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ANA BİLİM DALI
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EMPOWERMENT

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EMPOWERMENT

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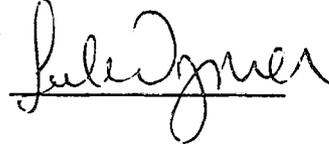
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ABSTRACT

This research proposed to measure the effectiveness of EMPOWERMENT concerning its closely related concepts : Participative Management, Decision - Making, and Team work. The study was experimented in Deteks's two different groups, one of which was supervisors, the other one was subordinates.

Deteks is the chemist factory which has produced high quality products and auxiliaries for the leather, textile construction, petroleum, and pharmaceutical industries for more than twenty years, utilizing the most advanced technology available.

The sample is formed by sixty two subordinates at all levels and thirty supervisors. These two groups were given the questionnaire prepared in the same cases but asked in different ways. Questions were about: organization as a whole, superiors, subordinates, responsibility - authority, decision-making, team-work, participation and some demographic questions.

1. It is aimed to secure very detailed respondent generated descriptions, formations, dimentions, control systems, and processes of Empowerment in literature part.

2. The main purpose of the study is to clear up the importance of Empowerment in an organization and to explore the relationships between concepts : Participative Management, Decision Making Process, Team Work, and EMPOWERMENT by means of achieving the highest performance in organization.

3. The third purpose is to see if there is Empowerment considering seven groups of questions or not. This was achieved by comparing Subordinates' and Superiors' answers to the questions which were the same.

If there they have agreement in their answers, we can say that there is Empowerment. If they are disagree, so there is not Empowerment.

4. The last purpose of the study is to find out the impacts of Demographic Characteristics: sex, marital-status, and education on Empowerment factor which is tested in three levels: organization, subordinates, and superiors.



ÖZET

Araştırmamızın konusunu Türk Kimya endüstrisiyle hemen hemen yaşıt ve bu endüstrinin önde gelen kuruluşlarından olan Deteks çalışanları oluşturmaktadır. Araştırmamız hem müdürler hem de memurlar bazında yapılmıştır. Amacımız Empowerment faktörünün organizasyon açısından önemini ve bunun medeni hal, cinsiyet ve eğitim ile arasında bir ilişki olup olmadığını tespit etmektedir.

Diğer bir amacımız ise anketimizi uyguladığımız, Deteks firmasının memurları ve işverenleri arasında, verilen anket soruları açısından karşılaştırma yaparak; organizasyon, memurlar, işverenler, katılımcı yönetim, karar verme yetkisi, sorumluluk-otorite, ve takım çalışması hususlarında empowerment olup olmadığını tespit etmektir.

Araştırmamız için anket hazırlanmıştır. Her iki anket de de aynı sorular sorulmuş, fakat 61 memura verilenlerdeki ifadelerle 30 müdüre verilenlerin ifadelerinde değişiklikler yapılmıştır.

Araştırmanın genel sonuçları şunlardır:

1. Uygulanan anketimizin güvenilirlik derecesi yüksek çıkmıştır.
2. Empowerment gerek müdürler gerekse memurlar açısından, cinsiyet, medeni hal ve eğitim derecesine göre değişmemektedir. Bağımsız olduğu tespit edilmiştir.
3. Uygulanan Anova testi sonucu: Deteks firmasında, Empowerment Organizasyon ve Müdürler açısından bulunamamış, diğer bir ifade ile, çalışanlarla iş verenler arasında Organizasyon ve İşverenler ile ilgili soru gruplarında düşünce açısından fark tespit edildiğinden Empowerment yoktur. Çalışanlar, sorumluluk ve otorite, grup çalışması, ve karar alma ve katılımcı yönetimle ilgili sorularda memurlar ve işverenlerin aynı sorularda fikir birliğinde oldukları gözlemlenmiştir, bu sonuçlar bize, yukarıda sıraladığımız konular açısından, Deteks firmasında, Empowerment olduğunu göstermiştir.

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INTRODUCTION

Empowerment which I want to clear up the importance of is the placing of the responsibility for the performance on the individual to work with the greater autonomy or greater responsibility by which participative management with employees - moving decision making authority is achieved.

Changes in the roles of expectations of employees comes a realization that today's average worker represents a valuable resource in terms of the business. In the 1950's and 60's, the value of workers was measured in terms of dependability, physical strength, experience, and loyalty. Today, we want innovation, acceptance of responsibility, and customer focus, Participative management by means of Empowerment becomes a way of using this changed resource for the organization. It unleashes the knowledge and skills of those people who do the job (Lorne C. Plunkett and Robert Fournier, 1991, p. 7).

The traditional methods of management are efficient for many organizations In considering solutions, many companies focus on some philosophies, such as, Japanese or quality in job. All these strategies include some form of Participative management as part of the total solution. Increasing business effectiveness is impossible without increasing the effectiveness of the human resources in the company (Lorne C. Plunkett and Robert Fournier, 1991, p.6) This effectiveness shows us that human is very important key point for organizations.

John Friedmann makes emphasis on the key point human factor by stating another side of empowerment which is development that is lived by people where they are, where they live, learn, work, love, play, and die in his book Empowerment (John Friedman, 1992, pp.31 32).

Individuals in organizations have increased their awareness of their personal values, control, and power. If they are allowed or empowered to show their potential it is believed that the strength and major resource in achieving objectives will reach the maximum point so reaching individuals' full potential, they will create better decisions.

We can give some more examples to show the importance of human factor in organizations. Firstly, organizations are composed of individuals and groups while at first that all organizations are made up of people, the key point is that people are the organization with the building it occupies, the technology it employs, or the products and services it creates. But buildings are simply places for people to work, technology is something that the people make use of, and products and services are created by people. It is the people who are the organization, and without them there is no organization.

Secondly, organizations are oriented toward the achievement of goals. Organizations are created and continue to exist only because some group of people share a common goal that they cannot accomplish alone.

In addition to the first and the second one, organizations employ specialization and coordination in order to accomplish their goals. Organizations exist because a single individual is unable to perform all the functions and activities necessary to create a product or provide a service to a group of customers or clients. Without coordination we would not have an organization working toward common goals. (Hugh J. Arnold and Daniel C. Feldman, 1995, p.5).

Since Empowerment is the building block for Participative management that allows effective decision making, there is a strong combination between these concepts. Thus, Participative management by means of empowerment is currently being introduced to organization as complementary or

supplementary to current practices, and empowerment will be a chosen strategy to increased demand for quality of service. At this point decision making process plays very important role so we should point out that the purpose of empowerment that allows participative management is to ensure effective decisions which are made by the right people. In other words, it is a philosophy, emphasizes that workers and managers need to participate in the decision making processes of the organization. It is essential that the nature of the participation is specified clearly.

As solutions require new paradigms, or models, that can be developed only through exploration and a willingness to keep the door of the collective minds open to new, and sometimes off-the-wall, input from inside and outside the organization's boundaries, there may be helpful suggestions for future practice as organizers struggle to find new answers in a different and challenging business climate by giving sufficient importance to Empowerment that can not be considered as a single factor.

Consequently, considering the relationships between Empowerment, Participative management and Decision making process, in this research I want to come up with a clearer view of these relations by explaining Empowerment in related nine different sections. After giving the importance of the human factor in the first section, in the second one we can see the formation of empowerment which consists of four main parts the first one of which is developing the empowered employees, the second one is the empowered workforce in which we can examine: Self-Control, Self-Inspection, Self-Supervision, and the Front-Line Empowerment. The third part of formation section is the forms of Commonalities which show the differences of four forms of empowered workforce, such as: transferring the mission, extending the scope of workers, extending the empowerment concept, understanding the contribution, extensive training, transferring skills, number

of management levels, and the compatibility to the culture. The following part of the first section is related to the elements of the effective empowerment. These are: Power, Knowledge, Reward, and Information. As the last part of the formation section Compensating Systems for empowerment plays important role. In this part there are three sub topics: Top-Down Empowerment, Empowerment from Simplicity to Complexity, and the Use of Steering Committees. In the third section dimensions of empowerment: alignment, capability, and mutual trust can be examined. The following fourth section is related to the requirements of maintenance of empowerment without which it is hard to settle effective empowerment in an organization. In other words this section can be named as the control systems which are: Belief systems, Boundary systems, Reduced standardization, Diagnostic Control systems, Incentives, Internal controls, and Interactive. The fifth section is about the definitions based on different levels of management and three levels of management to be empowered. These levels are Empowered supervisor, Empowered Subordinate, and Empowered organization as a whole. In the sixth section, the process of empowerment that consists of relational and motivational components take place. The last section is about the relationships among the concepts of empowerment, participative management and decision making process and their impact on team performance.

II. FORMATION of EMPOWERMENT

2.1. Developing the empowered employees

First of all I want to give clear information about the necessities for empowered employees and empowered workforce with its four concepts which create effective organizations.

Because the people who do the work know that work the best, they need to be empowered to make decisions which leads the organization to the better performance for which organizations have paid more importance to the quality Total Quality Management.

This system as it is stated by James W. Barrow

TQM defines the overall context for and the interrelationships of the TQM components : EMPOWERMENT, leadership, organizational effectiveness, and information technology, within the organization ." (James W. Barrow, 1993, p.39).

For this system empowered employees are very important.

As it is stated in the book Top Management Quality (A. Blanton Godfrey, 1992, pp. 53-62), for many years it is thought that empowered employees were a means for achieving lower costs, higher revenues and happy customers. Now we realize they are also a major goal of total quality management (TQM) which during the 1980s and early 1990s a number of companies in the United States began actively to introduce the concepts of. Some of these companies have achieved outstanding results in improving quality, increasing market share and reducing costs. We realize that TQM is a permanent change in the way a company manages itself. We want not only to

solve the problems of today, but we also want to create an organization that can solve, or even avoid, the problems of tomorrow. Therefore we need empowered employees. At this point I would like to give the importance of empowered employees as follows:

The most important point of this is the concept of empowered employees who embraces many new ideas. Empowered employees are in self control. They have the means to measure the quality of their own work processes, to interpret the measurements and compare these measurements to goals and take action when the process is not in control.

Besides, the concept of empowered employees goes far beyond self control. Employees also know how to change the process and to improve performance, improving both the effectiveness and the efficiency of the process.

Furthermore, they also understand how to plan for quality. They understand who their customers are; what the customers need, want and expect; how to design new goods and services to meet these needs; how to develop the necessary work processes; how to develop and use the necessary quality measurements; and how to continuously improve these processes.

Considering these effectiveness of empowered employees, management of any organization must develop and use the necessary work processes to empower its employees for improving the system and the organization since members and management work together to continuously improve the systems and processes both to remove faults and to create the means for even higher levels of performance. Developing the empowered employees can be effective if they are in the empowered workforce.

2.2. Developing the empowered workforce

Developing empowered workforce which leads us to develop empowerment consists of four basic processes which are self-control, self-inspection, self-supervising, and the front-line empowerment. By establishing these we can create empowered workforce which improves the quality, process, and productivity that cause achievement of goals for organization.

In the United States many companies have followed similar routes to developing an empowered workforce. The first efforts have been on quality control and quality improvement followed later by self inspection and self directing work teams. All these are important for the development of Empowerment.

At this point, from the point of view of Taylor whose four principles and studies have strong impact in Scientific Management of which must in all cases produce far larger and better results if both employer and the employees are given a sufficient amount of time to make them really effective (D.S.Pugh, 1971, p.124).

The Taylor system of separating planning from execution was based on the premise that workers lacked the education needed to participate effectively in the planning process. Since then, worker education has risen to much higher levels. This rise in education levels has created a new major asset - the education, experience and creativity of the work force. However this major asset is underemployed due to the continuing presence of the Taylor system.

Numerous efforts in creating new management systems are now in progress, each aiming to make use of that underemployed asset. All these efforts involve transferring to the work force the right to make certain

decisions and to take certain actions. A popular name for this transfer of rights is "empowerment of the workforce". The main forms of empowerment which consist of self-control, self-inspection, self-supervision and front-line empowerment. will now be examined in different parts.

2.2.1. Self-Control

The first process is self-control the lack of which is one of the reasons of employee ineffectiveness which causes low performance. When locus of control is given to the employee who lacks, his her performance level improves, thus the first step for developing the empowered workforce is done.

Employees are getting much more aware of their self-control which has a strong impact on the development of empowered workforce. In this process empowerment plays very efficient role. Getting the self-control they have the rights to measure the quality of their own work processes and to interpret the measurements, etc...

Workers are said to be in a state of self-control if they have been provided with:

- the means of knowing what are the quality goals,
- the means of knowing what is the actual quality being produced,
and
- the means of changing the process performance if the quality goals are not being met.

In the past, many processes have been planned without putting the workers in a state of self-control. Now the managerial climate favors establishing self-control at the work force level. In addition, the recent extensive training in data collection and analysis has made it easier for workers to evaluate the performance of the process and to close the feedback loop. Because of these, workers show the best performance in their work.

2.2.2. Self-Inspection

The second process of developing the work force empowerment is self-inspection which goes beyond process control and extends to product control. Under the self-inspection concept, workers are empowered to make the product conformance decision - the decision of whether the product conforms to the product quality goals. This is a critical decision, since it determines whether the product may be shipped to the next destination.

Under the Taylor system, as it has been mentioned above he has proved four principles to clarify that productivity had top priority. There was intense pressure on the production supervisors and the work force to meet the productivity goals. All too often this pressure was met by shipping products which did not conform to the quality goals.

As a defense against shipping defective products the company managers transferred the conformance decision from the production department to a separate inspection department. More recently, during the 1980s, quality has been given top priority in most companies. That change in priorities has made it possible to transfer the conformance decision back to the work force.

The following example illustrates both of these ideas.

Several years ago an American manufacturer of small electronic components started improving its quality control system. Its primary intent was to put the workers into a state of self-control.

A quality engineer began working with the workers one at a time. The engineer and the worker carefully defined each critical step of the worker's process. They carefully wrote down a clear definition of quality for these process steps. They worked together to find the correct measurement and to decide on the appropriate measuring instrument. Whenever possible, these measurements were done automatically or semi-automatically, and the results were fed directly into a personal computer at the workstation. Software within the personal computer made the calculations for simple control charts. The worker could quickly scan the results and understand whether he or she had to take immediate action.

Over a period of two years the quality engineer worked with each of the eleven workers in this part of the production line. Together they have developed clear definitions of each quality characteristic, ways to measure these characteristics, ways to interpret the results, and clear procedures for taking action when the results are out of control. The jobs now clearly defined. Workers now knew not only how to fix problems on their production machine but how to fix problems on all production machines (A. Blanton Godfrey, 1992, p.57).

Consequently, under self-inspection process empowered workers made the product conformance decision which is closely related to the product quality goals.

2.2.3. Self-Supervision

The third process of empowered work-force is self-supervision. Under the self-supervision concept, many of the traditional decisions and actions of supervisors are transferred to the workers. The activities transferred include process planning, work assignment, continuous improvement, adjusting to changing needs, review of performance, recruitment of new employees, maintenance of discipline, etc.

The application of the self-supervision concept is best explained by example. In one US chemicals plant a team of sixteen skilled workers was formed to replan a process consisting of 160 steps. The team first carefully flowcharted and documented the entire process. Next, they listened every process variable in the entire manufacturing process. They constructed a huge matrix to record these impacts.

Through these studies the team developed a clear picture as to exactly which process variables needed to be carefully controlled. Using the Pareto principle, they identified the vital few variables. Working closely with the production workers at each step, they carefully documented the control plan for the critical process variables. The team reviewed with each worker the adequacy of the control plan. They deliberately varied the process to see if the quality control system could detect the change. They stressed and identified its weakness.

