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How Leadership and Behavior Impacts and Improves the Decision-Making in Organizations

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Abstract: The purpose of this research article is to analyze the influence of leadership style and behavior on decision-making. In more detail, the impact of leadership style and decision-making skills and competencies on decision-making, respectively on decision-making effectiveness. For the purpose of research, both, quantitative and qualitative methods are applied in the paper. As tool for primary data collection the questionnaire was used and all the data collected were analyzed through SPSS software tool. The research sample consisted from eighty-two (82) respondents-leaders of various businesses in Kosovo. The collected data were analyzed through Statistical Package for the Social Sciences software, respectively through linear regression analysis and other necessary complementary analysis. The findings from the conducted research show that the different leadership styles applied by business leaders have a positive impact on decision-making, namely on the effectiveness of decision-making. According to results obtained, both supportive behaviors and directive behaviors of leaders towards their employees, influence positively the decision-making, depending on the situation with which they face during their work. Meanwhile leaders who possess skills related to decision-making, such as: identifying and analyzing problems, gathering the information necessary to solve problems, generating possible alternatives/solutions, making decisions, the implementation and evaluation of the decisions made, have a higher tendency to be involved in effective decision-making and foster the effectiveness of organizations in general.

Keywords: Leadership, Behavior, Decision making, Competencies

Introduction

Environmental dynamism means rapid and continuous change in demand, competition and technology (Eisenhardt & Bourgeois, 1988; Sputtek, 2012) constitutes the most important context variable that investigates the relationship between the personality of leaders and their behavior, because it directly limits the behavior of leaders (i.e. the degree of inclusiveness they can pursue under time and other constraints arising from environmental dynamism) as well as the degree to which those personal characteristics manifest in their behavior. In more uncertain or dynamic environments, personal characteristics are likely to emerge more than in less dynamic environments (Finkelstein & Hambrick, 1996; Sputtek, 2012).

Massive world changes such as social media, globalization, mobile commerce, geopolitical wars, renewable technologies and smart cars, offshoring, climate change and resource scarcity, telecommuting and virtual teams, cybercrime, redistribution of economic power and others have made today's leaders face challenges they could not even imagine just a few years ago (Daft, 2015) and time is showing that people are the most important

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business resource. Human capital is the greatest competitive potential nowadays and to function as such, conditions must be created so that each individual can use personal characteristics to give the maximum (Kasimati & Manjhari, 2005). The changing nature of organizations involves moving away from an emphasis on command and control of the workforce and toward an environment of training, support, and empowerment of teamwork. This gives an ever-increasing importance to the function of leadership. The leader-follower relationship is reciprocal and effective leadership is a two-way process that affects individual and organizational performance. Leadership is related to motivation and interpersonal behavior (Mullins & Christy, 2016).

Managing people would be very easy if all people were the same, but they differ among themselves because of their abilities, skills, intelligence, personality, preparation and culture (the environment in which they were raised) (Armstrong, 2001). There are also other important differences, such as the needs and demands of individuals, which they distinguish between themselves and which in these people cause reactions in terms of motivation to realize these needs and demands (Havolli, 2014). In this sense, organizational behavior studies the behavior of people in an organization and how this behavior affects the operation of the organization. Since organizational behavior is directly related to employment environments (not voluntary unions, etc.), it studies work-related behavior, absenteeism, job design and change, turnover, productivity, human activity, and management (Kasimati & Manjhari, 2005). The best leaders, at all levels, are those who are genuinely interested in other people and find ways to bring out the best in them. Successful organizations pay attention to developing leaders in the soft skills needed to effectively lead technical people in a changing environment (Daft, 2015). The purpose of this thesis is to elaborate on the topic "How Leadership Style and Behavior Influence Decision-Making and Improve Decision-Making Ability?". More broadly, it talks about the function of leadership and its role for businesses, shows the importance of authority, power and integrity for the function of leadership, talks about organizational behavior as an important discipline for businesses to recognize and devote to special importance. The explanation of leadership styles is based on the situational leadership approach, where two types of behaviors and four types of styles applied by business leaders are presented through the model of this approach. It is also about problem solving and decision-making and decision-making skills that lead to organizational effectiveness.

Research questions:

1. What is the impact of leadership style on effective decision-making in the organization?
2. How does the behavior of leaders affect work results and adequate decisions?
3. How is the relationship between leadership style, behavior and decision-making explained in terms of improving the decision-making skills of leaders?

Literature Review

Defining Leadership

Leadership is the process by which managers motivate subordinates, direct the work of individuals or teams, choose the most effective communication channel, or resolve behavioral issues (Robbins et al., 2014). Leadership is the third basic managerial function. Some people consider leadership to be the most important and challenging function of all other managerial activities. "Leadership is the set of processes used to get organizational members to work together to advance the interests of the organization."

The key point about leadership is that it does not necessarily occur within the hierarchical structure of the organization. It can happen at different levels and manifest in different ways. Many people act as leaders without clearly defining their role (Mullins & Christy, 2016). For example, Belbin (1997) suggests that: there is a clear implication that leadership is not part of the job, but a quality that can be brought to a job... The work that leadership entails in the context is clearly not assigned, but comes to spontaneous way (Belbin, 1997). Radcliff (2010) asserts that leadership is not mysterious, it is completely natural. The guidance is clear and simple. The only qualification to be a leader is the desire to grow. It absolutely does not matter where you are in an organization (Krasniqi & Elezaj, 2023). Leadership is a natural, human activity that is part of all people. There is no need for a certain IQ or job title to be a leader. There are only three aspects to leadership: Future, commitment and delivery.

- First, leadership always starts in the future.
- Second, if the leader wants the help of others to create that future, he must engage them.
- Third, in delivery, the leader makes things happen (Radcliffe, 2010).

Leadership, Authority and Power

To truly understand leadership, we must understand the concept of power and authority. Authority is the right to perform or command, that is, authority comes with the formal job/position in the organization. In contrast, power is the degree to which a person is able to influence others so that they respond to requests. People who pursue personalized power, power directed at helping themselves, as a way to further their own selfish ends, can give the word power a bad name. However, there is another type of power, which is socialized power, the power directed at helping others (Sturm & Antonakis, 2015). Within organizations there are usually five sources of power that can be relied upon by leaders, they are:

- Legitimate power,
- Rewarding power,
- Coercive power,
- Expert power and
- Referent power (Kinicki & Williams, 2020).

Legitimate Power: Influence of Behavior due to One's Formal Position

Legitimate power, which all managers have, is the power that results from managers' formal positions within the organization. All managers have legitimate power over their employees, stemming from their position, whether it is a construction manager, advertising account supervisor, sales manager, or CEO. This power can be exercised both positively and negatively, as praise or as criticism (Kinicki & Williams, 2020).

Rewarding Power: Influencing Behavior by Promising or Giving Rewards

Reward power, which all managers have, is the power that results from managers' authority to reward their subordinates. Rewards can range from praise to pay raises, or even recognition to promotions. Example: Top-performing employees at Home Mortgage Alliance, a Denver-based mortgage lender, are rewarded with a vacation trip each year. Recent destinations have included Hawaii and Mexico (McGhee, 2018).

Coercive Power: Influencing Behavior by Threatening or Punishing

Coercive power, which all managers have, results from managers' authority to punish their subordinates. Punishment can range from verbal or written reprimand to demotion or even termination of employment. Fines and suspensions may be used in some lines of work. Coercive power should be used judiciously, of course, as a manager who is seen as consistently negative will produce a lot of dissatisfaction among employees (George, 2016).

