

## Leadership as Reciprocity of Leader and Followers

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*Most of the leadership theories emphasize characteristics of leaders (Kirkpatrick, 1991, Katz, 1995, Stogdill, 1963), followers, context (Blanchard, 1985, Fiedler, 1974) or their combination (House, 1974) and leadership is considered from the point of view what leaders give to their follower by treating them as a group. Theory of leadership evaluating leadership from the point of view of relationship is the theory of leader-member exchange (LMX) (Dansereau, F., Graen, G. B. and Haga, W., 1975). This theory considers the influence of subordinates on the leader to be of the same importance as the influence of leaders on subordinates. LMX theory presents the model of the creation of leadership which proposes leaders to search for the methods of creation of mutual trust and respect with all subordinates, thus changing the whole work unit into an inside group. LMX theory prompts leaders to create relationship of mature partnership with every subordinate and to avoid any inequity. We raise the hypothesis: the quality of interaction between a leader and a follower and the process of the creation of leadership at the same time are influenced by the age and sex of subordinates, therefore while creating leadership these aspects should be taken into account.*

*The research of the interaction between the leader and followers performed among the higher medical staff of stationary departments of Kaunas county hospital and its branch Kaunas psychiatry hospital showed some differences among sexes in the process of the creation of leadership and some influence of the age of a follower to the quality of interchange with the leader. The analysis of the interaction between a leader and followers allowed us to make the final generalization as follows: 1) the more aged, the more often high quality interchange is formed with a leader and mostly this tendency is exposed among respondents aged 41-60 who already have some work and life experience; 2) despite the fact that the major part of the investigated group consisted of women, even twice more men in comparison to women group create high quality interchange with the leader; 3) men trust their leader more than women and are ready to protect and to explain his/her decision. 4) women feel less understood by their leaders, considerably less than men trust them and more seldom are ready to protect themselves and to explain their decisions; 5) however, despite the quality of interchange with the leader, women who form the major part of the members of the dyad are not less pleased in their relationship with the leader than men. Therefore it could be stated that despite a prompt*

*attempt of leaders (by LMX theory) to create relationship of mature partnership with every subordinate avoiding any inequity, it is necessary that such aspects as age and sex of followers should be taken into account.*

**Keywords:** *leadership, leaders, followers, the dyadic relation, an inside group, an outside group, the process of creation of leadership, mature partnership.*

### Introduction

According to the system theory, activity of each segment of an organization influences activity of all other segments of an organization in some degree (Bertalanffy, 1951). Content of activity of any organization is filled with people working inside the organization, who are interacting due official position and informal relationship, thus all together are functioning as an integral system (Ciegis, 2009). Anyone who ever worked in an organization felt that some of its members are more virile in organization's activity and their personal contribution to organization is bigger and other members are more passive and are performing only formal job activity and their contribution is less or even minimal. The leaders also are in particular touch with some employees who usually are performing more, while more cold relations are with others. Thus, two different groups of employees are being formed in the organization despite the fact that it is acting as an integrated system. It is important for the functioning of an organization as a system, *id est* how inter-harmonious is the activity of every member. In accordance with the fact that the leader is an initiator of relationship with followers and creates and maintains communications, essentially harmonious interaction of the leader and every employee becomes important for the successful functioning of an organization (Saparnis, 2009; Tijunaitiene, 2009). Both the leaders and followers are participating together in the process of leadership (Burns, 1978; Hollander, 1992). Talking over leaders and followers, the focus should be given to both equally – both need to be understood in relationship to each other (Hollander, 1992) and collectively (Burns, 1978). So, in researching the phenomenon of leadership in any organization, the research object shouldn't be any leader himself/herself but the quality of interaction between the leader and every follower being under his/her influence. Following the principle of interaction, the object

of the research of leadership should be every employee of the organization.

It is necessary to emphasize we keep to the principle that leadership is not the set of characteristics of separate subjects, but the process that occurs only during the interaction between the leader and a follower. To our point of view a person can actualize himself as a leader only in a particular relation with followers, therefore only the aspects of this relation should be researched in order to evaluate the quality of a leadership process. According to Hollander, in discussing leaders and followers, the focus should be put on both equally – both need to be understood in relationship to each other (Hollander, 1992). That is why we dissociate purposefully from the analysis of leader's features, skills and differences between the leader and manager at the same time. Also we dissociate from the influence of a wide spectrum of external and internal circumstances on the activity of employees of an organization, and focus only on the things that may effect the relations of a leader and followers. That is allowed by Leader-member exchange theory (LMX)<sub>2</sub>, which considers the phenomenon of leadership as the process which is focused on the interaction between the leader and every follower (Graen, 2006). It is this theory that exactly describes and studies the process how two different groups mentioned above are being formed, analyzes the reasons of the phenomenon and proposes decisions possible.

In order to understand better oneness of the LMX theory in the explanation of the process of leadership as the interaction of the leader and a follower, first of all a short review of theories describing the phenomenon of leadership from the point of view of the leader, follower or context will be presented and then the look at the LMX theory itself will be given.

The **objective** of this article is to present basic problems of leadership as reciprocity of a leader and followers.

The **aim** of the investigation is to define and analyse an interaction between a leader and followers.

The main **tasks** are:

to present a comparative analysis of leadership theories; analyze the creation of leadership according to the theory of leader-member exchange;

to research leadership as the interaction between a leader and followers.

**Research methods** to solve the scientific problem are - scientific literature review, the analysis of analytical and empirical studies and the synthesis of fragmentary knowledge on the subject, the questionnaire based on LMX theory.

### **Leader-member exchange theory point in the whole complex of leadership theories**

Leadership is a complex process of many dimensions. More than 60 different classification systems are being created to describe dimensions of leadership till now (Fleishman, 1991). In this review we will mention a few largest groups of theories, starting with ones presenting marginal point of view to leaders as exceptional members of society, and reaching the point of view suggesting the

importance of interaction between the leader and the follower.