Gradually they developed improved quality control procedures. In some cases they purchased new measuring instruments. In other cases they changed the procedures. They engaged in shared training to improve the use of the procedures. They soon had a new quality control system, step-by-step through the entire 160 step process.

At this plant, they are moving towards a goal of no more than one manager for 200 workers. The workers already determine all their own work schedules, establish their pay based on job skills, and make still other decisions formerly made by supervisors and managers.

Recently they have taken their work one step further. Teams of workers have been visiting the major customers to learn more about the customers' use of the product. Working closely with the customers they have redefined the customers' specifications and requirements, and brought this new information back to the plant. Customer needs have been incorporated into the system of process control, along with making new refinements to the manufacturing processes.

2.2.4. Front-Line empowerment

In addition to the self-control, self-supervision, self-inspection front-line empowerment is the last form of developing the workforce. Under this concept the company transfers to the work force certain critical responsibilities for relations with customers. Here again, the concept is best explained by example.

This case involves a service company which does all of its business by telephone. Traditionally, when a customer called, the calls were routed to the appropriate department. One department specialized in work of Type A, another department specialized in work of Type B, and so on.

Within these departments the work was specialized. The first person within the department to answer the telephone had the job of order taking. This person questioned the customer to gain information about the exact

needs of the customer. This information was then passed to another worker who began processing the order. The process work was often checked by another worker, an inspector or a supervisor. Complex jobs were routed to highly trained specialists. Subsequent workers calculated the price for the order and created the invoice. Finally, still others workers would fill the order and mail it out to the customer. Each step in the process was a source of many possible delays and many possible errors- most of which actually occurred.

The company examined these many different process steps and looked for ways to combine them. It soon found that with its highly educated work force, it could train individual workers to carry out multiple steps. There was no need for one worker to take the order, another to process part of the order, another to price the order, and still another to ship the final completed work to the customer. One worker could be trained and empowered to carry out all of these steps.

The company also found that it was also possible to train workers in, Department A to perform the work done in Department B, Department C, and so on. There was no need for so many different departments, each specializing in different parts of the business. Sometimes the same order called for work from Department A and Department B and Department C. Customer service would be much better if one person handled the entire order. If one worker could handle all of the customer's needs during one phone call and ship the completed order the next day, not only would customer service improve, but the cost would go down, dramatically.

To provide such improved customer service it is necessary for the workers to learn new skills - to perform multiple tasks and to avoid the many possible errors. The training for such skills is extensive. Each worker receives over six weeks of introductory training upon entering the company. This

followed by another period of seven weeks of intensive classroom workshop activity.

The results have been spectacular. Over 60% of the customer requests are now completely handled by the first person who answers the phone. The cost savings have been significant. Worker job satisfaction has improved greatly. Employee turnover is low relative to other companies in the industry, and there are over 30 applicants for every job opening (A. Blanton Godfrey, 1992, pp. 50-61).

As a result the workforce operates within this system to produce the products or provide the services. They also have clear goals and objectives, the means to measure performance and the means to adjust their performance within the system to meet these goals and objectives. So, self-control, self-inspection, self-supervision, and the front-line empowerment have strong impact on empowered workforce which causes higher level of performance.

2.3. Commonalities of forms of empowerment

While those four forms of workforce empowerment differ in their focus, they also exhibit certain eight commonalities:

1. Transferring the style and mission, cultural values, goals for performance.

* Workers are empowered to perform work previously done by planners, inspector, supervisors, managers, and still others.

2. Scope of worker's job.

* The scope of the worker's job often extends across functional lines.

3. Conceptual concept of empowerment.

* The empowerment concept may extend to include customers and suppliers, both internal and external.

4. Understanding its contribution to the quality of work life.

* In some cases the concept provides workers with a sense of understanding and ownership which contributes significantly to the quality of work life.

5. Extensive training for multiple tasks.

* Workers are extensively trained. They are trained to perform multiple tasks in order to provide flexibility in worker assignment. They are trained to be competent in all the processes of managing for quality - planning, control and improvement.

6. Transferring skills.

* Training includes transferring to workers the pertinent skills of supervisors and specialists. The empowerment concept delegates much managerial detail to the workers, thereby liberating managers to concentrate on the broader aspects of managing the business.

7. Number of management levels.

* The ratio of workers to managers increases; the organization chart flattens; the number of layers of supervision goes down.

8. Compatibility to the culture.

* The empowerment concept is compatible with the culture of the US. In addition, the empowerment concept seems also to be compatible with world trends in human relations. Self-supervising worker teams are destined to become the dominant successor to the Taylor system (Top M Q p.61-62).

2.4. Four elements to create effective empowerment

As Edward Lawler has been stated by Lorne C. Plunkett in his book Participative management , there are four ingredients which are very important to create an empowerment by means of effective participation (decision making) (Lorne C. Plunkett and Robert Fournier, 1991, p. 83). These ingredients are power, information, rewards, and knowledge. In pursuing Lawler's logic, organizations must address whether they are willing to ensure that all four elements are given to individuals/teams in the organization.

2.4.1. Power

Power to make decisions that influence organizational direction and performance. Power-sharing mechanisms can include quality circles, job enrichment programs, and self-managing work teams. It may be particularly

important that employees who interact directly with customers have decision making power.

2.4.2. Information

Information is one of the elements of these four which can not be avoided about the performance of the organization, such as company operating results; group, unit, or division operating results; competitors' performance data; labor market conditions; and new developments in product or process technologies. Sharing information with employees is a key factor in participative management by means of creating empowerment.

2.4.3. Rewards

Rewards that are based on the performance of the organization. Key here is rewards based on how well employees use their empowered status to improve service to customer (Winning The Service Game.p.250-251). Empowerment requires recognition of a need to reward people for accepting increased responsibility is beyond challenge. There is a naive, incorrect belief by some managers that empowerment is its own reward.

If an organization is not willing to openly and fundamentally change its basis for rewarding people, it should forget about empowerment. (Lorne C. Plunkett.1991.p93).

2.4.4. Knowledge

Knowledge that enables employees to understand and contribute to organizational performance. This can be improved by training systems. The involvement of employees in these many ways not only capitalizes on their knowledge, but also gains their trust, loyalty, and commitment. These explained above are the ingredients throughout the organization from the top downward (Benjamin Schneider and David E. Bowen, 1995, pp.250-251).

If there is not a total commitment with all four of Lawler's elements, then there is a need to establish compensating systems in the organization to allow more effective situation for empowerment to get the highest performance in job. Compensating systems can be classified in to three parts: top-down empowerment, empowerment from simplicity to complexity, and the last one is using the steering committees.

2.5. Compensating Systems for Empowerment

Instant empowerment is impossible for most teams and individuals. The "flush of freedom" can create some very unexpected results, including the following:

- * Refusals to accept empowerment
- * Abuses of freedom (e.g., taking advantage of the system)
- * Acceptance of empowerment followed by abandonment of responsibility

* Myopic focus on the empowered issues to the detriment of maintaining the ongoing system

* Systematic destruction of manager/employee relationships by using empowerment as a weapon against managers (Lorne C. Plunkett and Robert Fournier, 1991, p.92).

All these results were caused by a too hasty and ill- planned change from an autocratic system to participative management. Many successful examples of implementing empowerment have included a planned progression and the development of specific compensating systems to manage the transition to empowerment. These compensating systems include three parts: top-down empowerment, empowerment from simplicity to complexity, and use of steering committees.

2.5.1. Top-down empowerment

An unempowered manager cannot empower his or her employees/teams. It is difficult to give away what you do not have. For this reason, many organizations begin a systematic "cascade" of empowerment from the top down. The plant manager empowers department heads, the department heads empower section heads, and finally teams/ individuals are empowered. This process helps protect both teams and managers from overreactions. The down side to this strategy is the extended time frame perceived by people at the bottom. The slowness creates a perception of lack of trust. For this reason, the cascading strategy can be combined with a selective empowerment approach.

2.5.2. Empowerment from simplicity to complexity

This strategy is based on the principle of growth fostered by success. With some clients, we have consciously identified and selected extremely low-risk, fairly simple decisions as the initial team/individual tasks. Teams are empowered to make decisions within their skill and readiness limits. As the team becomes more skillful, confident, and willing to enlarge its scope for authority, the team is given new and more complex decisions for resolution. In one instance at a Shell refiner the newly formed teams were vested with the power to devise team names. Although this task sounds trivial, it represented the decision level with the teams were able to cope. Some teams are empowered to call out contractors, authorize overtime, select their own team coordinator, and make many other difficult, high-impact decisions.

2.5.3. Use of steering committees

They compensate system for empowerment. Steering committees, frequently operate as a "safety valve" for the degree of empowerment vested in teams. Rather than fully vesting power in a team, the steering committee retains a review role for critical decisions. If the steering committee carries out its role properly, it also ensures that the limitations of empowerment are clearly understood by the team. Empowerment is not an all-or-nothing issue. It almost always has boundaries that limit the degree of freedom. This creation and communication of boundaries represent a critical compensating system for empowerment (Lorne C Plunkett, 1991, pp.80-94).

If employees are truly empowered to the extent that they share in all four of formation parts, and four other pieces of ingredients, they gain a reason to really care about the success of the business because they now feel more control over what happens on their jobs, more aware of what's going on around them in the business, and more accountable for what happens in the form of their rewards changing as performance changes.

After creating the forms of empowerment by establishing the self-control, self-inspection, self-supervision, the front-line empowerment which are followed with eight commonalities of these four forms, then other four key elements of participative management by means of empowerment and compensating systems, if we are serious for the higher levels of performance, empowerment should be built in its three requisite dimensions which are alignment, capability, and the mutual trust

If there is no doubt that employees are educated, competent, and motivated, so all we need to do is turn them loose to improve quality and productivity. We will get out of their way; we will empower them. These three dimensions to get this are; alignment, capability, and the mutual trust are necessary dimensions to be able to manage this.

III. THREE DIMENSIONS FOR EMPOWERMENT

3.1. The first dimension of empowerment is alignment

All employees need to know the organization's mission, vision, values, policies, objectives, and methodologies. Furthermore, the broad direction of the overall organization must be sharpened as the message cascades to define the role of work groups and individuals. "Empowering the individual where there is a relatively low level of alignment worsens the chaos and makes managing the team even more difficult."

Fully aligned employees not only know their role, they are dedicated to supporting it. Leaders have inspired them to contribute to the mutual benefit of the organization and themselves. This dedication is synonymous with commitment, and commitment can neither be bought nor sold. It is earned. The traditional hierarchical organization did not require commitment; its authoritarian style merely needed compliance.

Gaining true alignment requires bridging the subtle gap between compliance and commitment. In essence, the difference between compliance and commitment is that people who are committed to the organization's direction truly want it. Although empowerment requires commitment, in the near term, leaders may need to settle for compliance and work to move people up to compliance ladder. Commitment cannot be enforced; efforts to do so will, at best, build compliance. All that can be done is to establish an environment that is favorable to the growth of commitment.

3.2. The second dimension is capability

Employees must have the ability, skills, and knowledge needed to do their jobs. They must also have the resources needed from the organization: materials, methods, and machines. In our experience, many organizations have over achieved in this dimension. Selection criteria bring in new hires who are "overqualified," and investments in facilities, equipment, and training have far outstripped growth in the other two dimensions-trust and alignment.

3.3 Mutual trust is the third dimension of empowerment

Once we have developed alignment and capabilities, we are in a position to unleash the power, creativity, and resourcefulness of the work force. This will not happen, however, unless we've also provided this third dimension. Employees need to trust management and feel that management trusts them. Mutual trust therefore completes the picture required to build an empowered work force.

Do not underestimate the importance of the dimension of trust and the amount of mistrust that may pervade your organization. *Warren Bennis stated:*

*"Change occurs in two primary ways: through trust and truth or through dissent and conflict. We have tried dissent and conflict and have not changed but have merely become combative... Positive change requires trust, clarity, and participation."
(Warren Bennis, 1990, p.27).*

Empowerment can therefore be seen as the natural consequence of effective leadership. The positive results can be expected as long as "

management systems and controls " don't get in the way. In some organizations, policies have been developed to safeguard company interests from a "few rotten apples. " You might say that you trust an employee, but do your policies echo your words or betray them?

If we look at Figure 13.2 as a checklist to clarify how your management systems symbolize the level of trust for your employees that you demonstrate. Do your policies limit their access to financial or physical asset? Is the flow of information denied to anyone? If empowerment relies on alignment, capability, and trust, it is unreasonable to expect employees to feel empowered if they don't feel trusted. It's so simple: treat people with the same respect with which you would like to be treated.

We are not implying that you should remove your protective systems. They may very well be needed because you cannot trust all of your employees. The lack of trust may be a product of your selection process, or it may have been created through divisive practices. Instead, our purpose is to direct your attention to questioning your fundamental beliefs and practices.

**So you claim to trust your employees...
What messages do your policies convey?**

Lowest ←————→ Highest
Level of Trust

Overall Perception	Some employees might be careless or sloppy. Some might be dishonest. The company must protect itself and cannot rely on its people.	All employees are trusted and respected. Loyalty drives everyone to safeguard company materials Ethics and integrity are unquestioned
Financial Assets	Authorization for funds depends on level in management hierarchy. Multiple signature required.	A person's job needs, not position, define authorization for handling funds.
Physical Assets	Passkeys provided only to managers and to designated employees.	Any employee can access anyplace (safety practices will be followed)
Business Information	Sensitive information is available only to managers and designated employees.	Any employee can access any information.
Personnel Information	Managers can only divulge certain specific information to employees.	Employees have access to all information on themselves.

Figure 13.2 Do You Show Trust?
(Arthur R. Tenner and Irving J. Detoro, 1992, pp.179-182).

As a result Management is responsible for facilitating and supporting each individual's professional growth so as to empower them to exhibit their best abilities and improve their weaknesses.

There must be consistency between the stated values and the vision statement. If words such as "profitability," "quality," and "empowerment" are found in a vision statement, then it is critical to define values that reflect those visionary ideals. Empowerment is not something you do to people. It is a set of conditions that must be created that allows people to reach their maximum potential and frees them to act in the most beneficial way for the customer, their department, and the company.

Everyone must be empowered to examine and improve the processes in which they are involved. Establishing clear mission; vision; values; policies; objectives; and methodologies of the organization they are responsible, establishing trust, creating and applying new knowledge; tools; skills are very important dimensions for creating workforce empowerment that must be examined in three dimensions; alignment, capability, and the mutual trust with the forms of self-control, self-supervision, self-inspection, the front-line empowerment, and four other ingredients.

IV. REQUIREMENTS OF MAINTENANCE of EMPOWERMENT

Most writing on empowerment fails to recognize that empowerment requires greater control. Because without control systems effective empowerment can not be done. It is hard to be effectively empowered even there are formation items which are self-control, self-inspection, self-supervision, front-line empowerment, besides power, information, rewards, and knowledge. The control systems used, however, must balance empowerment and control in such a way that empowerment does not lead to a control failure, and correspondingly, control does not lead to an empowerment

failure. We can emphasize this with the chart that is Figure 7.4 which illustrates the controls that create an empowered, market-driven organization.

