliefs in another person. A seminal study by French et al. (1959) presented structural power in the following five terms: a) referent power is based on influence and trust, b) legitimate power is authority based on position, c) expert power is influence based on knowledge, d) coercive power is the ability to punish or harm, e) reward power is the ability to reward positive outcomes. Alternately, Elias (2008) and Zhao et al., (2016) reframes French's et al. 1959 structural power into categories of hard or soft power, and positional or personal. Soft power is defined as persuasive power. French's et al. 1959 *referent* and *expert* power are described as *soft power*. Hard power is defined as coercive power. French and Ravens *legitimate* and *coercive* are considered *hard power*. Positional power is defined as the authority of one's position. *Legitimate*, *reward*, and *coercive* are *positional power*. Personal power is defined as action towards one's goals. *Referent* and *expert* are considered *personal power*. Reviewing power in the literature as structural power has revealed minimal positive associations with leadership. These categories of structural power do not represent power as a positive relationship or the transaction exchange, but rather as a force that is not balanced, one person in control of another's actions.

Power dependence is a concept from Emerson (1962) which states that power is a characteristic of the relationship. In this study, the manager has positive power because of the relationship. In a small firm, the relationship is close, informal, trusting, and dyadic. Therefore, it is crucial to understanding the positivity of the leader through authentic leadership and positivity of the manager through power dependence. Each concept needs to be positive and relationship focused. In a way that is analogous to the positive friction when tires interact with road (Follett et al., 1942), there is positive power when an established positive relationship exists between a leader and a manager. Relational power is the outcome of power dependence. Relational power represents the second part of the theoretical frame and positivity of power from the manager in the relationship.

Relational Power Review

Emerson (1962, 1976) emerged with the seminal view on power as a relationship through a concept of power dependence. Power dependence focuses on the exchange of feelings or the relationship not on a person's traits or skills. In addition, Emerson (1962) establishes relational power as a construct.

In this study, the positive concept of power is defined as relational power. Relational power is used to define the manager's position in the relationship and connection with the organization and employees. Relational power is based on the power of relationships and the exchange between leaders and subordinates (Zhao et al., 2016). Yukl's and Falbe's (1991) described the concept of relational power as relying on the power of relationships between the leader and the employee (any type of employee) that can be disseminated through communication and interaction. Yukl and Falbe also stated that relational power can promote goal attainment. Chong et al. (2013) confirmed Yukl and Falbe's (1991) and Emerson's (1962) studies by demonstrating relational power as a construct. Lastly, "unless the two parties are willing to make the effort to develop a good relationship, it will never become power" (Chong et al., 2013, p. 68). "Relational power by itself is neutral. When it is used for a good purpose it is more likely to generate positive results..." (Chong et al., 2013, p. 68).

The theoretical frame of authentic leadership and relational power is positive and represents the relationship of the research question.

Figure 1 illustrates the conceptual authentic leadership and relational power model with proposed positive "leadership and power" relationship. Adapted from Gardner et al. (2005) and Chang et al. (2013).

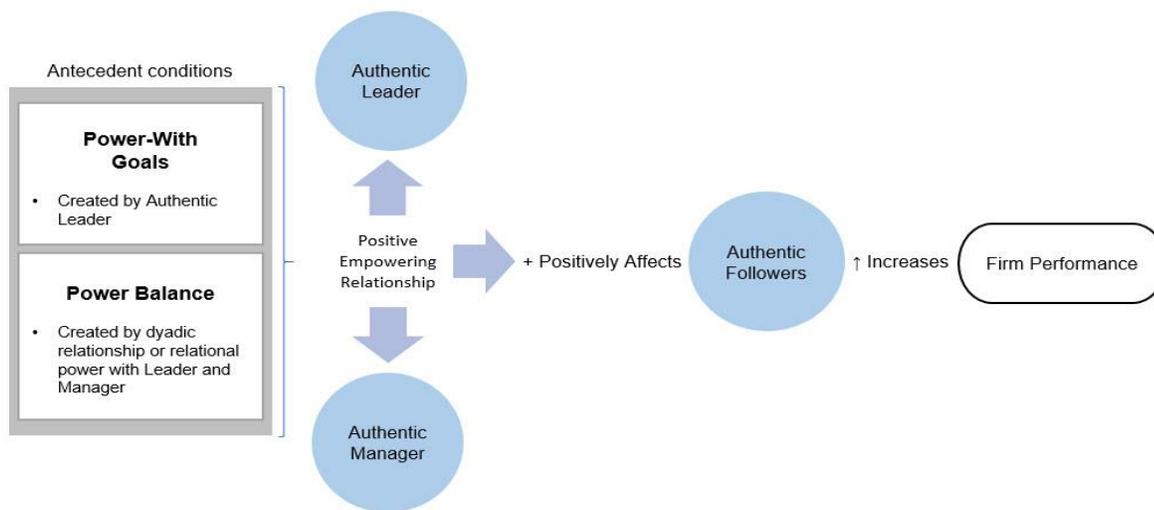


Figure 1. Initial Framework with Theoretical Lens

Method

The objective of this study was to conduct an objective literature search, analysis, and review of studies in the areas of leadership and power, and employee performance. Since the studies' data sets are heterogeneous, the researcher used the Systematic Literature Review (SLR), a qualitative method (Gough, 2007). The research question was an unspecific, open-ended question, a configurative approach that aligns with a search of literature. The SLR provides a summary of current existing literature related to the research question regarding finding positive factors of leadership and power that enhance employee performance.

The SLR is used to consolidate the most relevant information to make decisions and is now being adopted more frequently in the social sciences. An SLR in management provides a comprehensive review on a specific area and critically appraises the literature (Gough et al., 2017). It also follows the scientific approach, which includes: (a) defining a context, interventions, mechanisms, and outcomes (CIMO) question (Briner et al., 2009); (b) locating relevant work; (c) documenting the search criteria; (d) reviewing each study for applicability to the CIMO question; (e) synthesizing or summarizing the evidence; and (f) providing recommendations or solutions.