Expert Power: Influence of Behavior due to One's Expertise

Expert power is the power that results from one's specialized information or expertise. Special expertise or knowledge may be common, such as knowing the work schedule and duties of the people who report to you. Or it can be sophisticated, such as have computer or medical knowledge. Administrative assistants may have expert power because, Since they have skills and abilities that dont share among other group membersë (Kinicki & Williams, 2020).

Referent Power: Influence of Behavior due to One's Personal Attractiveness

Referent power is the power derived from one's personal attraction. This type of power characterizes strong, visionary leaders who are able to persuade their followers through their charisma. Referent power can be associated with managers, but it is more likely to be characteristic of leaders (Kinicki & Williams, 2020). It is useful to view referent power as something that can be developed and maintained through good interpersonal relationships, ones that encourage the admiration and respect of others. Simply put, a leader finds it much easier to get people to do what he wants when the leader likes them than when they don't (Schermerhorn, 2013).

Leadership and Integrity

Whether it's called ethical leadership or moral leadership, the lesson is the same: Respect flows to leaders who behave with integrity. If the leader has integrity, he will be honest, trustworthy and consistent in everything he does (Schermerhorn, 2013). CEO coach Kenny Moore says that our personal character is "revealed by how we treat those without power." Take a close look at how people in leadership positions treat everyday workers - for example waiters, technicians, janitors and clerks. Moore says that the ways we deal with people who are powerless "reveal our real tendencies" (Schermerhorn, 2013).

The "line of integrity" in the figure marks the difference between where a leader should and should not be. Below the line are leaders who lie, blame others for personal mistakes, want others to fail, and take credit for others' ideas. They are conceited and they are also selfish. Above the line of integrity are honest, consistent, humble and selfless leaders. Some call such leaders "servants" of the organization and its members (Craig & Gustafson, 1998; Schermerhorn, 2013).

Problem Solving and Decision Making?

"Decision-making is about analyzing and defining the situation or problem, identifying possible courses of action, weighing them, and determining a course of action" (Armstrong, 2012, p. 290). Managers' ability to solve problems and make decisions rationally has long been assumed to be one of the valuable products of work experience. But close observation of their actual practices has shown that even experienced managers are likely to be very unsystematic when dealing with problems and decisions. And their hit-or-miss methods often produce decisions based on wrong conclusions, which means that the decisions must also be wrong (Stryker, 2001). Armstrong (2012) presented and explained the twelve (12) steps of problem solving, which are:

1. Defining the situation - determining what has gone wrong or what will go wrong.
2. Setting objectives - determining what needs to be achieved now or in the future to deal with a current or potential problem or a change in circumstances.
3. Development of hypotheses - hypotheses are developed about what caused the problem.
4. Fact-finding - finding out what actually happened and comparing this with an estimate of what should have happened. This is easier said than done. Insidious political factors may have contributed to the problem and may be difficult to identify and address. The facts may not be clear. They can be obscured by a mass of contradictory materials. There may be many opinions but few verifiable facts.
5. Analyzing the facts - determining what is important and what is unimportant, diagnosing the cause or possible causes of the problem, testing any assumptions, distinguishing opinions and facts, and digging out what lies behind the problem.
6. Identifying possible courses of action - showing what each involves.
7. Evaluation of alternative courses of action - evaluate the extent to which they can achieve the objectives, the cost of implementation, any practical difficulties that may arise and the possible reactions of interested parties.
8. Weighing and deciding - determining which alternative is likely to result in the most practical and acceptable solution to the problem. This is often a balanced judgement.
9. Setting the objectives - the goals for the implementation of the decision are defined.
10. Adopt a "means-ends" approach where appropriate - in complicated situations with long-term implications it can be useful to identify the steps required and select an action at each step that will bring the process closer to the goal.
11. Implementation of the plan - a time plan is prepared and the required resources are identified and collected.
12. Implementation - monitor progress and evaluate success.

Effective leaders don't make too many decisions. They focus on what is important and try to make some important decisions at the highest level of conceptual understanding. They try to find the constants in a situation, to think about what is strategic and generic instead of "solving problems" (Drucker, 2001). People don't all think the same way. Understanding one's own thinking style and the styles of others around him will give the leader some valuable leadership tools. The term "thinking style" does not refer to a person's IQ, but to the way they process information (Osborne, 2015). We can broadly distinguish three styles of thinking, which are:

- Tactical thinking style,
- Style of operational thinking and

- Strategic thinking style (Osborne, 2015).

Table 1. Definition of thinking styles

Styles	Characteristics	Questions made
Tactical	Accepts direction Focuses on how to achieve a goal Plans and thinks every action logically	How can we achieve the best result in the shortest time? How can we organize the actions in a clear plan? What are the most important things to do or coordinate?
Operacional	See opportunities for action and improvement Focuses on practical actions and application in complex situations	What action can we take? What should be done? When can we start?
Strategic	Thinks every problem from first principles Redefines problems and confidently challenges issues upwards	What if...? Why have we excluded these other courses of action? Why not do this instead? Who else should be involved?

Most people tend to get stuck using only one of the thinking styles. But by recognizing his own thinking style, the leader begins to ask different questions and think about problems in new and exciting ways. By doing this, he works more effectively with his team because I can understand how they think and communicate and can speak to people in their “language” (Osborne, 2015).

Research Methodology

The methodology of this paper is based on the theoretical part, which summarizes an analysis of the existing literature that deals with the topic related to the influence of leadership styles and behavior on adequate decision-making and improving the skills of leaders for effective decision-making. Also, to achieve the goal of the paper, a study was conducted with the leaders of eighty (80) businesses in Kosovo. The conducted study has enabled the analyzed theory to be supported with concrete and practical results. Quantitative and qualitative methods in scientific research are applied in the paper. The questionnaire was used as a research instrument. The questionnaire contains 21 questions, including questions related to the demographic information of the respondents, as well as questions related to the analyzed issues. To collect the primary data, about two hundred and forty (240) questionnaires were distributed, so this number includes the population, while we received answers in eighty-two (82) of them. So, the sample of the research was the eighty-two (82) leaders of different businesses in Kosovo, through whose survey we managed to collect the primary data for this study. With the collected data, a database was created in the SPSS (Statistical Package for the Social Sciences) software. Data analysis was performed in this software. In order to analyze the influence of leadership style and behavior in decision-making, the following hypotheses have been raised:

- Hypothesis 1: Leadership styles applied by business leaders positively affect decision-making, namely the effectiveness of decision-making.
- Hypothesis 2: Leaders' supportive behaviors make employees participate more in the decision-making process, which positively affects decision-making.
- Hypothesis 3: Leaders' directive behaviors towards their employees reduce the effectiveness of decision-making.
- Hypothesis 4: Leaders who possess skills related to decision-making, such as: identification and analysis of problems, collection of information necessary to solve problems, generation of alternatives/possible solutions, decision-making, implementation and evaluation of decisions made, have a higher tendency to be involved in effective decision making.

To prove the raised hypotheses, a research model was built and through linear regression analysis, the relationship between the variables included in the model was seen.