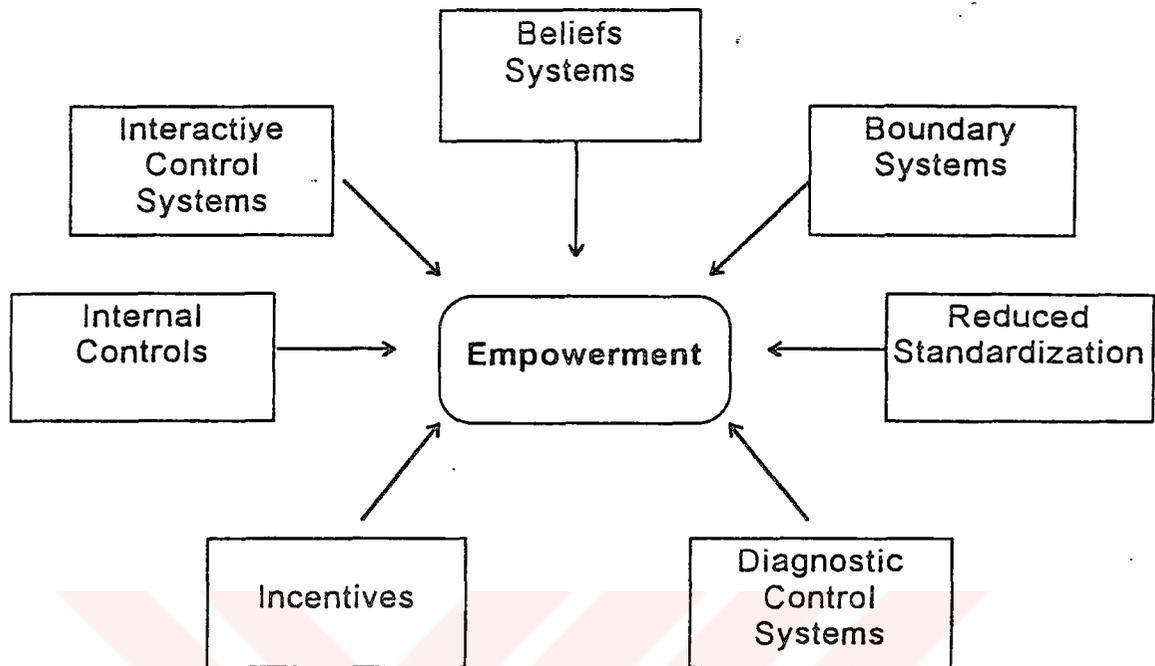


Figure 7.4 Balancing Empowerment and Control

Effective empowerment does not just push decision-making and resources down several levels in the organization. To unleash their potential to innovate and make local decisions more effectively, subordinates must have information which has been mentioned as one of the four pieces of ingredients which have been clarified in the formation of empowerment part for the importance of the business to be empowered, even with information, knowledge (training), power and reward, employees cannot be effectively empowered without the following controls in place. There are seven control systems to guide organizational participants to be effectively empowered. These are; Belief system, Boundary system, Reduced standardization,

Diagnostic control systems, Incentives, Internal controls, Interactive control systems,

4.1. Belief Systems

As a backdrop to empowered decision-making, organizational participants must clearly understand the basic purpose, values, and direction of the organization which cause Belief system. In attempting to respond to market threats and opportunities, employees can undertake a wide array of actions, and senior managers cannot predict the novel solutions they may devise. Clear principles and values as well as a clear understanding of the business mission are necessary to guide organizational participants to make appropriate trade-offs.

4.2. Boundary Systems

Notwithstanding the delegation of decision rights and the effective communication of core values and beliefs, opportunistic search behavior cannot be unbounded. Empowerment does not mean that organizational participants can do whatever they please. There must be guidelines that clearly state the types of behavior that are prohibited, clarify the boundaries of that organization. These guidelines must come from senior managers who must define the types of behavior that are prohibited. These guidelines must come from senior managers who must define the types of behaviors that are

potentially damaging to the organization and prohibit employees from undertaking these actions.

4.3. Reduced Standardization

Organizations that control inputs and production processes through detailed standard operating procedures cannot empower organizational participants to respond creatively to customer needs or to devise improved ways of operating the business. To empower their participants, these organizations must review long-standing practices and tasks to ensure that excessive standardization is not limiting opportunities for creativity. Work standards, formalized guidelines, and policy manuals must be reduced drastically, especially for any activity deemed to be a critical performance variable in the implementation of strategy. Terms such as “workouts” and “process reengineering” are popular labels that are used to describe attempts to eliminate inappropriate levels of standardization.

4.4. Diagnostic Control Systems

Empowerment does mean giving up control, but it does change what is controlled. In the absence of control over inputs or process, individuals must be held accountable for their outputs or performance. A subordinate cannot be empowered if he or she cannot be held accountable for performance. Diagnostic control systems capable of measuring results become critically

important. These systems leave it up to employees to figure out how to juggle inputs and processes to achieve the output the systems require.

Although performance measures must be tailored to the tasks of individuals throughout the organization, they create performance pressures that can stimulate innovation. In addition, these systems allow managers to assess the extent to which intended strategies are being realized.

4.5. Incentives

In an empowered organization, individuals are asked to assume more responsibility and, therefore, they assume more risks. Thus, there must be incentives to take risks, and rewards for superior performance. Rewards must reflect this new responsibility and honor those who rise to the challenge. Rewards can be either economic or noneconomic (public recognition and prestige), but should be presented on the basis of an individual's contribution to the mission of the business.

4.6. Internal Controls

Internal controls, which are usually accounting-based and managed by accountants and internal auditors, provide the procedural checks and balances that safeguard assets and assure integrity of data. While these controls are essential in any organization, they are especially critical in organizations that put performance pressure on individuals, introduce contribution-based rewards, and at the same time, reduce standardization and

procedural controls for many of the critical aspects of their jobs. Without basic internal controls, the risks of significant control failure become unacceptably high.

4.7. Interactive Control Systems

Interactive control systems provide the formal information conduits to transmit learning up, down, and sideways in the organization and thus capture the benefits of employee initiative. A great deal of experimentation can occur within the area created by a set of guiding beliefs, reduction of standardizing work rules, strong performance expectations, and rewards for individual contributions. Interactive control systems help to focus attention on areas of strategic uncertainty and help participants to assimilate and share the learning that results from this focus.

Everyone in the business world today realizes that the key to long-run competitiveness is very important. To achieve this, impending the revolutionary changes companies must give enough importance to the performance measures. The long-run competitiveness requires companies to develop performance measures that drive employees to keep statistical control over processes that satisfy the expectations of the company.

Empowerment represents a major change in how many organizations are performing. There is growing evidence that when properly done, better decisions are being made quicker. Keys to success include a clear vision of where the enterprise is going, how it is doing, a good definition of goals and measure, proper use of team-based clusters of employees, and a healthy investment in training.

Empowerment also suggests a culture characterized by open communication and the implementation of information technology, which makes information and the ability to consult with others easy and commonplace. This is going to be clarified in participative management part as the importance of communication to have effective sharing of information downward, upward, and horizontally to peers (**Robert Simons, 1995, pp.162-166**).

V. FRAMING the CONCEPT of EMPOWERMENT

In this section, definitions of empowerment according to the types which will be examined in three: empowered supervisor, empowered individual, and empowered organization are going to be examined.

There are various authors who have also defined empowerment in terms of its relational characteristics in the field of management (**Tom Peters, 1994, p.127**).

Empowerment's definitions after giving the dictionary meanings, firstly definitions from the points of supervisors, secondly, Individual or subordinates' definitions, and last part belongs to the organization as a whole.

5.1. Definitions of empowerment based on three levels of management

- 1.) Empower: (verb) authorize, vest (**Webster's Collegiate Thesaurus, 1976, p: 281**).
- 2.) Empower: (verb) if someone is empowered to do something, they have the legal authority or power to do it. (**Collins Cobuild, 1988, p: 462**).
- 3.) Empower: (verb) to give someone the official or legal authority or the freedom to do something (**Cambridge, 1995, p. 452**).

5.1.1. Definitions for supervisors

- 1.) The earliest definitions of empowerment referred to the relational transaction in which a leader or manager shares power with his or her subordinates (**Tom Peters, 1994, p.127**).
- 2.) Empowerment is a means to achieve participative management. It is the mechanism by which responsibility is vested in teams or individuals. Thus, empowerment become the building blocks for a participative management philosophy (**Lorne C. Plunkett and Robert Fournier, 1991, p. 5**).
- 3.) Empowerment is the act of delegating responsibility and authority to employees to make decisions and to take action. In the world of quality, this is

a code word for delegation (James W. Cortada and John A. Woods, 1995, p.144).

4.) The authors assert that empowerment in the form of participative decision-making is the bridge between power and leadership (Tom Peters, 1994, p.127).

5.) Empowering people means allowing them to find their ways and treating them as adults who are capable of making decisions for themselves, especially the routine decisions that clog up most of a normal manager's day (Frank S. Salisbury, 1994, p.93).

6.) Empowerment can be seen as the natural consequences of effective leadership (Arthur R. Tenner and Irving J. Detoro, 1992, p.181).

7.) Empowerment is defined as employees authority to act (Elanie Biech, 1994, p.106).

5.1.2. Empowerment definitions related to individuals (subordinates)

1.) Empowerment is a means to achieve participative management. It is the mechanism by which responsibility is vested in teams or individuals. Thus, empowerment become the building blocks for a participative management philosophy (Lorne C. Plunkett and Robert Fournier, 1991, p. 5).

2.) Empowerment is the placing of the responsibility for the performance on the individual (Frank S. Salisbury, 1994, p92).

3.) Organizational participants have a sense of personal power and control which become recognized as critical to their performance and well-being. This has become known as Empowerment.
(Organizational Behavior, p: 437)

4.) Empowerment is not something you do to people. It is a set of conditions that must be created that allows people to reach their maximum potential and frees them to act in the most beneficial way for the customer, their department, and the company (Elaine Biech, 1994, p.69).

5.) Empowerment with respect to workers can be understood to mean either greater autonomy or greater responsibility (Peter G. W. Keen and Ellen M. Knapp, 1996, p.104).

6.) The Learn, Live, and Lead Model can be expanded to include Listen and Let at the beginning and the end of the series: Listen, Learn, Live, Lead, and Let. Extending your initial leadership responsibilities with Listen and Let expands the boundaries of responsibility for TQM to employees. Notice that the boundary is expanded at both the front end and the back end of the model.

The word listen means that you will truly hear what employees are telling you both the content and the intent of the message.

The word Let means to give permission, to allow, to authorize, to empower. Let the people go within defined boundaries. Individuals and teams need to be given the authority, responsibility, and accountability to create, innovate,

experiment, suggest, implement, monitor, and adjust (Elaine Biech, 1994, p.69).

Some "E" word stories for empowerment:

* Empowerment is based upon sharing power So what happens is, the new "power" people start wielding authority with the same disregard for teamwork as the old people, and chaos prevails.

* Empowerment is based upon being accountable for your own performance, so good "performance" people make decisions that, although contrary to the good of the whole, will allow them to look good.

* Empowerment is natural for mature adults. In fact, empowerment will occur almost magically. "Zap, and it is done."

* Empowerment allows the workers to make their own decisions, so all the middle managers are no longer needed. Empowerment is the key to delayering and downsizing an organization. Lower cost, happier people, and better performance. "It does not get any better than this." (Jim Tompkins, 1995, p.126).

5.1.3. Definitions for organization as a whole

1.) Empowerment is a form of the job enrichment concept popularized in the 1960s and 1970s in which jobs are designed from a vertical perspective, providing a worker with more decision-making responsibility (Eugene H. Melan, 1993, p.144).

2.) Empowerment together with job enlargement, which is task broadening, this concept provided management with a means to improving productivity through job design (Eugene H. Melan, 1993, p.144).

3.) Empowering employees-moving decision making authority from higher to lower levels in the organization-is a necessary condition for building responsive organizations (Robert Simons.p.162).

4.) Empowering the work force by giving people ownership of the processes in which they work is the key, then, to the learning and innovation that create Empowering flexibility. (Relevance Regained, and H. Thomas Johnson, 1992, p.96).

5.) Empowerment is an alternative development which is centered on people and their environment rather than production and profits (John Friedman, 1992, p.31).

6.) Empowerment provides an opportunity to share responsibility, authority, risk, and success. As it is written in *Jacqueline B. Mondros's* book empowerment refers to a psychological state a sense of competence, control,

and entitlement that allows on to pursue concrete activities aimed at becoming powerful (Jacqueline B. Mondros and Scott M. Wilson, 1994, p.228).

Considering all these, Empowerment can be examined from three points of view. The first one is the empowered supervisors, the second one is the empowered individual, and the last one is the empowered organization.

5.2. Levels of management to be Empowered in three levels

5.2.1. Empowered Supervisor is the first part of three

As it is stated in Chet Borucki and Philippe Byosiére's writing, although empowerment has only recently been introduced into the field of management, it is currently receiving considerable attention. The earliest definitions of empowerment referred to the relational transaction in which a leader or manager shares power with his or her subordinates. Both power and leadership in organizations are central to conceptualizations of empowerment (Tom Peters, 1994, p.127).

Briefly, the authors assert that empowerment in the form of participative decision-making is the bridge between power and leadership. Besides, in a study of socio-technical systems, empowerment is thought as the sharing of power, to the concept of participation. Thus we can say that, empowerment is synonymous with participation in autonomous work groups. More specifically, it is that relational sharing of power and control, or delegation of power, that results in what we consider.

Vision and Values are both the cornerstones of the organization's future, a vision is the best attempt of the organization's leaders to express where he or she wants the organization to go.

Brocka and Brocka, Jim Tompkins, have written the necessities for empowerment from the supervisors/ leaders' point of view.

Firstly, Brocka and Brocka have listed following five practices of managers who seek to make empowerment an important part of the way their companies:

1. Foster ownership. This suggests that management has recognized that employees who have responsibility for processes, projects, and tasks must also have the authority to exercise this responsibility.

2. Value all contributions. It is important to appreciate that everyone in the organization has something to contribute, and to create an environment where each feels free to make his or her contribution.

3. Listen to the least voice. You never know from whom the answer to a problem might come. Again, create an environment where this is a core value.

4. Allow teams to own problems. Management must give teams autonomy to investigate and solve problems they have taken on. If this does not happen, then there is no reason to create such teams.

5. Delegate authority to the lowest possible organizational level. Managers should always work at giving the people who have been

hired to do jobs the authority and responsibility to do jobs (and encourage learning from mistakes) (Bruce Brocka and M. Suzanne Brocka, 1992).

As Jim Tompkin defined,

“Empowerment is the leadership process of building, developing, and increasing the power of an organization to perform through the synergistic evolution of teams” he clears the impact of leadership for empowerment.

So, practices of managers who seek to make empowerment can be enlarged by stating ten factors which are defined by Jim Tompkins to clarify the role of leadership in the types of empowerment

1. Leadership must define organizational direction and ensure alignment which has already been mentioned in the dimensions of empowerment.
2. Leadership must define the team process; such as, types - levels - roles - development of teams.
3. Leadership must define the flows of information within an organization.
4. Leadership must define the trust of teams which considers the reason of existence, evidence of success, and necessary issues.
5. Leadership must define the time frame for performance improvement.
6. Leadership must define team participants, the leader.

7. Leadership must define constraints that are the scope of team, unchangeable things as rules, and the authority within which the team must function.

8. Leadership must define the evolution of team authority

9. Leadership must define the team support structure. Being sure about the necessary resources which includes access to information, people, computers, clerical support, etc. are very important for this point.

10. Leadership must define the deliverables expected from the teams. The deliverables should include minutes, presentations, reports, and recommendations.

As a result, leadership has the responsibility for empowering, and teams the responsibility for performance. Leaders can not succeed without teams, and teams cannot succeed without leadership (Frank S. Salisbury, 1994, pp.128-130). Furthermore,

" Empowerment is the placing of the responsibility for the performance on the individual " stated Frank S. Salisbury (Frank Salisbury, 1994, p.93).

5.2.2. Empowered individual is the second points of view that we want to examine.

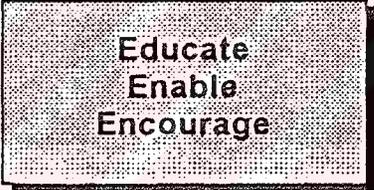
Frank S. Salisbury stated that,

“ Empowering people means allowing them to find their way. It is the cornerstone of coaching. It shows an ultimate belief in the ability of the employee to achieve.”