Completing a synthesis of primary studies using an SLR process minimizes bias and produces more reliable findings that help practitioners make better-informed decisions (Kowalczyk & Truluck, 2013). This approach is rigorous and transparent. Rigor is the quality of the process used to support the research question. "Rigorous research

is usually defined as research that meets the standards of 'scientific' research" (Myers, 2013, p. 12). Transparency is how the process is presented to the intended audience. Data transparency provides evidence to support the research questions, analytic transparency provides access to information from the data analysis, and production transparency provides access to information in regards to the methods (Miguel et al., 2014). The SLR process is a transparent approach that is open for critique and provides for a consistent appraisal of suitability and technical qualities for each study within the review (Myers, 2013). The SLR has seven steps as summarized throughout this methods section. The SLR allows the researcher to find and evaluate evidence applicable to the practitioner, and then present the information in a useable format from which practitioners can make decisions based on quality information (Barends & Rousseau, 2018).

The approach of this SLR required searches relevant to studies that represented "power and leadership" as one concept and with performance as an outcome. Next discussed are search method, inclusion and exclusion criteria, the literature sample, and data analysis.

Search Methods

Studies for this review were identified through database searches. The databases searched were ABI/Inform Complete, Emerald Insight, JSTOR, and ProQuest from the author's university's library system. The content provider was Business Source Complete. The searches were completed in a systematic manner in the order of the databases as listed. All resulting studies were restricted to English

peer-reviewed journals.

Inclusion and Exclusion Criteria

Three search strings related to the research question were used in the database searches. The Boolean search included the following search terms and strings: positive (“leader*” AND “power”) OR “leader* AND power”, leader* AND power AND “small firm”, “leader* AND power” AND SME performance OR employee performance OR engagement.

The initial search produced 1,570 articles. A second screening was required to meet the following inclusion requirements: (a) the article was written in English, (b) publication date between 2003–2018, (c) it contained leadership and power as a theme, (d) and it investigated leadership or power in relation to firm performance. Articles were excluded that did not meet the four requirements. Removal of duplicates from the original data set resulted in the exclusion of 1197 studies. Abstract evaluation of the remaining 373 articles was conducted to determine the final sample of scholarly peer-review journals. The remaining 373 articles were assessed for applicability to the research question, which led to the exclusion of another 358. Thus, the final number of articles included in the final quality assessment review was 15.

Extracting Data

Data Analysis

The remaining 15 articles went through a quality assessment. The Weight of Evidence (WOE) framework was the method used to determine the quality of the retrieved articles (Gough, 2007). The WOE consists of four parameters: WOE (A) reviews the quality of the method of the study; WOE (B) reviews the method’s relevance to the author’s proposed research question; WOE (C) reviews the relevance of the evidence to the research question; and WOE (D) is an overall rating of the evidence. Each parameter was given a rating as follows: low equal to one, medium equal to two, and high equal to three. The first three parameters WOE (A, B, C) were assigned a low, medium, or high rating and the fourth parameter WOE (D) was an average of the three. The journal articles for this study required an overall rating of medium or high to be included. See Appendix A for detailed quality rating of the journal articles. The final quality review process resulted in elimination of one article because rigor was poor and study design was unclear, so 14

remained for synthesis.

Data Analysis Coding

The research question included “leadership and power” and employee performance. A thematic synthesis was chosen for these 14 articles because of the research question (Agee, 2009). Thematic synthesis is the process of bringing together findings from various types of research (Gough et al., 2017), in this case a qualitative literature review, qualitative conceptual studies, quantitative papers using secondary survey information, mixed-methods designs, quantitative experiments, and quantitative surveys. Using the data analytics package, Quirkos, first- and second-cycle coding was completed. The first cycle of coding consisted of free line-by-line coding of the results and discussion sections into themes (Thomas & Harden, 2008). The first cycle of coding generated 134 codes, 20 subcodes, and 3 descriptive themes. The second cycle of coding was completed to reduce the number of codes and eliminate repetition. The second cycle generated 127 codes, 18 subcodes, and 4 analytic themes (see Appendix B summary table). The changes in the canvas were not in the number of codes, but in reducing and reorganizing the parent and grandparent codes to generate analytic themes. Analytic themes synthesize the patterns to provide meaningful informed interpretations of the literature as a body of knowledge.

Results of Coding

After the inclusion and exclusion criteria were applied and duplicates removed, the sample size included 14 articles that were selected based on the transparency and rigor of the study (Wharton, 2015). Of the 14 articles, 10 were quantitative and 4 were qualitative. Each included and excluded study was recorded in a PRISMA flow diagram (see Appendix C).

During first-cycle coding, descriptive themes across the 14 studies included positive leadership characteristics, positive power characteristics, and potential ideas to enhance employee performance. During second-cycle coding, analytic themes established the basis for the research question, employee engagement, positive characteristics of leadership and power together as a concept, and long-term outcomes from the positive leadership and power relationship summarizing the strength of the relationship postulated in the research question.

The next sections present the results of the descriptive themes and analytic themes or synthesis of the themes as integrated knowledge.

Results

Descriptive Themes

How was Positive “Leadership and Power” Represented?

Leadership. The research question pertained to a positive “leadership-and-power” relationship. Some 64% of the studies represented positive leadership-and-power. Positive leadership at the individual level was represented in studies by Ahn et al. (2018), He et al. (2014), and Sharma and Tarp (2018). These scholars discussed the common characteristics of a positive leader: “core self-evaluation, locus of control, self-efficacy, and emotional stability” (Ahn et al., 2018, p. 457). The studies asserted that these traits are synonymous with the leader being ethical and moral. The authors also discussed the concept of procedural justice. Procedural justice is defined as the amount of perceived fairness, as fairness is an essential trait in an ethical leader. The final leadership article by Hoogervorst et al. (2012) added self-sacrifice as a characteristic to a positive leader’s profile, which creates a more positive environment. In addition, this article supports the need for more research on the antecedents of leadership, rather than the negative outcomes of leader behavior. He et al. 2014 also suggested that supervisors are an integral partner with employees and management.

Power. Positive power was not prominent in the studies, but was represented in threads in five articles. The first article discussed power as status in learning organizations (Bunderson & Reagans, 2011). The authors indicated higher status levels of power lowers employee participation and that employees are more likely to follow directions without providing feedback. In a second article, Foulk et al. (2018) discussed power as control over scarce resources, or as psychological power within an organization. This type of power creates a negative perception for the employee. High levels of psychological power decrease learning outcomes. However, the third article by Hildreth and Anderson (2016) revealed that power within the organization can lead to higher task completion and greater creativity if the person holding power is not a high-status person (e.g., is not the president of the organization). Therefore, a positive power balance can be more easily achieved at lower levels of management.