Exceptionally orientated to the leader are theories of leadership of **features** stating that some people are born with particular characteristics that allow them to become perfect leaders. These theories are especially attractive because of coincidence to a popular conviction that leaders are not usual people, distinguished by the universal set of features, forwarding the society. Different authors indicate different personal characteristics and features of leaders for example dash, desire to manage, fairness and honesty, self-confidence, cognitive capabilities and business knowledge (Kirkpatrick, 1991). These theories also emphasize the importance of emotional intellect to leadership as an ability to understand and argue by using emotions, to control them effectively in themselves and relationships to others (Mayer, 2000; Caruso 2002). Unfortunately theories of features failed in creating a final list of leadership features. Essentially theories of features restrain the possibilities of the leader to learn and elevate because the basic characteristics of people usually are stable and steady (that's the reason why it is not easy to change them). Besides, they entirely do not regard the influence of environment and do not relate the features of leaders with the contribution of other employees to indexes of organization's activity.

Another group of theories – theories of **skills** – contrary to features theories bring to the fore the importance of skills learned in order to reach an efficient leadership. These theories are attractive because they show the leadership as available to everyone – it can be learned, acquired and developed. Particularly popular is the theory of ternary skills which brings to the fore three groups of basic personal skills: technical, communicational and conception, with importance of each changing in different levels of management (Katz, 1995). Theories of skills present a complex plan how to reach good results in leadership and also present some structure of the program of leadership training and developing. The comprehensive model of leadership skills based on these theories was created, and it brings to the fore leader's competence which includes skills of decision making, social evaluation and knowledge (Mumford, 2000). The model emphasizes that direct influence on competence aspects however is made by personal characteristics of the leader. Thus, theories of skills apparently have indications of theories of features and essentially have also marginal point of view to the leader but emphasizing skills of the leader as competence in this case. These theories do not pay enough attention to the environment leader is acting in, and to the influence of employees on the leader.

Theories of leadership **style** have a more close approach to the leader's environment by focusing not to who are the leaders but to what are they doing. Questionnaires based just on these theories were created and used for the studies of leadership (for example "Questionnaire of descriptions of leader's behavior") (Stogdill, 1963), that are used in questioning not the leaders themselves but their subordinates, and showing strong changes on the point of view to leadership from the leader to the employee. The advantage of the leadership

theories is that they include the analysis of leaders' behavior into the scientific research, not only the analysis of personal features or characteristics. Furthermore, they emphasize not only leaders' behavior type oriented towards task (by emphasizing technical and industrial work aspects) but also the type oriented towards relationship (when leaders are interested in employees as people, appreciate their individuality and pay special attention to their personal demands) (Stogdill, 1963; Bowers, 1996). Style theories highlight how the leaders are harmonizing those two types of behavior in order to make an influence to others. Undoubtedly these theories helped with highlighting the importance of leader's environment but they remained oriented towards the leader only without the evaluation of behavior of employees and their influence on the leader. Therefore there is no wonder these theories failed in search of the universal set of leader's deed which would always ensure effective leadership, increase satisfaction of employees and improve common moral climate and efficiency of organization's activity.

The importance of employee to behavior of leader eventually is properly evaluated in the theories of **situations** that are focused to leader's actions in particular situations by emphasizing the different situations requiring different leadership. Situational leadership as well as the theories of style emphasizes the aspects of task performance and relationship and their proper application in particular conditions. Situational leadership, however, is based on the presumption which was not applied in previous theories that skills and work motivation of employees change in time, therefore leaders conforming to changing subordinates have to accordingly change their style into more directive (task oriented) or giving more support (relationship oriented). An important step towards understanding of leadership as a process is the model of situational leadership studies the level of evolution of subordinates in order to determine the level of their competence and willingness to perform the task (Blanchard, 1985). Four categories of levels of employees' evolution were singled out striving to show that the employee in every particular task could be numbered to one of these categories. Having properly determined the level or evolution as another task of the leader it is to adapt his/her style of behavior to the level of the evolution of an employee. In short, situational leadership requires the leader to adopt his/her style to the competence and devotion of subordinates. So, as distinct from theories of features, skills or style, situational theories study the competence of the employee and as distinct aspect from the theories of features or circumstances propagating steady leader's style the situational theories require leaders to be very flexible (Graeff, 1983). Subordinate remains unenterprising side of leadership processes, however, thus the quality of leadership again depends on the behavior of the leader only.

Leadership theories mentioned were focused to the aspect if the only and the best type of leadership exist. The theory that finally relocated the focus to the context of leadership is the theory of **circumstances**. These theories are focused not to the leader only but to the leader and the situation he/she is acting. It is the first leadership theory

emphasizing the influence of a situation to leaders and stating that leaders are effective not in all circumstances and not requiring the leader to belong to any situation. Theory of circumstances as well as theories of style and situations clearly singles out the aspects of task performing and relationship by evaluating leadership style in the scale of "least desirable associate" (MPB) and numbering leaders according to their style to the leaders encouraged by relationship or encouraged by task (Fiedler, 1974). However, the theory contrarily to the theories of style or situations does not propose the leader to adopt his/her style to different situations in order to improve leadership in an organization but contrary proposes to change the situation to fit the leader. It is very important that the theory besides determinations of leader's style, in evaluation of situation or context also measures three additional variables among which appears relationship between a leader and a member. In order to determine the last mentioned group's atmosphere and the level of reliance on the leader, loyalty and leader's attraction felt by followers are being studied. Unfortunately, the main focus still remains on the scale of MPB and determination of leader's style and decisions proposed by the theory, as it has been mentioned, are adoption of the situation or the context to the leader's style or, in case it is impossible, the relocation of the leader to another context that more fits his/her style. Theoretical probability that the same situation in regard to the leader with another style could be almost ideal is also not evaluated. So, the influence of employees to the leadership process remains still unevaluated in the theory of circumstances.

In contrast to situational leadership stating that the leader has to adapt to the level of subordinates' evolution and in contrast to the theory of circumstances proposing to adapt the situation to leaders style the theory of **way-objective** emphasizes the relationship between leader's style, characteristics of subordinates and work environment. First, the theory of way-objective is not narrowed only to the explanation of leader's behavior directed towards the task or relationship but determines four conceptually different forms of leadership and four leadership styles accordingly (directory, support, encouraging activity or oriented towards strides). Besides, the theory's main focus is towards employees' motivation and the theory states that the leader's duty is to choose an appropriate style of leadership that will increase motivation of subordinates in a particular work environment (House, 1974). In contrast to feature theory, the theory of way-objective does not stuff the leaders into the only type of leadership but proposes to adapt one's own style according to the situation or motivation demands of subordinates. This theory emphasizes the meaning of characteristics of subordinates to the influence of leadership. The theory singles out such characteristics of subordinates as the demand of dependence, request the tasks will be structured, control desire and the level of self-understood ability to perform the task. According to the theory, characteristics of subordinates are determining how they are interpreting behavior of the leader in a particular work context. The only thing that matters, the theory of way-objective is the only of those mentioned acknowledging that these characteristics are

making effect on how the behavior of leaders influences motivation of subordinates. However, this theory also doesn't acknowledge participation of subordinates in leadership and as mentioned theories is oriented essentially towards leaders only.