He further stated that,

“ Empowering people means treating them as adults who are capable of making decisions for themselves, especially the routine decisions that clog up most of a normal managers’s day.”

In the book TQM for training by Elaine Biech three things occur for employees to feel empowered. These are:



**Educate
Enable
Encourage**

Educating. Educating starts with understanding who your people are—their style—and what they will need. The many facets of educating, mentoring, coaching, counseling, and teaching. The empowering leader will delegate the challenging tasks to develop others and then let go of the authority for those tasks. It also means using the basics of listening and communicating. The empowering leader will provide a vision or at least clear goals and direction.

Educating must also include the timely and adequate flow of information required to do the job.

Enabling. Enabling starts with providing the appropriate resources to get the job done. It also means identifying and removing road-blocks, driving

fear out of the workplace, giving employees influence over their environment, and sharing accountability while delegating authority and responsibility.

The organization's climate also has a great influence on whether the individual is enabled to do the job. The empowering organization has a strong vision and values that support leadership. Policies and procedures support the vision and rules exist only if absolutely necessary.

Encouraging. Encouraging starts with expecting the best from people. No one comes to work planning to mess up. The empowering leader trusts humans and encourages initiative, ideas, and risk taking. Empowering leaders have good feedback skills and encourage learning from every situation. The empowering leader recognizes the importance of maintaining and building self-esteem so that people can accept the power. It also means that the empowering leader knows how to show appreciation and how to individualize reinforcement for each person.

The work itself must also provide encouragement. It must be meaningful so that the employee knows that it is important to the success of the organization. The job must provide challenge and variety to encourage enthusiasm. The empowered leader will provide new experiences, job rotation, special assignments, and new settings for employees. Then try to match the employee's style and abilities. Empowered leaders will also encourage the individual to make direct contact with customers and suppliers. A job that provides intrinsic reinforcement and is motivating, creates an empowered environment (Elaine Biech, 1994, p.69).

As a result, to be successful in organizations we must have made up of empowered people. The leadership of the department must create the atmosphere for empowerment to flourish. This area is probably one of the most difficult to conquer since the hierarchical chain of the command and the

rigid pyramids of power are so firmly entrenched in most organizations. Further, all employees from the top to the bottom are totally programmed for success in that framework. Consequently, the existing paradigms deter and often prevent leaders and employees alike from even intellectually buying in or knowing how to empower either individuals or teams. Leaders believe it is their responsibility to tell people what and how. While employees believe it is their lot in life to be told.

5.2.3. The third point of view is the empowered organization.

By creating an empowering environment, work will take on a new meaning for many staff. People want to be involved. If it appears to you that the contrary exists in your company then it probably has more to do with the way in which people are or have been treated in the past. And just because you tried it once and it did not work, do not assume that it will not work in the future. Remember, if you have operated in a certain way for a number of years, then it is unreasonable to expect staff to change just because you change the way you treat them for a fortnight.

As a result, a human relation systems that supports the organization for continuous improvement requires increasing the quality of interaction at all levels in the organization.

At this point I want to give brief information about the responsibilities of empowered supervisor, empowered individual, and empowered organization as it follows:

5.3. Levels of Management to be Empowered

5.3.1. The Empowered Supervisor

- * provides information
- * facilitates work processes
- * makes life easier
- * helps people learn
- * trust abilities of subordinates

5.3.2. The Empowered Individual / subordinates

- * seeks responsibility
- * takes prudent risks
- * has personal stake in work
- * accepts responsibility
- * makes decisions
- * generates ideas

5.3.3. The Empowered organization as a whole

- * supports facilitation
- * has new operational guideliness
- * rewards responsible ownership
- * is able to change old hierarchies
- *recognizes new relationships

There might be a question after looking at these three different empowered section that is **What can I do to enhance the center of this model?** If we can find this point we might be so close to the success (Carolyn Nilson, 1993, p.151).

In order to achieve the effectiveness of this model, we have to pay enough attention to seven control systems which are going to be examined below.

VI. PROCESS of USE of EMPOWERMENT

Process of empowerment is introduced as an expanded two dimensional construct of empowerment consisting of the relational component and the motivational component in the book **Thriving On Chaos** (Tom Peters, 1994, p.127).

(1994 Conger and Kanungo introduced these). Their conceptualization of empowerment is, in essence, "to enable rather than simply to delegate".

Empowerment is referred to as "the motivational content of a new paradigm of management, characterized by an emphasis of internalized commitment to the task itself".

6.1. Relational Component

The first component is the relational component of empowerment. The earliest definitions of empowerment referred to the relational transaction in which a leader or manager shares power with his or her subordinates. In 1990 Hollander and Offerman who are stated by Tom Peters in his book *Thriving on Chaos* provide an excellent historical overview of the role of power and leadership in organizations, both of which are central to conceptualizations of empowerment. Briefly, the authors assert that empowerment in the form of participative decision-making is the bridge between power and leadership. Elden (1986) also connected empowerment, which he refers to as the sharing of power, to the concept of participation. In his view, empowerment is synonymous with participation in autonomous work groups. More specifically, it is that relational sharing of power and control, or delegation of power (Facing New Frontiers.p.127).

6.2. Motivational Component

The process of enablement as the motivational component of empowerment has been identified by two authors in the field of management Conger and Kanungo (1988). *They defined this component as,*

"Creating conditions for heightening motivation for task accomplishment through the development of a strong sense of efficacy."

Besides, enablement is described as the motivational behavior of the leader who psychologically helps people act or perform in the face of challenging goals. Thus, it is called as the motivational component of empowerment.

Our definition of the concept of enablement incorporates both intrinsic and extrinsic motivational factors. Enablement of middle management is defined as the provision of motivational support and encouragement. It can be extrinsic in nature, in which case it is provided by the leader to the middle manager through self-efficacy the information of which is done by the leader to subordinates by using enactive attainment, vicarious experience, verbal persuasion, and emotional arousal in the process of empowerment which is based upon the intrinsic task motivation referring to " those generic conditions by an individual pertaining directly to the task that produce motivation and satisfaction. Or it can be intrinsic in nature, in which case middle manager finds the motivation within him or herself for the purpose of developing the requisite skills and abilities to their maximum potential in order to complete a task (Tom Peters, 1994, pp.127-128).

As a result, empowerment has two components; relational in which a leader or manager shares power with his or her subordinates, the second one is the motivational component which is internalized commitment to the task itself.

VII. RELATIONS AMONG the CONCEPTS of EMPOWERMENT, DECISION-MAKING & PARTICIPATIVE MANAGEMENT

7.1. Impact of Decision-Making process on Empowerment

Since the beginning of the literature review, empowerment has been defined in the relations of decision making and participative management concepts, thus empowerment can not be understood as a single item. Considering the relationships among these concepts I want to clear up firstly the impact of decision making process and then participative management on empowerment.

Decision making is an important process for organizational effectiveness. It is almost universally defined as choosing between alternatives. Many classical theorists such as Fayol and Urwick were concerned with the decision making process only to the extent that it affects delegation and authority, while Frederick W. Taylor alluded to the scientific method only as an ideal approach to making decisions (Fred Luthans, 1992, p.493).

As James W. Corfada has mentioned in his book,

"Decision making process is the act of delegating responsibility and authority to employees to make decisions and to take action. In the world of quality, this is a code word for delegation."

It embraces the assumption that employees, when properly trained, can often make the best decisions on how to manage and improve a process. For empowerment to take hold, it requires a substantial and sustained commitment to a culture that values the contribution of all employees and a management

that will not and cannot rescind such authority once given to employees (James W. Cortada, 1995, p.144).

In *Levers of Control*, the author mentioned that the current trend to "empower" participants of business organizations has created another set of tensions. As markets have become increasingly competitive and fast moving, managers have realized they must push decision making down to employees who are in close contact with customers. Empowering employees-moving decisions-making authority from higher to lower levels in the organization-is a necessary condition for building responsive organizations. At the same time, however, the ceding of decision authority to subordinates can be dangerous. One large pharmaceutical company that faced increasing cost competition encouraged its mid-level managers to become more responsive to customers when drawing up new equipment contracts with hospitals.

Briefly, as *Robert Simons* stated,

"Empowering employees-moving decision making authority from higher to lower levels in the organization is a necessary condition for building responsive organizations."
(*Robert Simons, 1995, p.162*).

If we give sufficient importance to employees' decision making for building responsive organizations, we can allow the firm to create concrete activities aimed at becoming powerful. Therefore, the goal to become more powerful than before is pursued through a variety of organizational task and activities.

As Jacqueline B. Mondros further stated that, " The methods of issues, strategies, targets, and tactics are related to goals for empowerment which constitutes the work of the organization in its internal environment."

On the other hand decisions about organizational structure reflect the nature of the organization's commitment to empowerment by involving people

quickly, extensively, and deeply or by keeping them at a respectful distance from the major decisions and activities of the group (**Jacqueline B. Mondros and Scott M. Wilson, 1994, p.228**).

Of the issues that participative management confronts, how decisions have been made in the organization is probably the most threatening. Fundamentally empowerment with participative management is about people who are involved in issues and have a role in resolving these issues. Executives and managers, who have traditionally made decisions without consultation or input, regard participative management as an unnatural process. Many executives have been taught, based on the quote from John G. Pollard, that executive ability is "deciding quickly and getting someone else to do the work."

Organizations have developed with a firm belief that stability is essential to good management. Being in control is valued as evidence of competent managerial behavior. Specifically, control over the decision-making process is the most fundamental prerogative of management, as represented by a rigid set of signing authorities and a clear separation of doing and thinking. Participative management by means of empowerment attacks some of these basic beliefs and values. It assumes that everyone in the organization has the capacity to contribute to those issues that affect their responsibility. It assumes that people who do the job, know the job.

The issue facing organizations moving toward participative management is how to deal with "spectrum thinking," the thought process characterized by extreme pendulum swings. Managers may have made all the decisions before, but employees/teams make all the decisions in participative management. As in all examples of spectrum thinking, the truth usually lies somewhere in the middle. Participative management creates expectations for involvement and participation, and these expectations that need to be

managed. Participative management assumes a clear definition of decision-making responsibility. Participative management by means of empowerment is about defining:

*Which decisions should be made by a team or empowered individuals.

*Which decisions should be made by a specific team/individual, but must involve collaboration prior to finalization.

*Which decisions should be made independent of input/involvement.

There might be a question about the reason of addressing the Decision-making process, the most important point of this addressing is people make up organizations. They make decisions and are affected by changes in the decision making process. Decision making is the basic of the participative management. If everything else is put in place, but no alterations are made in the decision making process, you do not have participative management.

Additionally, changes in the decision making process create a variety of reactions from the people in the system. Many top managers feel challenged and unsure of how to be effective leaders when decisions are shared. Middle managers are confused because of the change in their role and concerned by the incessant pronouncements of writers who forecast the end of the middle manager. Supervisors are threatened because of the need to ask rather than tell. Employees are skeptical about what they are supposed to do and unsure of how to go about doing it. External suppliers, customers, and others who relate to the organization are confused about who has authority to do what. For these reasons, the introduction of participative management requires a conscious and diligent assessment and plan to modify the decision-making.

The nature of the decision determines who makes the decision; however, information is the dominant factor, not the person's level in the organization.

In the short term, it is likely that a team will need to learn decision-making process. This can not be delegated; it must be learned. To compensate for a group's lack of knowledge or skills, some organizations provide several compensating tools. These are decision making formats and trained facilitators in the book *Participative Management*.

1. Decision-making formats. Structured discussion sequences lead a team through the necessary steps of a decision-making process. They could be based on a Kepner-Tregoe approach, an Alamo Learning Systems approach, or any of several approaches to systematic decision-making.

2. Trained facilitators. These facilitators have a responsibility for guiding teams through the steps of a decision-making process. These are usually internal employees who have been specially trained to guide teams through different group processes without assuming control as it has been done in Esso Chemical Canada's Sarnia plant, Nova Petrochemicals, and Martin Marietta's approach.

Each of these, which have been done in Esso Chemical, Nova Petrochemicals, and Martin Marietta's approach, has some differences in the way of using the facilitators. The facilitators as a means of helping teams with the group process focus on the clear understanding of the team effectiveness model.

In Esso Chemical Canada, health and safety are paramount. They practice open, honest, two-way communications between all levels

on all topics. They actively challenge every employee's creativity to continuously improve. It is believed that people who are impacted by decisions will be involved in the making of those decisions.....

The following guide, which includes task, roles, process, and relationships, is the translation of this model into a structured sequence for team discussion. It is particularly useful in the formation stages of team development. Teams that are effectively operating on an ongoing basis can refer to the guide to assess their performance, but would not necessarily refer to it daily.

Task:

- * What is our long-term goal?
- * Are we all committed to that goal?
- * What is our short-term goal?
- * Do we agree?
- * What are we going to achieve today?
- * Is our mandate to decide or recommend?

Roles:

- * What structural roles do we need to create (e.g., scribe, timekeeper, chairperson, facilitator)?
- * Why are we each here? What is expected of me, and what do I expect of other members (e.g., information source, expert role, alternate generator, decision-maker)?

Process:

- * What is our agenda?
- * How should we structure our discussion?
- * How will we handle decisions (e.g., consensus, majority vote, unanimity, referred to higher level)?

Relationships:

- * Do we have past history of conflict that we need to address?
- * Are people representing themselves or functions?
- * Are values in conflict?
- * Are norms necessary to ensure effectiveness?

Nova Petrochemicals has developed a slightly different approach to the use of facilitators. They have linked facilitators to the organizational thrust of quality management with a workshop curriculum that includes the following stages:

- 1. Developing interactive skills-** A four-day workshop focusing on specific interpersonal behaviors.
- 2. Quality management-** A one-day introduction to the key elements of Nova's total quality approach.
- 3. Managing participation-** A two-day workshop focusing on the essential skills of teams and group behaviors.
- 4. Managing situation improvement-** A five-day workshop focusing on the specific skills of situational assessment, problem-solving, decision-making, and creative problem-solving.

5. Facilitating situation improvement- A four-day workshop aimed at providing skills in guiding and directing teams in the core processes of the previous stage.

Parallel programs are available on the topics of effective meeting skills (two days) and total quality awareness (four days). Nova uses facilitators more on an issues basis than on the team development process.

Martin Marietta, in Denver, has evolved a variation on the use of facilitators. The thrust at Martin Marietta is threefold:

1. Total quality is a paramount importance.
2. Teams are a critical parallel organizational component.
3. Empowerment goes along with innovation.

Martin Marietta launched an intensive quality program that ensured that attitude and skills were developed to the highest level. This was followed by an organization wide team development program that increased the awareness of the power of teams. A steering committee established clear guidelines that empowered improvement teams to implement actions without a formal review process. The improvement teams were self-established and were aware of the limits to their mandate (Lorne C. Plunkett and Robert Fournier, 1991, p.87-90).

7.2. The impact of Participative management on empowerment

Participative management , as a philosophy, emphasizes that workers and managers need to participate in the decision-making processes of the

organization. It is essential that the nature of that participation is specified clearly. It does not mean that organizational decisions will be subjected to review, approval, or sanctioning by employees. Neither does it mean that employees have absolute right and power to make decisions on behalf of the organization or shareholders.

As it is stated in Eugene H. Melan's book, " Empowerment is a form of the job enrichment concept popularized in the 1960s and 1970s in which jobs are designed from a vertical perspective, providing a worker with more decision making responsibility. " (Eugene H. Melan, 1993, p.144).

The purpose of participative management is to ensure that effective decisions are made by the right people. This definition clarifies that the key to participative management lies in specifying three types of organizational decisions: firstly, Independent decisions; secondly, Collaborative decisions; and thirdly, Team-individual empowered decisions. All these three types are given by clarifying everyone's responsibility.