Positive power emerged slightly in the fourth study by Zigarmi et al. (2015), who showed soft power has a significant positive effect. Soft power is similar to relational power; soft power uses a less authoritarian style to shape the perceptions of the organization’s fairness. The last study

included relational power as “empowering, participative, and democratic” (Zhao et al., 2016, p. 519). The purpose of Zhao et al.’s 2016 study was to establish relational power as a third type of power for an organization. The researchers conducted a factor analysis and found that relational power has a significant relationship with organizational commitment. Both of these studies parallel authentic leadership because the studies show positive psychological capacity or positive power empowers employees, and in turn, increases employee performance and organizational commitment. Therefore, these studies provide support not only for positive power but also for the use of the authentic leadership framework.

These nine studies begin to establish that a positive leader, a positive manager, and positivity as a concept assists in development of empowerment within the organization. In addition, these studies define the type of moral profile and characteristics required for a leader or manager to enhance employee performance. As a result, good outcomes can be expected with balance and positivity developed within the organization, and the remaining five studies review these outcomes.

How was Employee Performance Represented?

In this section, the proposed research question outcomes of positive factors of leadership and power affecting employee performance are reviewed across five studies. About 36 % of articles represented employee performance. The studies presented outcomes related to the concepts of accountability, work engagement, and team performance.

Rus et al. (2012) stated that if power is left unmonitored, resources will be diverted for improper purposes. In addition, the leader will display self-serving behaviors unless accountability is a factor. The results in this study show a significant relationship between accountability and sense of power. Therefore, if the leader is accountable, there is a likelihood of positive followers, and in turn, engagement and organizational commitment.

Two studies reviewed work engagement. Blomme et al. (2015) reviewed how leadership affects work engagement. Work engagement is defined as being involved in the work and dedicated. Engaged employees are able to direct their own career and work environment. Work engagement is a positive motivational concept. To increase work engagement, positive outcomes from personal optimism and self-efficacy on the employees’ part need to be recognized. Blomme et al. 2015 also noted managers have a critical role in work engagement because of the tasks that the manager directs. In addition, Ahmad and Gao (2018) showed a link between work engagement and ethical leadership, and a re-

relationship between work engagement, ethical leadership, and empowerment. These authors asserted that leadership that empowers employees creates work engagement.

The next two studies support options to increase team and firm performance. First, Tost et al. (2013) confirmed earlier studies stating that formal power decreases task completion. In addition, they contributed a model that hypothesizes team communication and openness will increase team performance. This is the first study that considered communication as a factor for improvement. Second, Westhead and Howorth (2006) was the only study that provided context for the small firm. The study contributes to firm performance because the researchers hypothesized that private firms with more non-family shareholders will increase firm performance, and the hypothesis was supported. The results indicate that management who were non-family

members contributed to the increase in performance. The management team is an influencing factor in regard to performance in small firms. These two studies also connect the moral compass of the leader directly with the manager and employee, and therefore the increase of employee performance. The descriptive themes result in the emergent framework.

Shown in Figure 2 emergent framework demonstrating increased employee performance through the lens of the positive relationship “leadership and power,” short-term engagement of empowerment and long-term engagement of organizational identification, organizational commitment, and firm performance. From the emergent framework, analytic themes are developed. The analytic themes are discussed in the next section.

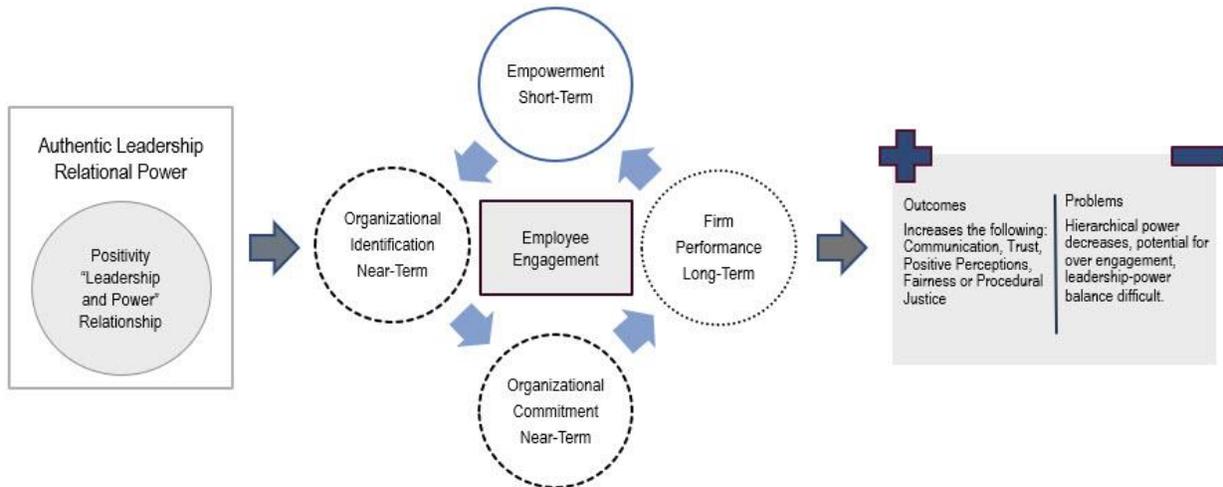


Figure 2. Emergent Framework

Results of Synthesis

The Link Between Positive “Leadership and Power” and Employee Performance

Fourteen studies explored positive “leadership and power” as a single concept with an effect on employee performance. There is support of positivity that emerges by reviewing the combination of leadership and power together as one concept. The outcomes from this study in summary are short-term engagement is represented through empowerment; and long-term engagement is represented through organizational identification, organizational commitment, and firm performance. The postulated research question was supported: “What are the positive factors of leadership and power that affect employee performance in small firms? Four themes support the claim—employee engagement,

positive leadership and power dynamics, empowerment with increased organizational identification and organizational commitment, and positive leadership and power as a simultaneous positive relationship enhances firm performance.

Employee Engagement Increases with Positive Perceptions. Two studies explored employee engagement as an output. Employee engagement is based not only on the characteristics of vigor and moral integrity but perceptions as well (Blomme et al., 2015). Positive perceptions reduce cynicism and increase trust (Chiaburu et al., 2013; He et al., 2014). The absence of procedural justice leads employees to develop negative attitudes toward the organization and decrease organizational identification (Chiaburu et al., 2013; Clay-Warner et al., 2005). Negative perceptions affect turnover and produce strain with-

in the organization (Chiaburu et al., 2013). Therefore, positive perceptions of individuals are key to employee performance (Andersson, 1996). These studies confirm that the variables trust and attitudes of leaders and managers are needed to develop long-term engagement in the organization.

