

< LEADERSHIP STYLES AND THEIR EFFECTS ON EMPLOYEES' TURNOVER
IN PRIVATE BUSINESSES OF THE AUSTRIAN MARKET >

by

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Dedication

Dedicated to my husband who is my source of inspiration.

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I would like to thank my mentor Dr. Anna Provodnikova for helping me throughout this journey together with all the SSBM staff for the excellent support through the webinars and educational material.

ABSTRACT

< LEADERSHIP STYLES AND THEIR EFFECTS ON EMPLOYEES' TURNOVER IN PRIVATE BUSINESSES OF THE AUSTRIAN MARKET >

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According to existing research, leadership styles play an important role on the employee turnover. The employee turnover is a very important factor that affects the financial situation of a business. This research aims to explore whether the Leadership styles affect the employee turnover in private businesses in the Austrian Market.

This research was conducted by a literature review and a survey. The data analysis for this study was carried out using quantitative statistical methods. Questionnaires were sent to all the participants, were completely anonymous and no personal data were neither asked or saved in any way. The questionnaires feature

questions aiming to collect robust information by the use of close-ended, multiple-choice questions, providing quantitative data for analysis

The data received from the questionnaires were sufficient to perform the research and were statistically analysed in order to examine if there is a link between the employee turnover and the leadership styles in private Austrian businesses.

The findings of this research might be useful to fill the gap in understanding the role of leadership styles on employee turnover. This research was conducted for private Austrian business and has yielded results relevant to the influence of the leadership styles on the employee turnover on a country with low unemployment rate as well as good unemployment benefits. From these facts it could be safe to assume that the responses of the participants, thus the results of this research were mainly genuine and not influenced by factors such as e.g., financial instability or fear of unemployment.

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CHAPTER I:
INTRODUCTION

1. Introduction

Leadership styles play a very important role in businesses as they influence the employee motivation which is a key factor to business success (Mkheimer, 2018) and they can as well drastically affect the growth, productivity, profits, and many other factors in businesses (Nanjundeswaraswamy et al., 2014).

A very important factor that affects the financial situation of a business is employee turnover which is defined as the employee rotation around the job market and between employment and unemployment (Abbasi and Hollman, 2000). Therefore, employee turnover should be taken into consideration when leading a business (Bliss, 2004).

Research has shown that in the decision-making process of changing jobs many factors play an important role. Some examples of such factors are:

- pay rate
- work-life balance
- perceived organizational support
- opportunities and benefits
- leadership styles (Liu et. al., 2013)

As mentioned above, although many factors play an important role in the decision-making of changing jobs, it would be very interesting to investigate if leadership

styles affect the employees' turnover in a country with such a low unemployment rate where the decision of changing jobs wouldn't be affected by the unemployment rate or any other psychological factors correlated to unemployment, such as job stability and financial problems.

More specifically, this research aims to explore whether the Leadership styles in businesses affect the employee turnover in private businesses in the Austrian Market as Austria is one of the most prosperous and stable EU Member states with very attractive unemployment and social benefits. (Monthly unemployment rate in Austria 2020-2021 | Statista, 2021).

The unemployment benefits of the European countries are in general at a very high level and as seen in Figure 1, Austria is also in a very good position among the other European countries. (Austria - Employment, Social Affairs & Inclusion - European Commission, 2022).

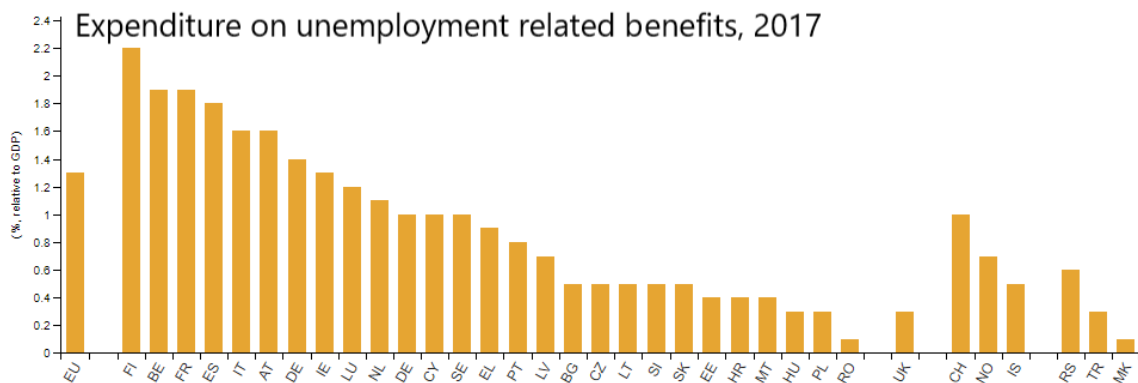


Figure 1. Expenditure on unemployment-related benefits, 2017

Austria is a country that has a very strong industrial base, with many export-oriented small- and medium-sized enterprises. These factors have been historically shown to have a positive impact on the country's GDP growth (Job Turnover, 2022). Austria is a very financially stable country that shows a constant economic development which is also reflected in Austria's very low unemployment rate of 4,61% (Monthly unemployment rate in Austria 2020-2021 | Statista, 2022). Unemployment rates of countries worldwide are shown in Table 1 and in Europe are shown in Figure 1.

Table 1. Unemployment Rates by Sex, Percentage of the labor force of each group, seasonally adjusted

	Women							Men						
	2019	2020	2021		2021			2019	2020	2021		2021		
			Q2	Q3	Aug	Sept	Oct			Q2	Q3	Aug	Sept	Oct
OECD Total	5.6	7.4	6.7	6.1	6.1	6.0	6.0	5.3	6.9	6.3	5.8	5.8	5.6	5.5
Major Seven	4.2	6.6	5.4	4.9	4.9	4.7	4.7	4.4	6.4	5.7	5.2	5.2	5.0	4.7
European Union	7.1	7.4	7.7	7.2	7.2	7.1	7.0	6.5	6.9	6.9	6.6	6.6	6.5	6.4
Euro Area	8.0	8.2	8.5	7.9	7.9	7.8	7.7	7.3	7.6	7.6	7.1	7.2	7.0	7.0
Australia	5.1	6.4	4.9	4.7	4.4	4.9	5.4	5.2	6.6	5.4	4.5	4.7	4.4	5.0
Austria ⁽¹⁾	4.6	5.9	6.6	5.5	5.7	4.9	6.0	5.1	6.1	6.7	5.8	6.0	5.4	5.6
Belgium ⁽²⁾	5.0	5.4	6.5	6.5	6.6	6.5	6.5	5.8	5.7	6.2	6.1	6.2	6.1	6.0
Canada	5.3	9.5	7.9	6.6	6.6	6.3	6.2	6.1	9.6	8.1	7.6	7.5	7.4	7.0
Chile	8.0	11.0	9.5	8.6	8.6	8.3	-	6.7	10.6	8.9	7.9	7.9	7.9	-
Colombia	13.7	20.7	19.2	17.3	16.6	17.2	17.5	8.2	12.9	11.7	9.9	9.8	9.5	9.8
Costa Rica	15.4	25.7	24.4	19.9	19.9	19.2	-	9.3	15.7	13.7	12.2	12.2	12.2	-
Czech Republic ⁽²⁾	2.4	3.0	3.8	3.2	3.5	3.0	2.9	1.7	2.2	2.5	2.2	2.2	2.3	2.3
Denmark ⁽²⁾	5.3	6.0	5.2	4.9	4.8	5.2	5.3	4.8	5.4	5.0	4.8	4.8	5.0	5.0
Estonia	4.9	6.5	6.0	5.1	4.9	4.5	4.4	4.2	7.0	7.0	7.0	7.0	7.0	6.9
Finland	6.2	7.4	7.3	7.1	6.5	7.0	6.1	7.3	8.1	8.9	7.9	7.7	8.3	7.3
France	8.4	8.0	8.3	7.9	7.9	7.7	7.6	8.5	8.1	8.1	7.9	8.0	7.8	7.6
Germany ^{(1) (2)}	2.7	3.4	3.3	3.0	3.0	2.9	2.9	3.5	4.2	3.9	3.7	3.7	3.6	3.6
Greece	21.5	19.9	20.3	17.5	17.0	17.1	16.8	14.0	13.7	12.8	10.6	11.2	9.8	9.8
Hungary	3.3	4.2	4.3	4.0	4.2	3.9	4.2	3.4	4.1	4.0	3.8	4.0	3.3	3.5
Iceland	3.5	6.3	6.7	5.6	5.5	5.3	5.2	4.3	6.6	5.8	5.5	5.5	5.5	5.5
Ireland ⁽²⁾	4.7	5.9	6.8	5.4	5.4	5.1	5.2	5.2	5.8	7.1	5.4	5.3	5.2	5.2
Israel	3.9	4.1	5.4	4.9	4.8	5.1	4.9	3.7	4.5	5.2	5.2	5.2	5.2	5.1
Italy ⁽¹⁾	11.1	10.3	11.0	10.6	10.7	10.5	10.7	9.2	8.5	8.9	8.3	8.3	8.2	8.4
Japan	2.2	2.5	2.6	2.5	2.5	2.6	2.5	2.5	3.0	3.2	3.0	3.1	2.9	2.8
Korea	3.6	4.0	3.8	3.0	3.0	2.9	3.2	3.9	3.9	3.6	3.0	2.7	3.0	3.2
Latvia ⁽²⁾	5.4	7.1	6.8	5.9	5.8	5.7	5.9	7.2	9.1	8.9	8.8	8.8	8.3	8.1
Lithuania ⁽²⁾	5.5	7.7	7.3	6.3	6.2	6.0	5.6	7.1	9.3	7.8	7.7	7.7	7.4	7.4

Luxembourg ⁽²⁾	5.6	6.8	6.5	5.9	5.9	5.8	5.5	5.6	6.5	5.4	4.9	4.9	4.9	4.7
Mexico	3.6	4.2	4.1	4.1	4.1	4.0	3.8	3.5	4.6	4.5	4.0	4.1	3.8	4.0
Netherlands	3.4	4.0	3.4	3.3	3.4	3.3	3.1	3.4	3.7	3.1	3.0	3.0	3.0	2.8
New Zealand	4.4	5.0	4.2	3.4	-	-	-	3.8	4.3	3.8	3.3	-	-	-
Norway	3.4	4.4	4.8	3.6	3.6	3.2	-	4.0	4.8	5.1	4.3	4.4	4.0	-
Poland	3.6	3.3	3.8	3.4	3.4	3.3	3.2	3.0	3.1	3.5	3.4	3.4	3.4	3.5
Portugal	7.3	7.4	7.3	6.9	6.9	6.5	6.8	6.0	6.8	6.6	6.0	5.7	6.2	6.1
Slovak Republic ⁽²⁾	6.0	7.1	7.1	6.6	6.6	6.5	6.4	5.6	6.4	3.8	6.4	6.4	6.2	6.2
Slovenia ⁽²⁾	5	5.7	5.4	4.2	4.2	4.1	4.4	4.0	4.4	13.4	4.9	4.9	6.2	5.2
Spain	16.0	17.4	17.6	16.5	16.5	16.2	16.1	12.5	13.9	9.1	13.2	13.2	5.1	13.0
Sweden ⁽²⁾	6.9	8.3	9.3	8.9	8.5	9.6	9.3	6.7	8.3	5.2	8.4	9.1	13.1	7.9
Switzerland	4.7	5.0	5.5	-	-	-	-	4.1	4.7	10.9	-	-	8.2	-
Turkey	16.4	14.8	15.0	14.6	14.8	14.6	-	12.4	12.4	4.9	10.4	10.4	-	-
United Kingdom	3.6	4.3	4.5	4.1	4.1	-	-	4.0	4.8	6.1	4.4	4.4	10.0	4.5
United States	3.6	8.4	5.7	4.9	5.0	4.5	4.7	3.7	7.8	-	5.3	5.4	5.0	-

Notes: (1) Provisional data for Austria and Italy, for Germany from February 2021. (2) Belgium, the Czech Republic, Denmark, Germany, Greece, Ireland, Latvia, Lithuania, Luxembourg, Poland, the Slovak Republic, Slovenia, and Sweden: from January 2021, data are compliant with the new Integrated European Social Statistics (IESS) Framework Regulation, while before this date, data refer to the former definition. (3) Canada: Unemployment rate for November 2021 was 6.0%. (4) Mexico: April, May and June 2020 monthly figures are based on the INEGI Encuesta Telefónica de Ocupación y Empleo (ETOE) phone survey. These data are not strictly comparable with the results for earlier months. Data from July 2020 are based on the new Encuesta Nacional de Ocupación y Empleo (ENOE) survey, combining telephone and face-to-face interviews. (5) United States: Unemployment rate for November 2021 was 4.2%

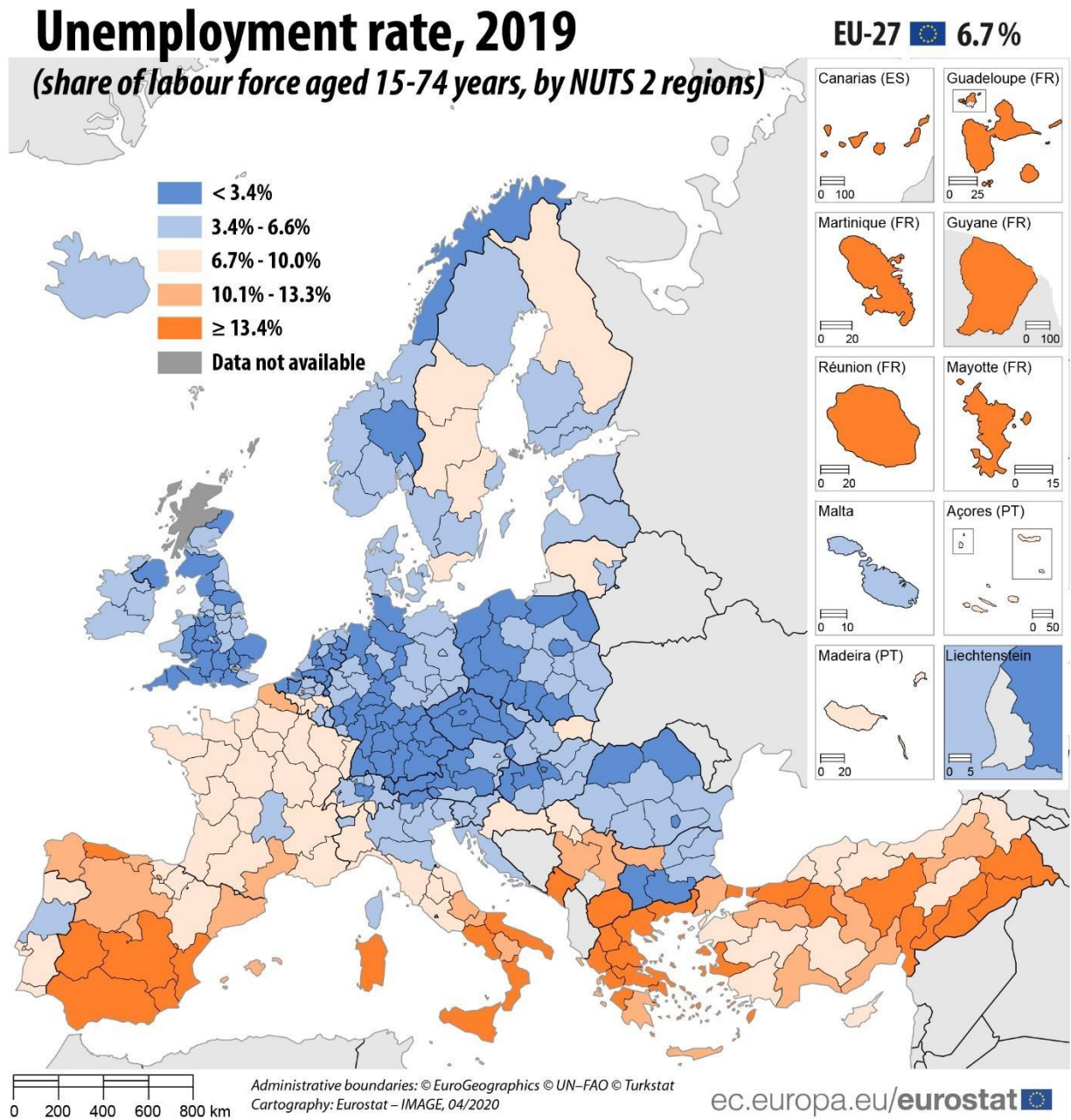


Figure 2. Unemployment rate (Ec.europa.eu, 2022)

According to Rebollo-Sanz, there is a link between employee turnover and unemployment benefits. More specifically, “unemployment benefits appear to favour job

turnover and firms and worker's decisions seem to matter on job turnover" (Rebollo-Sanz, 2012).

Research has also shown that there is a link between the country's unemployment rate and the employee's final decision to leave their job and therefore increase the employee turnover (Shikiar & Freudenberg, 1982).

More specifically, it has been found that in countries with lower rates of unemployment, the employee turnover has proven to be higher than in countries with higher unemployment rates. Following this data, this research will investigate if leadership styles affect the turnover in a country with all the aforementioned social unemployment benefits, unemployment rate, and financial stability and growth (Münich & Svejnar, 2007).

1.1 Research Problem

There are two types of employee turnover, voluntary turnover, and involuntary turnover. Voluntary employee turnover can be divided into two categories, functional and dysfunctional, where functional turnover is defined as the one where the poor performing employees leave the company, whereas dysfunctional turnover is the one where the high performing employees leave the company. The dysfunctional turnover can be divided into two subcategories: avoidable and not avoidable (Dalton et. al, 1981). This categorization is shown in Figure 2.