1.Independent decisions. These decisions are made by manager / supervisors / individuals based on:

- * Clear responsibility allocation for that decision
- * Organizational acceptance of that authority to make that type of decision
- * A full information base to permit effective decision-making.

These decisions are the lubrication of the decision-making process. They represent the many day-to-day issues that do not require team discussion, input, or agreement. These decisions are accepted by

everyone, and the individual making them does not need to expect challenges.

2. Collaborative decisions. These decisions are made by a manager or group of individuals that has been given the responsibility and authority to decide on this issue. However, these decisions cannot be imposed without input, participation, and advice from those people who will be affected by it. It would be unwise for the decision maker not to seek help, guidance, and ideas. Asking for help does not mean that the decision maker is forced to agree with it or accept the options provided by others. By asking for input, a person has not given up the right to make the final decision.

In this type, the manager asks for recommendations and as such can overturn a team's proposal. This is probably the most contentious area of participative management. In countless instances, we have seen steering committees, managers, or management teams reject proposals from teams, individuals, or task forces. This does not mean a rejection of participative management; it means that unclear expectations were provided to teams that began to believe they were decision makers, not simply recommenders.

Participative management believes that better decisions will be made because of the participation of the right people in the decision process. It does not extend to include all those people in the final approval process on all issues. Management is always accountable to the shareholders. Employees are not. If the nature of the decision involves shareholder protection, management can not delegate that responsibility to employees.

3. Team/individual-empowered decisions. These decisions are made by the team or an empowered individual and do not require approval or review by management or steering committees. In these type of decisions, full responsibility is vested in a person or a team that is informed enough, mature enough, skilled enough, and caring enough to decide on the best course of action. Management has the responsibility to provide boundaries to ensure that these decisions will be successful. The decisions are not subject to veto, so management must ensure the team is successful. Two elements are required for success:

*Information is provided to ensure that all issues are addressed.

* Boundaries are in place that allow discretion but ensure success.

Team decisions will be limited to those that affect team actions and results. The world of participative management is not a world of team decisions. It is managers/individuals deciding when that is appropriate and managers and teams working together to enable managers to make the best overall decisions and to permit teams to decide about those issues that are their responsibility (Lorne C. Plunkett and Robert Fournier, 1991, pp.29-31).

As Lorne C. Plunkett stated,

" Empowerment is a means to achieve participative management. It is the mechanism by which responsibility is vested in teams or individuals. Thus, empowerment becomes the building blocks for a participative management philosophy." (Lorne C. Plunkett and Robert Fournier, 1991, p.5).

These three types of decisions ; individuals, collaborative, and team-individual-empowered decisions are related to Participative management that

provides an opportunity to share responsibility, risk and success. All these emphasize the strong relationship among empowerment, participative management, and decision making process.

As Lorne C. Plunkett and Robert Fournier stated, "The old days of the heroic leader who battles impossible odds on behalf of his or her people are over. Organizations know that sharing the responsibility with everyone involve in a powerful antidote for complacency and failure." (Lorne C. Plunkett and Robert Fournier, 1991, pp. 5-6).

One of the most important point of sharing the responsibility is closely related to Participative management by means of Empowerment that requires effective sharing of information downward, upward, and horizontally to peers

As it is written in Thomas J. Cartin's book , people will believe that they are integral parts of an organization only if they feel that communication goes in all directions - up, down, and across all levels of the organization. Poor communication is one of the greatest barriers to continuous improvement. People know that communication is a two-way process - they want to see that managers are listening to what people love to say as well as relaying information. Information, like knowledge, is power.

Many people mistakenly believe that sharing information somehow diminishes their position. In fact, sharing is the only way that people can ensure that they are building a relationship based on trust (Eugene H. Melan, 1993, p.139).

As Ken Blanchard mentioned in the Quality Digest, " The first secret to empowering people is to share information with everybody."

"What kind of information?" you might ask all kinds - especially information about the company's financial performance.

He continued saying, " The reality is that if you do not share information with everybody you can not create an empowered organization where people commit to the organization's success and do all they can to achieve that success."

On the other hand, there is no better way to show people you trust them than by sharing sensitive information. If people throughout the organization do not feel trusted, effective decision making grinds to a halt - people do not feel empowered and, therefore, do not act empowered. It is firmly believed that people without information can not act responsibly. People with information are almost compelled to act responsibly (Ken Blanchard, 1995, p.17).

The participative management process identified more potential problems, because more people were committed to the project's success and had input opportunities at all stages. With this process organizations can achieve the ways to make clear decisions about managing their businesses differently. The choice of participative management as an organizational process entails a decision to involve people in areas of the business that , previously have been the domain of content experts.

Besides participative management's goal is to tap the unique resources of each of those individuals, create a collaborative learning experience, and produce results that are far greater than the sum of the individuals. The benefits far outweigh the risks and problems.

Good managers have involved people for years. However they frequently were required to exercise a guerrilla warfare tactic to protect themselves from the more dominant organizational practices. Participative management is an attempt to legitimize the active involvement of managers, supervisors, and employees in relevant decisions.

Participative management does not and should not mean abdication by managers in the decision making process. What it does is that managers actively and consciously join with their employees in the process. The reasons are quite simple: managers have information that their employees do not have, and because managers have a stake in most decisions made within their organizations, their input is necessary to the making of effective decisions. What changes is the nature of their role.

In one organization, a group of employees were asked to redesign their jobs within some fairly fuzzy boundaries. The group did not include a management representative, and did not ask for one. After several months of work, the employees presented their proposals. It was immediately rejected by the managers because it did not represent what they wanted. According to one angry group member, "We met the letter of the mandate, but not the intent. They did not help us, but they implied that they would accept whatever met the mandate." This unfortunate situation could have been avoided if management had participated in the process with the employees from the beginning. Participation is not a spectator sport; managers at all levels need to lead it by being involved in it.

In addition of all these, Participative management, as a philosophy, emphasizes that workers and managers need to participate in the decision-making processes of the organization. It is essential that the nature of that participation is specified clearly. It does not mean that all organizational decisions will be subjected to review, approval, or sanctioning by employees. Neither does it mean that employees have absolute right and power to make decisions on behalf of the organization or shareholders.

7.3. The impact of teamwork

Building an environment to support empowerment requires teamwork which is at first a sharing of responsibility eventually a sharing of decision making that impacts the entire organization. Collaboration and teamwork build a new level of capability, a new strength that the organization can harness to increase its customers' satisfaction (Arthur R. Tenner & Irving J. DeToro, 1992, p. 183). However the process of building teams provides value by itself. Basically there are six criteria each of equal weight, for evaluating the performance of teams. These criterias are : Goals, Roles, Process, Development, Innovation, and Results.

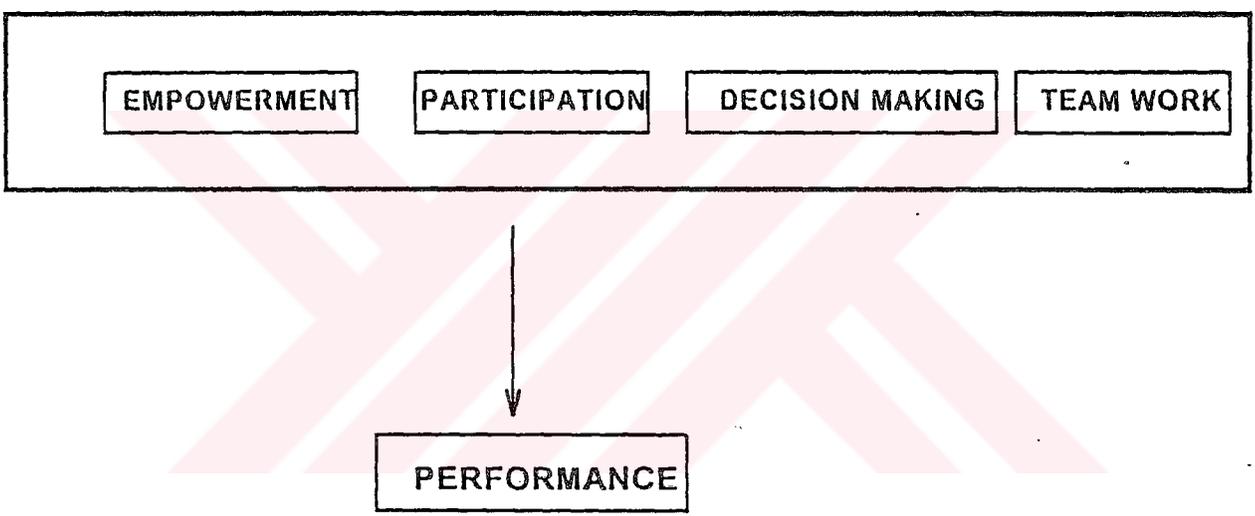
In the empowered work force, ideas within the work group are captured, and the discretionary effort of all employees is tapped. Everyone understands what the organization is trying to accomplish and what his or her role is in this endeavor. Moreover, everyone is committed to contribute toward these goals. Aligned employees have the requisite capabilities in an environment built on mutual trust.

In addition to all these, the organization's senior members shift from being commanders and controllers toward becoming coaches and teachers. Ideas are generated from all levels and particularly from those who are closest to the work processes and customers. These ideas are consistent with the organization's needs, and an overwhelming majority is find rapid implementation. Thus, success feed on success and stimulate a chain reaction benefiting everyone.

As a result, one of the most common methods used to create satisfactory performance in an organization is empowerment considering the

strong relations between empowerment, participative management, decision-making process and teamwork.

VIII. IMPORTANCE OF PERFORMANCE BY MEANS OF PARTICIPATIVE MANAGEMENT, DECISION MAKING, EMPOWERMENT, AND TEAM WORK.

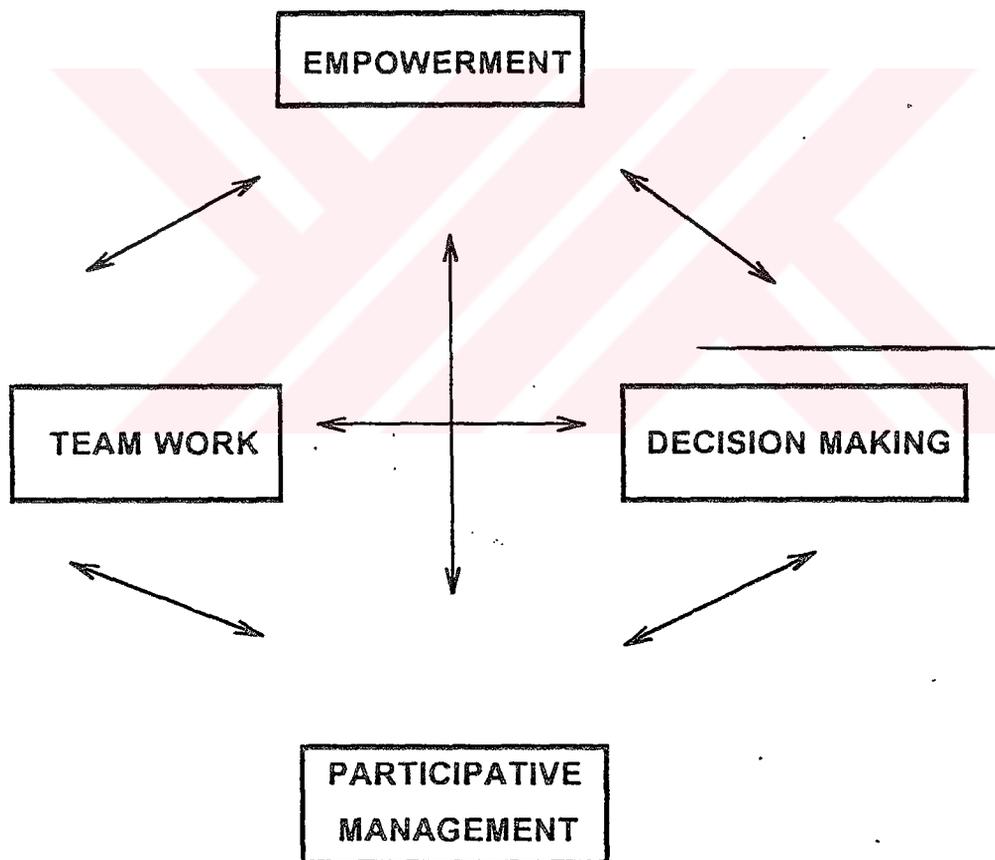


In this study, Empowerment has been defined with its formations, conditions, types, control systems to have effective Empowerment, and also it has been defined with its closely related concepts which are firstly, Participative Management which refers to the participation in Decision-Making process of the organization, secondly, Decision-Making that is very important process for the effectiveness as choosing between alternatives, and thirdly, Team Work, sharing of responsibility in decision making that impact the entire

organization. In the end we have given information about the impacts of these principles on Performance by means of Empowerment.

As a result, one of the most common methods used to create satisfactory performance in an organization is empowerment considering the strong relations between empowerment, participative management, decision-making process and teamwork.

The relation between four concepts



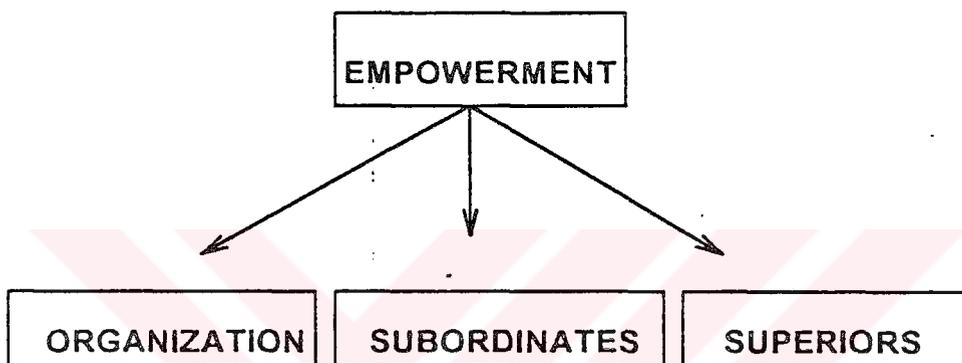
Consequently, the concepts of formation of empowerment ; self-control, self-inspection, self-supervision, the front-line empowerment, and four ingredients; power, information, reward, and knowledge, the dimensions of empowerment ; alignment, capability, and the mutual trust play very important role for empowerment. However, the lack of control systems affect the strength of empowerment. Besides, creating conditions through the development of a strong sense of efficacy that are relational and motivational component take place another effective role for empowerment referring to empowered supervisor, empowered individual, and empowered organization. Above all, teamwork that is a group of individuals working together to reach a common goal, to increase market share, to boost customer satisfaction, or to improve overall performance through cooperation is so important.

After learning the great efficiency of all these principles for the satisfactory performance in an organization, we can change the historical methods of doing business, take on a challenge of great difficulty. This challenge increases when there is lack in empowering individuals or teams to make decisions that relate to their own work and letting them participate collaboratively.

By doing so, it is believed that many organizations can avoid a great deal of unnecessary frustration, conflict, and cost along the way to empowerment that becomes effective concerning participative management decision making and team work .

Above all, we needed to clear up the relations between these principles. Thus, we have continued our study with some statistical tests in Methodology part. In this part, Empowerment was studied in to three categories; Organization as a whole, Subordinates, and Superiors.