Positive Leadership Characteristics and Power Dynamics Affect Organizational Commitment. Seven studies found certain characteristics are essential to develop engagement (employee performance) and use power-with (authentic leadership) and power dependence (relational power) to achieve a moral balance. A positive leader in the leadership and power context is a leader who has the following characteristics: emotional stability (Ahn et al., 2018; Sharma & Tarp, 2018), open communication, agreeableness (Bunderson & Reagans, 2011), self-sacrifice (Hoogervorst et al., 2012), and accountability (Rus et al., 2012). To enhance the positive relationship, employees (any employee) must have certain characteristics as well, including self-efficacy, self-esteem, positive perceptions of fairness or procedural justice, and positive organizational commitment (Ahn et al., 2018). Employee performance is related to the integration of these leader and employee characteristics (Zigarmi et al., 2015).

Also, for a leader to have positivity, a decrease in structural and hard or formal power and good communication or feedback is required. The rigidity of formal power decreases trust and organizational commitment (Foullk et al., 2018). The leader must communicate well (Tost et al., 2013) and provide the perception of a less-rigid organizational power structure for employee performance to increase, or communication and feedback may need to be developed through the use of lower-tier power status managers because of perceived high power status of high-level individuals within the organization (Bunderson & Reagans, 2011; Hildreth & Anderson, 2016; Rus et al., 2012).

Empowerment, Organizational Identification, and Organizational Commitment Increase with Positive Leader and Positive Manager. Five studies attempted to identify what facets provide empowerment to the employee and increase employee engagement. A positive leader incorporates a positive manager with relational power to create authentic followers (Westhead & Howorth, 2006). Using leadership and power as a relationship increases the probability of employee engagement and ethical followers (Zhao et al., 2016). As the leader creates trust and a personal link to the employee through a relationship, the employee will be more motivated to perform for the leader. As the relationship strengthens, organizational identifica-

tion increases. If organizational identification increases, the probability of organizational commitment will increase (Blomme et al., 2015). Organizational commitment is a tertiary outcome. If the relationship is fair, ethical, and trustworthy, empowerment will occur as an invisible relationship (Ahmad & Gao, 2018; He et al., 2014). Empowerment is a short-term outcome of employee performance, while organizational identification and organizational commitment are long-term outcomes.

Positive Leadership, Positive Power Based on the Dyadic Relationship. Leadership and power are overreaching or excessive in the literature (Fleming & Spicer, 2014), but by combining the concepts together to create focus in this SLR, a different outcome emerges that a positive relationship can exist as an important development to increase employee performance. In this thematic synthesis positive leadership and power with employee performance exist together (Salovaara & Bathurst, 2018; Zigarmi et al., 2015) and leadership and power empowers an individual through the use of relationships with employees (Gardner et al., 2011; Zhao et al., 2016). Salovaara & Bathurst (2018, p. 182) state new concepts in leadership should be based on “relationships – rather than authority, superiority, or dominance...”, and Zhao et al. (2016) states power should come from personal relationships with others. Positive relationships are significant to the functions of an organization (Andersson & Tell, 2009).

The four themes show an interaction of traits and organizational factors that have the potential to increase employee engagement and long-term firm performance. The themes also confirm that positive leadership-power moral relationship balance is still a bit complex to define and enact within an organization (see Figure 3 for the strength of support for the research question).

Weight of Evidence (WOE) depicts the strength of the research question “What are the positive factors of combining leadership and power on employee performance in a small firm?” based on the evidence of 14 articles. The evidence from the SLR is moderate; there are five articles in the moderate by strong categories that support the proposed relationship.

Implications for Practice

First, although this synthesis is not all encompassing, it helps us understand in practice that perception of positivity between the leader and manager is a great influence and can be a great tool (Westhead & Howorth, 2006). It also helps us understand our positions within the organization greatly affect that perception. Creating positive perceptions either

Employee Performance	Strong		X	X	
	Moderate			XX	XX
	Weak		XX	XX	XXX
	Not Developed		X		
		Not Developed	Weak	Moderate	Strong

Positive "Leadership and Power"

Figure 3. Weight of Evidence (WOE)

through a display of characteristics or actions can increase employee engagement (Payne et al., 2005).

Second, if the leader is successful and establishes a genuine relationship, the manager and employee will be empowered and have more organizational identification and organizational commitment. Organizational identification is when the employee and organization have the same goals and values, power-with. Employees perception of fairness through the leader-to-manger-to-employee relationship can be motivational. Employee motivation can be key to increasing employee engagement (He et al., 2014). Therefore, leaders must be sincere, engaged, and provide for open communication for a relationship to develop. Once a relationship is established positivity and empowerment can affect performance.

Third, leaders with power must not only be trained to increase individualized motivation, but also be aware of different sources of power that may cause issues in the organization. Leaders need to be trained on which types of power can cause problems internally and adjust their presentation of perceptions to employees; for example, be positive and less rigid versus stern and negative. Leaders of organizations must realize hard power directly affects employee perceptions, and that perceptions are integral to how the employee behaves (Tost et al., 2013). Positive ethical leaders create ethical followers (Avolio et al. 1999; Avolio & Gardner, 2005). Leadership should be ethical with high moral integration, and give followers control and internal motivation to create power-balance within the organization.

In summary, leadership and power in a non-dominant context can increase task persistence and creativity. Leaders can have purposeful control by creating valued relationships and positive perceptions for managers and employees,

which can affect employee performance.

Implications for Research

In examining the literature, it is clear that there is a need for further research. First, additional interdisciplinary research with leadership and power theory is needed to reduce silos (Alvesson & Sandberg, 2014). Second, in order to examine the true effects of leadership and power in conjunction with employee engagement, additional research is needed that includes more employee engagement measures over time and how middle management affects performance outcomes. In addition, to further generalize this research examining dyadic relationships in other contexts is necessary, and interchanging relationship positivity with the concept of *guanxi*, (a Chinese concept meaning a strong relationship with trust), to increase cultural depth. There is a need for better-designed research with greater sample sizes and additional theory integration.

In addition, leadership and power were searched as one concept for the proposed relationship. A separate examination could provide another lens for employee engagement as this study did not review barriers with these concepts as stand-alone concepts.