All theories mentioned emphasize characteristics of leaders, followers, context or their combination and leadership is considered as the aspect of what leaders are giving to their followers by treating them as a group and applying some style of leadership. However, any theory analyzes specific relationship between the leader and every subordinate. The only theory of leadership that pays attention to differences that may exist between the leader and every follower and evaluating leadership from the point of view of relationship is the theory of **leader-member exchange** (LMX). This theory considers the influence of subordinates on the leader to be of the same importance as the influence of leaders to subordinates. LMX theory emphasizes the efficient leadership depends on efficient interchange between a leader and a member. Besides the theory acknowledges that personal characteristics and other features influence how subordinates are working with the leader or the leader is working with subordinates (Dansereau, 1975), but it brings to the fore the importance of communications in leadership. According to the theory, an efficient leadership appears when the communication between the leaders and subordinates is based on mutual trust, respect and commitment. The communication in this case is the tool due to which leaders and subordinates are creating, upholding and saving useful interchange. Because the study follows the point of view to process of leadership presented by this theory and is based on methodology of leader-member interchange created by this theory, the theory needs to be discussed more thoroughly.

### **Creation of leadership according to the theory of leader-member exchange**

As it has been mentioned in the preface, the theory of leader-member exchange (LMX) concept of leadership is formulated as the process which is focused on the interaction of leaders and followers. LMX theory considers a dyadic relation between leaders and followers, it being the most important thing of the process (Dansereau, 1975). According to the theory, leaders are getting in a vertical dyad touch with every follower therefore all structural organizational units could be evaluated as a set of such vertical dyads. In the evaluation of such dyad relationship the theory singles out two types of them: based on the roles of expanded and bargained positions (additional roles) that are named inside a group, and based on formal labour contract (determined roles), that are named outside the group. LMX theory states that it is very important to acknowledge the group or organization includes such inside and outside groups. In a structural unit of an organization subordinates become part of inside or outside group according to the fact how successfully they are working together with the leader and how successfully the leader works together with them. Subordinates interested in the negotiation with the leader regarding the matters they would like to do for the group can become the part of

an outside group. Such negotiation includes interchange where subordinates are performing activity outwards formal work description and the leader in his turn makes more strives on the behalf of these subordinates. When subordinates are not interested in new or other work commitments they become the part of an inside group, get along worse with the leader therefore they usually just come to work, perform what is required and go home. It is important to emphasize that membership in one or another group is based not on leader's influence only but on how the subordinates are expanding the commitments of their roles in communication with the leader (Graen, 1976; 2006).

In order to research the quality of leader-member interchange, the questionnaire of 7 questions convenient enough to be used was created which measures three aspects of relationship of the leader and members that are components of solid partnership: respect, trust and commitment (Graen & Uhl-Bien, 1995). Researching the efficiency of an organization according LMX theory there was stated that given a very good leader-member interchange decreases the turnover of employees, work evaluations become better, employees have raises in position more often, commitments to organization become higher, work tasks are more desirable, better attitude towards work, leader pays more attention and gives more support to employees, increases activity and career progress becomes faster in 25 years (Graen & Uhl-Bien, 1995, Salciuviene, 2009). No wonder such results encouraged creation of the model where interchange between the leaders and subordinates are used in creation of leadership (Graen & Uhl-Bien, 1991).

LMX theory presents the model of creation of leadership where it proposes leaders to search for the methods of creation of mutual trust and respect with all subordinates, thus changing the whole work unit into an inside group. According LMX theory leadership can be created in three stages: 1) strangers, 2) acquaintances and 3) mature partnership. In the first stage of „strangers“, interaction in a leader-subordinate dyad usually is limited by the rules, where there exists the very trust in contractual relationship. Leaders and subordinates are communicating according to the determined organizational roles. Their interchange is not qualitative, they essentially correspond the relationship with the members of an outside group. The subordinate obeys a formal leader having higher position in hierarchy in order to get economic interest that is under the leader's control. At the stage of strangers motives of subordinate are directed towards personal interest not towards group's welfare (Graen & Uhl-Bien, 1995). The second stage, acquaintances, starts when the leader or subordinate proposes more perfect career directed interchange that is related with more often change of resources and personal or work related information. For both the leader and the subordinate this period is tentative in order to evaluate if the subordinate wants to take more roles and commitments and if the leader is ready to challenge the subordinates. During this period the dyads are digress from interaction that is limited by the descriptions of work and determined roles only, and approach the new methods of communication. According

to LMX theory, it is true to say that the quality of the interchange is growing. Successful dyads occurred in the stage when acquaintances start developing more mutual trust and respect. During these interchanges also less attention is paid to personal interests and more attention to group's objectives and strivings. The third stage, "mature partnership", is distinguished by a very qualitative leader-member interchange that essentially corresponds the relationship with the members of an inside group. Having reached this stage of their relationship, people trust each other very much, hold in respect and feel mutual commitment. They checked their relationship and assured they can trust each other. In a mature partnership a big mutuality appears between the leaders and subordinates and they are influencing each other. Besides, in the third stage the leader and members can trust each other when they are expecting services or a particular help. For example, leaders can trust their subordinates will perform the additional tasks and subordinates can expect support and encouragement from the leaders. The essence is leaders and subordinates are interrelated productively and these relationships surpass traditional hierarchy determined work relationship. They have created an especially efficient method of communication giving positive results to them and the organization.