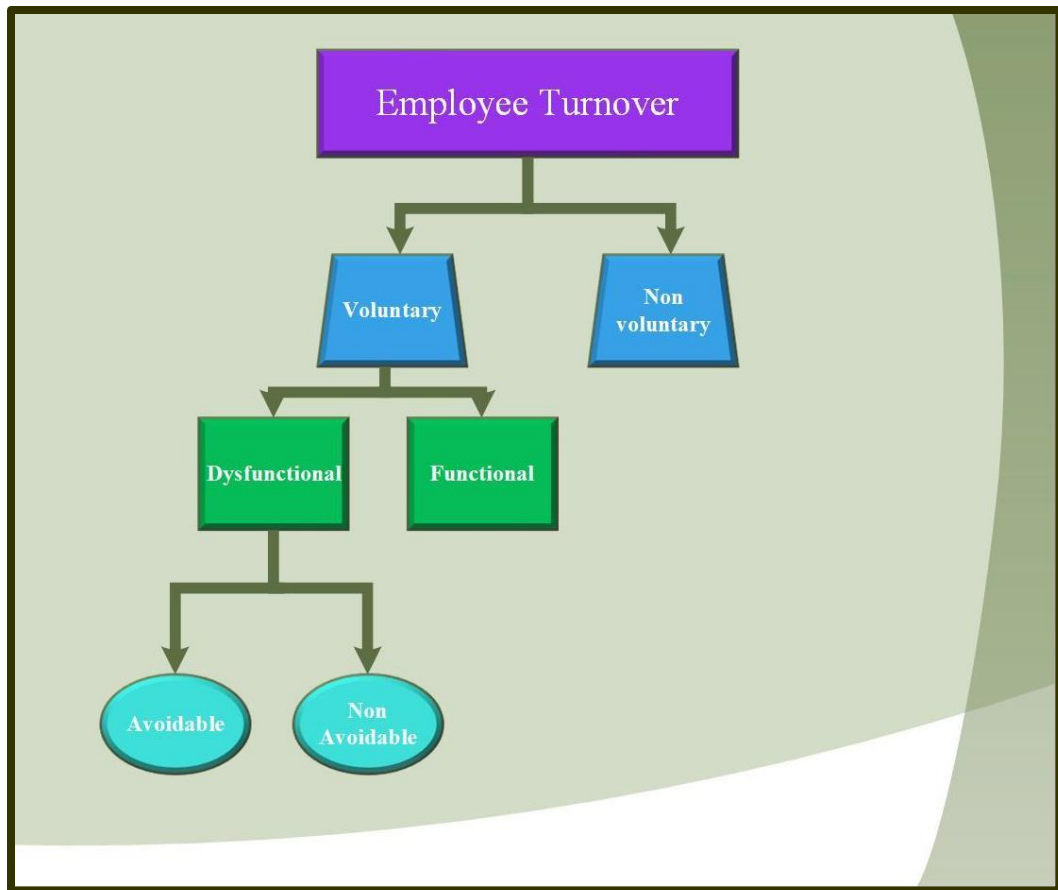


Figure 3. Categorization of Turnover

The avoidable turnover can be defined as the turnover which could potentially have been avoided by changing the employee's decision for example by offering better working conditions or maybe a pay raise (Environment and Turnover, 2022)

Some examples of avoidable employee turnover are shown in Figure 3 and are listed below:

- Leadership style which is not satisfactory for the employee
- Not satisfactory wage
- Not satisfactory Human Resources Policies
- Working hours
- Transport Facilities that may not address the employee's needs
- Working environment
- Lack of recreation facilities
- Lack of appreciation by the supervisors or the other colleagues



Figure 4. Examples of Avoidable employee turnover (Environment and Turnover, 2022)

the non-avoidable turnover, on the other hand, is the type of turnover where the employee decides to leave but there is nothing that the employer can do to change their decision. Some examples of non-avoidable turnover are shown in Figure 4 and are listed below:

- Personal Development
- Climatic conditions which are not satisfactory for the employee
- Physical reasons
- Retirement
- Migratory reasons
- Family circumstances
- Community conditions
- Death

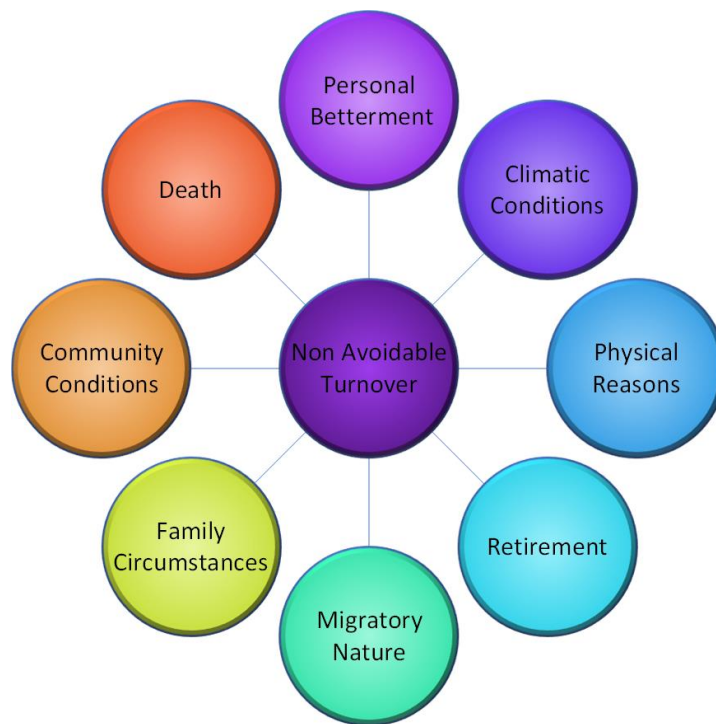


Figure 5. Examples of Non-avoidable employee turnover (Environment and Turnover, 2022)

Involuntary turnover can be divided into two categories: discharge and downsizing turnover. The discharge turnover is focused on the individual employee and in most cases is related to discipline or performance issues. The downsizing turnover is related mostly to the company’s financial and structural decisions and doesn’t aim at an individual employee (Iqbal, 2010).

Regardless of the turnover type, the consequences of a high rate of employee turnover in a company could have among others a negative impact on the company’s financial growth, as well as social and psychological effects (Felps et al., 2009).

According to research, turnover may sometimes be beneficial for companies as well (Abelson & Baysinger, 1984).

The beneficial effects of employee turnover could be described as the introduction of new ideas and innovative methods which could improve many other important factors in businesses such as among others the working conditions, financial growth, and social policies (Grobler & Rensburg, 2019). However, research has shown that in most cases employee turnover has shown a negative impact on businesses.

According to Mueller and Price (Mueller & Price 1989) turnover has been found to have a net negative effect on instrumental communication and behavioural commitment. Ozolina-Ozola stated that employee turnover has also shown to have effects on productivity, workforce performance, instrumental communication, behavioural commitment, social capital as well as organizational capital (Ozolina-Ozola, 2015).

According to Ozolina-Ozola, employee turnover creates costs to a business. Some of the most important reasons for the cost increase are listed below and shown in Figure 6:

- Cost of an employee leaving: Considering that a person leaves their position, the work previously done by them is now either done by a colleague which increases the paid overtime, or not done at all. In the first scenario, the productivity is reduced by 50% followed by paid overtime and in the second scenario, there are no overtime costs, but the productivity is reduced by 100%.

- Cost of the recruitment process: Costs that are included in this category of costs are the cost of the advertisements, the time that the recruiter must invest to better understand the needs for the new job opening, the time spent for the interviews as well as the time needed for background checks on the candidates.
- Training costs: When a new employee starts working for a business, they have to undergo training which creates supervisory costs, calculated as the time that a supervisor has to invest in checking the new employee, as well as the trainer costs calculated as the time that the trainer has to invest in training the new employee.
- Lost productivity costs: In most cases, the performance of the new employees is significantly lower in their first month of working at their new position which results in lower productivity. Within this period, the business must also calculate the costs of the mistakes that the new employee is likely to make (Bliss, 2004).

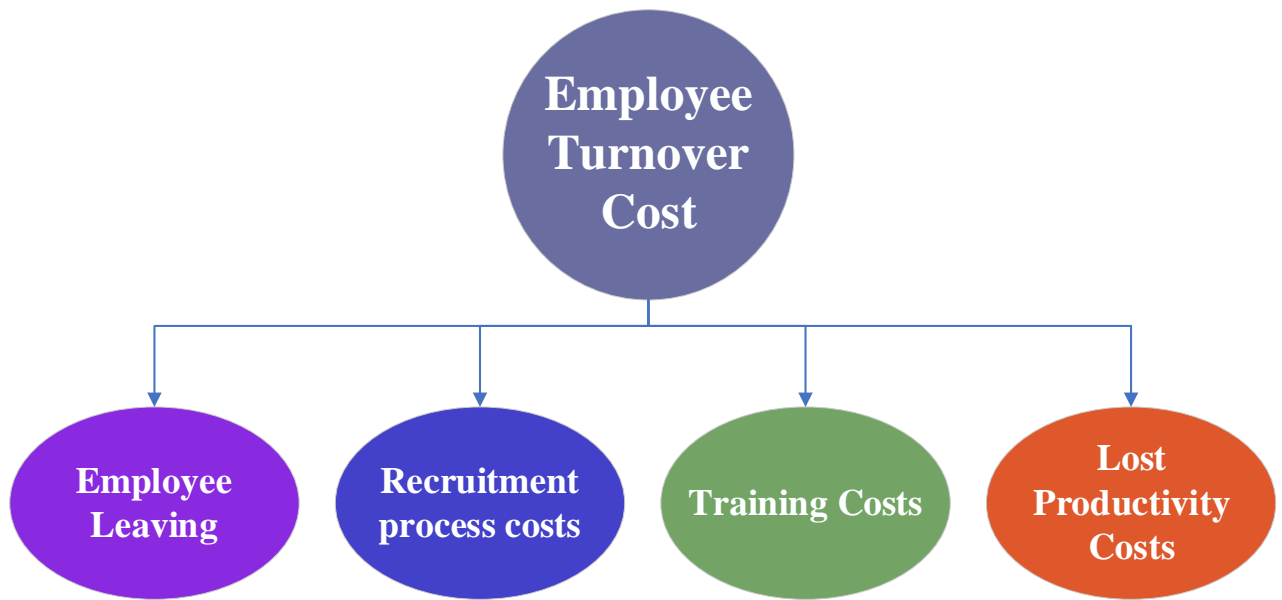


Figure 6. Costs related to employee turnover

Research has shown that there is a link between employee turnover and the leadership styles that are followed in companies (Asrar-ul-Haq &, 2016). As this kind of employee turnover falls under the “avoidable employee turnover” category, and according to research employee turnover has shown a generally negative impact on businesses, it would be interesting to investigate how the leadership styles affect the resignation decision. This will help the employers to better understand and evaluate every situation and if necessary, make adjustments to reduce the employee turnover in their businesses.

1.2 Leadership styles

The most common leadership styles that are being followed by businesses are the following:

1.2.1 Autocratic (Authoritarian)

Autocratic leadership is characterized by a leader who is solely responsible for the decision-making with very little or no input at all from the group members. Autocratic leaders make decisions based on their own beliefs and ideas without hearing out the other group members (Dyczkowska & Dyczkowski, 2018).



Figure 7. Representation of an Autocratic Leadership style, (clipart-library, no date)

As this kind of leadership style allows little or no input at all from the other group members, which limits the creativity and innovation which would be added to the

organization through the group members inputs and ideas. Research has shown that the motivation of the group members who work in an autocratic leadership environment is being decreased (De Cremer, 2006). In some cases, it has been found that the productivity of the group members is increased but only when the leader is present and is rapidly decreased when the leader leaves. Furthermore, some group members have been found to show aggression after a visit from the leader which in many cases results in lower productivity, lack of motivation, and degradation of the working environment (Khuong & Hoang, 2015). At the same time, such a leadership style can be also very stressful for the leader as they are solely responsible for the decision making thus the result of their decisions. As an autocratic leader is responsible for almost all the decision-making, the group members most of the time take no initiative at all and wait to be told exactly what to do which can result in decision fatigue for the leader (De Hoogh & Den Hartog, 2009). Autocratic leadership can be very beneficial in situations that are particularly stressful such as military conflicts. In such cases, the leader is responsible to decide, and the group members follow the leader's decision. This way, the decision is taken quickly, which is crucial in such cases, and the group members don't have to go through stressful decision-making (What Are the Pros and Cons of Autocratic Leadership?, 2022).

Autocratic leadership could be also beneficial in situations where deadlines are set e.g., projects etc. where there should be a clear task assignment, rules, and deadlines. However, it is possible that through this type of leadership in some cases group members

do not feel acknowledged and that might lead to lower productivity, motivation, or even an increase in employee turnover (De Hoogh & Den Hartog, 2015).

1.2.2 Pacesetting

The pacesetting leadership style is characterized by a highly motivated leader who sets the pace for the other group members (see Figure 7). A pacesetting leader is in most cases “leading by example” and sets high goals and high standards that the group members must follow. A pacesetting leader is in most cases very involved in the tasks that the group has been assigned, works along, and sets the pace for the deadlines to be met (Bashir & Khalil, 2017).



Figure 8. Representation of Pacesetting Leadership style (clipart-library, no date)

Pacesetting leadership has very positive effects in cases where high-level results are required, and deadlines must be met. This leadership style has better results when the group members are competent, creative, and motivated people who can achieve high-level goals (Goleman, 2017).

Pacesetting leadership is very effective in achieving goals quickly and effectively, as the leader is constantly involved in the tasks that the group has been assigned and sets the pace for the group to follow which is crucial in cases where strict timelines on high-quality are set. Furthermore, a pacesetting leader is involved in the tasks that the group has been assigned, constantly checks the progress, and addresses any issues that may occur immediately which results in saving time and increase of effectiveness (Nasiru, & Kasimu, 2018).

Research has shown that group members working under a pacesetting leader could feel stressed and overwhelmed due to the constant involvement of their leader. As mentioned above this type of leadership works best when the members of the group are motivated and competent, as a result when not all the group members fall into the aforementioned categories, they could easily feel stressed and unmotivated if they are not able to achieve the goals that the pacesetting leader has set in a time frame set by the leader (Lindquist, n.d.).

It has been shown that pacesetting leaderships tend to micromanage, which leads to a decrease of the group members' efficiency as they are more focused on delivering reports to the leader than really focusing on effectively completing the tasks that they have been assigned. In addition, it has been also shown that members of a group led by a

pacesetting leader are do not feel satisfied with the level of feedback that they receive from their leader because in most cases the leader is under a tight time frame and will not take time to give feedback to their team which results in lower efficiency as the group members do not know what needs to be improved (Leadership Styles: Pacesetting | Eure Consulting, 2022).

1.2.3 Democratic (participatory)

The democratic leadership style which is also known as the participatory leadership style is characterized by the participation of the group members in the decision-making process. A democratic leader is open and encourages all the group members to share their input and participate in decision-making (see Figure 8).



Figure 9. Representation of Democratic Leadership style (clipart-library, no date)

As in democratic leadership, all the group members are involved in the decision-making process, the leader doesn't take full responsibility, but their goal is to distribute the responsibility among the group members and maximize their participation to achieve the goal that they have been assigned to achieve (Gastil, 1994).

The involvement of the group members has beneficial results as the input of new ideas improves the problem-solving ability of the whole group and increases the productivity and the motivation of the group members as they feel acknowledged and valued by their leader. A democratic leader is in most cases a self-confident, communicative, team-focused person who encourages and rewards the group members for their input (Foels et al. 2000).

A democratic leadership style has been shown to achieve higher job satisfaction rates and commitment by the group members as well as increased levels of innovation due to the increased number of ideas shared within the group. Furthermore, research has shown that such a leadership style often results in reduced workplace conflicts because due to their extensive involvement, the group members develop a sense of a "team spirit" (Bhatti et al. 2012).

Due to the intensive involvement of all the group members, the decision-making process might be slower. This slow down might be caused by all the meetings that have to be organized and the long discussions during which different inputs from different group members are presented.

Research has shown that in some cases democratic leadership style has caused decreased performance of the group members because the group members were asked to get involved in the decision-making process which was found to have a negative impact on some group members (Caillier, 2020).

Democratic leadership styles can be sometimes challenging for the democratic leader as they have to be able to get a consensus from the group to make a decision within deadlines which is not always an easy task when many people are involved in the decision-making process. This is a factor that can increase stress levels and negatively impact the psychology of the leader (Democratic Leadership Style: Pros and Cons and Examples, 2022).

1.2.4 Coaching

The coaching leadership style as already mentioned in its name requires the leader to coach the group members. The target of a coaching leader is to coach the group members in such a way that they will improve their skills and will be more effective in the long term (Berg & Karlsen, 2016). (Figure 9).



Figure 10. Representation of Coaching Leadership style, (clipart-library, no date)

A coaching leader will help the group members to exploit and understand their potential and encourage them to set and achieve goals that they thought they weren't able to achieve.

A coaching leader is a very confident, patient, and motivated person who is willing to spend time helping the group member improve their skills. This leadership style is based on good collaboration between the leader and the group members.

According to such a leadership style, the group meets often to exchange ideas and decide how to proceed (Hicks, 2013).

Communication is a key factor in this leadership style. Feedback and constructive criticism from the leader to the group members helps the group members to improve their skills and become more effective. According to research, there is a trust-building feeling among the group members and between the group members and their leader due to the

frequent contact through meetings and feedback exchange, which is very beneficial for the group, as all its members work in a good working environment (Karlsen & Berg, 2020).

Not only the leader but also the group members when such leadership is followed should be self-motivated, experienced, and confident people who are willing to contribute to the group and do not expect that they will be told exactly what to do. This fact is very important and requires choosing group members who fulfill the aforementioned requirements which could be sometimes challenging (Peng et al., 2019).

As mentioned above, the coaching leadership style requires intensive communication, meetings, and feedback which are time-consuming, and this is why such a leadership style is not recommended for situations where time plays an important role in the decision-making process or where strict deadlines must be followed (McCarthy, 2022).

It has been shown that this leadership style has better results when followed in smaller groups which seem to be more flexible in planning meetings and communicating. Furthermore, usually, the number of ideas shared in small groups is not big, thus easier to evaluate and make decisions in time (Aij & Rapsaniotis, 2017).