Limitations

Although this SLR was completed in a methodical manner, limitations exist in that it is not an exhaustive search of the literature. The research was limited by the fact it was not subjected to replication. In addition, the search was limited to scholarly peer-reviewed sources, in English, and in the available university library system. Gray litera-

ture was not included. Other languages and gray literature may provide additional support for this study. Also, the SLR methodology originated in the medical field; therefore, quality appraisal tools are limited for studies in management, which are cross-sectional. Synthesis of qualitative and quantitative data may improve with better quality tools.

The search criteria that included “small firm” generated negligible results. In order to increase the reliability and transparency of this SLR, small firm was eliminated from the search criteria to obtain more search results. However, not restricting the search to small firms allowed for more generalizable search results that can be applied to large or small firms.

Future Studies

This study adds insight to the potential of combining leadership and power as a positive concept. This concept will support future potential quantitative or qualitative studies. Since there are many established measuring tools for each area, new surveys can be developed to gain a better understanding of the relationship. For example, one might recommend using Walumba et al.’s (2008) authentic leadership ALQ measures with Chong et al.’s (2013) or Yukl and Falbe’s (1991) relational power measures. Finally, this study can assist in the continued development of interdisciplinary research.

Conclusion

The overall contributions of this study include providing another moral relationship lens to review the concept of authentic leadership by adding positive power as an input; providing support to use positive power as another means to increase employee engagement; depicting and defining a concept that supports and defines the practitioner-proposed positive relationship between the leader, manager, and the employee; and adding to the literature base for positivity with authentic leadership and relational power.

Completing an SLR study of the relationship between positive leadership and power provides evidence that adjusting motivators for organizational identification and organizational commitment can increase employee retention in the long term (Mayer et al., 1995). Leadership and power can be positive and create a dynamic that is beneficial within the organization. Balance of leadership, power, self and balance of the organization goals are key to performance-related outcomes.

References

- Adler, P. S., & Borys, B. (1996). Two types of bureaucracy: Enabling and coercive. *Administrative Science Quarterly*, 41(1), 61-89.
- Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431-447. doi:10.1080/09518390902736512
- Ahmad, I., & Gao, Y. (2018). Ethical leadership and work engagement: The roles of psychological empowerment and power distance orientation. *Management Decision*, 56(9), 1991-2005. doi:10.1108/MD-02-2017-0107
- Ahn, J., Lee, S., & Yun, S. (2018). Leaders’ core self-evaluation, ethical leadership, and employees’ job performance: The moderating role of employees’ exchange ideology. *Journal of Business Ethics*, 148(2), 457-470. doi:10.1007/s10551-016-3030-0
- Alvesson, M., & Sandberg, J. (2014). Habitat and habitus: Boxed-in versus box-breaking research. *Organization Studies*, 35(7), 967-987. doi:10.1177/0170840614530916
- Andersson, L. M. (1996). Employee cynicism: An examination using a contract violation framework. *Human Relations*, 49(11), 1395-1418. doi:10.1177/001872679604901102
- Andersson, S., & Tell, J. (2009). The relationship between the manager and growth in small firms. *Journal of Small Business and Enterprise Development*, 16(4), 586-598. doi: 10.1108/14626000911000938
- Aragón-Correa, J. A., Hurtado-Torres, N., Sharma, S., & García-Morales, V. J. (2008). Environmental strategy and performance in small firms: A resource-based perspective. *Journal of Environmental Management*, 86(1), 88-103. doi:10.1016/j.jenvman.2006.11.022
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the multifactor leadership. *Journal of Occupational and Organizational Psychology*, 72(4), 441-462. doi:10.1348/096317999166789
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16(3), 315-338. doi:10.1016/j.leaqua.2005.03.001
- Barends, E., & Rousseau, D. M. (2018). *Evidence-based management: How to use evidence to make better organizational decisions*. Kogan Page.
- Barnard, C. I. (1939). *Dilemmas of leadership in the democratic process*. Princeton University Press.
- Blomme, R. J., Kodden, B., & Beasley-Suffolk, A. (2015).