Empowerment in three categories

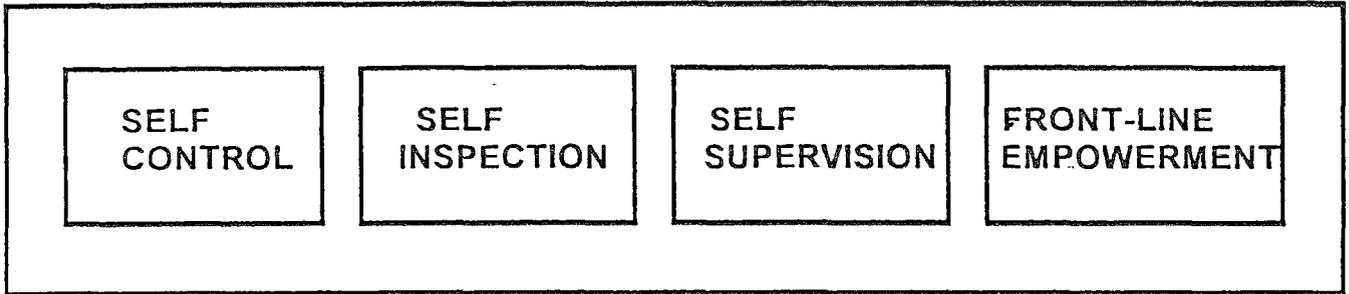


For the research instrument samples have been classified in to two as Subordinates and Superiors. Detailed information about the statistical methods, used in this study, can be seen in Methodology part.

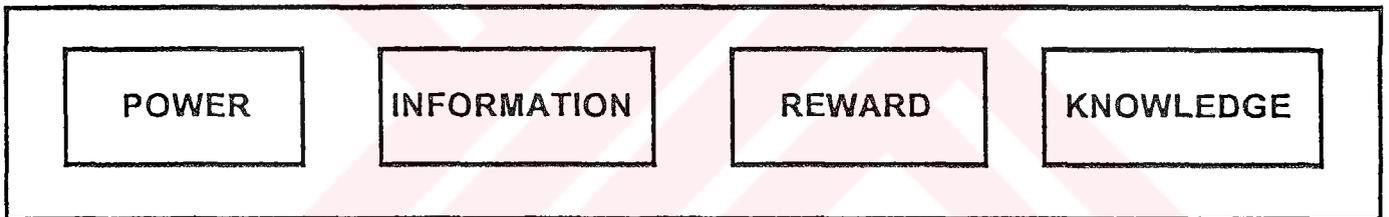
Before starting this new part, we want to summarize all the information, given in this literature part, with tables below:

EMPOWERMENT

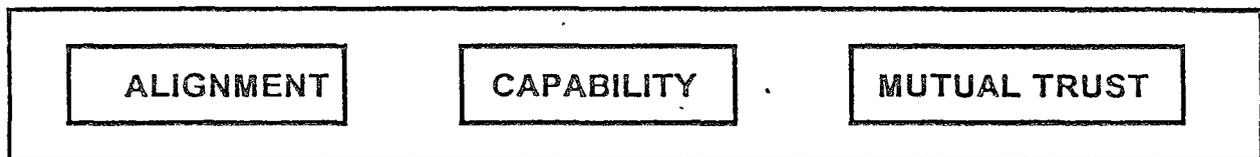
FORMATIONS OF EMPOWERMENT



ELEMENTS TO CREATE EFFECTIVE EMPOWERMENT

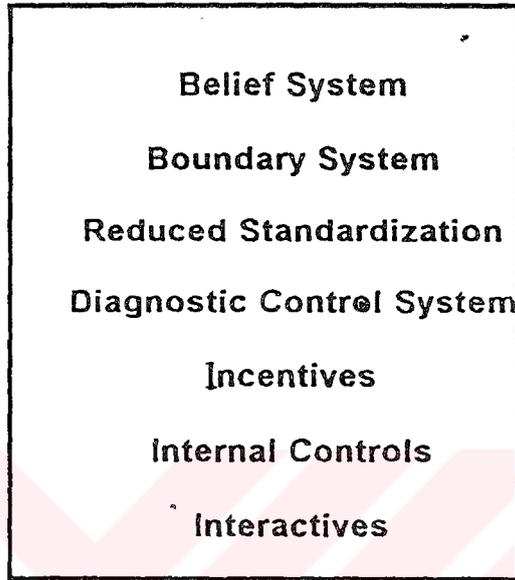


DIMENSIONS OF EMPOWERMENT

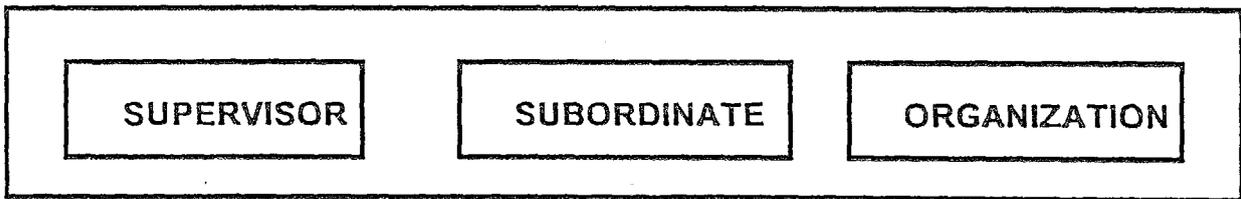




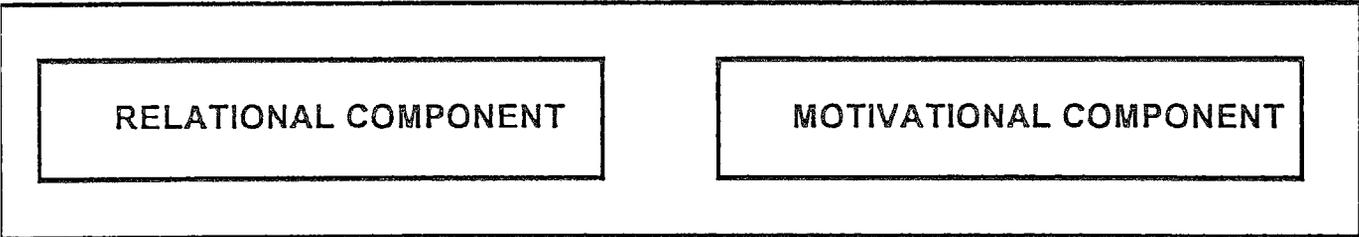
REQUIREMENTS OF MAINTENANCE OF EMPOWERMENT



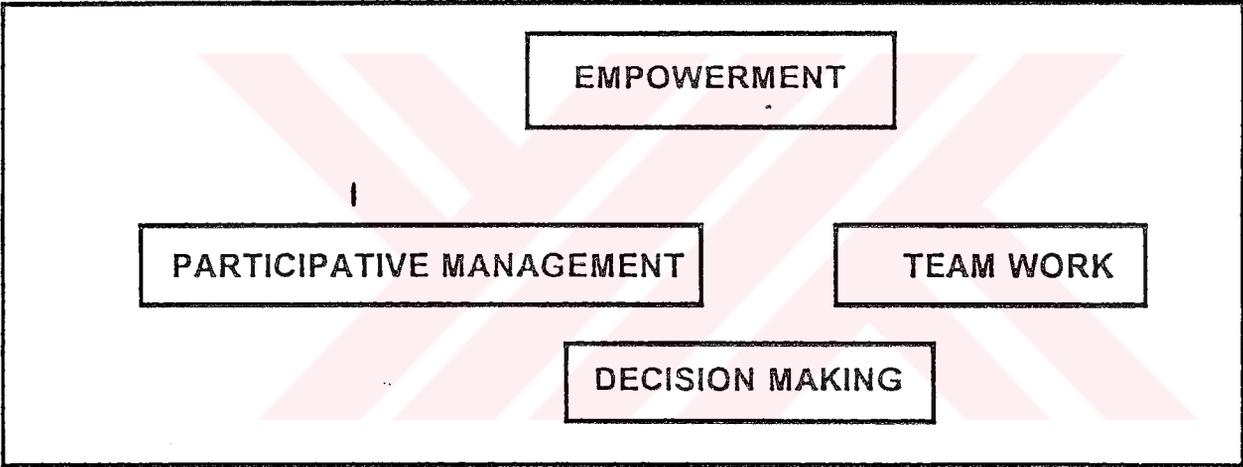
TYPES OF EMPOWERMENT



PROCESS OF EMPOWERMENT



RELATIONSHIPS BETWEEN THE CONCEPTS



IX. METHODS OF THE STUDY

9.1. THE SAMPLE

This study examines Empowerment with its closely related concepts: Participative Management, Decision Making, and Team Work. Survey data was obtained from 91 employees: 61 subordinates, 30 superiors of the same company, Deteks, which has produced high quality products and auxiliaries for the leather, textile, construction, petroleum and pharmaceutical industries for more than 20 years, utilizing the most advanced technology available.

Subordinates are either workers or officials. Superiors are managers. They have different backgrounds; their ages, educations, experiences are different, besides some of them have been working for the company for a long time, however, some of them are new.

All the sample were asked to respond to the questionnaires anonymously. The questionnaires were prepared in two different forms for subordinates and superiors. Groups of questions are the same, however, forms of them are different because of addressing Subordinates and Superiors. By this way we could compare both two samples either from their own perspective or from the others' perspective.

9.2. RESEARCH INSTRUMENT

The research instrument was prepared by the researcher herself. The sample was classified in to two, superiors and subordinates. Two kinds of questionnaires were prepared. The group of questions were the same, but the forms of the questions were different because two samples evaluate either themselves or their colleagues. Thus, we can see if there would be a discrepancy between Superiors' and Subordinates' perception. In the questionnaires there were seven groups of questions. The fifth, sixth, and the seventh groups consist of some subgroups.

The first, second, and the third group of questions were prepared considering Carolyn Nilson's information about levels of management to be empowered which were mentioned on the page 45 and 46. In these three groups there are sixteen points with which we analysed Empowerment. Firstly, considering three groups, sixteen points, we obtained the total scores of sixty-one subordinates, and thirty superiors individually, then total score of three groups were taken and the label ID was given to analyse subordinates and superiors in six groups of questions to clear up if there is Empowerment or not for the company. Six groups are as follows:

1. The first group was about the organization itself. There were five questions based on organization. These are about: 1) supporting facilitation, 2) having new operational guideliness, 3) rewarding responsible ownership, 4) changing old hierarchies, 5) recognizing new relationships (Carolyn Nilson, 1933).

2. The second group consists of six questions in subordinates' questionnaire, this part is related to subordinates' evaluations about themselves. In superiors' questionnaire, it is related to superiors' evaluations about themselves.

Questionnaire which were given to Subordinates has six questions. These are: 1) having responsibility, 2) taking prudent risks, 3) having personal stake in work, 4) accepting responsibility, 5) making decisions, 6) generating ideas (Carolyn Nilson, 1933).

3. The third group has five questions which are asked in two different ways. In subordinates' questionnaire, they are asked to evaluate their superiors. In superiors' questionnaire, they are asked to evaluate their subordinates.

Questionnaires which were given to Superiors were about: 1) providing information, 2) facilitating work processes, 3) making life easier, 4) helping people to learn, 5) and trusting abilities of subordinates (Carolyn Nilson, 1933).

4. The fourth group consists of two questions one of which is about *Responsibility and the other is Authority*. These questions are also asked based on two samples, to the subordinates and superiors.

5. The fifth group is about Decision-Making which are asked in two different ways for two samples. There are eleven questions in this group and it contains three sub topics.

Firstly, Hierarchy of Authority that has four questions: 1, 2, 3, 4, secondly Participation in Decision Making that has four questions: 5, 6, 7, 8, thirdly, Non-Participation that consists of three questions: 9, 10, 11 (John D. Cook, 1981).

After having the reliability results, we referred three questions: 9, 10, 11 which belong to non-participation, because the alpha is (- .08), so the fifth group consists of two parts itself: participation and hierarchy of authority.

6. The sixth group of questions are related to team work which consists of twelve questions. It has six parts in itself:

Goals; four questions: 1, 2, 3, 4, Roles; one: 5, Process; one: 6 Development; one: 7, Innovation; three: 8, 9, 10, and Result; two questions: 11, 12 (Arthur R. Tenner 1992).

7. The last group has seven demographic characteristics questions. These are as follows:

1) Sex, 2) marital status, 3) education, 4) total work, 5) total work in Deteks, 6) person to care, 7) status at work.

9.3. PROCEDURE

Subordinates and Superiors were administered the questionnaires. Data collection was carried out by the researcher herself during a weeks time.

The questionnaires were given only to voluntary employees. They were instructed to complete the questionnaire to evaluate themselves and their superiors or subordinates. The aim of asking the same questions to two different samples is to clear up the discrepancies firstly, between Superiors' self-evaluation and Subordinates' perception, secondly, Subordinates' self-evaluation and Superiors' perception based on six groups of questions.



9.4. STATISTICAL METHODS USED TO ANALYZE THE DATA

As this study is classified in to three main parts; Organization as a whole, Subordinates, and Superiors, all tests were done considering these basic types of Empowerment. The packaged programme SPSS/PC was used to analyze the data of the study.

1. All instrument was tested to ensure Reliability.
2. Correlation Analyses were utilized to analyze the associations firstly, among six groups: Organization, Subordinates, Superiors, Responsibility-Authority, Decision-Making, Team work. Secondly, among three demographic characteristics; total work hours, total work hours in Deteks, and number of people to care. Thirdly, between six groups and three demographic characteristics.
3. One Way Anova tests were done to compare two samples Subordinates and Superiors independently based on seven groups of questions by means of Empowerment. The groups are: Organization, Subordinates, Superiors, Responsibility-Authority, Hierarchy of Authority and Participation in Decision-Making, Participation, and Team Work.
4. One Way Anova tests with Demographic Characteristics were done to analyze the impacts of sex, marital status, and education on Dependent Variable, Empowerment.
5. Chi-Square tests were done in three categorical groups to find out the degree of relations. These are organization, subordinates, and superiors which were tested with three demographic characteristics independently. Demographic characteristics are; sex, education, and marital status.

**X. THE HYPOTHESIS TO BE TESTED IN THIS STUDY ARE
AS FOLLOWS:**

Ho: There is equality between Subordinates and Superiors considering six groups by means of Empowerment.

Hi: There is difference between Subordinates and Superiors considering six groups by means of Empowerment.

Ho: Sex, Marital Status, and Education have explanatory power on changes occur in Empowerment

Hi: Sex, Marital Status, and Education do not have explanatory power on changes occur in Empowerment.

Ho: Variables are independent; sex, marital status, education and Empowerment are independent.

Hi: Variables are dependent.

XI. FINDINGS OF ANALYSES OF THE SCALE

11.1. Reliability of the Questionnaire

In the research, first the reliability of the two instruments was assessed by the SPSS programme to ensure reliability. There were two samples: thirty superiors and sixty one subordinates which were analysed independently.

Reliability analyses were done in seven groups, organizational questions, subordinates' personal questions, superiors' personal questions, the fourth group of questions which consists of three sub topics; hierarchy and authority, participation in decision making process, and non-participation, the last one is team work. Within these, only the fourth group's three questions; 9, 10, and 11 which belong to non-participation have been reversed because of negative reliability.

Reliability of the questionnaire

	Organi zation	Subor dinates	Superiors	Hierarchy Authority	Participa tion	Team Work
Subor dinates	.77	.63	.83	.41	.90	.82
Superiors	.76	.70	.71	.80	.84	.92

We can say that for the research instrument high and acceptable internal consistency was found except three questions which refer to non-participation. These group of questions were reversed.

11.2. ANALYSIS OF EMPOWERMENT FROM TWO PERSPECTIVES: SUPERIORS and SUBORDINATES.

After the reliability analysis have been completed, the methods of One Way Anova was used to analyze the comparisons of two samples, subordinates and superiors, for each 6 groups concerning the Interval Data, Empowerment.