1.2.5 Affiliative

The affiliative leadership style is based on people and relationships within an organization. The main focus of an affiliative leader is to form social and emotional bonds among the group members where in some cases it could be so strong that sometimes also evolve into friendships (Tice, 2022).



Figure 11. Representation of Affiliative Leadership style (clipart-library, no date)

Affiliative leaders follow a positive approach towards the group members by recognizing their inputs and efforts even in cases where those might be minimal. Even the comments of an affiliative leader are through constructive feedback demonstrated in such a positive way that the group members will get insight on how to improve their work and contribute in a better and more effective way to the working group (Gagnon et al., 2012).

As mentioned above the good relationship among the group members are of great importance to an affiliative leader. Thus, another characteristic of an affiliative leader is that they intervene in situations where the relationship among the group members tends to face difficulties, to solve the problem immediately and maintain the good working relationships among them.

The group members' well-being is significant in affiliative leadership, so an affiliative leader makes sure that a positive environment with good working conditions is assured. Moreover, an affiliative leader always tries to fulfil any special requests of the group members as a gesture of reward for their effort to the group (Wachira et al., 2018).

This leadership style results in a very strong team spirit which empowers and motivates the group members to contribute to the business to their fullest capacity. Furthermore, through this team spirit, the communication level achieved is very high. This fact has proven to be beneficial to business, as all the matters which occur are immediately discussed and this saves time which in many cases might be crucial (Preston et al., 2015).

Research has shown that it is possible that an affiliative leader avoids addressing not satisfactory results from the group members because they don't want to challenge the team spirit and good working environment built. This fact can cause negative results on the performance of the group such as lower quality of projects, missing deadlines, etc.

Such behaviour not only has a negative impact on the performance, but it is possible to create a precedent causing all the group members to believe that mediocre

performance and not achieving the set goal is acceptable (NawoseIng'ollan & Roussel, 2017).

It has been shown that in some cases the emotional bonds between the affiliative leader and their team were so strong that it resulted in emotional dependence. This situation can lead to problems such as the emotional stress of the leader who always needs to take care of the group members for matters that are not necessarily work-related. Moreover, it can also result in an unstable situation if the leader needs to leave the group (Miller, 2022).

1.2.6 Transformational

The transformational leadership style is a very dynamic and powerful leadership style that focuses on goal achievement and their supervision through a system based on rewards as well as consequences to maintain the status quo in the group. A transformational leader is a motivated person, full of energy, passion for innovation, and drive who is involved in the group and is leading by their example (Bass & Riggio, 2006).



Figure 12. Representation of Transformational Leadership style, (clipart-library, no date)

A very important factor of a successful transformational leadership style is the encouragement of the group to raise their self-confidence and improve the group's creativity, efficiency and productivity or even in some cases transform the group from a struggling group to a productive group of individuals (Díaz-Sáenz, 2011).

A transformational leader values honesty and integrity and bases their strategy on doing the “right thing” in the right way which results in a very honest and open relationship among the group members because, in this kind of leadership, the leader is also leading by example (Ugochukwu, 2022).

Transformational leaders are innovative and encourage change. In a group led by a transformational leader, there are often ideas for changes and new visions of

improvement presented in the group meetings which take place very often as communication is a very important aspect of this leadership style. This kind of leadership can be described as very effective as it is based on strong honest communication as well as collaboration among the group which enables them to achieve even challenging goals set either by the transformational leader or by the group after a meeting (Leithwood & Jantzi, 2005).

Since this leadership style encourages innovation, it is also related to risk-taking. While risk-taking can bring positive results, when going too far it may become detrimental to the group and bring results that are not desired only to the group but to the whole company (Shin & Eom, 2014).

As mentioned above, communication is a very important aspect of the transformational leadership style. While this aspect enables the good cooperation of the group it also requires a great amount of time, as feedback needs to be given to the leader as well as meetings need to take place very often. This kind of intensive communication may cause exhaustion to both the leader and the group members (Cherry, 2022).

According to the transformational leadership style, accountability is equally distributed to the group members who are expected to have an active role and be autonomous in completing their tasks. Research has shown that in some cases group members of a transformational leader may feel overwhelmed and not be able to continue being members of such a group. In addition to that, the fact a transformational leader can be described most of the time as an ambitious person who focuses on innovation and new visions, which might result in overwhelming the group members who are expected to

constantly work under a very level of pressure to be able to maintain their productivity and achieve the goals set by their transformational leader (Yammarino & Bass, 1990).

1.2.7 Transactional

Transactional leadership is a strictly structured leadership style where the leader sets the goals, the timelines, and specific tasks which the group members are required to follow. The group members are expected to work under constant supervision and adhere to the strict rules set by their leader (Antonakis & House, 2014).



Figure 13. Representation of Transactional Leadership style, (clipart-library, no date)

Transactional leaders focus on maintaining the status quo by rewarding the group members who complete the tasks successfully and disciplining the group members whose performances were not satisfactory.

Productivity and efficiency are the main factors that play a very important role to a transactional leader who expects their group members to present results fast. As in this kind of leadership style, innovation and creativity are not in focus, the group members are expected to stream their energy in completing the tasks that they were assigned by their leader as fast as possible and in the most efficient way (Laohavichien et al., 2009).

As mentioned above, rewards and reprimands play a very important role in this kind of leadership style which also favors hierarchy by setting a defined set of commands and limiting the duties and authorities of the group members. Such a system prevents the group members and their leader to connect on a personal level which in some cases can show positive results regarding efficiency as all the group members including the leader remain focused on their tasks without being distracted by eventual personal issues that might occur (Mahmoud, 2008).

Research has shown that transactional leadership has positive results in achieving short-term goals such as daily and weekly tasks. Furthermore, this kind of leadership can be characterized as cost-effective, as the group members are carefully assigned a position on the chain of command depending on their abilities, thus the guidance of group members who have a higher position in the hierarchy is not often needed and this is a fact which reduces the costs (Dumdum et al., 2013).

Strictly maintaining the chain of command, rules, and regulations don't allow the group members to express any ideas for innovation and new visions for improvement, a fact which can negatively impact the progress and the evolution of a business as nowadays things change constantly and adapting to the new ways of leading a business can be crucial for a business' success and even survival (Güzelsevdi, 2022).

Transactional leadership style has also shown to be overwhelming for some group members due to the constant check as well as the disciplinary methods and the lack of freedom in terms of creativity and expressing new ideas (Common Weaknesses of Transformational Leadership and How to Avoid Them, 2022).

1.2.8 Laissez-faire

The name of the laissez fair leadership style comes from the French "Let it be" and as described in its name this leadership style is based on the trust and reliance of the leader on their employees. Laissez-faire leaders do not micromanage their employees, on the contrary, they let their employees take decisions and proceed in the way they believe is right.



Figure 14. Representation of Laissez-faire Leadership style, (clipart-library, no date)

A laissez-fair leader allows their employees to use their imagination and creativity to bring the best possible results by giving them the freedom to decide and act based on their will and of course providing them with as many resources and tools as possible.

Although a laissez-fair leader does not intervene a lot, they do check the progress of the projects and give their feedback through constructive criticism which will help the employees to learn from their mistakes and improve their methods (Hinkin & Schriesheim, 2008).

A crucial factor for this leadership style to be successful, is the careful recruitment of the employees. As it is expected for the employees to make decisions and realize their

visions it is very important to make sure that these group members are skillful and reliable.

Through laissez-faire leadership, all the group members are encouraged to express their opinions and share their ideas and experiences, thus the experience level of the group is increased since all the group members are equally treated. Furthermore, research has shown that the laissez-faire leadership style increases the job satisfaction rate of the employees as the employees reported to feel valued, free, and comfortable (Sharma & Sinhg, 2013).

It has been also proven that this type of leadership style may reduce productivity as some individuals can only perform well only under the strict supervision of their superiors as well as get specific tasks that they must complete without having to use their creativity (Yang, 2015).

Due to the fact that all the group members in the laissez-faire leadership style are treated equally, the leaders could have the possibility to try avoiding responsibility and blame the group members for their insufficiency, because the leaders despite the leadership style, remain responsible for providing all the resources necessary and for the completion of the tasks. Such a situation could affect the leader's credibility and acceptance by the rest of the group members which will influence the performance of the group (Kaushik, 2022).

1.2.9 Bureaucratic

Bureaucratic leadership is based on a very clear chain of command, strict regulations and obeying the rules by all the group members. Bureaucratic leadership has many similarities with the autocratic leadership style which has been analyzed above. The main difference is that the bureaucratic leadership is based on a chain of command where the power is distributed in addition to the autocratic leadership where the leader is solely responsible for making all the key decisions (Al Khajeh, 2018).

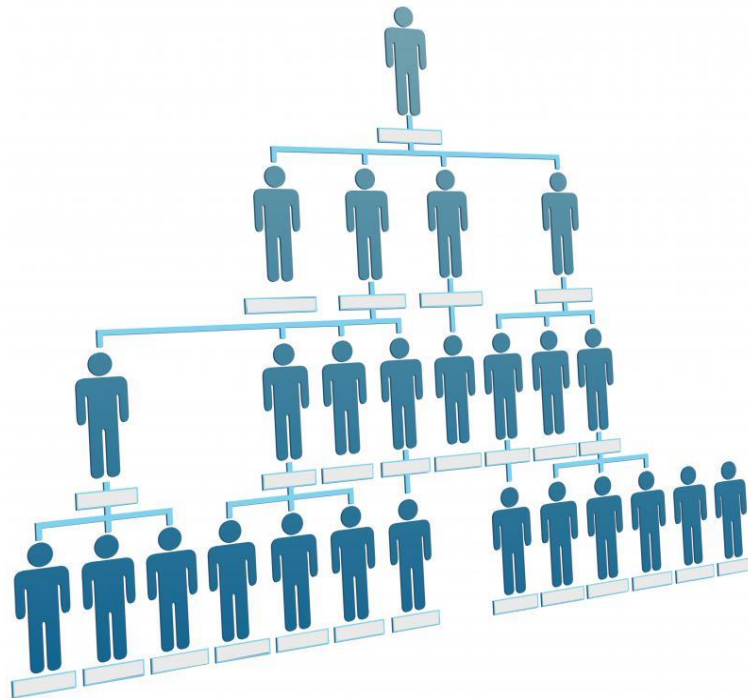


Figure 15. Representation of Bureaucratic Leadership style, (clipart-library, no date)

Max Weber developed the theory on which bureaucratic leadership is based when trying to find an efficient way to run larger organizations. According to Weber, a main issue that needed to be addressed in larger organizations was favoritism and that is what he tried to eliminate through his theory on bureaucracy.

According to the bureaucratic leadership, the way to eliminate favoritism is to keep the main focus on the organization's performance and not on the individual's contribution to the organization (Weiss, 1983).

Bureaucratic leadership as mentioned above relies on a strict and formal hierarchy. According to this structure there are several layers of authority and each one of them controls a level of subordinates. This structure of strict hierarchy and clear chain of command is the basis of the bureaucratic leadership style. A key element for this leadership style to work is the clear regulations that must be defined and followed by all the group members.

The fact that a great number of processes and rules are clearly defined provides stability in terms of job security for the employees as well as in the expected results and performance of the group because the roles and assignments within the group are clearly defined.

Research has shown that this kind of leadership style may have a negative impact on the teamwork development as well as on the creativity and the efficiency of the group members as due to the clear definition of assignments there is limited room for improvising due to the complexity of the system and the different levels of hierarchy that

a decision or a suggestion must go through in order to be finally approved (Kerr *et al.*, 2014).

Increasing the productivity can also be challenging in a bureaucratic leadership style as research has shown that the increased number of rules have a negative impact on the productivity of the group members as this leadership style tends to award the group members who are able to follow the rules and not necessarily the individuals who are willing to improve their skills and thus their performance in the group and organization (Krause & O’Connell, 2011).

1.2.10 Charismatic

The term charismatic comes from the term “charisma” which according to the Cambridge Dictionary is “a special power that some people have naturally that makes them able to influence other people and attract their attention and admiration” (Charisma, 2022).



Figure 16. Representation of Charismatic Leadership style, (clipart-library, no date)

A charismatic leadership style is based on the interaction between the leader's charisma and the group members' reactions (Riggio, n.d.). Charismatic leaders are characterized by their strong communication skills that they often use to influence and persuade the group members to cooperate smoothly and united to complete a task. These skills are of great importance in cases of crisis within a group where there are disagreements and the stability of the group needs to be ensured.

Charismatic leaders inspire the group members and help them believe in themselves, increase their self-confidence and achieve the set goals. This is achieved through the strong emotional connections built between the group members and the charismatic leader (Conger & Kanungo, 1998).

Developing strong emotional relationships with the leader often allows the group members to share the leader's vision and helps them change their way of thinking to a more innovative and "out-of-the-box" way of thinking. Moreover, sharing the same vision with the leader and having increased their self-confidence the group members increase their level of motivation as they believe that they can achieve even more challenging targets when being a united group (Tucker, 2017).

This kind of leadership can be very demanding for the leader because they have the responsibility of motivating and inspiring the group members to complete the set tasks at all times. Even when the group members share their leader's vision, it is demanding to keep the motivation levels high, thus in cases that the group's motivations and energy levels are decreasing the leader has the obligation to restore the group's

motivation and energy levels and this procedure can be very challenging for the charismatic leaders (Klein & House, 1995).

Based on the leader's charisma to persuade the group members to follow their way, charismatic leadership can also lead to undesired results, such as reducing the creativity of the group members because they are requested to follow solely their leader's ideas without being able to express any ideas or vision of their own. This could have some negative effects on the group or business because the creativity potential of a larger group of people is being disregarded, a fact which could be harmful for the business' development (Gold, 2022).

1.3 Purpose of Research and questions

This research is based on the hypothesis that there is a link between the leadership styles and the employee turnover in private Austrian businesses. More specifically, this research aims to investigate which kind of leadership styles are the most popular in private Austrian businesses and how they affect their employee turnover.

The sub-objectives of this research are:

- To provide information regarding the leadership styles that are followed in private Austrian businesses.
- To provide information regarding the employee turnover in private Austrian businesses depending on their leadership styles.
- To investigate if there is a correlation between a specific leadership style and the employee turnover in private Austrian businesses.

The main questions that this study will try to answer are the following:

- Which are the main leadership styles that are followed by Austrian private businesses and in which percentage?
- Is there a link between a specific leadership style and the employee turnover?
- Is there a link between the job satisfaction of the employees and a specific leadership style?

1.4 Significance of the Study

Employee turnover is a very important factor in business which is linked to growth, productivity, profits of a business and research has shown that high rates of employee turnover may negatively impact the aforementioned factors (Nanjundeswaraswamy et al., 2014).

This study will provide valuable information in order to get a better insight into how the leadership styles may affect the turnover in businesses with such financial status as well as social and unemployment benefits as in Austria and contribute to the management policies to reduce the employee turnover if necessary.

CHAPTER II:
REVIEW OF LITERATURE

2. Theoretical Framework

Research has shown a link between leadership styles and employee turnover (Moon & Park, 2019). More specifically, it has been found that transformational leadership behaviours were found to have a positive impact on employees' voluntary organizational turnover intention (Amankwaa & Anku-Tsedo, 2015). These findings are also supported by a different analysis investigating the relationship between leadership styles and turnover intention within the small-medium enterprise in Malaysia has shown that transformational leadership increased employee turnover in comparison with transactional leadership (Siew, 2017).

A comparison among transactional, transformational, and laissez-faire leadership styles, has shown that the transactional leadership style was the one that showed the best results regarding employee turnover, however stress is also a factor that combined with this leadership style can negatively impact the turnover intention (Ahmad et al, 2018). Another interesting fact is that research frequently showed that the Laissez-faire leadership style was found to be negatively associated with employees' affective commitment (Bučiūnienė & Škudienė, 2008).

It has been found that the intention of an employee to quit their job is influenced by several factors such as the job protection and salary which are influenced by the financial stability of the country analysed. According to Gielen's research which has

analyzed data from people from twelve different European Countries, employees who have jobs with lower protection tend to quit their job more often than the others who have jobs with higher job protection. In addition, employees with higher salaries seem to intend to quit their job more than others with lower salaries (Gielen & Tatsiramos, 2012).

According to Blanchard and Portugal, there is a correlation between the employment protection and the flow rates as well as the duration of unemployment, stating that in countries with higher employment protection the flow rates are lower, but the duration of the unemployment is higher (Blanchard & Portugal, 1998).

As shown in the literature review, there is extensive research relevant to leadership styles and their effects on employee turnover or the intention of the employees to change their job. The existing literature has researched many leadership styles and their effects on employee turnover combined with numerous important factors that play an important role in this decision, however, it seems that there is room for further research.

Austria is often being voted as one of the best countries to live in due to among many other factors, the social benefits, and the very low unemployment rate (Quality of Life in Austria | Invest in Austria, 2021). This new research will focus on the effects of leadership styles on the employee turnover focused on private Austrian businesses as researching the behavior of employees in a country with such a working culture will be very interesting. This will enable the research of the employees' behavior without taking into account the potential stress of unemployment, potential financial difficulties, and uncertain career future which might occur due to such a situation.

CHAPTER III:
METHODOLOGY

3. Overview of the Research Problem

3.1 Philosophical Position

The study conducted for this paper involves a philosophical position and a positive approach. This study incorporates the use of logical analysis and inductive reasoning to come up with some prudent conclusions. The analysis was carried out using quantitative statistical methods. The reliability of the study will be complemented by the presence of measurable data that hold the potential to avoid subjectivity. The endeavour carried out for this study remains somewhat inductive and therefore, gives rise to a certain limitation regarding uncertainties. The limitations will be pointed out in the limitation section of this paper.

3.2 Research Design

This study was conducted by a literature review and a survey. The data analysis for this study was carried out using quantitative statistical methods. Questionnaires were sent to Austrian businesses explaining the kinds of the most common leadership styles and inquiring about information relevant to the leadership style that is being followed in their company, their employee turnover, and information regarding the employee satisfaction.