- Leadership theories and the concept of work engagement: Creating a conceptual framework for management implications and research. *Journal of Management & Organization*, 21(2), 125-144. doi:10.1017/jmo.2014.71
- Briner, R. B., Denyer, D., & Rousseau, D. M. (2009). Evidence-based management: Concept cleanup time? *Academy of Management Perspectives*, 23(4), 19-32.
- Brown, D. A. (2011). *Examining employee attraction, retention, and engagement in ultra small entrepreneurial technology firms* (Doctoral dissertation, Walden University). ProQuest Dissertations and Theses database.
- Bunderson, J. S., & Reagans, R. E. (2011). Power, status, and learning in organizations. *Organization Science*, 22(5), 1182-1194. doi:10.1287/orsc.1100.0590
- Caloghirou, Y., Protogerou, A., Spanos, Y., & Papagiannakis, L. (2004). Industry-versus firm-specific effects on performance: Contrasting SMEs and large-sized firms. *European Management Journal*, 22(2), 231-243. doi:10.1016/j.emj.2004.01.017
- Chiaburu, D. S., Peng, A. C., Oh, I. S., Banks, G. C., & Lomeli, L. C. (2013). Antecedents and consequences of employee organizational cynicism: A meta-analysis. *Journal of Vocational Behavior*, 83(2), 181-197. doi:10.1016/j.jvb.2013.03.007
- Chong, M. P., Fu, P. P., & Shang, Y. F. (2013). Relational power and influence strategies: A step further in understanding power dynamics. *Chinese Management Studies*, 7(1), 53-73. doi:10.1108/17506141311307596
- Clay-Warner, J., Reynolds, J., & Roman, P. (2005). Organizational justice and job satisfaction: A test of three competing models. *Social Justice Research*, 18(4), 391-409. doi:10.1007/s11211-005-8567-5
- Ebben, J. J., & Johnson, A. C. (2005). Efficiency, flexibility, or both? Evidence linking strategy to performance in small firms. *Strategic Management Journal*, 26(13), 1249-1259. doi:10.1002/smj.0503
- Elias, S. (2008). Fifty years of influence in the workplace: The evolution of the French and Raven power taxonomy. *Journal of Management History*, 14(3), 267-283. doi:10.1108/17511340810880634
- Emerson, R. M. (1962). Power-dependence relations. *American Sociological Review*, 27(1), 31-41.
- Emerson, R. M. (1976). Social exchange theory. *Annual Review of Sociology*, 2(1), 335-362.
- Fleming, P., & Spicer, A. (2014). Power in management and organization science. *The Academy of Management Annals*, 8(1), 237-298. doi:10.1080/19416520.2014.875671
- Follett, M. P., Metcalf, H. C., & Urwick, L. F. (1942). *Dynamic administration: The collected papers of Mary Parker Follet*. Harper & Brothers.
- Foulk, T. A., Lanaj, K., Tu, M. H., Erez, A., & Archambeau, L. (2018). Heavy is the head that wears the crown: An actor-centric approach to daily psychological power, abusive leader behavior, and perceived incivility. *Academy of Management Journal*, 61(2), 661-684. doi:10.5465/amj.2015.1061
- French, J. R., Raven, B., & Cartwright, D. (1959). The bases of social power. In D. Cartwright (Ed.), *Studies in social power* (pp. 150-167). Institute for Social Science Research.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). "Can you see the real me?" A self-based model of authentic leader and follower development. *The Leadership Quarterly*, 16(3), 343-372. doi:10.1016/j.leaqua.2005.03.003
- Gardner, W. L., Cogliser, C. C., Davis, K. M., & Dickens, M. P. (2011). Authentic leadership: A review of the literature and research agenda. *The Leadership Quarterly*, 22(6), 1120-1145. doi:10.1016/j.leaqua.2011.09.007
- Gerstner, C. R., & Day, D. V. (1997). Meta-analytic review of leader-member exchange theory: Correlates and construct issues. *Journal of Applied Psychology*, 82(6), 827.
- Gough, D. (2007). Weight of evidence: A framework for the appraisal of the quality and relevance of evidence. *Research Papers in Education*, 22(2), 213-228.
- Gough, D., Oliver, S., & Thomas, J. (2017). *An introduction to systematic reviews*. Sage.
- Haugh, H., & McKee, L. (2004). The cultural paradigm of the smaller firm. *Journal of Small Business Management*, 42(4), 377-394. doi: 10.1111/j.1540-627X.2001.00118.x
- He, H., Zhu, W., & Zheng, X. (2014). Procedural justice and employee engagement: Roles of organizational identification and moral identity centrality. *Journal of Business Ethics*, 122(4), 681-695. doi:10.1007/s10551-013-1774-3
- Hildreth, J. A. D., & Anderson, C. (2016). Failure at the top: How power undermines collaborative performance. *Journal of Personality and Social Psychology*, 110(2), 261. doi:10.1037/pspi0000045
- Hoogervorst, N., De Cremer, D., van Dijke, M., & Mayer, D. M. (2012). When do leaders sacrifice?: The effects of sense of power and belongingness on leader self-sacrifice. *The Leadership Quarterly*, 23(5), 883-896. doi:10.1016/j.leaqua.2012.05.006
- Hooper, D. T., & Martin, R. (2008). Beyond personal leader-member exchange (LMX) quality: The effects of per-

- ceived LMX variability on employee reactions. *The Leadership Quarterly*, 19(1), 20-30. doi:10.1016/j.leaqua.2007.12.002
- Jones, O., & Crompton, H. (2009). Enterprise logic and small firms: A model of authentic entrepreneurial leadership. *Journal of Strategy and Management* 2(4), 329-351. doi: 10.1108/17554250911003836
- Kanter, R. (1977). *Men and women of the corporation*. BasicBooks.
- Kelliher, F., & Reinl, L. (2009). A resource-based view of micro-firm management practice. *Journal of Small Business and Enterprise Development*, 16(3), 521-532. doi:10.1108/14626000910977206
- Kowalczyk, N., & Truluck, C. (2013). Literature reviews and systematic reviews: What is the difference? *Radiologic Technology*, 85(2), 219-222.
- Matzler, K., Schwarz, E., Deutinger, N., & Harms, R. (2008). The relationship between transformational leadership, product innovation and performance in SMEs. *Journal of Small Business & Entrepreneurship*, 21(2), 139-151. doi: 10.1080/08276331.2008.105934.18
- Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review*, 20(3), 709-734. doi:10.5465/amr.1995.9508080335
- Meindl, J. R., & Ehrlich, S. B. (1987). The romance of leadership and the evaluation of organizational performance. *Academy of Management Journal*, 30(1), 91-109. doi:10.5465/255897
- Miguel, E., Camerer, C., Casey, K., Cohen, J., Esterling, K. M., Gerber, A., & Laitin, D. (2014). Promoting transparency in social science research. *Science*, 343(6166), 30-31.
- Myers, M. D. (2013). *Qualitative research in business and management*. Sage.
- Novicevic, M. M., Harvey, M. G., Ronald, M., & Brown-Radford, J. A. (2006). Authentic leadership: A historical perspective. *Journal of Leadership & Organizational Studies*, 13(1), 64-76.
- Payne, G. T., Kennedy, K. H., Blair, J. D., & Fottler, M. D. (2005). Strategic cognitive maps of small business leaders. *Journal of Small Business Strategy*, 16(1), 27-40.
- Pfeffer, J. (1994). *Managing with power: Politics and influence in organizations*. Harvard Business Press.
- PRISMA Statement. (2009). *Prisma flow diagram*. <http://www.prisma-statement.org/PRISMAStatement/FlowDiagram>
- Rafferty, A. E., & Griffin, M. A. (2004). Dimensions of transformational leadership: Conceptual and empirical extensions. *The Leadership Quarterly*, 15(3), 329-354. doi:10.1016/j.leaqua.2004.02.009
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714. doi:10.1037/0021-9010.87.3565
- Rus, D., van Knippenberg, D., & Wisse, B. (2012). Leader power and self-serving behavior: The moderating role of accountability. *The Leadership Quarterly*, 23(1), 13-26. doi:10.1016/j.leaqua.2011.11.002
- Salovaara, P., & Bathurst, R. (2018). Power-with leadership practices: An unfinished business. *Leadership*, 14(2), 179-202. doi:10.1177/1742715016652932
- Schriesheim, C. A., Castro, S. L., & Coglisier, C. C. (1999). Leader-member exchange (LMX) research: A comprehensive review of theory, measurement, and data-analytic practices. *The Leadership Quarterly*, 10(1), 63-113. doi:10.1016/S1048-9843(99)80009-5
- Sharma, S., & Tarp, F. (2018). Does managerial personality matter? Evidence from firms in Vietnam. *Journal of Economic Behavior & Organization*, 150(1), 432-445. doi:10.1016/j.jebo.2018.02.003
- Sparrowe, R. T. (2005). Authentic leadership and the narrative self. *The Leadership Quarterly*, 16(3), 419-439. doi:10.1016/j.leaqua.2005.03.004
- Stone, G. A., Russell, R. F., & Patterson, K. (2004). Transformational versus servant leadership: A difference in leader focus. *Leadership & Organization Development Journal*, 25(4), 349-361. doi:10.1108/01437730410538671
- Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC Medical Research Methodology*, 8(1), 45-55.
- Tost, L. P., Gino, F., & Larrick, R. P. (2013). When power makes others speechless: The negative impact of leader power on team performance. *Academy of Management Journal*, 56(5), 1465-1486. doi:10.5465/amj.2011.0180
- Turner, J. R., & Müller, R. (2005). The project manager's leadership style as a success factor on projects: A literature review. *Project Management Journal*, 36(2), 49-61.
- Van De Voorde, K., Paauwe, J., & Van Veldhoven, M. (2012). Employee well-being and the HRM-organizational performance relationship: A review of quantitative studies. *International Journal of Management Reviews*, 14(4), 391-407. doi:10.1111/j.1468-2370.2011.00322.x
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based