LMX theory prompts leaders to create the special relationship with every one subordinates, similar to the relationship of an inside group, in order to avoid inequality and negative consequences that could be cause by dependence to an outside group. Leaders have to propose every subordinate the possibility to take new roles and commitments and not allow their deliberate or involuntary unfair opinion to influence whom to invite to an inside group (e.g., to avoid unfairness due race, sex, ethnoses, religion or age). Principles formulated by LMX theory remind the leaders they have to be fair and equal to every of their subordinates and to cherish a very qualitative interchange.

It should be noticed, that recent studies based on LMX theory present rather complicated view of reciprocity of manager-subordinate relationships. It was found that such factors of behaviour as a role conflict, role ambiguity and intrinsic task satisfaction moderate the relationship between leader-member exchange and subordinate performance. The lower role conflict and the higher role ambiguity and intrinsic task – the higher is subordinate performance (Kenneth, 2002). At present time LMX theory assesses three components of reciprocal behaviour: immediacy, equivalence and an interest motive. It was found that immediacy, equivalence and a self-interest motive are negatively associated, and mutual motive is positively associated with relationship quality. I.e., the higher the quality of leader-member relationship, the lower importance for them is immediacy, equivalence and self-interest of their behaviour. It is important, that by the evaluation of all complex of these three factors and an interest motive, LMX theory marked negative reciprocity in manager-subordinate relationships, characterised by the exchange of injuries, self-interest, low mutual and other-interest motive, and low equivalence and immediacy in leader-member behaviour. By LMX theory, even low

quality of a leader-member exchange respond to positive reciprocity.

From the practical point of view it is very important that ideas presented by LMX theory can be applied both in different organizations (business, social organizations, public offices and government institutions) and different levels of management of organization (Ciarniene, 2007).

### **Research of leadership as the interaction between the leader and followers**

LMX theory we are appealing to, prompts leaders to create the relationship of mature partnership with every subordinate and to avoid any inequity. In the study we are raising the hypothesis the quality of interaction between the leader and follower and the process of the creation of leadership at the same time are influenced by the age and sex of subordinates therefore while creating the leadership that will be based on mature partnership these aspects should be taken into account.

The subject selected for the study is one of the members of dyad leader-follower and it is the follower. In the second group of the members of dyad leader-follower, leaders, there was evaluated an absolute number of leaders (managers) and their repartition according their sex which is important to the study.

The study used the questionnaire of 7 questions based on LMX theory (Graen, 1995), that allows surely evaluation of quality of interchange between leader and followers which is based on three aspects of interaction between leader and members: respect, trust and commitments. The questionnaire (LMX7) allowed the evaluation how much leader and followers respect abilities of each other, feel increasing mutual trust and are feeling strong commitment to each other. Investigatory were given following questions or statements: 1. Do you know how much your manager is satisfied with your activity? 2. Does your manager understand the problems of your work? 3. Does your manager understand the possibilities of your work? 4. What is the probability your manager would use the power of his/her position in order to help solving your work problems? 5. What is the probability your manager would stand bond from you taking the responsibility despite his/her power of his/her position? 6. I trust my manager enough to maintain and authorize his/her decision when he/she is absent to do this. 7. How would you describe your work relationship with your manager? Every question/statement was presented with evaluation scale in points from 1 (absolutely negative answer/evaluation) to 5 (very positive answer/evaluation). Reliability of an inner compatibility of the scale is satisfactory (Cronbach  $\alpha$  = 0.87). Respondents also were asked to indicate their sex, age and work experience in the work place the research was being performed.

The research was performed among the higher medical staff of stationary departments of Kaunas county hospital and its branch Kaunas psychiatry hospital. 25 organizational units were researched. The group of the investigated includes 105 doctors: 75 women (71.4 percent of the group) and 30 men (28.6 percent of the group). Questionnaires of the research were filled (in the group

examined) by 83 investigatory (79 percent of the investigatory group) among them 48 women (64 percent all women of the group), 27 men (90 percent of all men of the group) and 8 persons that haven't indicated their sex. In not investigated group of leader-follower dyad stayed 25 persons (doctors – heads of departments among them 14 women (56 percent of all group of managers) and 11 men (44 percent of all group of managers). Filled questionnaires were analyzed in two separate stages and then overall analysis of research conclusions received was performed.

The first stage of the analysis was performed in order to ascertain the level of quality if interchange between the leader and follower (non qualitative, average or high quality interchange), corresponding one of the stages of creation of leadership in all group of investigatory (strangers, acquaintances or partnership), and also to evaluate spread of these indicators separately among men and women and spread according the age groups. To this end the overall sum of points was calculated in the questionnaires. The least possible sum of points of all 7 answers/evaluations is 7 points, the highest sum is 35 (according to Graen & Uhl-Bien, "The Relationship-based approach to leadership: Development of LMX theory of leadership over 25 years: Applying a multi-level, multi-domain perspective", 1995. *Leadership Quarterly*, 6(2), 219-247). In order to subsume the received total sum of points to one of the three stages of creation of leadership, all possible sum of points was brought into three equal levels of the valuation: the sum of point equal 1-11.6 (non qualitative interchange), 11.7-23.3 (average quality) and

23.4-35 (high quality). Non qualitative interchange was evaluated as a leader-follower dyad being at the first stage of the creation of leadership or "strangers", average quality means the second stage („acquaintances“), and high quality is the third stage or "partnership".

The results received on the first stage are: sum of points of 1 respondent correspond non qualitative interchange (1.2 percent all group investigated), the sum of 25 respondents – average quality (30.1 percent), the sum of 57 respondents – high quality (68.7 percent). According to the sex respondents in every stage spread as it follows: I stage – 1 woman (2.1 percent all women group investigated), II stage – 17 women (35.4 percent of the women investigated) and 6 men (22.2 percent of all men), III stage – 30 women (62.5 percent) and 21 men (77.8 percent). Spread of all group investigated in percents among groups of women and men is indicated in the Figure 1.

Analyzing respondents according the age groups in every stage of the creation of leadership, the respondents were grouped according to the age decades: aged 21-30 years were assigned to the III decade, aged 31-40 – IV decade, aged 41-50 – V decade, aged 51-60 – VI decade, aged 61-70 – VII decade, and aged 71-80 – VIII decade. The only respondent was in the stage I therefore the spread was impossible to determine. 22 respondents indicated their age in the stage II, and 52 in the stage III. To be more evident, Table 2 indicates the spread of age groups in percents between the respondents in the stages II and III.