Thus, the research model has the form: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$

Where:

- Y - Decision making (dependent variable)
- X₁ - Leadership style (independent variable)

- X_2 - Supportive behaviors (independent variable)
- X_3 - Directive behaviors (independent variable)
- X_4 - Decision-making skills (independent variable)
- β_0 - is a constant coefficient that shows what the value of Y will be when X_1, X_2, X_3 and $X_4 = 0$.
- β_1 - is the coefficient of the research model that shows what the value of Y will be when X_1 changes by 1 unit, keeping the variables X_2, X_3 and X_4 constant.
- β_2 - is the coefficient of the research model that shows what the value of Y will be when X_2 changes by 1 unit, keeping the variables X_1, X_3 and X_4 constant.
- β_3 - is the coefficient of the research model that shows what the value of Y will be when X_3 changes by 1 unit, keeping the variables X_1, X_2 , and X_4 constant.
- β_4 - is the coefficient of the research model that shows what the value of Y will be when X_4 changes by 1 unit, keeping the variables X_1, X_2 and X_3 constant.
- ε - is the error term that sums up all other factors that may have an impact on Y, but which were not taken into account in the research model.

After explaining the variables, the research model takes the form:

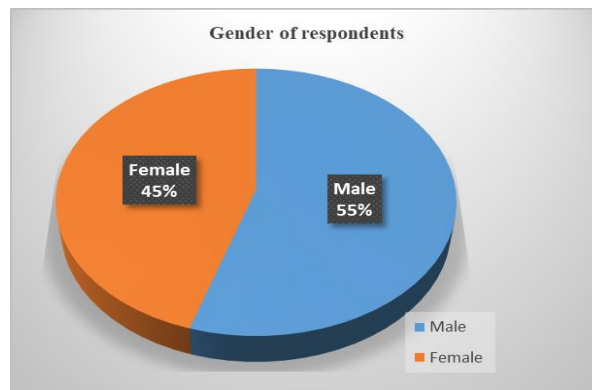
$$\text{Decision Making} = \beta_0 + \beta_1 \text{ Leadership Style} + \beta_2 \text{ Supportive Behaviors} + \beta_3 \text{ Directive Behaviors} + \beta_4 \text{ Decision Making Skills} + \varepsilon$$

Results and Discussion

At the beginning, the demographic data of the respondents are presented, which are followed by graphical, tabular presentations and by the interpretation of the analyzed aspects and issues, as well as by the results of the research model, which make clear the influence of the leadership style and behavior of leaders in decision-making, namely in making effective decisions.

Table 2. Gender of respondents

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
	45	54.9	54.9	54.9
F	37	45.1	45.1	100.0
Total	82	100.0	100.0	

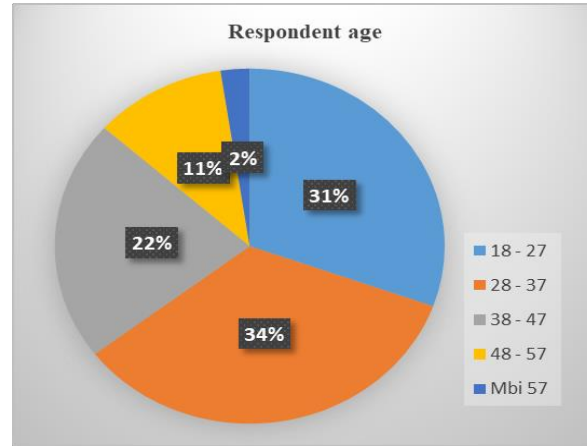


Graph 1. Gender of respondents

Table 2 and Graph 1 show the results for the gender of the respondents, from which it can be seen that out of a total of 82 business leaders surveyed, 54.9% were male and 45.1% were female.

Table 3. Respondent age

Age	Frequency	Percentage	Valid Percentage	Cumulative Percentage
18 - 27	25	30.5	30.5	30.5
28 - 37	28	34.1	34.1	64.6
38 - 47	18	22.0	22.0	86.6
48 - 57	9	11.0	11.0	97.6
Mbi 57	2	2.4	2.4	100.0
Total	82	100.0	100.0	

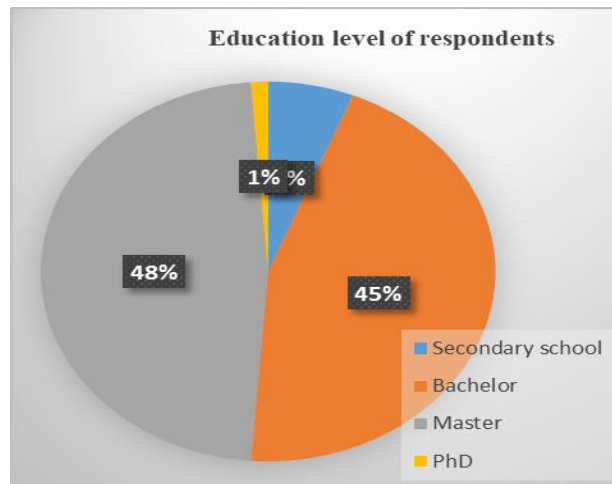


Graph 2. Respondent age

Table 3 and graph 2 show the results related to the age of the respondents. According to the results, out of 82 respondents, 30.5% of the respondents were aged 18 - 27 years old, 34.1% were aged 28 - 37 years old, 22.0% were aged 38 - 47 years old, 11.0% were aged 48 - 57 years old. and 2.4% of them were aged over 57 years.

Table 4. Education level of respondents

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Sec'school	5	6.1	6.1	6.1
Bachelor	37	45.1	45.1	51.2
Master	39	47.6	47.6	98.8
PhD	1	1.2	1.2	100.0
Total	82	100.0	100.0	

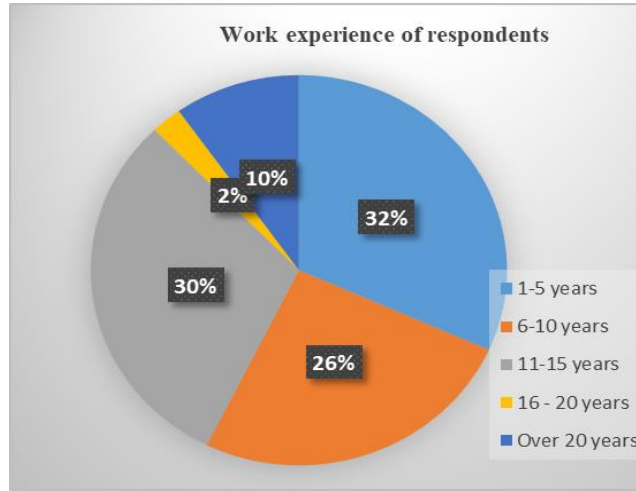


Graph 3. Education level of respondents

As for the level of education of the respondents, from the results of table 4 and graph 3, it can be observed that 6.1% of the respondents have secondary education, 45.1% of them have completed bachelor's studies, 47.6% have completed master's studies and 1.2% have completed doctoral studies.

Table 5. Work experience of respondents

Years of work	Frequency	Percentage	Valid percentage	Cumulative percentage
1 - 5	26	31.7	31.7	31.7
6 - 10	21	25.6	25.6	57.3
11 - 15	25	30.5	30.5	87.8
16 - 20	2	2.4	2.4	90.2
Over 20	8	9.8	9.8	100.0
Total	82	100.0	100.0	

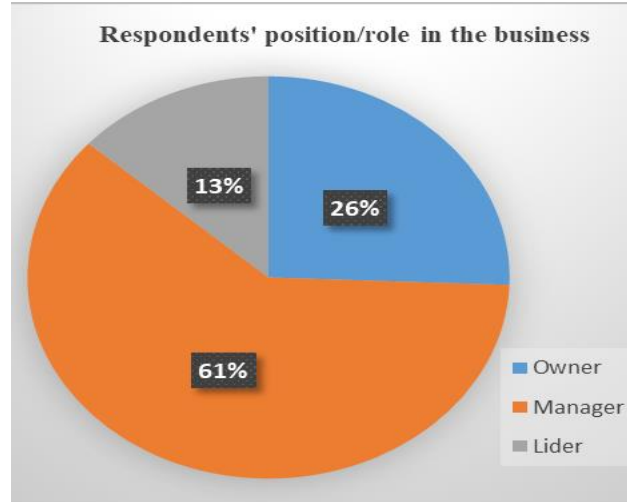


Graph 4. Work experience of respondents

Regarding the work experience of the respondents, we see the results of table 5 and graph 4 and we say that 31.7% of the respondents have 1 - 5 years of work experience, 25.6% of them have 6 - 10 years of work experience, 30.5% have 11 - 15 years of work experience, 2.4% have 16 - 20 years of work experience and 9.8% of them have over 20 years of work experience.