- measure. *Journal of Management*, 34(1), 89-126. doi:10.1177/0149206307308913
- Westhead, P., & Howorth, C. (2006). Ownership and management issues associated with family firm performance and company objectives. *Family Business Review*, 19(4), 301-316.
- Wharton, T. (2015). Rigor, transparency, and reporting social science research: Why guidelines don't have to kill your story. *Research on Social Work Practice*, 27(4), 487-493. doi:10.1177/1049731515622264
- Williams Jr, R. I., Manley, S. C., Aaron, J. R., & Daniel, F. (2018). The relationship between a comprehensive strategic approach and small business performance. *Journal of Small Business Strategy*, 28(2), 33-48.
- Yukl, G., & Falbe, C. M. (1991). Importance of different power sources in downward and lateral relations. *Journal of Applied Psychology*, 76(3), 416-423.
- Zhao, X., Shang, Y., Lin, J., Tan, J., Li, H., & Liu, T. (2016). Leader's relational power: Concept, measurement and validation. *European Management Journal*, 34(5), 517-529. doi:10.1016/j.emj.2016.02007
- Zigarmi, D., Roberts, T. P., & Alan Randolph, W. (2015). Employees' perceived use of leader power and implications for affect and work intentions. *Human Resource Development Quarterly*, 26(4), 359-384. doi:10.1002/hrdq.21216

Appendix A

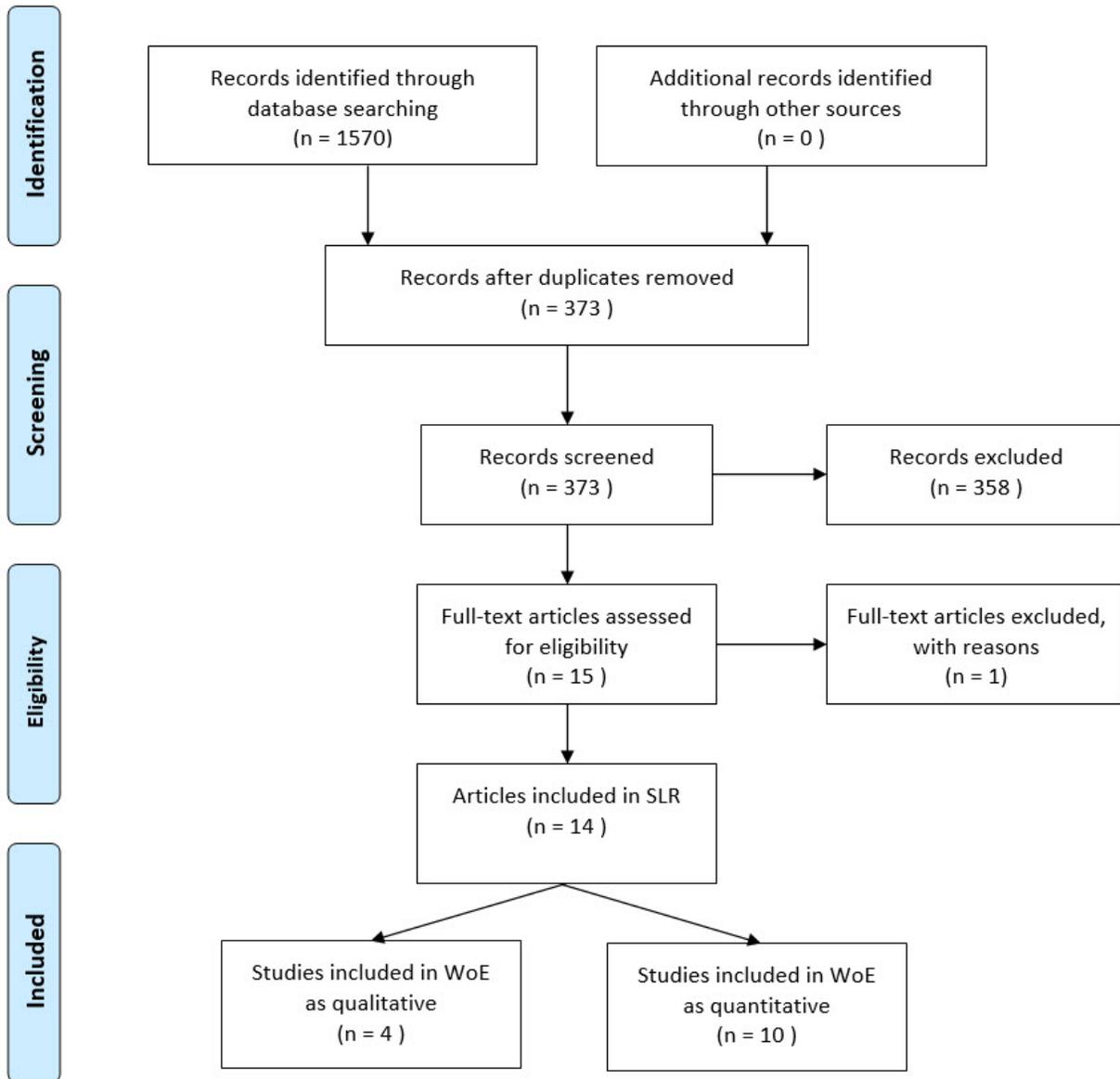
Summary of Studies and Weight of Evidence Rating