3.3 Population and Sample

This paper incorporated casual as well as descriptive research methods. Questionnaires were circulated, and respondents were asked to fill them (Appendix B). After they were collected, the data were analysed to find some insights into various Austrian businesses regarding the leadership style that they follow, their employee turnover as well as their employee satisfaction with the leadership style followed by from each business.

3.4 Research Strategy

The collection of data was done through a survey that was conducted over the internet. All the respondents were provided with the questionnaires through their email or any other online forms. The online platform was chosen because, given its convenience, it would increase the probability of the number of completed questionnaires. This, in turn, will improve the reliability of the data by engaging the sample. Nowadays, filling out forms online is considered one of the most convenient for people to fill out questionnaires and thus it would increase the probability to receive completed questionnaires. This, in turn, will improve the reliability of the data by engaging the sample (Cepeda-Carrion et al., 2017, pp. 1-7). This method on the other hand is limited by possible inadvertent selection bias inherent to non-anonymized surveys.

3.5 Participant Selection

The participants data were randomly collected from the official website of the Austrian Chamber of Commerce where all businesses registered in Austria are displayed (Branchenbuch österreichischer Unternehmen | WKO Firmen A-Z no date) . In total 2507 emails were sent to 2507 different businesses.

3.6 Data Collection Procedures

For this research, the data were collected using a simple random sampling method (SRS). By using this simple sampling method, all the companies that were investigated were chosen randomly without taking into consideration any factor that could affect our research (Berger & Zhang, 2005). Practically, the primary data were collected through a digitally disseminated survey that was sent to numerous companies and organizations active in various random business sectors through a link. The questionnaires feature phrased questions aiming to collect robust information by the use of close-ended, multiple-choice questions, providing quantitative data for analysis. This sampling method aims to reduce selection bias to provide data with low observer subjectivity. This method also ensures a high level of representativeness providing us the opportunity to analyse and investigate a big variety of different kinds of companies.

3.7 Research Design Limitations

This study is limited by possible inadvertent selection bias inherent to non-anonymized surveys. Individuals working in businesses that are relevant to business

management thus having a deeper sense and appreciation of the management styles and their effects are more likely to respond. However, the author believes that random questionnaire dissemination may help towards reducing the effect of selection bias.

Due to some questions included in the questionnaire which could be considered as sensitive e.g., level of satisfaction with the management, some participants may be reluctant to respond truthfully because they might feel that their responses may present them unfavourably. This fact could create issues of reliability in the study. To mitigate this effect as much as possible, the questionnaires were fully anonymous, accessed through a link and no email address or any kind of data from the participants were saved. Another inherent limitation is that in many cases, due to a lack of relevant hard data, the participants will just provide their opinion regarding the management style that is being followed by their supervisor. This limitation cannot be overcome, however, the author included relevant questions in order to be able to get a conclusion based on the answers of a group of relevant questions.

3.8 Reliability and Validity

This study has been designed to increase scientific validity. Efforts have been made to make sampling as unbiased as possible. The questionnaire has also been modelled in such a way that it can transform survey participant responses into quantitative information. This modelling will enable sound statistical analysis as well as subsequent determination of causal relationships between pairs of relevant parameters (mentioned in sections 2, 4, and 6). Actions have also been taken to increase the

reliability of the research. A random sampling of survey participants will keep the selection bias at the minimum possible levels. However, due to the subjectivity inherent to survey responses, some non-quantifiable uncertainty will still seep into the study, reducing its reliability. Because questionnaires were sent to companies/organizations regardless of their area of work, it is expected that the results of this study will be valid for any type of company/organization.

3.9 Ethical issues

The data collected for this study are genuine and were statistically analysed to examine all the previously mentioned factors. The results are honestly presented independently of their meaning and the impact that they might have. The questionnaires and the data were designed to obtain only closed-ended questions providing quantitative data which have been quantitatively analysed avoiding biases and subjectivity at the highest possible level. The confidentiality of the participants' data is insured as no personal data were inquired or saved. The participants only received a link which they could follow and this process was completely anonymous. Furthermore, the participants' protection is also guaranteed as they did not come into any physical contact with anyone, and they only took part in the survey by filling out a questionnaire (Behi et al. 1995).

CHAPTER IV:

RESULTS

4. Analysis of the responses

For conducting this survey, 2507 emails were sent to businesses registered to the Austrian Chamber of Commerce and 56 responses were received. The number of responses was sufficient to continue the research according to Guest (Guest et. Al., 2006) The overview of all the received responses is shown in Table 2.

Table 2. Overview of the questionnaire responses

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Man	46-67	University	>10	No	Autocratic	0-2	Very Satisfied	Very Satisfied	Yes	Easy Very	Satisfactory Not
Man	46-67	University	>10	Yes	Autocratic	>10	Satisfied Very	Satisfied Very	Yes	easy Very	satisfactory
Man	26-45	University	6-10	No	Autocratic	10	Satisfied Very	Satisfied	No	easy	Satisfactory
Woman	26-45	University	6-10	No	Autocratic	>10	Satisfied	Satisfied Not	No	Easy Very	Satisfactory Not
Man	26-45	University Junior	0-5	No	Autocratic	>10	Satisfied	Satisfied	Yes	easy	satisfactory
Woman	26-45	School High	>10	No	Autocratic	5-10	Very Satisfied	Very Satisfied	Yes	Very easy	Satisfactory
Man	46-67	University	0-5	Yes	Autocratic	10	Satisfied Very	Satisfied Very	Yes	easy Very	Not satisfactory
Man	46-67	University	>10	No	Autocratic	0-2	Satisfied Very	Satisfied Very	Yes	easy	satisfactory
Man	26-45	University	6-10	No	Democratic	0-2	Satisfied	Satisfied Not	No	Easy Not	Very satisfactory
Woman	46-67	University Secondary	>10	Yes	Democratic	>10	Satisfied Very	Satisfied Very	Yes	easy	satisfactory
Man	26-45	School Associate	>10	Yes	Democratic	0-2	Satisfied Very	Satisfied Very	Yes	Easy Not	Satisfactory Not
Man	46-67	Degree	>10	No	Democratic	0-2	Satisfied Very	Satisfied Very	Yes	easy Not	satisfactory Not
Man	46-67	University	0-5	No	Democratic	0-2	Satisfied Very	Satisfied Very	Yes	easy Very	satisfactory
Woman	26-45	University	>10	Yes	Democratic	10	Satisfied Very	Satisfied Very	Yes	easy	Satisfactory Not
Woman	26-45	University	0-5	Yes	Democratic	>10	Satisfied	Satisfied	Yes	Easy	satisfactory

Woman	46-67	Junior High School	>10	No	Democratic	3-5	Very Satisfied	Very Satisfied	Yes	Easy	Satisfactory
Woman	26-45	University Associate Degree	6-10	No	Democratic	0-2	Very Satisfied	Very Satisfied	Yes	Easy Not	Satisfactory Not
Man	46-67	Associate Degree	>10	Yes	Democratic	0-2	Satisfied	Satisfied	Yes	easy	satisfactory Not
Man	18-25	Degree	0-5	Yes	Democratic	>10	Satisfied	Satisfied	Yes	Easy	satisfactory
Woman	26-45	University Associate Degree	0-5	Yes	Democratic	5-10	Satisfied	Satisfied	Yes	Easy	Satisfactory
Woman	46-67	Degree	6-10	Yes	Democratic	3-5	Very Satisfied	Very Satisfied	Yes	Easy Very	Satisfactory
Woman	26-45	University	6-10	Yes	Democratic	10	Very Satisfied	Very Satisfied	Yes	easy	Satisfactory Not
Man	46-67	University	>10	Yes	Democratic	0-2	Very Satisfied	Satisfied	No	Easy	satisfactory Not
Man	46-67	University	>10	Yes	Democratic	0-2	Satisfied	Satisfied	No	Easy Very	satisfactory Not
Man	26-45	University	6-10	Yes	Democratic	>10	Satisfied	Satisfied	Yes	easy	satisfactory
Man	46-67	Junior High School	>10	No	Democratic	0-2	Very Satisfied	Very Satisfied	Yes	Very easy	Very satisfactory Not
Man	46-67	University Associate Degree	>10	No	Democratic	0-2	Satisfied	Satisfied	Yes	Easy Very	satisfactory
Man	46-67	Degree	>10	No	Democratic	0-2	Satisfied	Satisfied	Yes	easy	Satisfactory Not
Woman	26-45	University	0-5	No	Democratic	3-5	Satisfied	Satisfied	Yes	Easy	satisfactory
Woman	26-45	University Associate Degree	>10	Yes	Democratic	>10	satisfied	Satisfied	Yes	Easy	Satisfactory
Woman	46-67	Degree	>10	Yes	Democratic	3-5	Satisfied	Satisfied	Yes	Easy Not	Satisfactory Not
Woman	26-45	University Associate Degree	0-5	Yes	Democratic	5-10	Satisfied	Satisfied	Yes	easy	satisfactory
Man	46-67	Degree	0-5	No	Democratic	0-2	Satisfied	Satisfied	Yes	Easy	Satisfactory
Woman	18-25	University Secondary	0-5	No	Democratic	0-2	Very Satisfied	Very Satisfied	Yes	Easy	Satisfactory
Woman	18-25	School	0-5	No	Laissez-faire	3-5	Very Satisfied	Very Satisfied	No	Easy	Very satisfactory Not
Man	46-67	School	>10	No	Laissez-faire	0-2	Very Satisfied	Very Satisfied	Yes	Easy Very	satisfactory
Man	46-67	University	>10	No	Laissez-faire	0-2	Satisfied	Satisfied	Yes	easy Not	Satisfactory Not
Man	46-67	University Associate Degree	>10	No	Laissez-faire	0-2	Satisfied	Satisfied	No	easy	satisfactory
Woman	18-25	Degree	0-5	Yes	Laissez-faire	5-10	Very Satisfied	Very Satisfied	Yes	Easy	Satisfactory
Woman	26-45	University	0-5	No	Laissez-faire	>10	Satisfied	Satisfied	Yes	Easy	Satisfactory

Woman	26-45	University Associate	>10	Yes	Laissez-faire	>10	Not satisfied	Satisfied	Yes	Easy	Not satisfactory
Man	26-45	Degree Associate	>10	No	Laissez-faire	0-2	Very Satisfied	Very Satisfied	No	Easy	Very satisfactory
Man	18-25	Degree	0-5	No	Laissez-faire	0-2	Satisfied	Satisfied	Yes	easy	Very satisfactory
Man	26-45	University	6-10	No	Laissez-faire	0-2	Satisfied	Satisfied	Yes	easy	Very satisfactory
Woman	26-45	University	6-10	No	Laissez-faire	0-2	Satisfied	Satisfied	No	easy	Satisfactory
Man	26-45	University	0-5	No	Laissez-faire	0-2	Very Satisfied	Very Satisfied	Yes	Easy	Satisfactory
Man	46-67	University	>10	No	Laissez-faire	>10	Satisfied	Satisfied	No	easy	Not satisfactory
Man	26-45	University Associate	>10	No	Transactional	0-2	Satisfied	Satisfied	Yes	easy	Not satisfactory
Man	46-67	Degree	6-10	Yes	Transactional	>10	Not satisfied	Satisfied	Yes	easy	Not satisfactory
Man	26-45	University	>10	No	Transactional	0-2	Satisfied	Satisfied	Yes	Easy	satisfactory
Woman	26-45	University Associate	6-10	No	Transformational	0-2	Very Satisfied	Very Satisfied	Yes	Easy	Not satisfactory
Man	46-67	Degree Associate	6-10	Yes	Transformational	0-2	Satisfied	Satisfied	Yes	Easy	Satisfactory
Woman	46-67	Degree Associate	0-5	Yes	Transformational	0-2	Very Satisfied	Very Satisfied	No	Easy	Not satisfactory
Woman	26-45	Degree Associate	>10	Yes	Transformational	>10	Satisfied	Satisfied	No	easy	satisfactory
Man	26-45	Degree	>10	No	Transformational	3-5	Very Satisfied	Very Satisfied	No	Easy	Not satisfactory
Man	46-67	University	>10	No	Transformational	0-2	Satisfied	Satisfied	No	easy	satisfactory

Q1: Gender

Q2: Age

Q3: Education level

Q4: How many years have you been working in this company?

Q5: Was there a change of one or more managers in the last two years?

Q6: Which management style does your manager follow?

Q7: How many employees have left the company due to personal reasons in the last 2 years?

(except for retirement and relocation)

Q8: How satisfied are you with your working conditions?

Q9: How satisfied are you with your supervisor?

Q10: Would you quit your job, if you were not satisfied with the management?

Q11: How easy would it be for you to find a new job?

Q12: How satisfactory would the unemployment benefits be in case you become unemployed?

4.1.1 Responses from 1st question

The first question “Gender” was answered by all 56 participants as shown in Table 3.

Table 3. Overview of the responses from the 1st question

Gender	%	Responses
Man	59	33
Woman	41	23

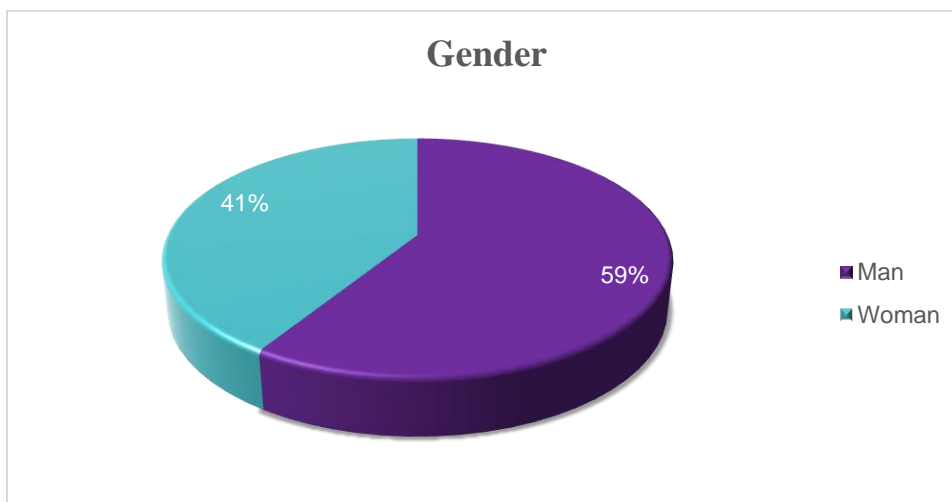


Figure 17. Graphical representation in percentage of the responses from the 1st question

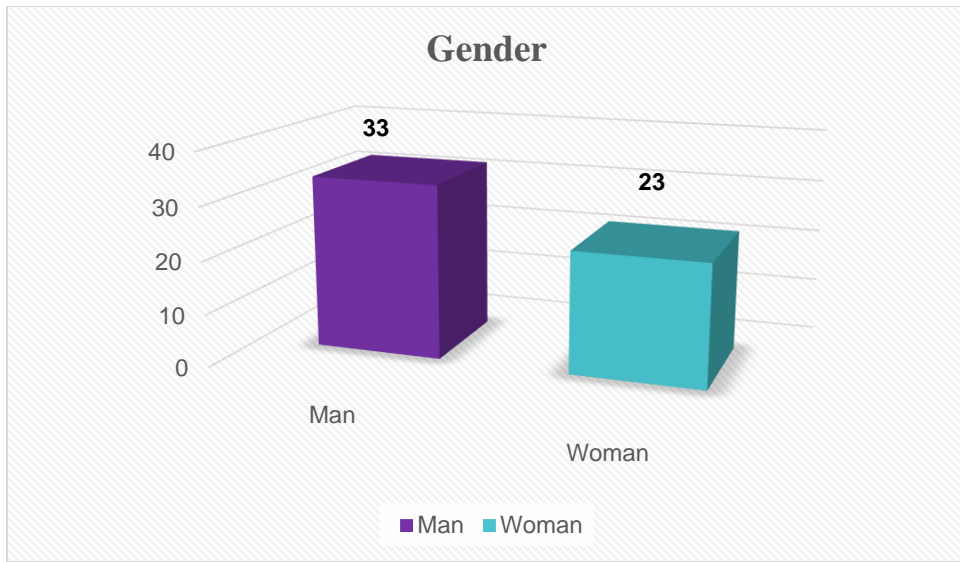


Figure 18 Graphical representation of the responses from the 1st question

4.1.2 Responses from 2nd question

The second question “Age” was answered by all 56 participants as shown in Table 4.