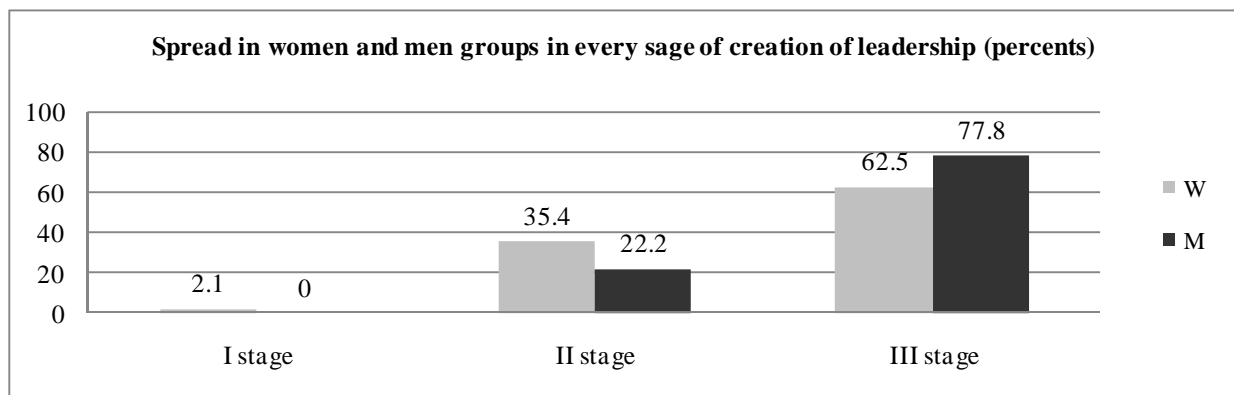


Figure 1. Spread in women (W) and men (M) groups in every stage of the creation of leadership (percents)

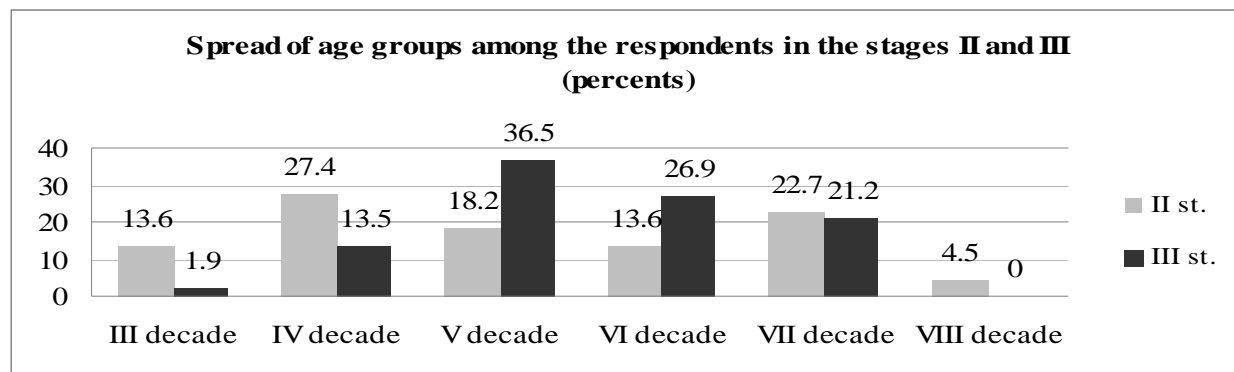


Figure 2. Spread of age groups according the age decades among the respondents in the stages (st.) II and III (percents)

Generalization of the results of the first research stage would be as follows:

1. Not less than two thirds of respondent in group investigated (68,7 percent) have high quality interchange with their leaders and are at the stage III of the creation of leadership or “partnership“. All these respondents could be assigned to an inside group. The only respondent was determined having non qualitative interchange with the leader and being in the stage I of creation of leadership or “strangers“. So, only 1 person of the group can be clearly assigned to outside group. Almost the third of respondents have an average quality of interchange with the leader and are at the stage II of creation of leadership or “acquaintances“. This group of respondents cannot be clearly assigned neither to inside nor to outside groups.

2. At the stage III or partnership there are 3.5 times more men from the group investigated (77.8 percent of all questioned men) than at stage II or “acquaintances” (22.2 percent). No man had non qualitative interchange. Accordingly to the women at stage III numbers more 1.7 times (62.5 percent all questioned women) than at the stage II or “acquaintances” (35,4 percent).

3. At the stage II (“acquaintances”) among all respondents participating and indicating their sex women have more 3.2 times (76 percent) than men (24 percent). At the stage III (“partnership“) women have more only 1.4 times (59 percent) than men (41 percent), and in absolute figures the number of representatives of both sexes is almost equal.

4. Taken all respondents presenting at the stage II (“acquaintances“) who indicated their age and overall percent of all respondents in this stage exceeded 25 percent, not less than the quarter (27.4 percent) are in the decade IV (age group 31-40 years). Accordingly taken the all respondents at the stage III (“partnership“) there are already two age groups with at least a quarter of all respondents: 36.5 percent are in the decade V (age group 41-50 years) and 26.9 percent in the decade VI (age group 51-60 years). The only respondent of all assigned to the stage III is in the decade III (age group 21-30 years).

The second stage of the evaluation of results was intended to determine the importance of the separate aspects (respect, trust and commitment) to the quality of leader-

member interchange. To that end every point question was evaluated by a respondent in points: 1 – very low evaluation, 2 – low, 3 – average, 4 – high, 5 – very high (according to Graen & Uhl-Bien, “The Relationship-based approach to leadership: Development of LMX theory of leadership over 25 years: Applying a multi-level, multi-domain perspective“, 1995. *Leadership Quarterly*, 6(2), 219-247). In order to determine the questions/ statements most effecting common indices of evaluation, the percents of spread of evaluation given to every question/statement were evaluated in the measure of all group investigated, and also comprehensive evaluation of the percents of the summed very low and low evaluations and summed high and very high evaluation of all questions/statements in the measure of all group investigated. Finally, a percent expression of the evaluations given to every question/statement was evaluated in groups of women and men, in order to research the influence of sex to separate the aspects of leader-member interchange. The comprehensive results of low and high evaluations in percents were received in the measure of all group investigated. The lowest evaluations were given to the following questions (sequence from the lowest): No. 5 (16.8 percent), No. 2 (14.5 percent) and No. 1 (14.4 percent). The least number of high evaluations were given to the same questions (sequence from the lowest): No. 5 (54.3 percent), No. 1 (54.3 percent) and No. 2 (57.8 percent). These questions can be evaluated as the most problematic to the group investigated. The least number of low evaluation was given to these questions (sequence from the lowest): No. 7 (3.6 percent), No.6 (3.6 percent) and No. 3 (4.8 percent). The highest evaluations were given to the same questions (sequence from the highest): No. 7 (75.9 percent), No. 3 (73.5 percent) and No. 6 (71.1 percent). These questions can be evaluated as the most favorable to the group investigated. The question 4 in comprehension to the questions with the lowest or highest evaluations takes the medium position (accordingly 10.8 percent of low evaluations and 67.5 percent of high ones) and can be evaluated as little or average problematic.