Article (Author, Year)	Study Type	Sample Size	Theory and Keywords	Findings	WOE A	WOE B	WOE C	WOE D
Ahmad and Gao (2018)	Quantitative Survey	250 banking employees in Pakistan	Ethical leadership theory. Work engagement, psychological empowerment, power distance orientation keywords.	Empowerment positively mediates ethical leadership & work engagement. Therefore, ethical leadership is important in the work environment.	Medium	High	High	High 2.66667
Ahn et al. (2018)	Quantitative Survey	290 subordinate-supervisor employees in South Korea	Self-verification & social exchanges theory. Core self-evaluation, ethical leadership, exchange ideology, job performance keywords.	Displays a positive relationship between a leader's self-evaluation & ethical leadership. Also ethical leadership is positively related to task performance mediated by exchange ideology.	High	High	High	High 3.00000
Blomme et al. (2015)	Qualitative Conceptual	N/A 8 propositions	Work engagement, leadership, organizational culture, work-related resources, & organizational performance keywords.	Provides a view on leadership & which factors are likely to increase employee engagement. Also provides a model for future research.	Medium	Medium	High	Medium 2.33333
Bunder-son and Reagans (2011)	Qualitative Literature Review	N/A	Power, status, & learning organization theory. Organizational & group learning, power & status, social hierarchy keywords.	Upper management has greater influence on stimulating learning if their behavior is presented in a more socialized fashion.	High	High	Medium	High 2.66667
Foult et al. (2018)	Quantitative Experimental	116 professional & managerial employees enrolled in MBA coursework in USA	Social distance theory. Psychological power, abusive leadership, perceived incivility, & leader well-being keywords.	Leaders that are more amicable are less affected by psychological power. High level of psychological power decreases structural power.	High	High	Low	Medium 2.33333
He et al. (2014)	Quantitative Survey	222 employees financial services in United Kingdom	Procedural justice theory. Moral identity, organizational identification, employee engagement & group engagement model.	Employee engagement is a predictor of job performance. Employee engagement occurs when strong personal energy exists. Increased engagement in turn increases organizational commitment.	High	High	High	High 3.00000
Hildreth and Anderson (2016)	Mixed-Method Survey Experiment	174 participants west coast university	Power theory. Group, status, conflict, & creativity.	Randomly assigned power was better for work performance than individuals with known high-power status.	High	High	Medium	High 2.66667
Hooger-vorst et al. (2012)	Quantitative Experiment	411 organizational supervisors study one, 402 undergraduate business students study two	Social exchange theory. Leadership, self-sacrifice, power, inclusion, goals.	Leaders should promote belongingness to increase followers & acceptance of tasks. High power leaders should also promote a sense of self-sacrifice to increase goal achievement.	High	High	Medium	High 2.66667
Rus et al. (2012)	Quantitative Experiment	82 Dutch business students study one, 87 Dutch undergraduate student study two, 66 managerial persons United Kingdom	Power theory. Leadership, accountability, self-serving behavior.	Leaders in high power positions must be accountable to their actions to decrease self-serving behaviors within the organization. Accountability is the moderator to balance the power relationship between leader & employees.	Medium	Medium	Medium	Medium 2.00000
Sharma and Tarp (2018)	Quantitative Survey Secondary Data	2600 non-state manufacturing enterprises	Entrepreneurship, SMEs, firm performance, personality, risk attitudes, Vietnam keywords.	Personality traits affect performance outcomes, risk, locus of control & innovativeness are important to firm performance.	Medium	Medium	Medium	Medium 2.00000
Tost et al. (2013)	Quantitative Simulation	106 undergraduate & MBA students study one, 144 students USA study two, 152 students USA study three	Power theory. Power hierarchies, formal power, team communication, authority keywords.	Formal power decreases firm performance. Increased open communication can moderate this relationship. Power hierarchies affect team performance.	High	High	Medium	High 2.66667
Westhead and Howorth (2006)	Mixed Methods Conceptual & Survey	905 independent private companies	Agency theory.	The management team is related to firm performance. Private firms with family members as the management team does not enhance performance.	Medium	Medium	Medium	Medium 2.00000
Zhao et al. (2016)	Mixed Methods Literature Review & Structured Questionnaire	240 MBA & EMBA students	Personal power theory. Leader power, relational power, measurement scale development, direct relational power, indirect relational power keywords.	Relational power is positive & independent from position & personal power. Relational power increases with open communication. Relational power is likely to increase organizational performance & goals attainment.	High	High	High	High 3.00000
Zigarmi et al. (2015)	Quantitative Survey Secondary Data	651 members of a professional association	Social cognitive theory. Employee affect, appraisal model, power, work intentions keywords.	Expert power, referent power & reward power have a positive effect on the organization overall based on the survey. Hard power shapes employees perceptions. Employee perceptions may be linked to organizational support.	High	High	High	High 3.00000

Appendix B
Quirkos Coding and Themes

Codes	Outcome	Theme
Work engagement Procedural justice Moral integrity Organizational identification Social exchange	Increased employee empowerment.	Employee empowerment increases with positivity of the leader and manager.
Self-efficacy Locus of control Perception	Increased employee engagement.	Employee engagement increases with positive perceptions of the leader and manager relationship.
Fairness Emotional stability Communications Relational power Power balance	Positive leadership characteristics.	Positive leadership characteristics and power dynamics affect organizational commitment.
Expert power Informational power Relational power Personal power Power distance Soft power	Positive power characteristics.	Positive leadership characteristics and power dynamics affect organizational commitment.
Group performance Procedural justice	Increases organizational commitment.	Firm performance through empowerment, organizational identification, and organizational commitment increases with a positive leader and positive manager.
Middle management empowerment Power hierarchies	Influences firm performance.	Firm performance through empowerment, organizational identification, and organizational commitment increases with a positive leader and positive manager.

**Appendix C
PRISMA Flow Diagram**



PRISMA diagram. Reprinted from PRISMA Flow Diagram published by www.Prismastatement.org, 2009. Retrieved from <http://prismastatement.org/prismastatement/flowdiagram.aspx>, Prisma Statement (2009).