Table 4. Overview of the responses from the 2nd question

Age	%	Responses
18-25	9	5
26-45	46	26
46-67	45	25

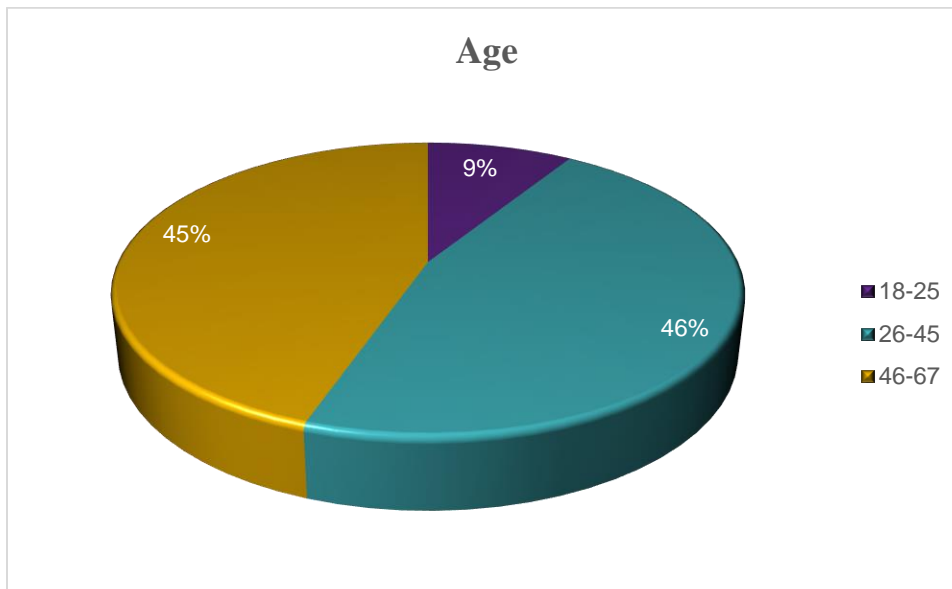


Figure 19 Graphical representation in percentage of the responses from the 2nd question

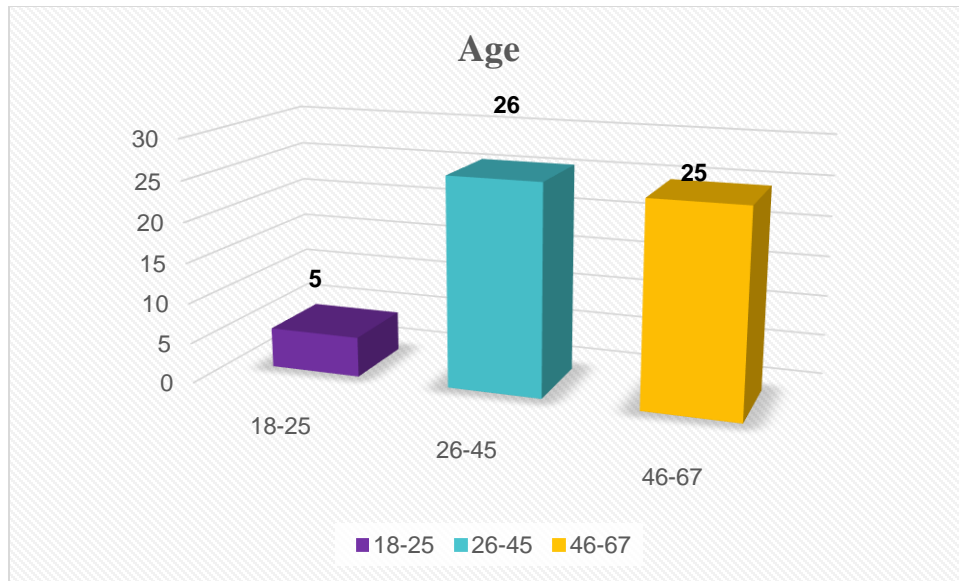


Figure 20 Graphical representation of the responses from the 2nd question

4.1.3 Responses from 3rd question

The third question “Education level” was answered by all 56 participants as shown in Table 5:

Table 5. Overview of the responses from the 3rd question

Education level	%	Responses
Associate Degree	27	15
Junior High School	5	3
Secondary School	5	3
University	63	35

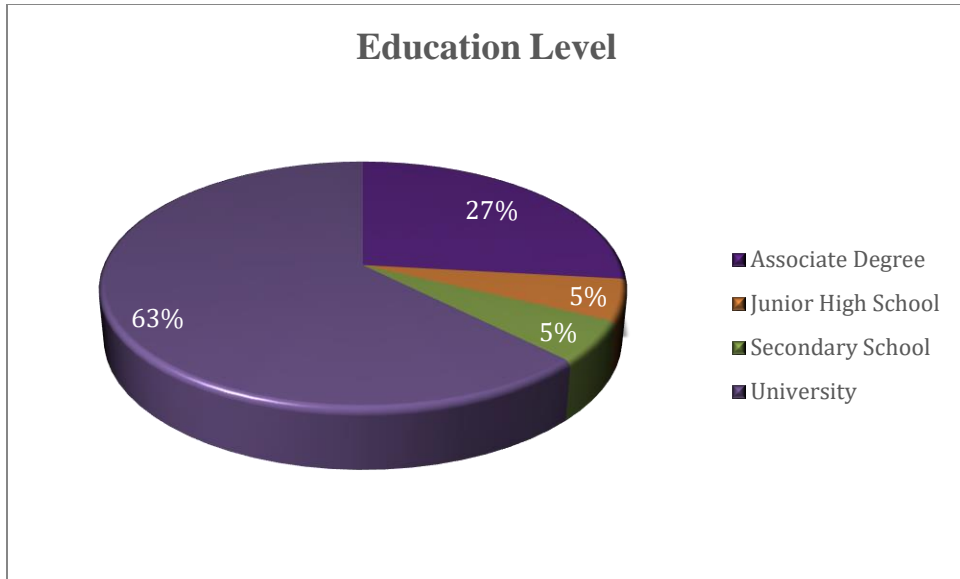


Figure 21 Graphical representation in percentage of the responses from the 3rd question

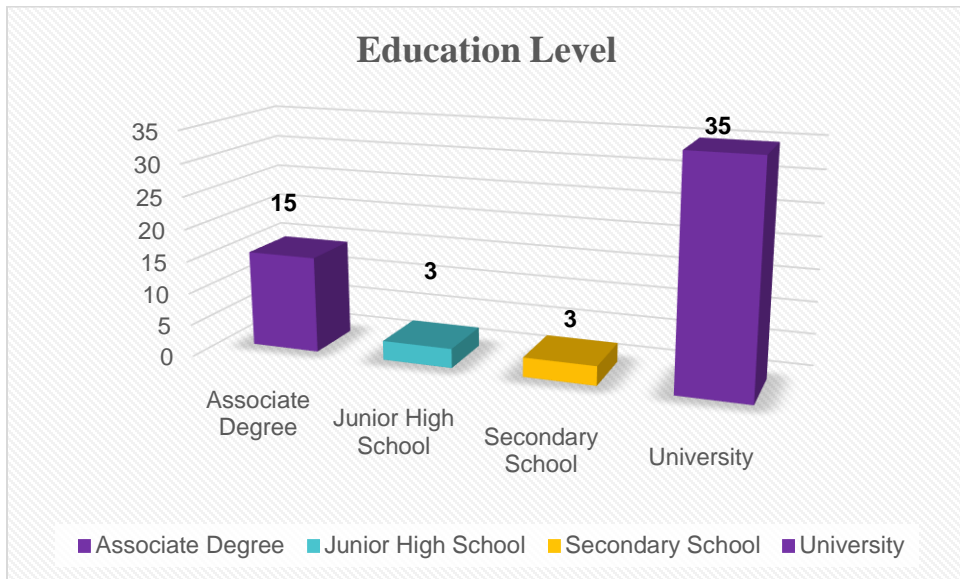


Figure 22 Graphical representation of the responses from the 3rd question

4.1.4 Responses from 4th question

The fourth question “How many years have you been working in this company” was answered by all 56 participants as shown in Table 6:

Table 6. Overview of the responses from the 4th question

Years at the company	%	Responses
>10	50	28
0-5	29	16
6-10	21	12

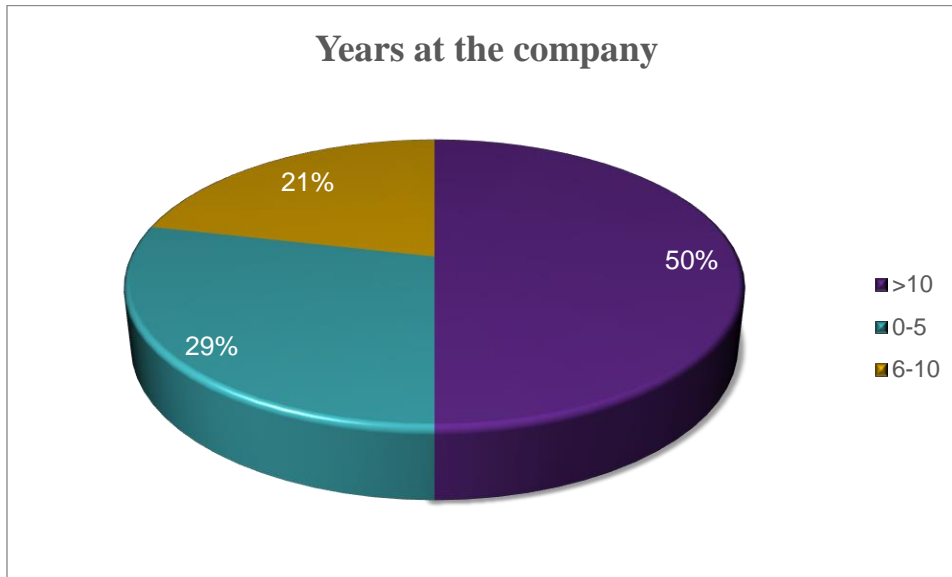


Figure 23 Graphical representation in percentage of the responses from the 4th question

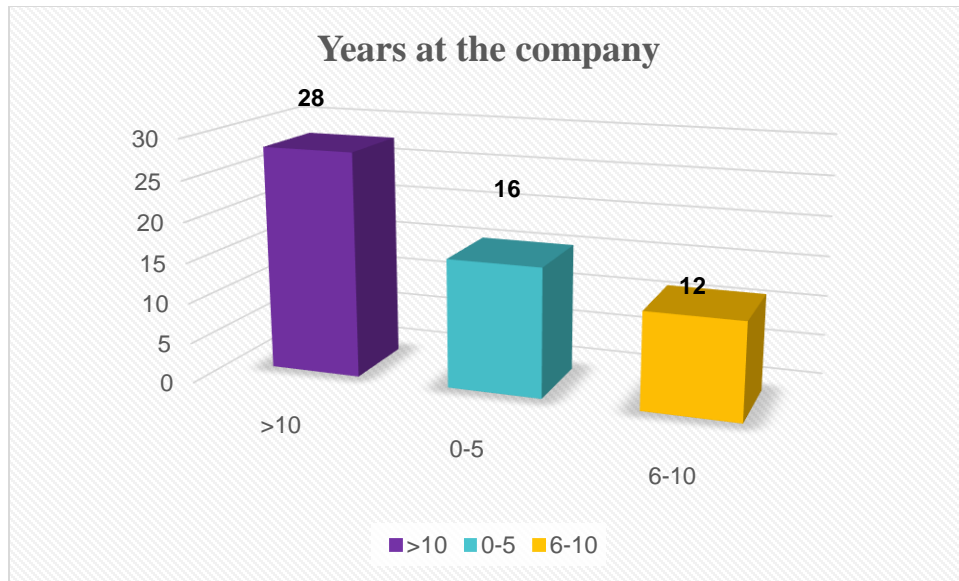


Figure 24 Graphical representation of the responses from the 4th question

4.1.5 Responses from 5th question

The fifth question “Was there a change of one or more managers in the last two years” was answered by all 56 participants as shown in Table 7:

Table 7. Overview of the responses from the 5th question

Management change	%	Responses
Yes	41	33
No	59	23

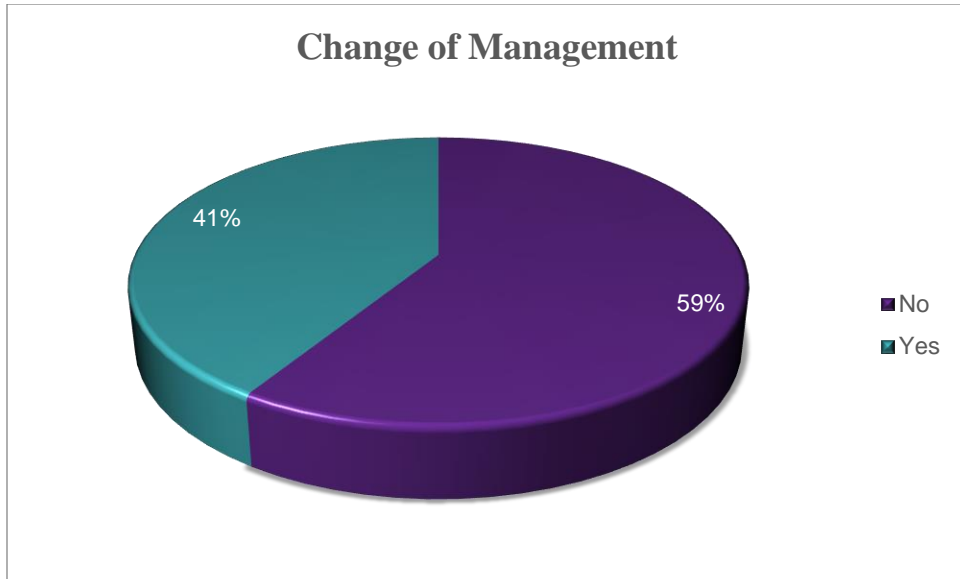


Figure 25 Graphical representation in percentage of the responses from the 5th question

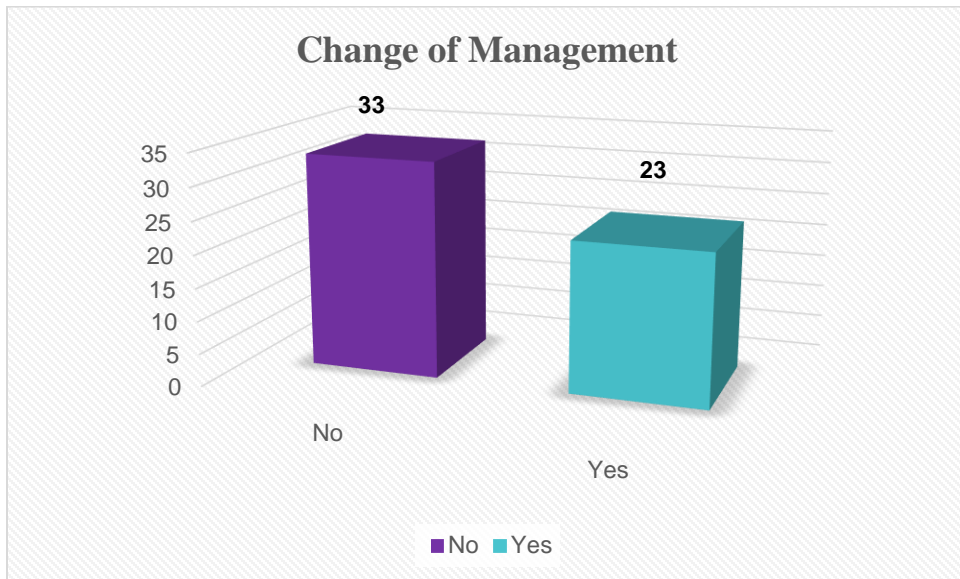


Figure 26 Graphical representation of the responses from the 5th question

4.1.6 Responses from 6th question

The sixth question “Which management style does your manager follow?” was answered by all 56 participants as shown in Table 8.

Table 8. Overview of the responses from the 6th question

Management style	%	Responses
Autocratic	14	8
Democratic	47	26
Laissez-faire	23	13
Transactional	5	3
Transformational	11	6

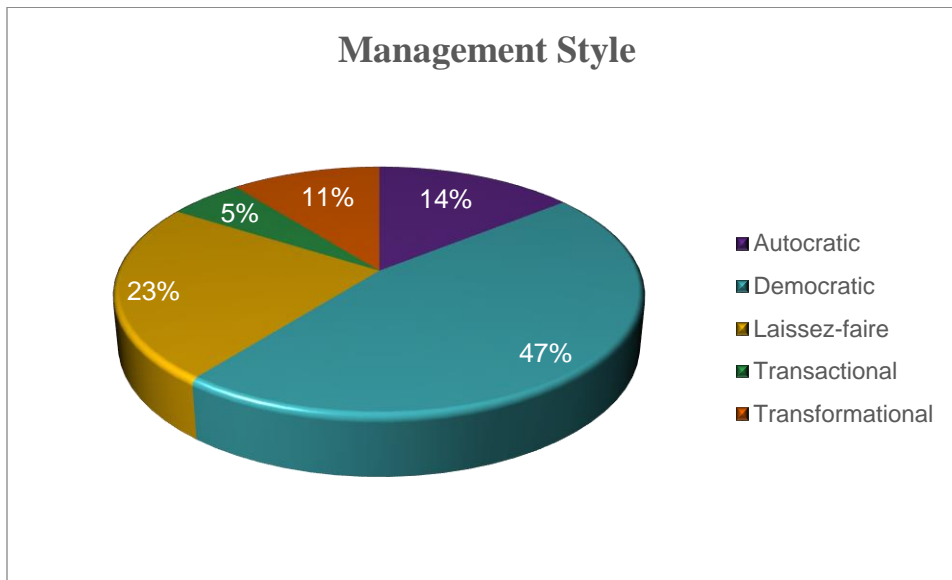


Figure 27 Graphical representation in percentage of the responses from the 6th question

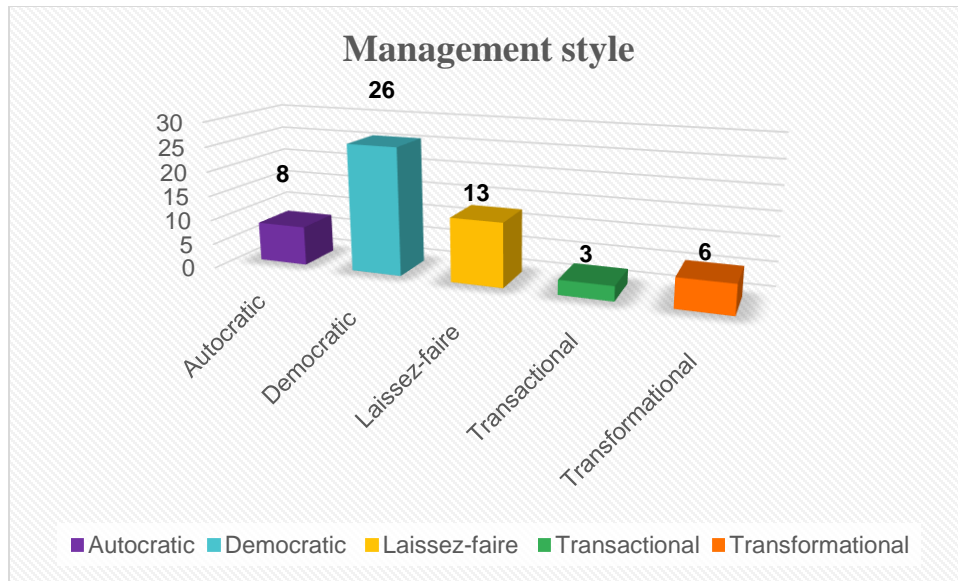


Figure 28 Graphical representation of the responses from the 6th question

4.1.7 Responses from 7th question

The seventh question “How many employees have left the company due to personal reasons in the last 2 years? (except for retirement and relocation)” was answered by all 56 participants as shown in Table 9:

Table 9. Overview of the responses from the 7th question

Employees left the company	%	Responses
>10	23	13
0-2	52	29
3-5	11	6
5-10	14	8

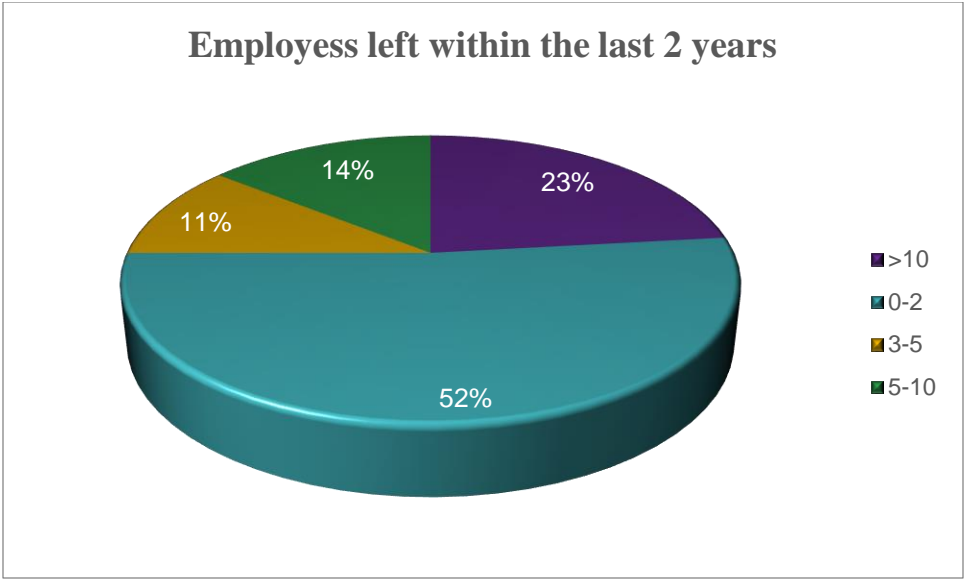


Figure 29 Graphical representation in percentage of the responses from the 7th question

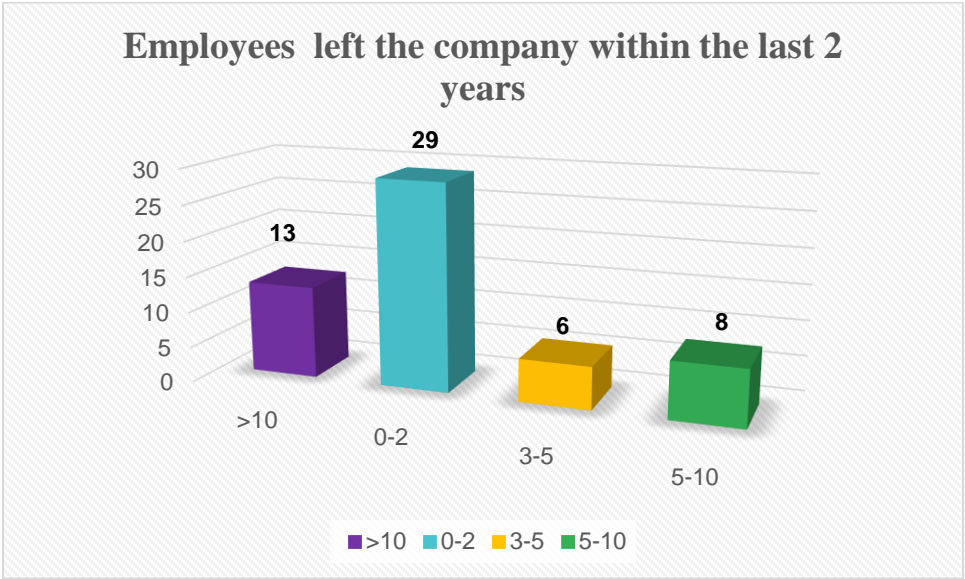


Figure 30 Graphical representation of the responses from the 7th question

4.1.8 Responses from 8th question

The eight question “How satisfied are you with your working conditions?” was answered by all 56 participants as shown in Table 9:

Table 10. Overview of the responses from the 8th question

Working conditions satisfaction	%	Responses
Not satisfied	5	3
Satisfied	34	19
Very Satisfied	61	34

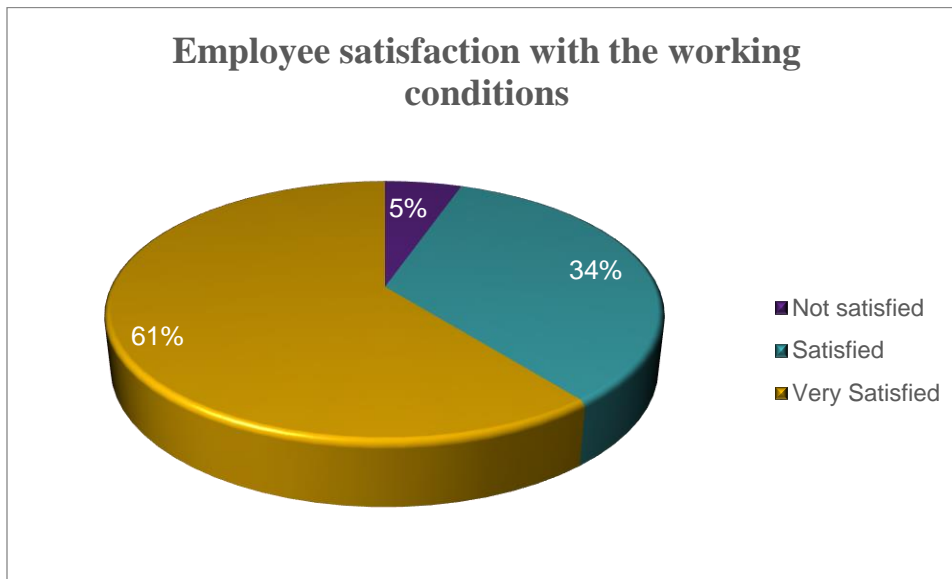


Figure 31 Graphical representation in percentage of the responses from the 8th question



Figure 32 Graphical representation of the responses from the 8th question

4.1.9 Responses from 9th question

The ninth question “How satisfied are you with your supervisor?” was answered by all 56 participants as shown in Table 10:

Table 11. Overview of the responses from the 9th question

Supervisor satisfaction	%	Responses
Not Satisfied	5	3
Satisfied	38	21
Very Satisfied	57	32

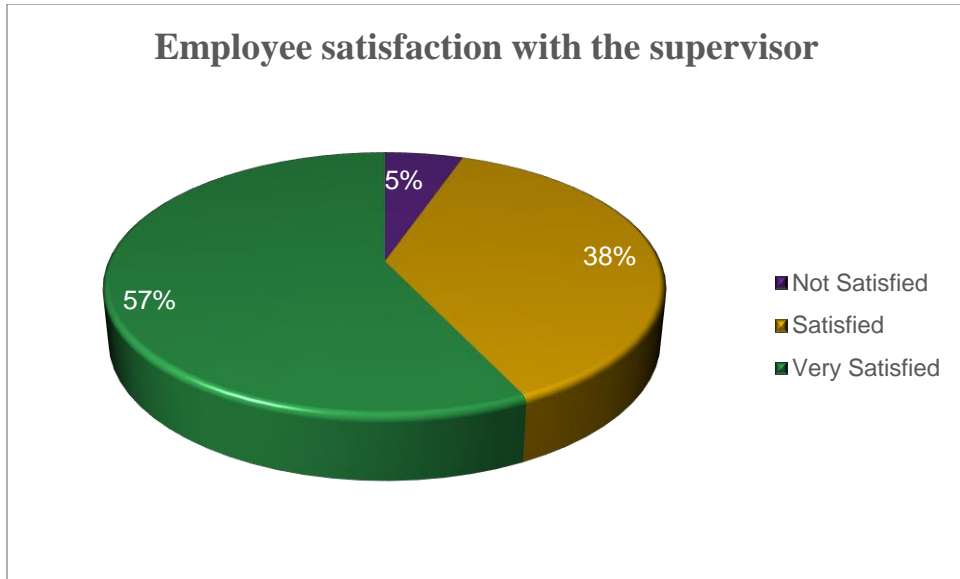


Figure 33 Graphical representation in percentage of the responses from the 9th question



Figure 34 Graphical representation of the responses from the 9th question

4.1.10 Responses from 10th question

The tenth question “Would you quit your job, if you were not satisfied with the management?” was answered by all 56 participants as shown in Table 11:

Table 12. Overview of the responses from the 10th question

Would you quit your job, if you were not satisfied with the management	%	Responses
No	25	14
Yes	75	42



Figure 35 Graphical representation in percentage of the responses from the 10th question

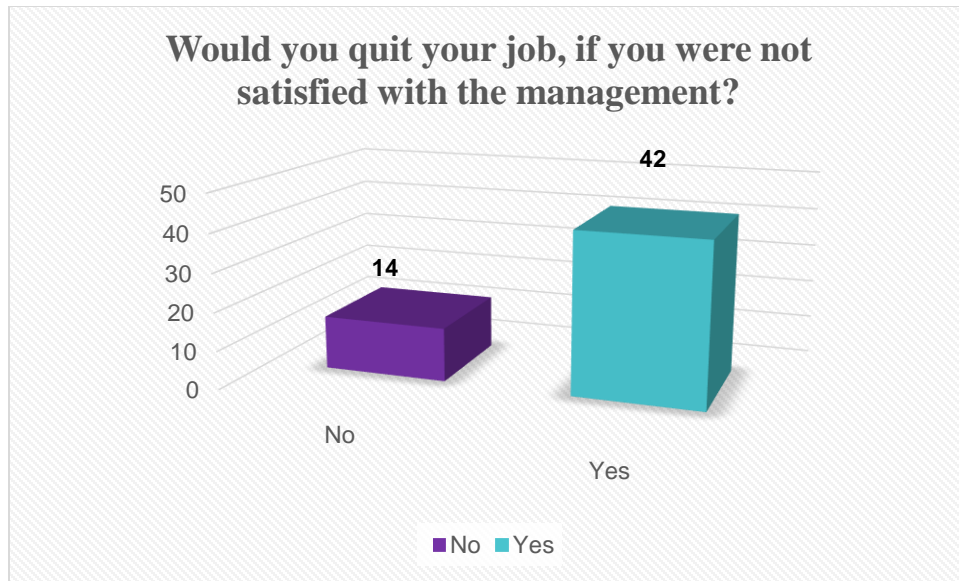


Figure 36 Graphical representation of the responses from the 10th question

4.1.11 Responses from 11th question

The eleventh question “How easy would it be for you to find a new job?” was answered by all 56 participants as shown in Table 12:

Table 13. Overview of the responses from the 11th question

How easy would it be for you to find a new job?	%	Responses
Very easy	30	17
Easy	41	30
Not easy	16	9

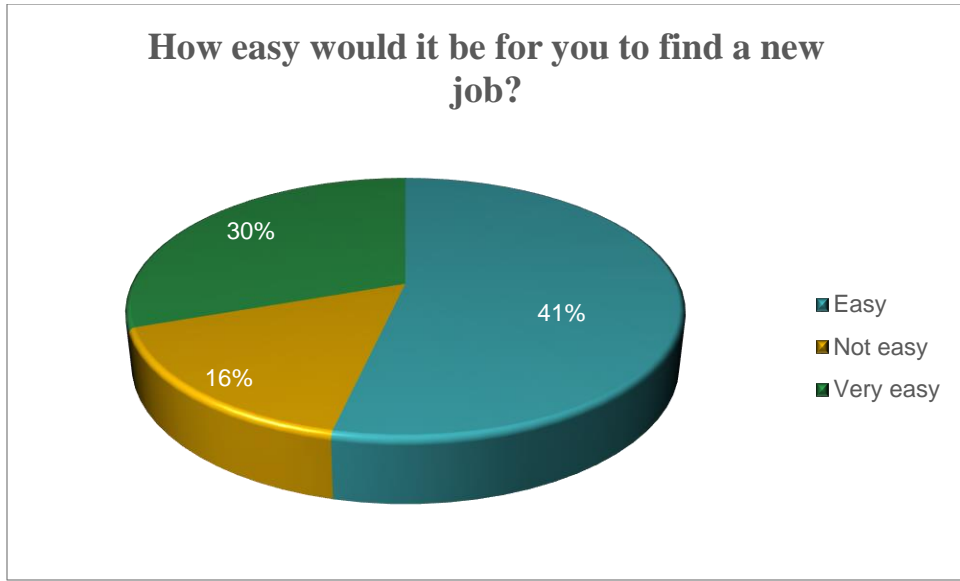


Figure 37 Graphical representation in percentage of the responses from the 11th question



Figure 38 Graphical representation of the responses from the 11th question

4.1.12 Responses from 12th question

The twelfth question “How satisfactory would the unemployment benefits be in case you become unemployed?” was answered by all 56 participants as shown in Table 13:

Table 14. Overview of the responses from the 12th question

Unemployment benefits satisfaction?	%	Responses
Very satisfactory	30	17
Satisfactory	54	30
Not satisfactory	16	9

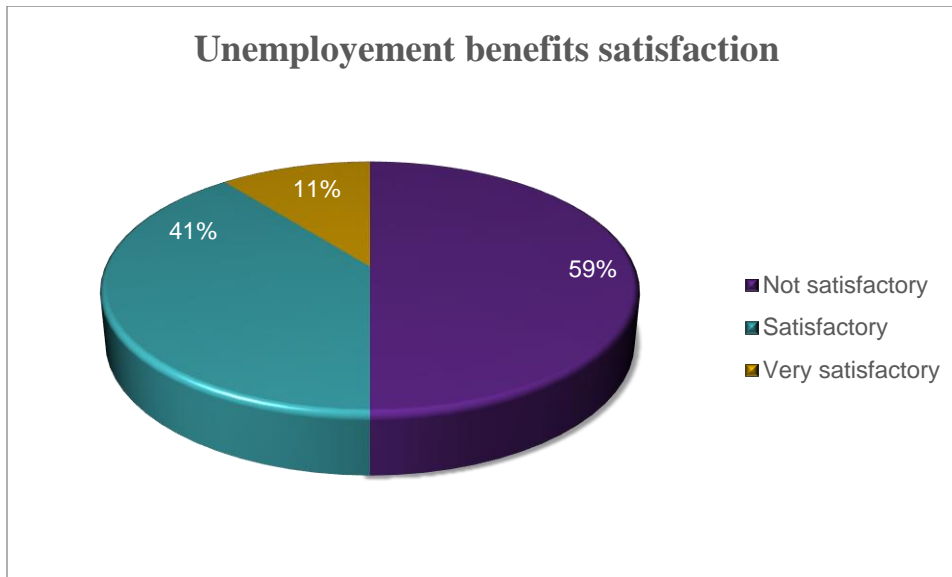


Figure 39 Graphical representation in percentage of the responses from the 12th question

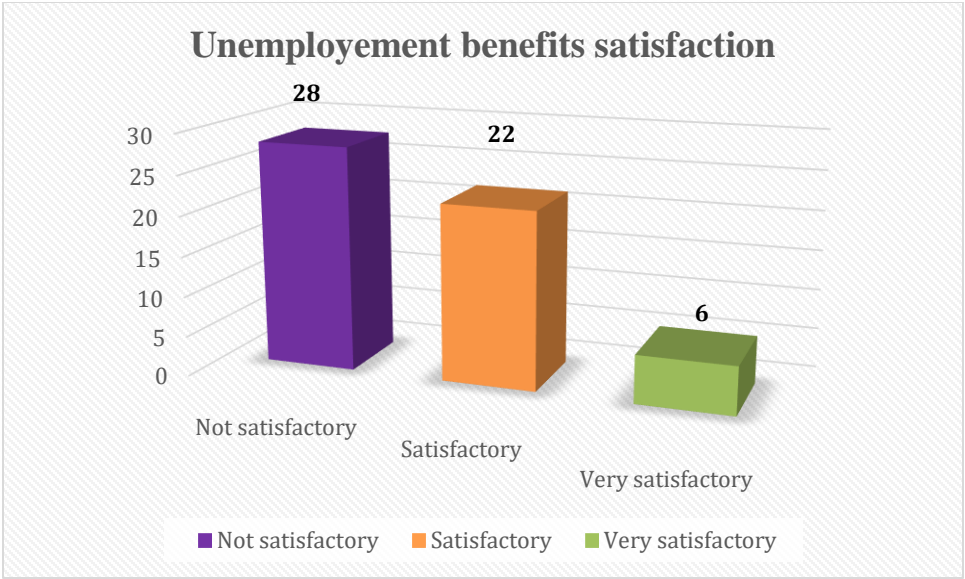


Figure 40 Graphical representation of the responses from the 12th question

4.2 Statistical Analysis

Table 3 lists all 12 questions grouped in three themes, namely: (a) Perceived turnover; (b) job satisfaction and (c) Ease of job change. Every possible answer of each question has been assigned a score in order to evaluate its impact to the final result. The questions in the questionnaire were randomised and the themes were not provided to participants to avoid bias.