Spread of the results of evaluation of every question/statement in percents separately in the groups of women and men is indicated in the Table 1.

Table 1

**Spread of evaluations of every question/statement (from 1 up to 7) in percents separately in the groups of women (W) and men (M)**

Evaluation		Very low		Low		Average		High		Very high	
Sex		W	M	W	M	W	M	W	M	W	M
Spread of evaluations in percents	1 question	16.7	0	4.2	7.4	25.0	37.0	43.7	33.4	10.4	22.2
	2 question	2.1	3.7	12.5	11.1	29.2	22.2	33.3	18.5	22.9	44.5
	3 question	0	0	6.3	0	27.1	11.1	45.8	48.2	20.8	40.7
	4 question	4.2	0	8.3	0	25.0	18.5	45.8	55.6	16.7	25.9
	5 question	6.2	3.7	12.5	3.7	39.6	14.8	29.2	51.9	12.5	25.9
	6 statement	2.1	0	0	3.7	35.4	7.4	45.8	40.7	16.7	48.2
	7 question	2.1	0	2.1	3.7	20.8	14.8	52.1	37.0	22.9	44.5

Generalization of the comprehensive results of the spread of the evaluation of every question/statement separately in women and men groups presented in the tables 3-9 is as following:

1. Among the respondents who gave very low and low evaluations to question 1 there are more women 2.8 times than men (20.9 percent of all women group and 7.4 percent all men group). In the evaluation of very low, low

and average evaluations together number of respondents is almost equal (45.9 percent of all women group and 44.4 percent of all men group). Very high evaluations to this question were given more by men 2.1 times than by women (10.4 percent of all women group and 22.2 percent of all men group). In the evaluation of high and very high evaluations together the number of respondents is almost equal (54.1 percent of all women group and 55.6 percent of all men group).

2. Among the respondents who gave very low and low evaluations to the question 2 the number of women and men is almost equal (13.6 percent of all women group and 14.8 percent of all men group). Also there is no big difference between low and average evaluations together (42.8 percent of all women group and 37 percent of all men group). Very high evaluations were given more by men than by women (22.9 percent of all women group and 44.4 percent of all men group or almost every second man). In the evaluation of high and very high evaluations the difference between respondents becomes small again (56.2 percent of all women group and 63 percent of all men group).

3. Among the respondents who gave low and average evaluations to the question 3 the number of women is bigger 3 times than that of men (33.4 percent of all women group and 11.1 percent of all men group). In absolute figure no respondent gave the question either very low or very high evaluation. Very high evaluations to the question were given by men more 2 times than women (20.8 percent of all women group and 40.7 percent of all men group). In evaluation of high and very high evaluations together number of men is little or only 1.3 times bigger than women (66.6 percent of all women group and 88.9 percent of all men group). The number of women who have not given either high or very high evaluation is 3 times bigger than that of men.

4. Very low and low evaluations to the question 4 were given by 12.5 percent of all women. No men gave the question very low or low evaluations. In evaluation of very low, low and average evaluations together there are women 2 times more than men (37.5 percent of all women group and 18.5 percent of all men group). Very high evaluations to the question were given by men more 1.5 times than women (16.7 percent of all women group and 25.9 percent of all men group). In evaluation of high and very high evaluations number of men is little or only 1.3 times bigger than that of women (62.5 percent of all women group and 81.5 percent of all men group). Number of women who gave no high or very high evaluation is 2 times bigger than that of men.

5. Among the respondents who gave very low and low evaluations to the question 5 women are more 2.5 times than men (18.7 percent of all women group and 7.4 percent of all men group). In evaluating very low, low and average evaluations together women respondents are 2.6 times more than men (58.3 percent of all women group or more than half of the women and 22.2 percent of all men group). Very high evaluations to the question were given 2 times more by men than women (12.5 percent of all women group and 25.9 percent of all men group). High and very high evaluations were given 2.5 times more by

men than by women (30.7 percent of all women group and 77.8 percent of all men group). Women who gave no high or very high evaluation are 3 times more than men (only every fifth men gave no high or very high evaluation).

6. Among the respondents who gave very low and low evaluations to the question 6 the number of women and men is almost equal (2.1 percent of all women group and 3.7 percent of all men group). In evaluation of very low, low and average evaluations together respondents women are more 3.4 times than men (37.5 percent of all women group and 11.1 percent of all men group). Very high evaluations to the question were given more 2.9 times by men than by women (16.7 percent of all women group and 48.2 percent of all men group or almost every second man). In evaluation of high and very high evaluations together there are little more 1.4 times men than women (62.5 percent of all women group and 88.9 percent of all men group). However in another evaluation number of women who gave no high or very high evaluation is bigger 3.4 times than that of men.

7. Among the respondents who gave very low and low evaluations to the question 7 the number of women and men is almost equal (4.2 percent of all women group and 3.7 percent of all men group). Also there is no big difference in evaluations together with average evaluations (25 percent of all women group and 18.5 percent of all men group). However very high evaluations were given to the question by men more 1.9 times than by women (22.9 percent of all women group and 44.5 percent of all men group or almost every second man). In evaluation of high and very high evaluations together women and men are almost equal again (75 percent of all women group and 81.5 percent of all men group).