Table 6. Position/role of respondents in business

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Owner	21	25.6	25.6	25.6
Manager	50	61.0	61.0	86.6
Lider	11	13.4	13.4	100.0
Total	82	100.0	100.0	

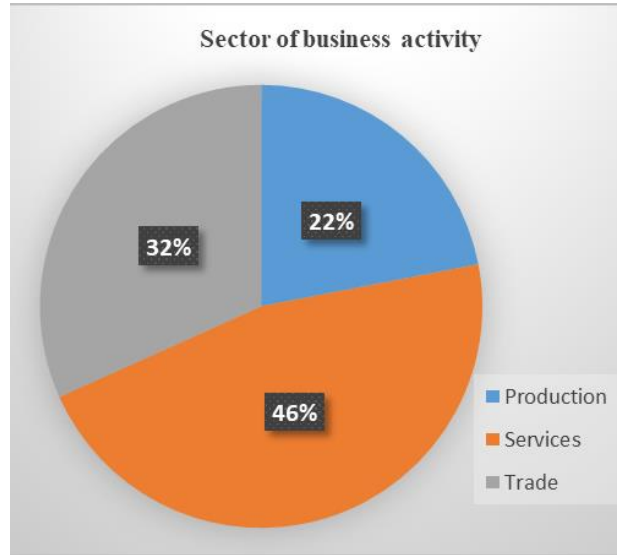


Graph 5. Respondents' position/role in the business

The respondents were asked what is the position or role they have in the business and it turned out that 25.6% of them exercised the role of business owner, 61.0% were business managers and 13.4% had the role of leader in the business (see table 6 and graph 5)

Table 7. Sector of business activity

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Production	18	22.0	22.0	22.0
Services	38	46.3	46.3	68.3
Trade	26	31.7	31.7	100.0
Total	82	100.0	100.0	

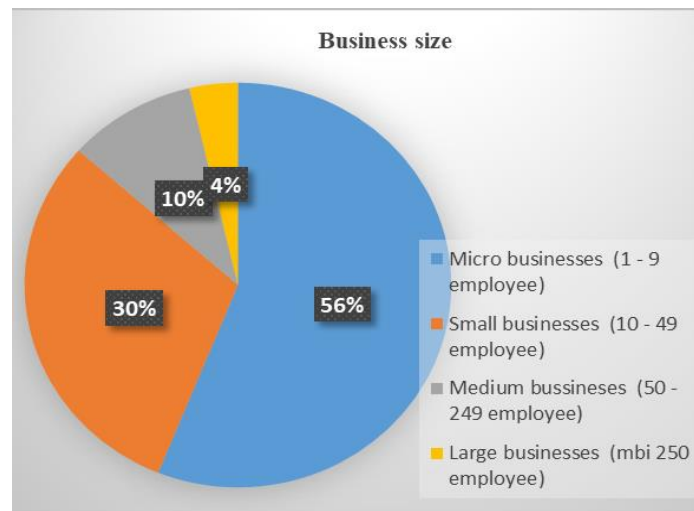


Graph 6. Sector of business activity

Table 7 and graph 6 show the results for the activity sector of the surveyed businesses. From here we see that 22.0% of the businesses developed their activity in the manufacturing sector, 46.3% of them developed their activity in the service sector and 31.7% developed their activity in the commercial sector.

Table 8. Business size

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Micro businesses (1 - 9 employee)	46	56.1	56.1	56.1
Small businesses (10 - 49 employee)	25	30.5	30.5	86.6
Medium bussineses (50 - 249 employee)	8	9.8	9.8	96.3
Large businesses (mbi 250 employee)	3	3.7	3.7	100.0
Total	82	100.0	100.0	

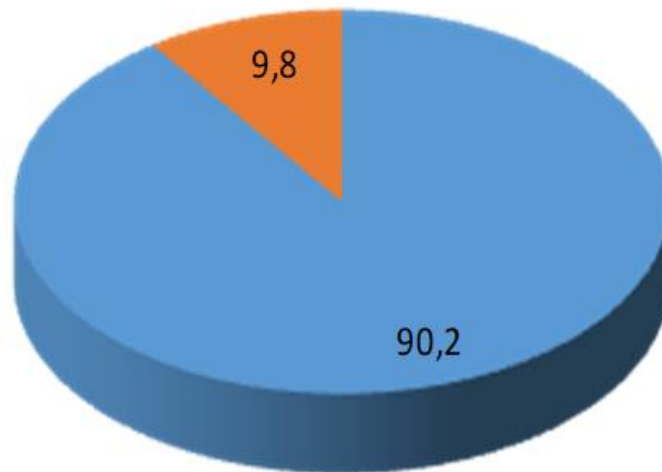


Graph 7. Business size

Table 9. Leadership, the most important function

Of the four (4) functions of the management process, which are: planning, organizing, leading and controlling, do you think that leading is the most important function?				
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	74	90.2	90.2	90.2
No	8	9.8	9.8	100.0
Totali	82	100.0	100.0	

The size of the businesses surveyed varied. Thus, from table 9 and graph 7 we see that 56.1% of surveyed businesses were micro businesses with 1 - 9 employees, 30.5% were small businesses with 10 - 49 employees, 9.8% were medium businesses with 50 - 249 employees. employed and 3.7% were large businesses with over 250 employees.

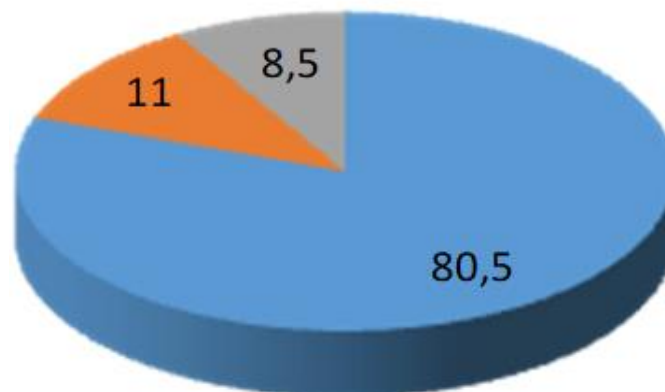


Graph 8. Leadership, the most important function

For the statement "Of the four (4) functions of the management process, which are: planning, organizing, leading and controlling, do you think that leading is the most important function?" it resulted that 90.2% of the leaders surveyed answered "Yes" and 9.8% of them answered "No" (see table 10 and graph 8), that is, most of them agree that leadership is a very important function of management process as it deals with people within businesses.

Table 10. The effective leader must have

To influence others, an effective leader must have:				
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Authority	66	80.5	80.5	80.5
Pover	9	11.0	11.0	91.5
Position	7	8.5	8.5	100.0
Total	82	100.0	100.0	



Graph 9. The effective leader must have..