Firstly, we had individual total scores of Empowerment for the first three groups: Organization, Subordinates, and Superiors. **Secondly**, total scores based on these three groups were done and a label was given for this new data which is the Interval Data, refers to Empowerment. **Thirdly**, for each group minimum and maximum total scores, referring to Empowerment whether it is high or low, were arranged. Thus, we could clear findings up easily.

Besides if the findings of two samples, Subordinates and Superiors, indicate that there is significant difference between, it is evaluated that there is not Empowerment because of lack of agreement in their evaluation. If there is insignificant relation between two samples, it is evaluated that there is Empowerment because Subordinates' and Superiors' thoughts are similar. **Finally**, Hypotheses are analysed in 7 groups independently by Variable Interval Data and findings are written according to their minimum and maximum levels of group means considering both Subordinates and Superiors independently.

**Minimum - Maximum total scores of groups to evaluate
Empowerment**

EMPOWERMENT	<u>minimum</u>	<u>maximum</u>
Grp 1- Organization	0-14	15-30
Grp 2- Subordinates	0-18	18 / high
Grp 3- Superiors	0-14	15-30
Grp 4- Responsibility-Authority	0-2	3-12
Grp 5- Decision-Making	0-32	32 / high
Grp 6- Team-Work	0- 12	12 / high
Grp 7- Participation	0-8	8 / high

Seven groups, analyzed, are as follows:

1. Organization

This group consists of five questions. *They are about: 1) support facilitation, 2) having new operational guidelines, 3) rewarding responsible ownership, 4) changing old hierarchies, 5) recognizing new relationships.*

2. Subordinates

This group is studied in six questions. *These are about: 1) having responsibility, 2) taking prudent risks, 3) having personal stake in work, 4) accepting responsibility, 5) making decisions, 6) generating ideas.*

3. Superiors

There are five questions. *These are about: 1) providing information, 2) facilitating work processes, 3) making life easier, 4) helping people to learn, 5) trusting abilities.*

4. Responsibility and Authority

This group consists of two questions one of which related to having responsibility another one is about having authority.

5. Decision Making

This group has two sub groups itself. These are: hierarchy-authority and participation in decision-making process. Hierarchy of Authority consists of four questions and Participation has four questions to be tested.

The points which are tested in hierarchy of authority : supervisor's approval for little action, for even personal decisions, for small matters, for all kinds of job related to work.

The points to be tested in participation : participation in decision to hire a new staff, in decision on the promotion of any of the professional staff, on the adoption of new programs.

6. Team Work

There are six sub-groups under this group. *These are as follows: goals, roles, process, development, innovation, and results.*

7. Participation

This group of questions are one of the sub-groups of the fifth group which refer to Decision-Making process. However, since we mentioned the close relation between Empowerment and Participative Management, we have tested these questions seperately to clear up this relation. Questions are about the participation in decision-making: 1) *to hire a new staff, 2) for the*

promotion of any of the professional staff, 3) for the adoption of new policies, 4) for the adoption of new programs.

Hypothesis 1 predicting that "there will be equality between Subordinates and Superiors considering six groups by means of Empowerment."

Ho: Subordinates and Superiors are equal by means of Empowerment

Hi: Subordinates and Superiors are not equal by means of Empowerment

GROUP 1. ORGANIZATION

TABLE 1.
Anova Results for Empowerment based on group 1 Organizational structure

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	229.8623	229.8623	8.5560	.0044
Within Groups	89	2391.0388	26.8656		
Total	90	2620.9011			

Group	Count	Mean
Group 1- Subordinates	61	14.8528
Group 2- Superiors	30	18.2333
Total	91	15.9670

There is significant difference between Superiors and Subordinates.

$$p = .0044 < 0.05$$

GROUP 3. SUPERIORS

TABLE 3.

Anova Results of Empowerment based on Superiors' personal questions, group 3.

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	688.5322	688.5322	20.1414	.0000
Within Groups	89	3042.4568	34.1849		
Total	90	3730.9890			

Group	Count	Mean
Subordinates	61	19.0820
Superiors	30	24.9333
Total	91	21.0110

The difference between Superiors and Subordinates is highly significant since the level of significance < 0.005

$$p = .0000 < 0.05$$

As a result, there is significant difference between Subordinates and Superiors in two groups one of which is organization and the other one is Superiors. The others found to be insignificant. The tables of other groups are in appendix 5.

11.3. ANALYSIS RELATED TO THE DEMOGRAPHIC CHARACTERISTICS

After having Anova results on six groups to compare two samples to clear up if there is any significant difference or not, we want to look for the different aspects of Empowerment for two populations, Superiors and Subordinates, the relation with the following relevant variables were analyzed based on three groups : Organization, Subordinates, and Superiors. The demographic characteristics which were analyzed for each group independently are: sex: woman or man, marital status: married or single, and education in five categories: education of primary school, secondary school, high school, university, and having master degree.

For sex, *group 1* refers to woman, *group 2* refers to man.

For marital status, *group 1* refers to married, *group 2* refers to single.

For education, *group 1* refers to master degree, *group 2;* university, *group 3;* high school, *group 4;* business high school, *group 5;* secondary school, *group 6;* primary school

Hypotheses 2 predicting that " there are changes for Subordinates and Superiors concerning the Demographic Characteristics, sex, marital status and education.

Ho: Empowerment based on Organization, Subordinates, and Superiors do not change due to sex, marital status and education.

Hi: Empowerment based on Organization, Superiors, and Subordinates differ significantly due to sex, marital status, and education.

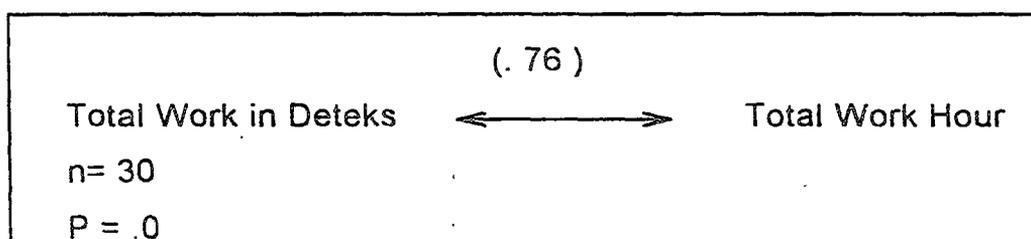
Since the results were found to be insignificant null hypothesis is accepted, so the population's marital status, sex, and education factors do not have impact on Empowerment from two perspectives, subordinates and superiors. Empowerment do not change according to the differences in sex, marital status and education. The changes occur in Empowerment, based on Organization, Subordinates, and Superiors, are not explained by demographic characteristics: sex, marital status and education. Tables of all results are in appendix 6.

11.4. CORRELATION ANALYSIS

Firstly, we defined the relations between six groups. Secondly, the correlation analyses between three demographic factors which are Total work, Total work in Deteks, and Number of people to care, and thirdly analyses between six groups and three Demographic Characteristics were done. Correlation Coefficient analysis were done on two different populations independently. These were sixty one subordinates and thirty superiors.

Correlation analyses between six groups for Subordinates indicates that relations between groups are low. Correlations between six groups and three Demographic Characteristics for Subordinates are also low. Correlations between demographic characteristics for Subordinates are low.

Correlation between six groups for Superiors are low, the relations between six groups and three demographic characteristics are also low. However Total Work in Deteks and Total Work hour have relation.



11.5. CHI SQUARE TESTS

Chi-Square is the test of independence. In this research we have two independent samples superiors and subordinates who were tested independently.

Three groups which are categorical are group 1 which is about organization, group 2 and group 3 consist of personal questions addressed subordinates and superiors. According to the null hypothesis, the result will identify that three groups of questions do not change according to sex, marital status, and education, however alternative hypothesis identifies that they are dependent. They change according to man and woman, single or married, and the level of education.

Ho: Variables are independent

Hi: Variables are dependent

To sum up, there is no relation between variables sex, education, marital-status and Empowerment. Thus, null hypothesis is accepted because sex, marital status, and education has no impact on superiors and subordinates. Organization, Subordinates and Superiors are independent.

XII. DISCUSSION

In this section we will discuss the findings presented in the previous part and their implications.

First, we will discuss how the results confirm a conceptual framework which claims that six groups are important to Subordinates and Superiors by means of Empowerment.

Empowerment scores have been obtained individually from three basic groups which refer to Organization, Subordinates and Superiors. After that, group scores have been taken and a label, ID, has been given in order to test Empowerment as a variable.

The first test was One Way Anova to compare two samples in seven groups including the test of participation separately, concerning Empowerment, ID. Except Organization and Superiors' groups of questions, the relations were found to be insignificant, since (prob. > .05) level of significance.

If there is insignificance between groups, Subordinates and Superiors we can say that there is Empowerment. In other words, two samples' thoughts are the same or similar, Subordinates and Superiors evaluate each other in these four groups almost equally, thus there is agreement on points that are asked in groups.

If there is significant difference between two samples, we can say that there is not Empowerment because of lack of agreement on points that are asked in groups.

In seven groups except two groups which are organization and superiors in all the others there is insignificant relation between two samples Subordinates and Superiors. In other words, there is Empowerment for these five groups: Subordinates, Responsibility-Authority, Decision-Making, Participation in management, and Team-Work.

Empowerment was evaluated according to the samples' total scores. The total scores were classified in to two; high and low, considering the minimum and maximum levels which are shown in the table below:

EMPOWERMENT	<u>minimum</u>	<u>maximum</u>
Grp 1- Organization	0-14	15-30
Grp 2- Subordinates	0-18	18 / high
Grp 3- Superiors	0-14	15-30
Grp 4- Responsibility-Authority	0-2	3-12
Grp 5- Decision-Making	0-32	32 / high
Grp 6- Team-Work	0- 12	12 / high
Grp 7- Participation	0-8	8 / high

Findings, evaluated according to this table, are as follow:

Firstly, from Organizational points of view; consisting of supporting facilitation, having new operational guideliness, rewarding responsible ownership, changing old hierarchies, and recognizing new relationships Subordinates and Superiors have different thoughts, they do not agree with each other, so there is significant difference. This significant difference indicates that there is not Empowerment.

Secondly, in the firm Deteks Empowerment from Subordinates perspective is high, so Subordinates are encouraged by their Superiors in having responsibility, taking prudent risks, having personal stake in work, accepting responsibility, making decisions, and generating ideas.

Thirdly, from Superiors' point of view there is significant difference between two samples especially on points as they follow: providing information, facilitating work processes, making life easier, helping people to learn, and trusting abilities of Subordinates.

Fourthly, both Subordinates and Superiors are highly encouraged by having responsibility and authority.

Fifthly, from the points which are tested in *hierarchy of authority; supervisor's approval for little action, for even personal decisions, for small matters, for all kinds of job related to work* and the points to be tested in participation; *participation in decision to hire a new staff, in decision on the promotion of any of the professional staff, on the adoption of new programs*, two samples are highly Empowered in Decision-Making Process.

Sixthly, from Team-Work's points of view, both Subordinates and Superiors are encouraged. We can say that there is high Empowerment in the points; *goals, roles, process, development, innovation, and results*.

Seventhly, in participation; *participation in decision to hire a new staff, in decision on the promotion of any of the professional staff, on the adoption of new programs*, two samples are highly empowered.

As we have mentioned in literature part, we can emphasize the relation between Empowerment and Participative management, after the finding of Participation by means of Empowerment.

Second test was done to clear up the importance of three demographic characteristics which are: sex, marital-status, and education on three variables: Organization, Subordinates, and Superiors. Demographic Characteristics of research data, sex, marital-status, and education were insignificant in the relationship with Empowerment that based on three groups.

Third test was the test of independence. We have five categorical groups' results all of which were found to be independent. Marital-status, sex, and education have no impact on groups. So, in the company, Deteks subordinates' or superiors' marital-status, sex, and education have no impact on them by means of Empowerment.

Having done so, the consistency of the results and the high reliability of the instrument suggests that, this instrument is reasonable tool for evaluating Empowerment.

XIII. LIMITATIONS AND RECOMMENDATIONS

In this section, some of the limitations of the present study and recommendations for future research will be identified and discussed.

The first limitation is the topic, Empowerment, which is a new subject to study on. Because it is new, it was too hard to get information and also materials about.

We have done this research in the firm Deteks. This firm is not a big company. There, we can give our questionnaire to only thirty superiors and sixty one subordinates, so this is the second limitation of the study. If we had had a chance to give the questionnaire to wider population we could have obtained different, probably more insignificant relations in order to say that there is a Empowerment.

If we pay more attention to the factor, Empowerment, which generally means giving courage for everything in the company, we have a chance to get the satisfactory performance that is very important for the quality of job. Besides Empowerment has three levels, they are firstly: empowered environment, organization, secondly: empowered supervisor who shares power and control, thirdly: empowered subordinate who is given chance to participate in organization.

Consequently one of the most effective methods for the satisfactory performance in an organization is Empowerment considering the relations between concepts: Participative Management, Decision-Making, and Team-Work. If we pay attention to all these, in this continuously developing and changing world we can survive with our quality due to satisfactory performance.

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APPENDICES

APPENDIX 1

Deri, tekstil, yapı, petrol, ve ilaç endüstrileri için en ileri teknolojilerle üretim yapan DETEKS KİMYA SANAYİİ A.Ş. de EMPOWERMENT faktörünü tespit anketi.

Bu Anket Marmara Üniversitesi Örgütsel Davranış bölümünde yüksek lisans tez çalışması için hazırlanmıştır.

Marmara Üniversitesi İşletme Fakültesi Örgütsel Davranış Bölümü yüksek lisans öğrencilerinden Belçin ZOGA ÇAKER tarafından gerçekleştirilen bu araştırmaya,

Doç. Dr. Rauf Nişel Tez danışmanlıkları aracılığıyla müşterek katkılarda bulunmaktadır.

Anketin ana amacı Yöneticiler ve Astlar açısından Empowerment uygulanıp uygulanmadığını içerikleri aynı olan fakat verildiği gruba göre düzenlenen iki anketle tespit etmektir.

Anket tamamen ilmi bir çalışma için hazırlanmıştır. Bu nedenle ankete katılan kişilerin isimleri sorulmamaktadır. Araştırmacıya ulaşan bireysel anketler hiç bir şekilde araştırma heyeti dışındakilere gösterilmeyecek ve beyanların gizliliği prensibine büyük bir itina ile uyulacaktır. Bu yüzden anketimize katılanlar samimi ve içten fikirlerini gönül rahatlığı ile ifade edebilirler.

Anketimize katılmanızı diler, teşekkürlerimizi sunarız.

Belçin ZOGA ÇAKER

APPENDIX 2

Demographic Questions

1. Cinsiyet Kadın Erkek
2. Medeni Durum Evli Bekar
3. Eđitim Durumu.....
4. Toplam alıřma sureniz (.....yıl /ay)
5. Bu iř yerinde alıřma sureniz (.....yıl /.....ay)
6. Bakmakla ykml kiři sayısı.....
7. İř yerindeki statnz.....

APPENDIX 3

ANKET

Aşağıdaki şirketinizle ilgili ifadelerde belirtilen durumlarla ne sıklıkla karşılaştığınızı belirtiniz.

1. Şirketimiz çalışma ortamına kolaylık sağlar.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

2. Şirketimiz yeniliklere açıktır.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

3. Şirketimiz sorumluluk üstlenenleri ödüllendirir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

4. Şirketimiz gerektiğinde örgüt yapısında değişikliklere imkan verir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

5. Şirketimiz yeni ilişkilere, bağlantılara önem verir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

Aşağıda Şahsınızla ilgili ifadelerde belirtilen durumlarla ne sıklıkla karşılaştığınızı belirtiniz.