## **Conclusions and proposals**

The performed research of interaction between the leader and followers showed some differences among sexes in the process of the creation of leadership. Despite the fact the major part of group investigated was women (71.4 percent of the group) similar expression of this index in percents remains only in the group which created average quality interchange with the leader (76 percent of women). In the group which created high quality interchange with the leader this index practically becomes equal. So, the tendency shows up that the number of men bigger twice in comparison to women group creates high quality interchange with the leader and reaches the stage III "partnership". According to the fact the number of both sexes in the non investigated group of leader-member dyad is similar (in absolute figures women take even more: 56 percent of the group of managers is women and 44 percent men), it could be stated the sex of the leader has no important meaning to this tendency.

The research also revealed some influence of the age of the follower to the quality of interchange with the leader. Average quality interchange with the leader begins evidencing in the decade III (age group of 21-30 years) and clearly raises in decade IV (age group of 31-40 years), and high quality interchange with the leader evidences in decade IV and clearly raises in decade V (age group of 41-



50 years) and decade VI (age group of 51-60 years). The questions how this tendency is related to particular investigated group (medical doctors) and what is the influence of work experience and self-trust could be answered by an additional research of these aspects.

We called the analysis of the questions most problematic one also showed some tendencies. The evaluation of the question 5 revealed very clear differences between sexes: much more than half women and only every fifth man considered this question as very problematic, problematic or average problematic (even every fifth women considered the question as very problematic). Four of five men considered this question as absolutely not problematic. The evaluation of the question 1 by both sexes was very similar but there appeared the difference between very low and very high evaluations (this question was evaluated as problematic or very problematic by women 2.8 times more than by men and as not problematic at all by men 2.1 times more than women). The evaluation of the question 2 of both sexes was similar again but this time appeared the tendency of very high evaluation (very positive i.e. as absolutely not problematic question was evaluated by every second man and only by every fifth woman). We called the analysis of the questions most favorable as it revealed similar tendencies. The evaluation of the question 7 of both sexes was similar but again appeared the tendency of very high evaluations (very positive i.e. as absolutely not problematic question was evaluated by every second man and only every fifth woman). In the evaluations of the question 3 appeared differences between sexes both in low and average evaluations and in very high evaluations (this question was considered as problematic or average problematic by women 3 times more often than men and as absolutely not problematic by men 2 times more often than women). In the evaluation of the question 6 appeared differences between sexes both in very low, low and average evaluations and in very high evaluations (as very problematic, problematic or average problematic this question was

evaluated by women more 3.4 times than men and as absolutely not problematic by men more 2.9 times than women). Similar tendency remains in the analysis of the question 4 which we called average problematic: the number of women who gave no high or very high evaluation was bigger 2 times than that of men.

The analysis of the interaction between the leader and followers allow us to make the final generalization as follows:

1. The more aged are the respondents, the more often high quality interchange occurs with the leader and mostly this tendency is seen among the respondents aged 41-60 who already have some work and life experience.

2. Besides, the major part of the investigated group consists of women, even twice more men in comparison to a women group create high quality interchange with the leader and reach the stage III, "partnership".

3. Men trust their leader more than women and are ready to protect and to explain his/her decision. Possibly because of their proactivity higher than that of women in showing persona; proactivity men better feel leaders understands and supports them better than women.

4. Women feel less understood by their leaders, considerably less than men trust them and more seldom are ready to protect themselves and to explain their decisions.

5. However, despite the quality of the interchange with the leader, women who make the major part of the members of dyad are not less pleased in their relationship with the leader than men.

Thus, our hypothesis that the quality of the interaction between the leader and a follower and the process of creation of leadership at the same time are influenced by the age and sex of subordinates was proved in this research. Therefore it could be stated that despite prompt of leaders by LMX theory to create relationship of mature partnership with every subordinate avoiding any inequity, nevertheless it's necessary such aspects as age and sex of followers should be taken into account.

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#### **Lyderystės kaip lyderio ir sekėjų tarpusavio sąveikos problemos**

Santrauka

Daugelyje lyderystės teorijų pabrėžiamos lyderių, sekėjų, konteksto ar jų derinio savybės, o lyderystė yra tai, ką lyderiai teikia savo sekėjams, elgdami su jais kaip su grupe. Lyderystės teorija, lyderystę vertinanti santykių požiūriu, yra lyderio nario mainų (LNM) teorija. Remiantis šia teorija, pavaldinių įtaka lyderiui yra tokia pat reikšminga lyderystei kaip ir pačių lyderių įtaka pavaldiniams. LNM teorijoje pateikiamas lyderystės kūrimo modelis – lyderiai turi ieškoti būdų, kaip sukurti abipusį pasitikėjimą ir pagarbą su visais pavaldiniais, taip visą darbo padalinį paverčiant vidine grupe. LNM teorijoje raginama lyderius kurti brandžios partnerystės santykius su kiekvienu pavaldiniu vengiant bet kokio šališkumo. Šiuo metu LNM teorijoje įvertinami tokie trys reikšmingi lyderio nario elgsenos veiksniai, kurie svarbūs jų tarpusavio sąveikai: betarpiškumas, lygiavertiškumas ir naudos motyvas. Svarbu tai, kad vertinant šį veiksnių kompleksą ir naudos motyvą, LNM teorijoje išskiriama ir neigiama tarpusavio sąveika. Remiantis LNM teorija, net žemos kokybės lyderio nario mainai priklauso teigiamai tarpusavio sąveikai.

Autoriai kelia hipotezę, kad lyderio ir sekėjo tarpusavio sąveikos kokybei, kartu ir lyderystės kūrimo procesui turi įtakos pavaldinių amžius bei lytis, todėl, kuriant lyderystę, į šiuos aspektus turėtų būti atsižvelgiama.

Praktiniu požiūriu svarbu ir tai, kad LNM teorijoje pateiktas idėjas galima taikyti tiek skirtingose organizacijose (verslo, visuomeninėse organizacijose, viešose įstaigose bei vyriausybines institucijose), tiek skirtingais organizacijos valdymo lygiais.

Lyderio ir sekėjų tarpusavio sąveikos tyrimas, kuriame dalyvavo Kauno apskrities ligoninės ir jos filialo – Kauno psichiatrijos ligoninės, stacionariųjų skyrių aukštesnysis medicinos personalas, atskleidė tam tikrus skirtumus tarp lyčių lyderystės kūrimo procese ir tam tikrą sekėjų amžiaus įtaką mainų su lyderių kokybei.