To influence others, an effective leader must have: authority, power or power. Regarding this, the respondents gave their opinion and it turned out that 80.5% of the leaders surveyed thought that in order to influence others, an effective leader should have authority over his employees, 11.0% of them thought that the leader should have or exercise power over employees and 8.5% thought that the leader should have power (see table 10 graph 9).

Table 11 gives the results of the correlation analysis of the variables included in the research model. From these results it emerged that:

- There is a very weak positive correlation of 0.002 between "Decision making" and "Leadership style". This statement is not correct because the significance value is 0.493, i.e. higher than the standard p-value of 0.05.
- There is a medium positive correlation of 0.530 between "Decision Making" and "Supportive Behaviors". This statement is correct because the significance value is 0.000.

Table 11. Correlation analysis

		Decision making	Leadership style	Supportive behaviour	Directive behaviour	Decision making skills
Pearson Correlation	Decision making	1.000	.002	.530	-.051	.595
	Leadership style	.002	1.000	.029	-.431	.007
	Supportive behaviour	.530	.029	1.000	.001	.454
	Directive behaviour	-.051	-.431	.001	1.000	-.045
	Decision making skills	.595	.007	.454	-.045	1.000
Sig. (1-tailed)	Decision making	.	.493	.000	.324	.000
	Leadership style	.493	.	.398	.000	.475
	Supportive behaviour	.000	.398	.	.497	.000
	Directive behaviour	.324	.000	.497	.	.346
	Decision making skills	.000	.475	.000	.346	.
N	Decision making	82	82	82	82	82
	Leadership style	82	82	82	82	82
	Supportive behaviour	82	82	82	82	82
	Directive behaviour	82	82	82	82	82
	Decision making skills	82	82	82	82	82

- There is a very weak negative correlation of -0.051 between "Decision Making" and "Directive Behaviors". This statement is not correct as the significance value of 0.324 is higher than the standard p-value of 0.05.
- There is a medium positive correlation in the value of 0.595 between "Decision making" and "Decision making skills" and this statement is correct because the significance value is 0.000.
- There is a very weak positive correlation of 0.029 between "Leadership Style" and "Supportive Behaviors" and such statement is not correct because the significance value is found to be 0.398.
- There is a weak negative correlation of -0.431 between "Leadership Style" and "Directive Behaviors", this statement is correct based on the significance value which is 0.000.
- There is a very weak positive correlation in the value of 0.007 between "Leadership style" and "Decision-making skills", but this statement is not correct because the significance value was found to be 0.475.
- There is a very weak positive correlation of 0.001 between "Supportive Behaviors" and "Directive Behaviors". This statement is not correct since the significance value in this case is 0.497.
- There is a medium positive correlation of 0.454 between "Supportive Behaviors" and "Decision-Making Skills". This statement is accepted since the significance value is 0.000.
- There is a very weak negative correlation of -0.045 between "Directive Behaviors" and "Decision Making Skills". This statement is incorrect because the significance value is 0.346.

Table below shows the model summary of data and variabls included in the reserach.

Table 12. Model summary

Model Summary^b										
Change Statistics										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F	df1	df2	Sig. Change	F Durbin-Watson
1	.664 ^a	.441	.412	.631	.441	15.177	4	77	.000	2.064

a. Predictors: (Constant), Decision making, Leadership style, Supportive behaviour, Directive behaviour, Decision making skills

b. Dependent Variable: Decision making

Table 12 shows important results such as: the correlation coefficient (R), the determination coefficient (R²), the significance of the research model and the Durbin-Watson coefficient. Based on the obtained results we say that:

- Correlation coefficient (R = 0.664) - shows that all variables included in the model have a correlation of 66.4%.
- Coefficient of determination (R² = 0.441) - shows that "Leadership style", "Supportive behaviors", "Directive behaviors" and "Decision-making skills", as independent variables, explain "Decision-making",

as a dependent variable, at a level of 44.1%. The remaining percentage of 55.9% summarizes in the error term (ϵ) all other variables that can influence "Decision making", but which are not taken into account in the model.

- Significance of the research model (Sig. F Change = 0.000) - indicates that for a significance level of 5%, the research model is statistically reliable and acceptable.
- The Durbin-Watson coefficient (Durbin-Watson = 2.064) - shows that in the research model there is no autocorrelation or interdependence between independent variables since the resulting value is within the range 1.5 - 2.5, respectively 2.064.

Table 13. Anova Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.150	4	6.037	15.177	.000 ^b
	Residual	30.631	77	.398		
	Total	54.780	81			

a. Dependent Variable: Vendimmarrja

b. Predictors: (Constant), Decision making, Leadership style, Supportive behaviour, Directive behaviour, Decision making skills

In table 13 we focus on the Sig value. = 0.000 and we fully prove that the research model is significant at the 5% confidence level.

Table 14. Coefficients of the research model

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance VIF
1	(Constant)	.921	.658		1.400	.165	-.389	2.232	
	Leadership style	-.062	.195	-.030	-.319	.751	-.450	.326	.813 1.230
	Supportiv behaviour	.306	.089	.329	3.438	.001	.129	.483	.792 1.263
	Directive behaviour	-.097	.206	-.045	-.473	.637	-.506	.312	.811 1.233
	Decision making skills	.487	.105	.444	4.632	.000	.277	.696	.791 1.264

a. Dependent Variable: Decision making

Table 14 shows the results of the coefficients of the research model and their significance. From the obtained results we say that:

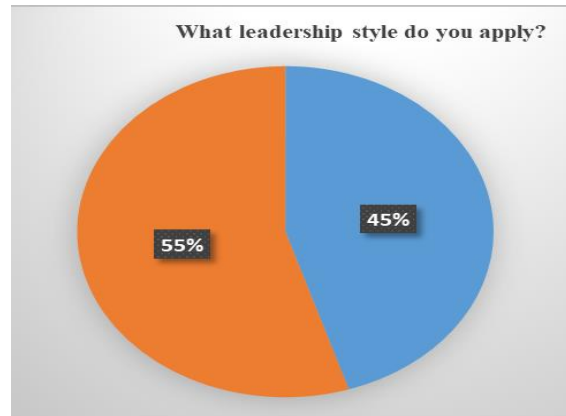
- β_0 - is a constant coefficient which does not have any logical meaning and is not important for research.
- β_1 - shows that "Leadership style" negatively affects "Decision-making", keeping constant or unchanged the other three variables, namely "Supportive behaviors", "Directive behaviors" and "Decision-making skills". However, it turned out that the significance of this coefficient has a value of 0.751. This value is higher than the standard value $p = 0.05$ and we say that in this case the opposite is true, i.e. "Leadership style" positively affects "Decision-making".

Since the leadership styles in this paper were analyzed based on the situational leadership approach model, namely the SLII® model (Situational Leadership® II - Situational Leadership II), then the focus here was to see what leadership style business leaders apply by was based on this model, as well as which element of the situational leadership model characterizes their leadership style more.

Table 15. Leadership style

What leadership style do you apply?				
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Dirtecrive style	16	19.5	19.5	19.5
Suportive style	66	80.5	80.5	100.0
Total	82	100.0	100.0	

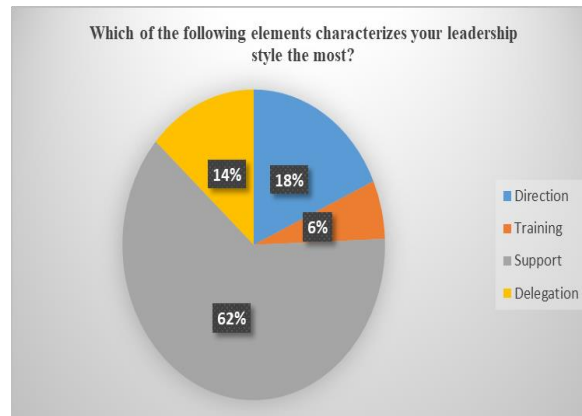
According to the results presented in Table 15 and Graph 10, we say that out of 82 surveyed leaders, 19.5% exercised a directive leadership style and 80.5% of them exercised a supportive leadership style.