Table 15. Responses grouped in themes

<i>a) Perceived turnover</i>			
Question	Possible answers	Score	Answers received
1	Was there a change of one or more managers in the last two years?	a) 1 b) 0	a) 23 b) 33
2	How many employees have left the company due to personal reasons in the last 2 years? (except for retirement and relocation)	a) 0-2 b) 3-5 c) 6-10 d) >10	a) 29 b) 6 c) 8 d) 13
<i>b) Job satisfaction</i>			
Question	Possible answers	Score	
1	How satisfied are you with your working conditions?	a) 0.7 b) 0.3 c) 0	a) 34 b) 19 c) 3
2	How satisfied are you with your supervisor?	a) 0.7 b) 0.3 c) 0	a) 32 b) 21 c) 3
<i>c) Ease of job change</i>			
Question	Possible answers	Score	

1	Would you quit your job, if you were not satisfied with the management?	a) Yes b) No	a) 1 b) 0	a) 42 b) 14
2	How easy would it be for you to find a new job?	a) Very easy b) Easy c) Not easy	a) 0.7 b) 0.3 c) 0	a) 17 b) 30 c) 9
3	How satisfactory would the unemployment benefits be in case you become unemployed?	a) Very satisfactory b) Satisfactory c) Not satisfactory	a) 0.7 b) 0.3 c) 0	a) 6 b) 22 c) 28

4.2.1. Unpaired t-test results

Unpaired t tests were applied to the following groups in order to investigate whether there is a statistically significant differences between the groups.

Unpaired t-test Perceived Turnover Female vs Male

P value and statistical significance:

The two-tailed P value equals 0.1214

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Female minus Male equals -0.279

95% confidence interval of this difference: From -0.635 to 0.077

Intermediate values used in calculations:

$t = 1.5735$

$df = 54$

standard error of difference = 0.178

Table 16. Unpaired t-test results Perceived Turnover Female vs Male

Group	Female	Male
Mean	1.012	1.078
SD	0.426	0.428
SEM	0.074	0.089
N	33	23

Unpaired t-test: Job Satisfaction Female -Male

P value and statistical significance:

The two-tailed P value equals 0.5707

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals 0.066

95% confidence interval of this difference: From -0.166 to 0.299

Intermediate values used in calculations:

$t = 0.5706$

$df = 54$

standard error of difference = 0.116

Table 17. Unpaired t-test results: Job Satisfaction Female -Male

Group	Female	Male
Mean	0.448	0.727
SD	0.655	0.653
SEM	0.137	0.114
N	23	33

Unpaired t-test: Ease at job change Female-Male

P value and statistical significance:

The two-tailed P value equals 0.3216

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals -0.165

95% confidence interval of this difference: From -0.494 to 0.165

Intermediate values used in calculations:

$t = 1.0003$

$df = 54$

standard error of difference = 0.165

Table 18. Unpaired t-test results: Ease at job change Female-Male

Group	Female	Male
Mean	1.413	1.248
SD	0.579	0.624
SEM	0.121	0.109
N	23	33

Unpaired t-test: Perceived turnover Age 18-25 vs Age 26-45

P value and statistical significance:

The two-tailed P value equals 0.1192

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of 18-25 minus 26-47 equals 0.576

95% confidence interval of this difference: From -0.163 to 1.315

Intermediate values used in calculations:

$t = 1.6317$

$df = 19$

standard error of difference = 0.353

Table 19. Unpaired t-test results: Perceived turnover Age 18-25 vs Age 26-45

Group	Age 18-25	Age 26-45
Mean	1.020	0.444
SD	0.626	0.705
SEM	0.280	0.176
N	5	16

Unpaired t-test: Job satisfaction Age 18-25 vs Age 26-45

P value and statistical significance:

The two-tailed P value equals 0.7143

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of 18-25 minus 26-47 equals -0.084

95% confidence interval of this difference: From -0.548 to 0.380

Intermediate values used in calculations:

$t = 0.3696$

$df = 29$

standard error of difference = 0.227

Table 20. Unpaired t-test results: Job satisfaction Age 18-25 vs Age 26-45

Group	18-25	26-47
Mean	0,920	1,004
SD	0,438	0.469
SEM	0,196	0.092
N	5	26

Unpaired t-test: Ease at job change Age 18-25 vs Age 26-45

P value and statistical significance:

The two-tailed P value equals 0.3684

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of 18-25 minus 26-47 equals 0.246

95% confidence interval of this difference: From -0.305 to 0.797

Intermediate values used in calculations:

$t = 0.9138$

$df = 29$

standard error of difference = 0.269

Table 21. Unpaired t-test results: Ease at job change Age 18-25 vs Age 26-45

Group	18-25	26-47
Mean	1.500	1.254
SD	0.283	0.583
SEM	0.126	0.114
N	5	26

Unpaired t-test: Perceived turnover Age 26-45 vs Age 46-67

P value and statistical significance:

The two-tailed P value equals 0.9378

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of 46-67 minus 26-45 equals 0.015

95% confidence interval of this difference: From -0.360 to 0.389

Intermediate values used in calculations:

$t = 0.0785$

$df = 49$

standard error of difference = 0.186

Table 22. Unpaired t-test results: Perceived turnover Age 26-45 vs Age 46-67

Group	26-45	46-67
Mean	0.565	0.580
SD	0.733	0.586
SEM	0.144	0.117
N	26	25

Unpaired t-test: Ease of job change Age 26-45 vs Age 46-67

P value and statistical significance:

The two-tailed P value equals 0.7565.

By conventional criteria, this difference is considered to be not statistically significant

Confidence interval:

The mean of 46-67 minus 26-45 equals 0.020

95% confidence interval of this difference: From -0.111 to 0.151

Intermediate values used in calculations:

$t = 0.3118$

$df = 49$

standard error of difference = 0.065

Table 23. Unpaired t-test results: Ease of job change Age 26-45 vs Age 46-67

Group	26-45	46-67
Mean	0.508	0.528
SD	0.242	0.223
SEM	0.047	0.045
N	26	25

Unpaired t-test: perceived turnover Age 18-25 vs Age 46-67

P value and statistical significance:

The two-tailed P value equals 0.1403

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of 46-67 minus 18-25 equals -0.440

95% confidence interval of this difference: From -1.034 to 0.154

Intermediate values used in calculations:

$t = 1.5175$

$df = 28$

standard error of difference = 0.290

Table 24. Unpaired t-test results: perceived turnover Age 18-25 vs Age 46-67

Group	18-25	46-67
Mean	1.020	0.580
SD	0.626	0.586
SEM	0.280	0.117
N	5	25

Unpaired t-test: Job satisfaction Age 18-25 vs Age 46-67

P value and statistical significance:

The two-tailed P value equals 0.3513

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of 46-67 minus 18-25 equals 0.180

95% confidence interval of this difference: From -0.209 to 0.569

Intermediate values used in calculations:

$t = 0.9478$

$df = 28$

standard error of difference = 0.190

Table 25. Unpaired t-test results: Job satisfaction Age 18-25 vs Age 46-67

Group	18-25	46-67
Mean	0.920	1.100
SD	0.438	0.379
SEM	0.196	0.076
N	5	25

Unpaired t-test: Ease of job change Age 18-25 vs Age 46-67

P value and statistical significance:

The two-tailed P value equals 0.6214

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of 46-67 minus 18-25 equals -0.156

95% confidence interval of this difference: From -0.796 to 0.484

Intermediate values used in calculations:

$t = 0.4995$

$df = 28$

standard error of difference = 0.312

Table 26. Unpaired t-test results: Ease of job change Age 18-25 vs Age 46-67

Group	18-25	46-67
Mean	1.500	1.344
SD	0.283	0.679
SEM	0.126	0.136
N	5	25

Unpaired t-test: perceived turnover Junior High+Secondary school vs Associate degree

P value and statistical significance:

The two-tailed P value equals 0.0872

By conventional criteria, this difference is considered to be not quite statistically significant.

Confidence interval:

The mean of jh-secondary minus associate degree equals -0.540

95% confidence interval of this difference: From -1.167 to 0.087

Intermediate values used in calculations:

$t = 1.8032$

$df = 19$

standard error of difference = 0.299

Table 27. Unpaired t-test results: perceived turnover Junior High+Secondary school vs Associate degree

Group	Junior High/Secondary school	Associate degree
Mean	0.233	0.773
SD	0.383	0.685
SEM	0.156	0.177
N	6	15

Unpaired t-test: Job satisfaction Junior High+Secondary school vs Associate degree

P value and statistical significance:

The two-tailed P value equals 0.0523

By conventional criteria, this difference is considered to be not quite statistically significant.

Confidence interval:

The mean of jh-secondary minus associate degree equals 0.367

95% confidence interval of this difference: From -0.004 to 0.737

Intermediate values used in calculations:

$t = 2.0706$

$df = 19$

standard error of difference = 0.177

Table 28. Unpaired t-test results: Job satisfaction Junior High+Secondary school vs Associate degree

Group	Junior High/Secondary school	Associate degree
Mean	1.400	1.033
SD	0.000	0.427
SEM	0.000	0.110
N	6	15

Unpaired t-test: Job ease of job change Junior High+Secondary school vs Associate degree

Junior High+ secondary/Associate ease of job change

P value and statistical significance:

The two-tailed P value equals 0.2215

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of jh-secondary minus associate degree equals 0.383

95% confidence interval of this difference: From -0.251 to 1.018

Intermediate values used in calculations:

$t = 1.2641$

$df = 19$

standard error of difference = 0.303

Table 29. Unpaired t-test results: Job ease of job change Junior High+Secondary school vs Associate degree

Group	Junior High/Secondary school	Associate degree
Mean	1.650	1.267
SD	0.497	0.668
SEM	0.203	0.173
N	6	15

Unpaired t-test: perceived turnover Associate degree vs University

P value and statistical significance:

The two-tailed P value equals 0.4358

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of University minus associate degree equals -0.165

95% confidence interval of this difference: From -0.586 to 0.257

Intermediate values used in calculations:

$t = 0.7858$

$df = 48$

standard error of difference = 0.210

Table 30. Unpaired t-test results: Associate degree vs University

Group	Associate degree	University degree
Mean	0.773	0.609
SD	0.685	0.677
SEM	0.177	0.114
N	15	35

Unpaired t-test: Job satisfaction Associate vs University

P value and statistical significance:

The two-tailed P value equals 0.6914

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of University minus associate degree equals -0.053

95% confidence interval of this difference: From -0.322 to 0.215

Intermediate values used in calculations:

$t = 0.3993$

$df = 48$

standard error of difference = 0.134

Table 31. Unpaired t-test results: Job satisfaction Associate vs University

Group	Associate degree	University degree
Mean	1.033	0.980
SD	0.427	0.435
SEM	0.110	0.074
N	15	35

Unpaired t-test: ease of job change Associate vs University

P value and statistical significance:

The two-tailed P value equals 0.9443

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of University minus associate degree equals 0.013

95% confidence interval of this difference: From -0.369 to 0.395

Intermediate values used in calculations:

$t = 0.0702$

$df = 48$

standard error of difference = 0.190

Table 32. Unpaired t-test results: ease of job change Associate vs University

Group	Associate degree	University degree
Mean	1.267	1.280
SD	0.668	0.593
SEM	0.173	0.100
N	15	35

Unpaired t-test: Perceived turnover Junior High School+Secondary School vs University

P value and statistical significance:

The two-tailed P value equals 0.1969

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of University minus JH+Secondary equals 0.375

95% confidence interval of this difference: From -0.203 to 0.953

Intermediate values used in calculations:

$t = 1.3128$

$df = 39$

standard error of difference = 0.286

Table 33. Unpaired t-test results: Perceived turnover Junior High School+Secondary School vs University

Group	Junior High School+Secondary school	University degree
Mean	0.233	0.609
SD	0.383	0.677
SEM	0.156	0.114
N	6	35

Unpaired t-test: Job Satisfaction Junior High School+Secondary School vs University

P value and statistical significance:

The two-tailed P value equals 0.0245

By conventional criteria, this difference is considered to be statistically significant.

Confidence interval:

The mean of University minus JH+Secondary equals -0.420

95% confidence interval of this difference: From -0.783 to -0.057

Intermediate values used in calculations:

$t = 2.3399$

$df = 39$

standard error of difference = 0.179

Table 34. Unpaired t-test results: Job Satisfaction Junior High School+Secondary School vs University

Group	Junior High School+Secondary school	University degree
Mean	1.400	0.980
SD	0.000	0.435
SEM	0.000	0.074
N	6	35

Unpaired t-test: ease of job change Junior High School+Secondary School vs University

P value and statistical significance:

The two-tailed P value equals 0.1576

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of University minus JH+Secondary equals -0.370

95% confidence interval of this difference: From -0.889 to 0.149

Intermediate values used in calculations:

$t = 1.4409$

$df = 39$

standard error of difference = 0.257

Table 35. Unpaired t-test results: ease of job change Junior High School+Secondary School vs University

Group	Junior High School+Secondary school	University degree
Mean	1.650	1.280
SD	0.497	0.593
SEM	0.203	0.100
N	6	35

Unpaired t-test: Perceived turnover 0-5 years at the company vs 6-10 years at the company

P value and statistical significance:

The two-tailed P value equals 0.8704

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of 0-5 minus 6-10 equals 0.042

95% confidence interval of this difference: From -0.478 to 0.561

Intermediate values used in calculations:

$t = 0.1648$

$df = 26$

standard error of difference = 0.253

Table 36. Unpaired t-test results: Perceived turnover 0-5 years at the company vs 6-10 years at the company

Group	0-5 years at the company	6-10 years at the company
Mean	0.675	0.633
SD	0.645	0.684
SEM	0.161	0.197
N	16	12

Unpaired t-test: Job satisfaction 0-5 years at the company vs 6-10 years at the company

P value and statistical significance:

The two-tailed P value equals 0.6664

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of 0-5 minus 6-10 equals -0.069

95% confidence interval of this difference: From -0.393 to 0.255

Intermediate values used in calculations:

$t = 0.4361$

$df = 26$

standard error of difference = 0.158

Table 37. Unpaired t-test results: Job satisfaction 0-5 years at the company vs 6-10 years at the company

Group	0-5 years at the company	6-10 years at the company
Mean	1.006	1.075
SD	0.427	0.393
SEM	0.107	0.114
N	16	12

Unpaired t-test: Ease of job change 0-5 years at the company vs 6-10 years at the company

P value and statistical significance:

The two-tailed P value equals 0.8762

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of 0-5 minus 6-10 equals -0.031

95% confidence interval of this difference: From -0.440 to 0.377

Intermediate values used in calculations:

$t = 0.1573$

$df = 26$

standard error of difference = 0.199

Table 38. Unpaired t-test results: Ease of job change 0-5 years at the company vs 6-10 years at the company

Group	0-5 years at the company	6-10 years at the company
Mean	1.369	1.400
SD	0.461	0.591
SEM	0.115	0.171
N	16	12

Unpaired t-test: Perceived turnover 6-10 years at the company vs >10 years at the company

P value and statistical significance:

The two-tailed P value equals 0.7829

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of >10 minus 6-10 equals -0.065

95% confidence interval of this difference: From -0.543 to 0.412

Intermediate values used in calculations:

$t = 0.2775$

$df = 38$

standard error of difference = 0.236

Table 39. Unpaired t-test results: Perceived turnover 6-10 years at the company vs >10 years at the company

Group	6-10 years at the company	>10 years at the company
Mean	0.633	0.568
SD	0.684	0.684
SEM	0.197	0.129
N	12	28

Unpaired t-test: Job satisfaction 6-10 years at the company vs >10 years at the company

P value and statistical significance:

The two-tailed P value equals 0.7429

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of >10 minus 6-10 equals -0.026

95% confidence interval of this difference: From -0.187 to 0.134

Intermediate values used in calculations:

$t = 0.3304$

$df = 38$

standard error of difference = 0.079

Table 40. Unpaired t-test results: Job satisfaction 6-10 years at the company vs >10 years at the company

Group	6-10 years at the company	>10 years at the company
Mean	0.533	0.507
SD	0.206	0.239
SEM	0.059	0.045
N	12	28

Unpaired t-test: Ease of job change 6-10 years at the company vs >10 years at the company

P value and statistical significance:

The two-tailed P value equals 0.5163

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of >10 minus 6-10 equals -0.150

95% confidence interval of this difference: From -0.613 to 0.313

Intermediate values used in calculations:

$t = 0.6552$

$df = 38$

standard error of difference = 0.229

Table 41. Unpaired t-test results: Ease of job change 6-10 years at the company vs >10 years at the company

Group	6-10 years at the company	>10 years at the company
Mean	1.400	1.250
SD	0.591	0.691
SEM	0.171	0.131
N	12	28

Unpaired t-test: perceived turnover 0-5 years at the company vs >10 years at the company

P value and statistical significance:

The two-tailed P value equals 0.6127

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of >10 minus 0-5 equals -0.107

95% confidence interval of this difference: From -0.531 to 0.317

Intermediate values used in calculations:

$t = 0.5100$

$df = 42$

standard error of difference = 0.210

Table 42. Unpaired t-test results: perceived turnover 0-5 years at the company vs >10 years at the company

Group	0-5 years at the company	>10 years at the company
Mean	0.675	0.568
SD	0.645	0.684
SEM	0.161	0.129
N	16	28

Unpaired t-test: Job satisfaction 0-5 years at the company vs >10 years at the company

P value and statistical significance:

The two-tailed P value equals 0.7923

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of >10 minus 0-5 equals 0.037

95% confidence interval of this difference: From -0.242 to 0.315

Intermediate values used in calculations:

$t = 0.2650$

$df = 42$

standard error of difference = 0.138

Table 43. Unpaired t-test results: Job satisfaction 0-5 years at the company vs >10 years at the company

Group	0-5 years at the company	>10 years at the company
Mean	1.006	1.043
SD	0.427	0.448
SEM	0.107	0.085
N	16	28

Unpaired t-test: Ease of job change 0-5 years at the company vs >10 years at the company

P value and statistical significance:

The two-tailed P value equals 0.5436

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of >10 minus 0-5 equals -0.119

95% confidence interval of this difference: From -0.510 to 0.273

Intermediate values used in calculations:

$t = 0.6123$

$df = 42$

standard error of difference = 0.194

Table 44. Unpaired t-test results: Ease of job change 0-5 years at the company vs >10 years at the company

Group	0-5 years at the company	>10 years at the company
Mean	1.369	1.250
SD	0.461	0.691
SEM	0.115	0.131
N	16	28