Nepaisant to, kad tiriamosios grupės atstovų didžiąją dalį sudaro moterys (71,4 proc. visos grupės), šio rodiklio procentinė išraiška išlieka panaši tik vidutinės kokybės mainais su lyderiu sukūrusioje grupėje (76 proc. moterų). Aukštos kokybės mainais su lyderiu sukūrusioje grupėje šis rodiklis praktiškai susilygina. Taigi išryškėjo tendencija, kad net dvigubai daugiau vyrų nei moterų sukuria aukštos kokybės mainais su lyderiu ir pasiekia trečiąjį „partnerystės“ etapą. Atsižvelgiant į tai, kad neturtoje lyderio sekėjo diados grupėje skirtingų lyčių atstovų skaičius yra panašus (moterų yra net šiek tiek daugiau: 56 proc. visos vadovų grupės sudaro moterys ir 44 proc. – vyrai), galima teigti, kad lyderio lytis šiai išryškėjusiai tendencijai reikšmingos įtakos neturi.

Vidutinės kokybės mainai su lyderiu ima reikštis trečiajame etape (21–30 amžiaus grupėje) ir gerokai padidėja ketvirtajame etape (31–40 metų amžiaus grupėje). Aukštos kokybės mainai su lyderiu ima reikštis ketvirtajame etape ir gerokai padidėja penktajame (41–50 metų amžiaus grupėje) ir šeštajame etapuose (51–60 metų amžiaus grupėje). Į klausimą, kiek ši tendencija susijusi su konkrečia tirtąja grupe (medicinos gydytojai) ir kokia įtaka tam turi sukaupta darbinė patirtis bei pasitikėjimas savimi, galima atsakyti atlikus papildomus šių aspektų tyrimus.

Atlikus įvardintų kaip problemiškausi klausimų analizę, taip pat išryškėjo tam tikros tendencijos. Įvertinus 5 klausimą, išryškėjo dideli skirtumai tarp lyčių: kur kas daugiau nei pusė visų moterų ir tik kas penktas vyras manė, kad šis klausimas arba labai problemiškas, arba problemiškas, arba vidutiniškai problemiškas (net kas penkta moteris šį klausimą vertino kaip labai problemišką). Šį klausimą kaip visiškai neproblemišką vertino net 4 iš 5 vyrų. Pirmu klausimu abiejų lyčių atstovų vertinimas buvo panašus, tačiau išryškėjo skirtumai tarp lyčių skiriant tiek labai žemus ir žemus įverčius, tiek labai aukštus įverčius (šį klausimą kaip problemišką ar labai problemišką įvardijo 2,8 karto daugiau moterų nei vyrų, o kaip visiškai neproblemišką – 2,1 karto daugiau vyrų nei moterų). 2 klausimu abiejų lyčių atstovų vertinimas vėl buvo panašus, tačiau šįkart išryškėjo labai aukštų įverčių skyrimo tendencija (labai teigiamai, t. y. kaip visiškai neproblemišką klausimą, vertino net kas antras vyras ir tik kas penkta moteris). Atlikus įvardytų kaip palankiausi klausimų analizę, išryškėjo panašios tendencijos. 7 klausimu abiejų lyčių atstovų vertinimas buvo panašus, tačiau vėl išryškėjo labai aukštų įverčių skyrimo tendencija (labai teigiamai, t. y. kaip visiškai neproblemišką klausimą, vertino net kas antras vyras ir tik kas penkta moteris). Vertinant 3 klausimą, išryškėjo skirtumai tarp lyčių skiriant tiek žemus ir vidutinius įverčius, tiek labai aukštus įverčius (šį klausimą kaip problemišką ar vidutiniškai problemišką įvardijo 3 kartus daugiau moterų nei vyrų, o kaip visiškai neproblemišką – 2 kartus daugiau vyrų nei moterų). Vertinant 6 klausimą, išryškėjo skirtumai tarp lyčių skiriant tiek labai žemus, žemus ir vidutinius, tiek labai aukštus įverčius (šį klausimą kaip labai problemišką, problemišką ar vidutiniškai problemišką įvardijo 3,4 karto daugiau moterų nei vyrų, o kaip visiškai neproblemišką – 2,9 karto daugiau vyrų nei moterų). Panaši tendencija išsilaiškė ir analizuojant įvardytų kaip vidutiniškai problemiškas 4 klausimą: moterų, neskiriančių aukšto arba labai aukšto įverčio, buvo 2 kartus daugiau nei vyrų.

Atlikus lyderio ir sekėjų tarpusavio sąveikos tyrimo rezultatų analizę, buvo suformuluoti šie galutiniai apibendrinimai: 1) kuo vyresnis amžius, tuo dažniau ima formuotis aukštos kokybės mainai su lyderiu; labiausiai ši tendencija išryškėja tarp 41–60 metų amžiaus respondentų, kurie jau turi sukaupe tam tikrą darbo ir gyvenimišką patirtį; 2) nepaisant to, kad tiriamosios grupės atstovų didžiąją dalį sudaro moterys, net dvigubai daugiau vyrų, palyginti su moterų grupe, sukuria aukštos kokybės mainus su lyderiu; 3) vyrai labiau nei moterys pasitiki savo vadovu ir yra pasirengę ginti ir pateisinti jo sprendimą; 4) moterys jaučiasi mažiau suprastos savo vadovų, gerokai mažiau negu vyrai jais pasitiki ir rečiau būna pasirengusios pačios ginti ir pateisinti jų sprendimus; 5) nepaisant mainų su lyderiu kokybės, moterys, kurių yra didžioji dalis tarp diados narių, ne ką mažiau patenkintos savo santykiais su lyderiu negu vyrai. Todėl galima teigti, kad nors LNM teorijoje raginami lyderiai kurti brandžios partnerystės santykius su kiekvienu pavaldiniu vengiant bet kokio šališkumo, vis dėlto lyderystės kūrimo procese būtina atsižvelgti į tokius aspektus, kaip sekėjų amžius ir lytis.

Raktažodžiai: *lyderystė, lyderiai, sekėjai, diadinis ryšys, vidinė grupė, išorinė grupė, lyderystės kūrimo procesas, brandžios partnerystės santykiai.*

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