Graph 10. What leadership style do you apply?

Table 16. Characteristics of leadership style

Which of the following elements characterizes your leadership style the most?				
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Direction	15	18.3	18.3	18.3
Training	5	6.1	6.1	24.4
Support	51	62.2	62.2	86.6
Delegation	11	13.4	13.4	100.0
Total	82	100.0	100.0	



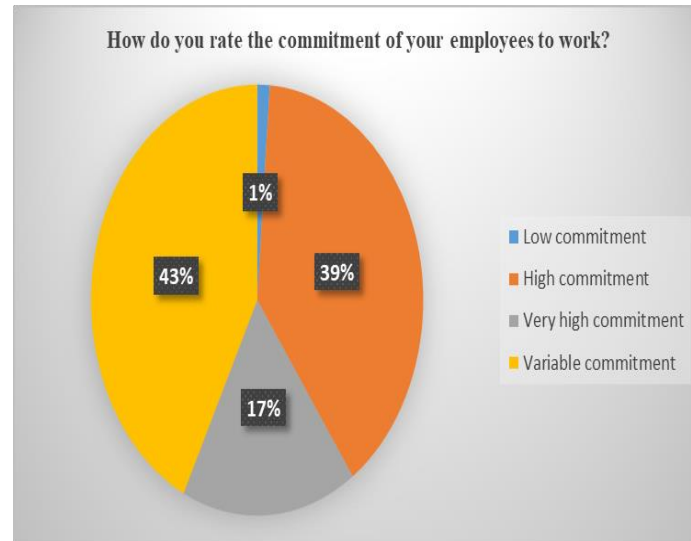
Graph 11. Leadership style characteristics

After declaring the leadership style, the surveyed leaders were asked which element characterized their leadership style the most, and it turned out that the leadership style of 18.3% of leaders was characterized by direction, the leadership style of 6.1% of leaders was characterized by training, the leadership style of 62.2% of leaders was characterized by support and the leadership style of 13.4% of leaders was characterized by delegation (see Table 16 and Graph 11).

Table 17. Employee commitment

How do you rate the commitment of your employees to work?				
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Low commitment	1	1.2	1.2	1.2
High commitment	32	39.0	39.0	40.2
Very high commitment	14	17.1	17.1	57.3
Variable commitment	35	42.7	42.7	100.0
Total	82	100.0	100.0	

For the analysis of these elements of the leadership style, we have based the SLII® model (Situational Leadership® II - Situational Leadership II). In order to fulfill this model, we also obtained information about the commitment of employees to their work (see Table 17 and Graph 12).



Graph 12. How do you rate the commitment of your employees to work?

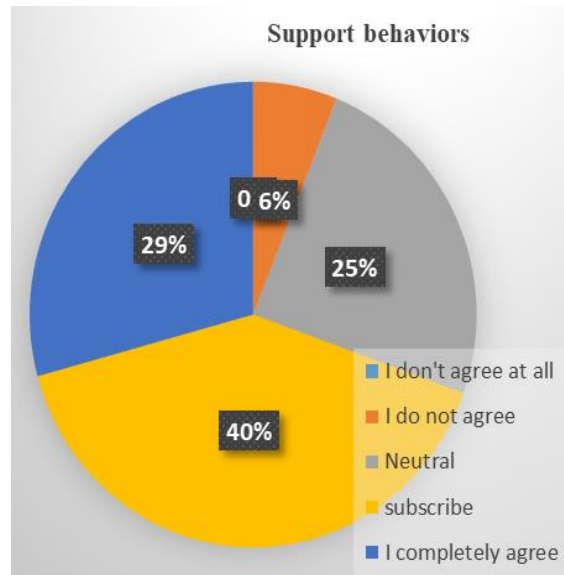
From the above results, it has emerged that in 1.2% of cases, leaders rate their employees' dedication to work as low, in 39.0% of cases they rate it as high, in 17.1% they rate it as very high and in 42.7% they rate it as variable commitment. Based on the above findings, we have drawn up the following figure (figure 7) where the distribution of leaders' styles and behaviors in the quadrants of the SLII® model, as well as the commitment of employees, can be clearly seen. This figure was drawn up and summarized based on the results of Table 16, Graph 11, Table 17, Graph 11, Table 18 and Graph 12. Figuratively here we can see placed in the corresponding squares of the SLII® model the resulting percentages related to leadership styles and behaviors of surveyed business leaders in Kosovo. As we mentioned above, the majority of Kosovar leaders exercise a supportive style towards their employees (80.5%), their leadership style in most cases is characterized by the element of supporting their employees (62.2%), rich in leadership (18.3%), delegation (13.4%) and training (6.1%). Also, in the lower part of the figure, we presented the assessment made by the leaders regarding the commitment of their employees to work, and we saw that it resulted that in most cases the employees showed variable commitment to work (in 42.7% of cases), rich in high commitment (in 39.0% of cases), very high commitment (in 17.1% of cases) and low commitment (in 1.2% of cases) (see figure 7 in summary).

Based on the result of the β_1 coefficient and the above elaboration of the aspect of leadership styles applied by business leaders, we say that Hypothesis 1 is accepted: The leadership styles applied by business leaders have a positive effect on decision-making, namely on the effectiveness of decision-making.

- β_2 - shows that "Supportive Behaviors" positively affect "Decision-Making", keeping the other three variables constant, namely "Leadership Style", "Directive Behaviors" and "Decision-Making Skills". This statement is accepted because the significance of this coefficient is 0.001.

Table 18. Supportive behaviors

Leaders' behaviors that allow a close and friendly relationship with their employees, i.e. through which they provide support, make employees participate more and more effectively in the decision-making process.				
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
I don't agree at all	0	0.0	0.0	0.0
I do not agree	5	6.1	6.1	6.1
Neutral	20	24.4	24.4	30.5
subscribe	33	40.2	40.2	70.7
I completely agree	24	29.3	29.3	100.0
Total	82	100.0	100.0	



Graph 13. Support behaviors

According to the result of table 18 and graph 13 regarding the statement that: "The behaviors of leaders that allow a close and friendly relationship with their employees, i.e. through which they provide support, make employees participate more and more effectively in the decision-making process ", it turned out that 0.0% of the surveyed leaders "do not agree at all", 6.1% "disagree", 24.4% are "neutral" for this statement, 40.2% "agree" and 29.3% "completely agree". From here we prove that Hypothesis 2 is predicted: The supportive behaviors of leaders make employees participate more in the decision-making process, which positively affects decision-making.

- β_3 - shows that "Directive behaviors" negatively affect "Decision-making", keeping other variables constant, namely "Leadership style", "Supportive behaviors" and "Decision-making skills". However, it turned out that the significance of this coefficient is 0.637 and even in this case the opposite is true, i.e. "Directive behaviors" positively affect "Decision making".