1. Daha çok sorumluluk verilmesini isterim.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

2. Çalışmalara kişisel katkımler olur.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

3. Risk alırım.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

4. Sorumluluk üstlenirim.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

5. Karar verme yetkisine sahibim.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

6. Yeni fikirler üretirim.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

Aşağıda Yöneticinizle ilgili ifadelerde belirtilen durumlarla ne sıklıkta karşılaştığınızı belirtiniz.

1. Yöneticim ihtiyaç duyduğum bilgiyi bana sağlar.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

2. Yöneticim çalışma faaliyetlerimi kolaylaştırır.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

3. Yöneticim çalışma ortamını kolaylaştırır.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

4. Yöneticim öğrenmeyi teşvik eder.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

5. Yöneticim yeteneklerime güvenir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

4. Alınan her karar mutlaka yöneticim tarafından tasdiklenmelidir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

5. Yeni bir elemanın işe alınmasında sizin fikriniz ne derece etkilidir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

6. Çalışan bir elemanın terfisinde sizin fikriniz ne derece etkilidir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

7. Yeni ilkelerin kabul edilmesinde sizin fikriniz ne derece önemlidir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

8. Yeni programların, metodların kabul edilmesinde sizin fikriniz ne derece önemlidir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

9. Şirket içindeki önemli gelişmeler ve değişimler hakkında genellikle bize bilgi verilmez.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

10. Çalışanlar arasındaki iş problemleri sık sık yapılan toplantılarda görüşülür.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

11. Şirkette kararlar çalışanların fikri olmadan alınır.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

Aşağıda takım çalışmasıyla ilgili ifadelerde belirtilen durumlarla ne sıklıkta karşılaştığınızı belirtiniz.

1. Şirketin hedefleri takım bireyleri ve yönetim kadrosu tarafından ne derece anlaşılır ve desteklenir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

2. Şirketin başarılması mümkün ya da güç olan hedefleri ne derece gerçekçidir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

3. Şirketin hedefleri ne derece birlikte çalıştığınız bireylerin kontrolündedir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

4. Şirketin hedefleri organizasyonun ilkelerine ve amaçlarına ne ölçüde uygundur.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

5. Takım çalışmasındaki bireyler sorumluluklarını ne derece bilir ve yerine getirirler.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

6. Birlikte çalışılan konunun aşamaları takımın bireyleri tarafından ne derece takip edilir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

7. Takım'ın bireyleri çalışmanın başarısı için gerekli olan yeni yöntem, teknik, araç ve gereçler hakkında ne derece bilgilendirilirler.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

8. Grup bireyelerinin problemlere yaklaşımı ne derece kurallara uygun ve akılcıdır.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

9. Birlikte çalıştığınız takım'ın bireyleri eski problemlere ne ölçüde yeni yöntemlerle çözüm arar.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

10. Takımınızın bireyleri hem müşteri tatminini sağlayacak hem de harcamaları azaltacak yeni bir yaklaşımı ne ölçüde teklif eder.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

11. Birlikte çalıştığınız takım ne ölçüde amacına ulaşır.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

12. Takımınızın elde ettiği sonuçlar başarınızı ne derece sürekli kılar.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

1. Cinsiyet : Kadın Erkek
2. Medeni Durumu : Evli Bekar
3. Eğitim Durumu:
4. Toplam çalışma süreniz yıl / ay
5. Bu iş yerinde çalışma süreniz..... yıl / ay
6. Bakmakla yükümlü kişi sayısı.....
7. İş yerindeki statünüz



Aşağıda şahsınızla ilgili ifadelerde belirtilen durumlarla ne sıklıkta karşılaştığınızı belirtiniz.

1. Astlarıma ihtiyaç duydukları bilgiyi sağlarım.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

2. Astlarımin çalışma faaliyetlerini kolaylaştırırım.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

3. Astlarıma öğrenmeyi teşvik ederim.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

4. Astlarımin yeteneklerine güvenirim.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

5. Astlarımin çalışma ortamını kolaylaştırırım.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

Aşağıda astlarınızla ilgili ifadelerde belirtilen durumlarla ne sıklıkla karşılaştığınızı belirtiniz.

1. Astlarım daha çok sorumluluk isterler.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

2. Çalışmalara kişisel katkıları olur.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

3. Risk alırlar.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

4. Sorumluluk üstlenirler.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

5. Karar verme yetkisine sahiptirler.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

6. Yeni fikirler üretirler.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

Aşağıda astlarınızla ilgili ifadelerde belirtilen sorumluluk ve yetkinin ne derece yeterli olduğunu belirtiniz.

1. Astlarınızın çalıştıkları işte üstlendikleri sorumluluk :

Kesinlikle yetersizdir Az yeterlidir Yeterlidir Oldukça yeterlidir Fazlasıyla yeterlidir

6. Çalışan bir elemanın terfisinde astlarınızın fikri ne derece etkilidir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

7. Yeni ilkelerin kabul edilmesinde astlarınızın fikri ne derece etkilidir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

8. Yeni metodların, programların kabul edilmesinde astlarınızın fikri ne derece etkilidir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

9. Şirket içindeki gelişmeler ve değişimler hakkında astlarınıza ne sıklıkta bilgi verilir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

10. Çalışanlar arasındaki problemler sık sık yapılan toplantılarda görüşülür.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

11. Şirkette kararlar çalışanların fikri olmadan alınır.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

Aşağıda takım çalışması ile ilgili ifadelerde belirtilen durumlarla ne sıklıkta karşılaştığınızı belirtiniz.

1. Şirketin hedefleri birlikte çalışan takımların bireyleri ve yönetim kadrosu tarafından ne derece anlaşılır ve desteklenir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

2. Şirketin başarılması mümkün yada güç olan hedefleri ne derece gerçekçidir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

3. Şirketin hedefleri ne derece birlikte çalışan takım bireylerinin kontrolündedir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

4. Şirketin hedefleri organizasyonun ilkelerine ve amaçlarına ne ölçüde uygundur.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

5. Astlarınız takım çalışmalarında sorumluluklarını ne derece bilir ve yerine getirirler.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

6. Birlikte çalışılan bir konunun aşamaları birlikte çalışan takım bireyleri tarafından ne derece takip edilir.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

7. Takım çalışmasını gerçekleştiren bireyler çalışmalarının başarısı için gerekli olan yeni yöntem, teknik, araç ve gereçler hakkında ne derece bilgilendirilirler.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

8. Takım çalışmasına katılan astlarınızın problemlere yaklaşımı ne derece kurallara uygun ve akılcıdır.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

9. Takım çalışmasına katılan bireyler eski problemlere ne ölçüde yeni yöntemlerle çözüm ararlar.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

10. Takım çalışmasına katılan bireyler hem müşteri tatminini sağlayacak hem de bu konuda şirket harcamalarını azaltacak olan yeni bir yaklaşımı ne ölçüde teklif eder.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

11. Şirketinizde ki takımlar ne ölçüde amaçlarına ulaşırlar.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

12. Takımların elde ettiği sonuçlar başarılarını ne derece etkiler.

Hiçbir zaman Çok seyrek Seyrek Sık Çok sık Her zaman

1. Cinsiyet : Kadın Erkek
2. Medeni Durumu : Evli Bekar
3. Eğitim Durumu
4. Toplam çalışma süreniz..... yıl / ay
5. Bu iş yerinde çalışma süreniz.....yıl / ay
6. Bakmakla yükümlü kişi sayısı
7. İş yerindeki statünüz



APPENDIX 5

FINDINGS OF ANOVA TESTGROUP 2. SUBORDINATES

TABLE 2.

Anova Results for Empowerment based on Subordinates' personal questions, group 2.

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	4.4827	4.4827	.1379	.7112
Within Groups	89	2892.2426	32.4971		
Total	90	2896.7253			

Group	Count	Mean
Subordinates	61	22.6721
Superiors	30	22.2000
Total	91	22.5165

The difference between superiors and subordinates was not found to be significant at $p = .71 > 0.05$

GROUP 4. RESPONSIBILITY and AUTHORITY

TABLE 4.

Anova results for Empowerment based on group 4, Responsibility and Authority.

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	14.4082	14.4082	3.1963	.0772
Within Groups	89	401.1962	4.5078		
Total	90	415.6044			

Group	Count	Mean
Subordinates	61	5.7869
Superiors	30	6.6333
Total	90	6.0659

The difference between two samples is not significant.

$$p = 0.0772 > 0.05$$

GROUP 5. DECISION-MAKING

TABLE 5.
Anova Results for Empowerment based on group 5, Decision Making.

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	186.1015	186.1015	3.7316	0.0566
Within Groups	89	4438.5798	49.8717		
Total	90	4624.6813			

Group	Count	Mean
Subordinates	61	23.5246
Superiors	30	26.5667
Total	91	24.5275

The result was found to be insignificant.

$$p = .0566 > 0.05$$

GROUP 6. TEAM- WORK

TABLE 6.

Anova Results for Empowerment based on group 6, Team Work.

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	77.1336	77.1336	.5485	.4609
Within Groups	89	12516.7126	140.6372		
Total	90	12593.8462			

Group	Count	Mean
Subordinates	61	45.5082
Superiors	30	47.4667
Total	91	45.8523

Between superiors and subordinates there is no significant difference.

$$p = .46 > 0.05$$

GROUP 7. PARTICIPATION

TABLE 7.

Anova results for Empowerment based on group 7, participation.

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	407.5220	407.5220	14.1423	.0003
Within Groups	89	2564.6098	28.8158		
Total	90	2972.1319			

Group	Count	Mean
Grp 1/ Subordinates	61	8.0984
Grp 2/ Superiors	30	12.6000
Total	91	9.5824

$p = .0003 < .005$

APPENDIX 6

**FINDINGS OF ANOVA ON SUBORDINATES AND SUPERIORS
CONCERNING SEX, MARITAL-STATUS, EDUCATION**

1. Variable group 1. The relation between Empowerment in general and sex.

1.a. Table for Subordinates

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	94.0029	94.0029	3.5462	0.0650
Within Groups	55	1457.9269	26.5078		
Total	56	1551.9298			

Group	Count	Mean
Group 1- Woman	14	17.2857
Group 2 - Man	43	14.3023
Total	57	15.0351

1.b. Table for Superiors

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob
Between Groups	1	22.4778	22.4778	.9298	.3432
Within Groups	28	676.8889	24.1746		
Total	29	699.3667			

Group	Count	Mean
Group 1- Woman	9	19.5556
Group 2- Man	21	17.6667
Total	30	18.2333

2. Variable group 1. The relation between Empowerment and education

2.a. Table for Subordinates

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	4	112.7629	28.1907	.9941	.4199
Within Groups	48	1361.1239	28.3567		
Total	52	1473.8868			
Group		Count		Mean	
Group 2- University.		8		17.0000	
Group 3- Lycee.		8		16.8750	
Group 4- Business Sch.		3		10.6667	
Group 5- Secondary Sch.		9		15.4444	
Group 6- Primary Sch.		25		14.8400	
Total		53		15.3396	

2.b. Table for Superiors

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	5	95.37	19.0753	.8348	.5391
Within Groups	22	502.7308	22.8514		
Total	27	598.1071			

Group	Count	Mean
Group 1- Master.	1	17.0000
Group 2- University.	13	19.5385
Group 3- Lycee.	3	20.0000
Group 4- Business Sch.	3	17.6667
Group 5- Secondary Sch.	2	13.0000
Group 6- Primary Sch.	6	17.1667
Total	28	18.3214

3.Variable group 1. The relation between Empowerment and Marital-Status.

3.a. Table for Subordinates

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	8.4298	8.4298	.3004	.5859
Within Groups	55	1543.5000	28.0636		
Total	56	1551.9298			

Group	Count	Mean
Group 1- Married	38	14.7632
Group 2- Single	19	15.5789
Total	57	15.0351

3.b. Table for Superiors

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	65.48	65.4821	2.8925	.1001
Within Groups	28	633.8846	22.6387		
Total	29	699.3667			

Group	Count	Mean
Group 1- Married	26	17.6538
Group 2- Single	4	22.0000
Total	30	18.2333

4. Variable group 2. The relation between Empowerment and Sex**4.a. Table for Subordinates**

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	5.3385	5.3385	.1498	.7003
Within Groups	55	1960.5914	35.6471		
Total	56	1965.9298			

Group	Count	Mean
Group 1- Woman	14	23.5714
Group 2- Man	43	22.8605
Total	57	23.0351

4.b. Table for Superiors

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	18.5143	18.5143	.6928	.4123
Within Groups	28	748.2857	26.7245		
Total	29	766.8000			

Group	Count	Mean
Group 1- Woman	9	21.0000
Group 2- Man	21	22.7143
Total	30	22.2000

5. Variable group 2. The relation between Empowerment and Education.

5.a. Table for Subordinates

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	4	15.9497	3.9874	.1084	.9790
Within Groups	48	1765.2956	36.7770		
Total	52	1781.2453			

Group	Count	Mean
Group 2- University.	8	23.5000
Group 3- Lycee.	8	23.2500
Group 4- Business Sch.	3	25.6667
Group 5- Secondary Sch.	9	23.1111
Group 6- Primary Sch.	25	23.4800
Total	53	23.5094

5.b. Table for Superiors

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	5	138.0696	27.6139	1.0119	.4343
Within Groups	22	600.3590	27.2890		
Total	27	738.4286			

Group	Count	Mean
Group 1- Master.	1	25.00
Group 2- University.	13	21.15
Group 3- Lycee.	3	26.33
Group 4- Business Sch.	3	19.66
Group 5- Secondary Sch.	2	27.00
Group 6- Primary Sch.	6	22.33
Total	28	22.35

6. Variable group 2. The relation between Empowerment and Marital-Status.

6.a. Table for Subordinates

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	8.4298	8.4298	.2369	.6284
Within Groups	55	1957.5000	35.5909		
Total	56	1965.9298			

Group	Count	Mean
Group 1- Married	38	22.7632
Group 2- Single	19	23.5789
Total	57	23.0351

6.b. Table for Superiors

Source	D.F	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	1	1.3962	1.3962	.0511	.8228
Within Groups	28	765.4038	27.3359		
Total	29	766.8000			

Group	Count	Mean
Group 1- Married	26	22.1154
Group 2- Single	4	22.7500
Total	30	22.2000

7. Variable group 3. The relation between Empowerment and Sex.

7.a. Table for Subordinates

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	29.3762	29.3762	.6736	.4154
Within Groups	55	2398.7641	43.6139		
Total	56	2428.1404			

Group	Count	Mean
Group 1- Woman	14	18.2857
Group 2- Man	43	19.9535
Total	57	19.5439

7.b. Table for Superiors

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	1	8.6921	8.6921	.6739	.4186
Within Groups	28	361.1746	12.8991		
Total	29	369.8667			

Group	Count	Mean
Group 1- Woman	9	24.1111
Group 2- Man	21	25.5857
Total	30	24.9333

8. Variable group 3. The relation between Empowerment and Education.

8.a. Table for Subordinates

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	4	77.3754	19.3438	.4558	.7677
Within Groups	48	2037.3039	42.4438		
Total	52	2114.6792			

Group	Count	Mean
Group 2- University.	8	18.7500
Group 3- Lycee.	8	20.6250
Group 4- Business Sch.	3	15.3333
Group 5- Secondary Sch.	9	20.5556
Group 6- Primary Sch.	25	19.2800
Total	53	19.3962

8.b. Table for Superiors

Source	D.F	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	5	82.5833	16.5167	1.3326	.2873
Within Groups	22	272.6667	12.3939		
Total	27	355.2500			

Group	Count	Mean
Group 1- Master.	1	23.00
Group 2- University.	13	24.00
Group 3- Lycee.	3	27.00
Group 4- Business Sch.	3	25.6667
Group 5- Secondary Sch.	2	29.50
Group 6- Primary Sch.	6	23.50
Total	28	24.75