Unpaired t-test: Perceived turnover Democratic leadership style vs Autocratic leadership style

P value and statistical significance:

The two-tailed P value equals 0.5341

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Democratic minus Autocratic equals 0.170

95% confidence interval of this difference: From -0.381 to 0.722

Intermediate values used in calculations:

$t = 0.6286$

$df = 32$

standard error of difference = 0.271

Table 45. Unpaired t-test results: Perceived turnover Democratic leadership style vs Autocratic leadership style

Group	Democratic leadership	Autocratic leadership
Mean	0.758	0.588
SD	0.685	0.613
SEM	0.134	0.217
N	26	8

Unpaired t-test: Job satisfaction Democratic leadership style vs Autocratic leadership style

P value and statistical significance:

The two-tailed P value equals 0.9513

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Democratic minus Autocratic equals 0.011

95% confidence interval of this difference: From -0.339 to 0.360

Intermediate values used in calculations:

$t = 0.0616$

$df = 32$

standard error of difference = 0.172

Table 46. Unpaired t-test results: Job satisfaction Democratic leadership style vs Autocratic leadership style

Group	Democratic leadership	Autocratic leadership
Mean	1.023	1.013
SD	0.416	0.455
SEM	0.082	0.161
N	26	8

Unpaired t-test: ease of job change Democratic leadership style vs Autocratic leadership style

P value and statistical significance:

The two-tailed P value equals 0.9382

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Democratic minus Autocratic equals -0.016

95% confidence interval of this difference: From -0.442 to 0.410

Intermediate values used in calculations:

$t = 0.0782$

$df = 32$

standard error of difference = 0.209

Table 47. Unpaired t-test results: ease of job change Democratic leadership style vs Autocratic leadership style

Group	Democratic leadership	Autocratic leadership
Mean	1.396	1.412
SD	0.526	0.482
SEM	0.103	0.171
N	26	8

Unpaired t-test: Perceived turnover Autocratic leadership style vs Transformational leadership style

P value and statistical significance:

The two-tailed P value equals 0.8988

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Transformational minus Autocratic equals 0.046

95% confidence interval of this difference: From -0.723 to 0.815

Intermediate values used in calculations:

$t = 0.1299$

$df = 12$

standard error of difference = 0.353

Table 48. Unpaired t-test results: Perceived turnover Autocratic leadership style vs Transformational leadership style

Group	Autocratic leadership	Transformational leadership
Mean	0.588	0.633
SD	0.613	0.706
SEM	0.217	0.288
N	8	6

Unpaired t-test: Job satisfaction Autocratic leadership style vs Transformational leadership style

P value and statistical significance:

The two-tailed P value equals 0.1278

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of Transformational minus Autocratic equals 0.321

95% confidence interval of this difference: From -0.106 to 0.748

Intermediate values used in calculations:

$t = 1.6361$

$df = 12$

standard error of difference = 0.196

Table 49. Unpaired t-test results: Job satisfaction Autocratic leadership style vs Transformational leadership style

Group	Autocratic leadership	Transformational leadership
Mean	1.013	1.333
SD	0.455	0.163
SEM	0.161	0.067
N	8	6

Unpaired t-test: Ease of job change Autocratic leadership style vs Transformational leadership style

P value and statistical significance:

The two-tailed P value equals 0.0210

By conventional criteria, this difference is considered to be statistically significant.

Confidence interval:

The mean of Transformational minus Autocratic equals -0.829

95% confidence interval of this difference: From -1.510 to -0.148

Intermediate values used in calculations:

$t = 2.6536$

$df = 12$

standard error of difference = 0.312

Table 50. Unpaired t-test results: Ease of job change Autocratic leadership style vs Transformational leadership style

Group	Autocratic leadership	Transformational leadership
Mean	1.412	0.583
SD	0.482	0.691
SEM	0.171	0.282
N	8	6

Unpaired t-test: Perceived turnover Autocratic leadership style vs Laissez faire leadership style

P value and statistical significance:

The two-tailed P value equals 0.3538

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of autocratic minus Laissez faire equals 0.249

95% confidence interval of this difference: From -0.299 to 0.797

Intermediate values used in calculations:

$t = 0.9505$

$df = 19$

standard error of difference = 0.262

Table 51. Unpaired t-test results: Perceived turnover Autocratic leadership style vs Laissez faire leadership style

Group	Autocratic leadership	Laissez faire leadership
Mean	0.588	0.338
SD	0.613	0.565
SEM	0.217	0.157
N	8	13

Unpaired t-test: job satisfaction Autocratic leadership style vs Laissez faire leadership style

P value and statistical significance:

The two-tailed P value equals 0.6583

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of autocratic minus Laissez faire equals -0.088

95% confidence interval of this difference: From -0.495 to 0.320

Intermediate values used in calculations:

$t = 0.4493$

$df = 19$

standard error of difference = 0.195

Table 52. Unpaired t-test results: job satisfaction Autocratic leadership style vs Laissez faire leadership style

Group	Autocratic leadership	Laissez faire leadership
Mean	1.013	1.100
SD	0.455	0.420
SEM	0.161	0.117
N	8	13

Unpaired t-test: ease of job change Autocratic leadership style vs Laissez faire leadership style

P value and statistical significance:

The two-tailed P value equals 0.8980

By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

The mean of autocratic minus Laissez faire equals 0.036

95% confidence interval of this difference: From -0.537 to 0.609

Intermediate values used in calculations:

$t = 0.1300$

$df = 19$

standard error of difference = 0.274

Table 53. Unpaired t-test results: ease of job change Autocratic leadership style vs Laissez faire leadership style

Group	Autocratic leadership	Laissez faire leadership
Mean	1.412	1.377
SD	0.482	0.672
SEM	0.171	0.186
N	8	13

CHAPTER V:

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5. Discussion of Results

The questionnaire was designed with close end questions and to provide quantitative data which were able to get statistically analysed as the responses received were sufficient for performing the research.

From analysing the responses received from the participants it occurred that the leadership style that is being followed in private Austrian businesses at most is the Democratic leadership style with 47%, followed by the Laissez-faire leadership style with 23%, Autocratic leadership style with 14%, Transformational leadership style with 11%. The leadership style which is less followed by the private Austrian businesses is the Transactional leadership style.

The data analysis regarding the job satisfaction level of the employees in private Austrian businesses showed that the 61% of the participants are very satisfied with their job, 34% replied that they are satisfied with their job and only 5% replied that they are not satisfied with their job. This fact demonstrates that the job satisfaction in private Austrian businesses is generally very high as 95% of the participants are either very satisfied or satisfied and only 5% not satisfied. This fact can also be supported by the results from 10th question which show that 75% of the participants would quit their job if they were not satisfied with the management. In addition 84% of the participants find the unemployment benefits in Austria to be satisfactory or very satisfactory and 71%

responded that they believe that they would be able to find a new job easily or very easily. These findings support as well the first assumption that due to Austria's financial stability and high unemployment benefits the employee turnover and job satisfaction might be also affected.

5.1 Discussion of Research Question One

The first research question "Which are the main leadership styles that are followed by Austrian private businesses and in which percentage?" gave clear results showing that almost half of private Austrian businesses follow the Democratic leadership style with 47%, followed by the Laissez-faire leadership style with 23%. This observation could be explained by the fact that Austria is a democratic country which values the tolerance and respects people's freedom of choice in their attitudes, beliefs and individuality (Scroope, 2018)

5.2 Discussion of Research Question Two

The second research question was "Is there a link between a specific leadership style and the employee turnover?"

In order to be able to get an answer on this question, the data were statistically analysed. More specifically the following unpaired t-tests were performed:

- Unpaired t-test: Perceived turnover Democratic leadership style vs Autocratic leadership style
- Unpaired t-test: Perceived turnover Autocratic leadership style vs Transformational leadership style

- Unpaired t-test: Perceived turnover Autocratic leadership style vs Laissez faire leadership style

The results showed that there is no statistically significant difference between perceived employee turnover and the leadership styles examined.

5.3 Discussion of Research Question Three

The third question was “Is there a link between the job satisfaction of the employees and a specific leadership style?” In order to get an answer to this question, the data were statistically analysed and the following unpaired t-tests were performed:

- Unpaired t-test: Job satisfaction Democratic leadership style vs Autocratic leadership style
- Unpaired t-test: Job satisfaction Autocratic leadership style vs Transformational leadership style
- Unpaired t-test: job satisfaction Autocratic leadership style vs Laissez faire leadership style

The results showed that there is no statistically significant difference between perceived employee turnover and the leadership styles examined.

5.4 Discussion of results of other aspects investigated

In addition to the statistical analysis of the data above, this research tried to investigate if other aspects such as the age, the education level, the years of experience in the same business as well as the sex could affect the job satisfaction, the employee turnover as well as the intention of the employees to leave their jobs. These aspects were

statistically analysed through the unpaired t-tests. The summary of the unpaired t-tests performed and their results are shown in Table 54.

Table 54. Unpaired t-test results summary

Unpaired t-test	Statistically significant difference
Perceived Turnover Female vs Male	No
Job Satisfaction Female -Male	No
Ease at job change Female-Male	No
Perceived turnover Age 18-25 vs Age 26-45	No
Job satisfaction Age 18-25 vs Age 26-45	No
Ease at job change Age 18-25 vs Age 26-45	No
Perceived turnover Age 26-45 vs Age 46-67	No
Ease of job change Age 26-45 vs Age 46-67	No
Perceived turnover Age 18-25 vs Age 46-67	No
Job satisfaction Age 18-25 vs Age 46-67	No
Ease of job change Age 18-25 vs Age 46-67	No
Perceived turnover Junior High+Secondary school vs Associate degree	No
Job satisfaction Junior High+Secondary school vs Associate degree	No
Job ease of job change Junior High+Secondary school vs Associate degree	No
Perceived turnover Associate degree vs University	No
Job satisfaction Associate vs University	No
Ease of job change Associate vs University	No

Perceived turnover Junior High School+Secondary School vs University	No
Job Satisfaction Junior High School+Secondary School vs University	Yes
Ease of job change Junior High School+Secondary School vs University	No
Perceived turnover 0-5 years at the company vs 6-10 years at the company	No
Job satisfaction 0-5 years at the company vs 6-10 years at the company	No
Ease of job change 0-5 years at the company vs 6-10 years at the company	No
Perceived turnover 6-10 years at the company vs >10 years at the company	No
Job satisfaction 6-10 years at the company vs >10 years at the company	No
Ease of job change 6-10 years at the company vs >10 years at the company	No
Perceived turnover 0-5 years at the company vs >10 years at the company	No
Job satisfaction 0-5 years at the company vs >10 years at the company	No
Ease of job change 0-5 years at the company vs >10 years at the company	No
Ease of job change Democratic leadership style vs Autocratic leadership style	No
Ease of job change Autocratic leadership style vs Transformational leadership style	Yes
Ease of job change Autocratic leadership style vs Laissez faire leadership style	No

The above table shows that statistically significant differences were found only in two unpaired tests.

The first unpaired t-test demonstrates that there is a statistically significant difference on the job satisfaction level between the participants who have finished Junior High School or Secondary education and the participants who hold a university degree. According to these results, the participants who have finished Junior High School or

Secondary Education seem to have a higher level of satisfaction at their jobs in comparison to the participants who hold a university degree. This result may demonstrate that people who graduated from universities may have higher expectations from their workplace and careers whereas the people who have secondary education or finished Junior High School may settle easier and feel satisfied more easily at diverse working conditions.

The second case where an unpaired t-test showed a statistically significant difference was the ease at job change between Autocratic and Transformational Leadership styles. The results show that the participants who work in businesses which follow Autocratic Leadership style would quit their jobs more easily if they were not satisfied with the leadership style in comparison with the participants who work in businesses who follow Transformational Leadership style. This result may demonstrate that people who work under Autocratic Leadership style have clearer expectations on their working conditions and would quit their jobs more easily in comparison to people who work under Transformational Leadership style if they were not satisfied with their managers.

6. Conclusion

The results of this research demonstrate that the leadership style that is followed by almost half of the private Austrian Businesses is the Democratic leadership style with 47%. The job satisfaction level of the employees of private Austrian businesses was found to be on a very high level, as 95% of the participants were satisfied or very satisfied. This fact is linked to the fact that 75% of the participants would quit their jobs if

they were not satisfied with their management. The unemployment benefits of Austria are found to be in a very high level as 84% of the participants find them to be satisfactory or very satisfactory. These data in addition to that fact that 71% of participants believe that it would be either easy or very easy to find a new job demonstrate that the assumption that these factors might play an important role to the research due to Austria's financial stability, good unemployment benefits and low unemployment rate, can be supported.

7. Recommendations

The research has been conducted to all kinds of private Austrian businesses which has given a general view. However, the results may differ if further research will be done on specific types of businesses or organisations or a differentiation between the private and the public sector.

Although all the emails sent to the participants were carefully collected from the Austrian Chamber of Commerce, they were the general emails for contacting the companies and not personalised. Thus, it is not possible to know the job position of the participants who filled out the questionnaires. It would be interesting if a further research will be done, investigating whether the job position of the participants can also influence the employee turnover.

APPENDIX A
QUESTIONNAIRE COVER LETTER

The questionnaires were sent via email to all the participants with the following cover letter in both English and German languages:

“Sehr geehrte Damen und Herren!
In meiner derzeitigen Forschung für mein Doktoratsstudium benötige ich Ihren Input und würde Sie daher bitten, an meiner Umfrage teilzunehmen. Die Beantwortung der Fragen dauert nicht länger als 3 Minuten und ist selbstverständlich anonym.

<https://forms.gle/FDzvudt6yArBBZE79>

Vielen herzlichen Dank im Voraus!

Dear Sir or Madam,
I'm doing research for my doctorate. It would be of great help if you would give me your input by filling out the following questionnaire. The questionnaire will take no more than 3 minutes and it is completely anonymous

<https://forms.gle/FDzvudt6yArBBZE79>

Thank you very much for your help!

Mit freundlichen Grüßen/ Best regards,

Eleftheria Bitzikou, MBA”

APPENDIX B
QUESTIONNAIRE

The following questionnaire was filled by all the participants and was found in the link included in the cover letter mentioned in Appendix A.

Eleftheria Bitzikou Doktoratsarbeit Umfrage/Doctorate Thesis Questionnaire

* Required

1. Geschlecht/Gender *

Mark only one oval.

- Mann/Man
- Frau/Woman
- Divers/Diverse

2. Ihr Alter/Age*

Mark only one oval.

- 18-25
- 26-45
- 46-67

3. Ihre Ausbildung/Education Level *

Mark only one oval.

- Hauptschule/Junior High School
- Matura/ Associate Degree
- Universität/University

4. Wie viele Jahre arbeiten Sie in diesem Unternehmen/How many years have you been working in this company? *

Mark only one oval.

- 0-5
- 6-10
- >10

5. Hat sich das Management (Führungskräfte) innerhalb der letzten zwei Jahre geändert? /Was there a change of one or more managers in the last two years? *

Mark only one oval.

- Ja/Yes
- Nein/No

6. Welchem Management Style folgt Ihre Führungskraft? /Which management style does your manager follow? *

Mark only one oval.

- **Autocratic** (Führungskräfte behalten so viel Macht und Autorität wie möglich/leaders keep hold of as much power and authority as possible)
- **Democratic** (Führungskräfte verteilen Verantwortungen unter die Arbeitsgruppe, die Teilnehmer befähigen und unterstützen die Entscheidungsprozesse/ Managers distribute responsibility among the members, empowering group members, and aiding the group's decision-making process)
- **Laissez-faire** (Führungskräfte vertrauen und verlassen sich auf ihre Mitarbeiter. Sie machen kein Mikromanagement oder mischen sich zu sehr ein, sie geben nicht zu viele Anweisungen oder Anleitungen/ Managers trust and rely on their employees. They don't micromanage or get too involved; they don't give too much instruction or guidance)
- **Transactional** (Führungskräfte verlassen sich auf Belohnungen und Bestrafungen, um von ihren Mitarbeitern eine optimale Arbeitsleistung zu erzielen/ leaders rely on rewards and punishments to achieve optimal job performance from their subordinates)
- **Transformational** (Führungskräfte inspirieren Mitarbeiter dazu, über die erforderlichen Erwartungen hinaus zu streben, um auf eine gemeinsame

Vision hinzuarbeiten/ leaders inspire employees to strive beyond required expectations to work toward a shared vision

7. Wie viele Mitarbeiter haben aus persönlichen Gründen (außer Pensionierung und Obersiedlung) das Unternehmen innerhalb der letzten zwei Jahre verlassen? /How many employees have left the company due to personal reasons in the last 2 years? (except for retirement and relocation) *

Mark only one oval.

- 0-2
- 3-5
- 5-10
- >10

8. Wie zufrieden sind Sie mit Ihren Arbeitskonditionen? /How satisfied are you with your working conditions? *

Mark only one oval.

- Sehr zufrieden/Very Satisfied
- Zufrieden/Satisfied
- Nicht zufrieden/Not satisfied

9. Wie zufrieden sind Sie mit Ihrer Führungskraft? / How satisfied are you with your supervisor? *

Mark only one oval.

- Sehr zufrieden/Very Satisfied
- Zufrieden/Satisfied
- Nicht zufrieden/Not Satisfied

10. Würden Sie kündigen, wenn Sie mit dem Management nicht zufrieden wären? /Would you quit your job, if you were not satisfied with the management? *

Mark only one oval.

- Ja/Yes
- Nein/No

11. Wie leicht wäre es für Sie einen neuen Job zu finden? /How easy would it be for you to find a new job? *

Mark only one oval.

- Sehr leicht/Very easy
- Leicht/Easy
- Nicht leicht/Not easy

12. Wie zufriedenstellend wäre Ihr Arbeitslosengeld im Falle einer Kündigung? /How satisfactory would the unemployment benefits be in case you become unemployed? *

Mark only one oval.

- Sehr zufriedenstellend/Very satisfactory
- Zufriedenstellend/Satisfactory
- Nicht zufriedenstellend/Not satisfactory

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