Table 19. Directive behaviors

Do you think that the leader's directive behaviors increase employee dissatisfaction because the latter may feel forced to perform defined work tasks?				
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yess	68	82.9	82.9	82.9
No	14	17.1	17.1	100.0
Total	82	100.0	100.0	



Graph 13. Directive behaviors

It was found that 83.9% of the leaders surveyed agree that the directive behaviors of the leader increase the dissatisfaction of the employees because the latter may feel forced to perform the defined work tasks and 17.1% of them disagree with such a thing (see table 19 and graph 14). The above result shows that Hypothesis 3 is rejected: The directive behaviors of leaders towards their employees affect the reduction of decision-making effectiveness. This is argued by the fact that even those leaders who behaved in a directive manner towards their employees knew exactly in what situations to exercise such behavior, i.e. when work and activities had to be carried out under pressure of time or factors others that have forced leaders to give stricter orders to their employees and, as can be seen, such a thing has resulted in effective decision-making.

Table 20. Leader behavior and employee performance

The behavior of the leader is directly reflected in the performance of the employees.				
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
I don't agree at all	2	2.4	2.4	2.4
I do not agree	1	1.2	1.2	3.7
Neutral	14	17.1	17.1	20.7
Subscribe	29	35.4	35.4	56.1
I completely agree	36	43.9	43.9	100.0
Total	82	100.0	100.0	



Chart 15. Leader behavior and employee performance

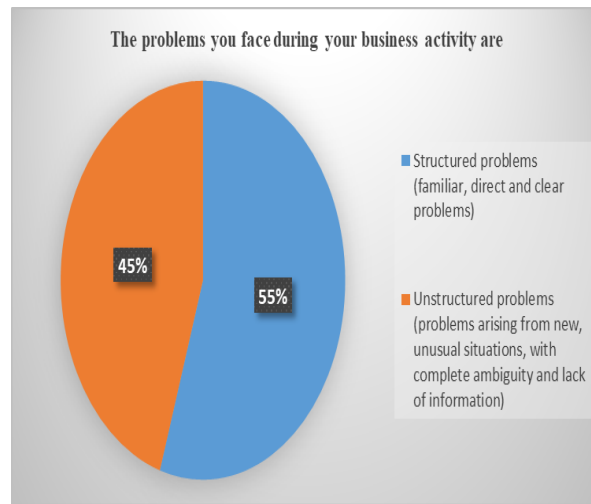
Table 20 and graph 15 show the results related to the statement that: "The leader's behavior is directly reflected in the performance of the employees", As we can see, it resulted that: 2.4% of the surveyed leaders answered with the option "I do not agree at all" , 1.2% answered with the "disagree" option, 17.1% answered with "neutral", 35.4% with "agree" and 43.9% with "completely agree".

- β_4 - shows that "Decision-making skills" positively affect "Decision-making", keeping the other variables constant, namely "Leadership style", "Supportive behaviours" and "Directive behaviours". This statement is accepted because the significance of this coefficient is 0.000.

Table 21. Types of problems

The problems you face during your business activity are:				
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Structured problems (familiar, direct and clear problems)	45	54.9	54.9	54.9
Unstructured problems (problems arising from new, unusual situations, with complete ambiguity and lack of information)	37	45.1	45.1	100.0
Total	82	100.0	100.0	

In every business, decisions are made because during the daily activity of businesses, different problems are presented and to solve these problems, different types of decisions must be made.

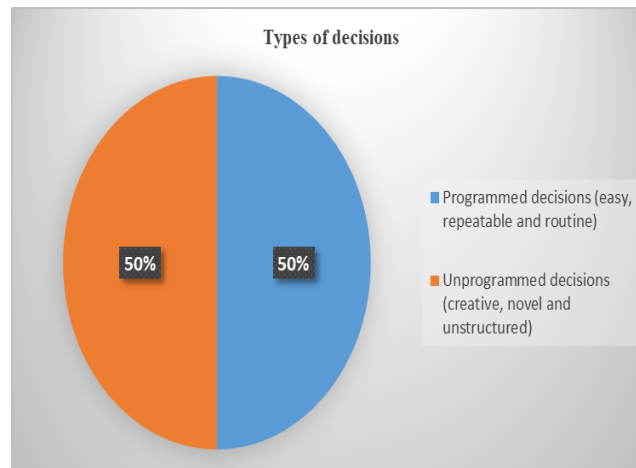


Graph 16. Types of problems

Based on the results of table 22 and graph 16, we say that in the surveyed businesses, leaders in 54.9% of cases faced structured problems which are known, direct and clear problems, as well as in 45.1% of known, direct and clear cases they were faced with unstructured problems which are problems arising from new, unusual situations, with complete ambiguity and lack of information.

Table 22. Types of decisions

According to your leadership style and behavior as a leader, for solving problems you tend to get more:				
	Frequency	Percentage	Valid Percent.	Cumulative Percent.
Programmed decisions (easy, repeatable and routine)	41	50.0	50.0	50.0
Unprogrammed decisions (creative, novel and unstructured)	41	50.0	50.0	100.0
Total	82	100.0	100.0	



Graph 17. Types of decisions

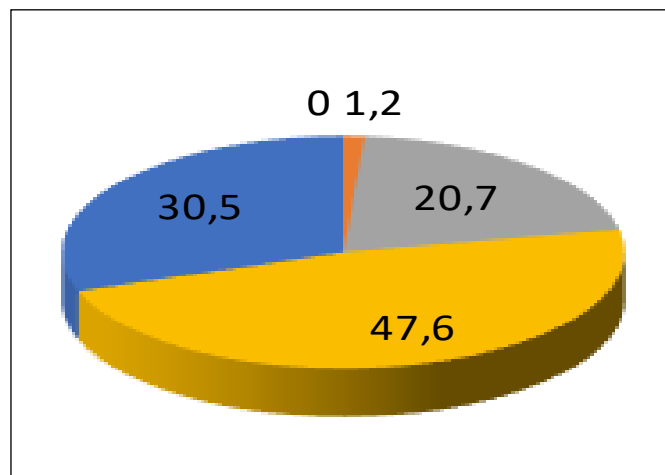
In relation to their leadership style and their behavior as a leader towards employees, when leaders were asked what decisions they tend to make most to solve the problems they face, they stated that 50.0% of the time they make programmed decisions which are easy, repeatable and routine decisions, and in 50.0% of other cases they make unprogrammed decisions which are creative, new and unstructured decisions (see table 22 and graph 17).

In support of the leadership style that leaders exercise towards their employees, it has been found that the type of decision-making they apply, in 30.5% of cases is individual decision-making and in 69.5% of cases is group decision-making (see table 24 and chart 18).

In the table below are analysed skills related to decision-making, such as: identifying and analyzing problems, gathering the information needed to solve problems, generating alternatives/possible solutions, making the decision/s, implementing and evaluating the decisions made, improve over time

Table 23. Decision-making skills

Skills related to decision-making, such as: identifying and analyzing problems, gathering the information needed to solve problems, generating alternatives/possible solutions, making the decision/s, implementing and evaluating the decisions made, improve over time. time while working as a leader.				
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
I don't agree at all	0	0.0	0.0	0.0
I do not agree	1	1.2	1.2	1.2
Neutral	17	20.7	20.7	22.0
subscribe	39	47.6	47.6	69.5
I completely agree	25	30.5	30.5	100.0
Total	82	100.0	100.0	



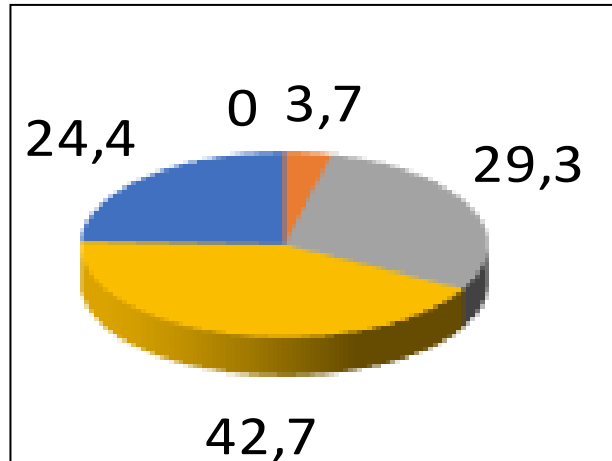
Graph 14. Decision-making skills

Regarding the statement that: "Skills related to decision-making, such as: identification and analysis of problems, collection of information necessary to solve problems, generation of alternatives/possible solutions, decision-making, implementation and evaluation of decisions obtained, improve over time while working as a leader", it was found that:

- 0.0% of respondents "do not agree at all",
- 1.2% of respondents "disagree",
- 20.7% of them expressed a "neutral" attitude towards this issue,
- 47.6% "agree" with such a statement, and
- 30.5% of them "completely agree" (see table 25 and graph 19).

Table 24. Effective decision making

The applied leadership style and behavior towards employees result in effective decision-making, thus ensuring effective solutions to the problems faced by the business.				
	Frequency	Percentage	Valid Percentage	Cumul. Percentage
I don't agree at all	0	0.0	0.0	0.0
I do not agree	3	3.7	3.7	3.7
Neutral	24	29.3	29.3	32.9
Subscribe	35	42.7	42.7	75.6
I completely agree	20	24.4	24.4	100.0
Total	82	100.0	100.0	



Graph 20. Effective decision-making

From the results of table 26 and graph 20 we see that, for the statement "the applied style of leadership and the behavior towards employees result in effective decision-making, thus providing effective solutions to the problems with which the business is attacked", 0.0% of the leaders said "I do not agree not at all", 3.7% said "disagree", 29.3% expressed a "neutral" attitude, 42.7% answered "agree" and 24.4% answered "completely agree". Also, from the above analysis related to decision-making skills, it has been proven that Hypothesis 4 is correct: Leaders who possess skills related to decision-making, such as: identification and analysis of problems, collection of information necessary to solve problems, generating possible alternatives/solutions, making the decision/s, implementing and evaluating the decisions made, have a higher tendency to be involved in effective decision-making.

At the end, the leaders were asked: "What results in decision-making do the style and behavior that they applied to their employees bring?", and in this regard we received different opinions which were analyzed and a summary of them was made as follows. In general, it has been found that the style and behavior of leaders influence:

- Increasing productivity and profitability, as well as easier decision-making;
- Bringing good results and suitable climate in the work environment;
- The performance and satisfaction that employees receive at work;
- Work with positive results and higher commitment;
- Good behavior on the part of employees;
- Treating employees with dignity and correctness, bringing the intended result and success;
- Mutual support and cooperation;
- Finding alternative easy, reliable and creative methods in motivating employees, so that they have a clear, understandable and easy implementation of the tasks given to them;
- Fair leadership through which the leader earns respect or authority without imposing on employees;
- Having a simple and understandable approach to a problem or challenge at work;
- Efficiency and performance of work in the best possible way, as well as in great successes;
- Clarity of tasks that are required to be performed by employees;
- In the well-being of the employees so that they feel better and more influential in the business;
- In employee satisfaction as they too can be promoted and involved in experiences that lead to excellent results;
- Creating close/friendly relationships or not with employees, depending on what style the respective leaders apply;
- Making the right decisions that lead to effective decision-making that brings success to all business staff;
- In ensuring the continuous success of the business, which affects the extension of the life cycle of the business and the like.

Conclusion

In this concluding part, we summarize the main points of this paper, namely we draw conclusions through which the most important aspects analyzed and discussed are clearly shown. Undoubtedly, leadership style,

organizational behavior, decision-making and decision-making skills are matters of high importance and require deep knowledge and detailed analysis so that leaders are prepared for unplanned situations and unstructured problems which can at any time attack the activity of their businesses. Thus, they need to adapt their leadership style and their behavior towards employees in order to overcome whatever situation they are faced with and make effective decisions.

Regarding these aspects, it has been found that the leaders of enterprises in Kosovo in most cases exercise a supportive style of leadership, while some of them exercise a directive (commanding) style. The style of leadership that they exercise or apply has proven to have a positive impact on decision-making, that is, it has brought appropriate decisions and effective decision-making.

In addition to leadership style, the behavior of leaders towards their employees also has an impact on decision-making and organizational success. Based on the situational leadership model, which includes supportive behaviors and directive behaviors that characterize the style and behavior of leaders, the study has shown that both supportive and directive behaviors have resulted in effective decision-making behaviors and organizational success. Supportive behaviors have influenced employees' greater freedom while performing their tasks, which has led to increased job satisfaction, higher motivation, higher commitment to work, and to employees it has brought a sense of belonging valid for business. On the other hand, the effectiveness brought by directive (mandatory) behaviors is justified by the fact that business leaders are faced with unforeseen and unplanned situations that required immediate response and flexibility, situations during which time was limited. short and did not allow enough space for cooperation with employees and other parties. In this way and in such situations, a more directive or commanding approach on the part of leaders has resulted in success and performance of tasks in the right way. As for the elements that characterize the style and behavior of the leaders, we say that the style of the majority of the surveyed leaders was characterized by the element of support, followed by direction, delegation and training.

Based on the style and behavior exercised by leaders towards their employees, we have come to the conclusion that the commitment of employees has different levels. In most cases, it has been found that the commitment of employees to work is variable depending on the work that needs to be done, another large part of the leaders have stated that their employees have high commitment to work. These were followed by a lower part of those who declared a very high commitment of employees and a very low part who declared a low level of commitment of employees to their work. For an individual in the role of leader to make effective decisions, he must possess decision-making skills. Within these skills, we include skills such as: identifying and analyzing problems, gathering the information needed to solve problems, generating alternatives/possible solutions, making decisions, implementing and evaluating the decisions made. These skills are necessary for effective decision-making and are improved over time as leaders face different and challenging situations during their leadership. The more experience as a leader the more the decision-making skills improve. It is worth noting that even when decision-making in some cases does not result in effectiveness, the least that can happen in these cases is that lessons can be learned from these situations and from these lessons decision-making can be improved in future situations.

Recommendations

Leadership and behavior play a crucial role in decision-making within organizations. Based on research findings there are some recommendations on how leadership and behavior can impact and improve decision-making:

Empower Others: Leaders should empower everyone in their organization to make sound and ethical decisions¹. This involves creating an environment where people feel comfortable making decisions and where their input is valued.

Ethical Considerations: Leaders should consider the ethical implications of their decisions. Decisions should be evaluated not just on their immediate impact, but also on their wider consequences¹.

Shared Accountability: Effective leadership decision-making creates shared accountability. This means that everyone in the organization has a role to play in decision-making and shares responsibility for the outcomes.

Organizational Culture and Structure: The culture and structure of an organization can greatly influence decision-making³. For example, in a culture that values collaboration, decisions may be made through a more democratic process involving input from multiple team members.

Leadership Style: The leadership style within an organization can have a significant impact on decision-making³. Different leadership styles can lead to different decision-making processes.

Delegation: Organizations should determine what decisions to delegate and push them as low as possible⁴. This empowers people to make decisions without approval and can lead to more efficient decision-making.

Remember, the goal of leadership is not just to make decisions, but to foster an environment where everyone feels empowered to contribute to decision-making. This can lead to better decisions and a more successful organization.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

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