

# The investigation and comparison of organization factors related to psychology empowerment of the employees

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## Abstract

Planning for the development of human resources and the design of empowerment plans of human resources is one of the main solutions to reach sustainable development and globalization that the managers of human resources have important role in it. There are some factors related to empowerment of the staffs and these factors surely lead into the development of the organization. The aim of the current study is to investigate the association between organizational factors and psychological empowerment of the employees in Kerman University. This study was done by descriptive-correlation studies among all staffs of Kerman University and stratified sampling was used for sample size. For data collection, two questionnaires were used, one for organizational factors and the other for psychological empowerment of the employees. After determining the validity and reliability of the questionnaires, 179 questionnaires were distributed. Finally the collected data were analyzed by SPSS software. The data analysis regarding the association between organizational factors and psychological empowerment via Pearson correlation coefficient 0.586 and Spearman correlation coefficient 0.357 and Kendall's correlation coefficient 0.550 showed that there is an association between these two variables. Also, the results showed that there is an association between some factors such as organizational structure, competence analysis, access to resources, rewarding system, goals setting and profession growth of the staffs and psychological empowerment in universities. The results showed that some conditions should be provided in the organization in order that the employees feel empowered. It is required that top authorities of university consider its importance and necessity. Also, encourage the researchers to identify and prioritize good solutions for empowerment of the experts.

**Keywords:** Organizational factors; empowerment; psychology empowerment

## 1. Introduction

Organizational compatibility is defined as organizational change thoughts required the changes in the strategy and structure of the organizations in responding the changes, threats and environmental opportunities. These theories are defined as the power of the organizations to be compatible with the environmental changes is effective for their sustainability. The organizations require flexibility for on-time response to environmental pressures. Today, empowerment is considered the strategy of increasing the competence and sustainability of the organization. Empowerment should be considered the most important issue of the organization. It seems that empowerment provides flexibility in internal changes of the organization and it is an important element in organic organizations (Mazidabadi Farahani, 2004). The effectiveness requirement of the complex decisions in the current business world is the participation of the employees and if these decisions are led into good results, it requires the collective attempt of all the employees. Increasing the empowerment is a response to the current need of the organization. In the empowerment era, the past thought is not useful. The beliefs, views and behaviors of organization, people and managers should be changes to provide the possibility of empowerment increase. The fulfillment of

empowerment requires attempt and patience (Blanchard et al., Persian translation, 2000).

Today, the employees required freedom in action and decision making for their duties. The staffs are looking for responsibility for their works. But these organizations increase efficiency via their employees (Quinn & Spreitzer, 1997).

Abtahi and Abesi (2007) believed that the management based on the empowerment of the employees requires the effective application of the empowerment keys of human resources. The study of empowerment is a basic principle in the management of current organizations. This study created a correct understanding of the behavior of employees generally and the correct management of employees and the management of the organizations specifically. In addition, empowerment helps the recognition of main skills of management in organization and using them practically. The theorists of management and organization believe that in order that the employees feel empowered, the required conditions should be provided in the organization. Management and employees should have the required preparation.

Here, Scott (2000) considered the change of pyramid organization as circle, the change of staff's opinion, motivation via giving power and status, participative management, establishment of facilitating leadership and the formation of empowered groups as staffs' empowerment factors. Thomas & Velthouse (1990) proposed the mechanisms of determining the aims and mission, education, support, giving power, reward system and democratic leadership style for empowerment.

Thus, it is expected of the staffs to do their work and accept the responsibility of their work. The current employees should be empowered to fulfill their role and complete it. Extensive environmental changes in the current world made the flexibility of the organizations for providing their sustainability in current organizations (Gudarzi and Gaminian, 2002). Conger & Kanungo (1988) in empowerment model considered organizational factors (organizational structure, reward system, goal setting nature, feedback system, modeling, the competence-based reward, job) and management strategies (participative management, contingent reward and job enrichment) improving self-efficacy or personal power.

Some of the mentioned factors are related to organizational conditions and the nature of formal organizational structure and hierarchy and other management skills and leadership. The first group is called organizational conditions and the second group is management strategies.

Spreitzer (1995) proposed that if the empowerment wants to have the required function, before a person presents it, that person should have such feeling. He believed that replacing software approach to empowerment instead of hardware view helps this objective. He believed that empowerment is including mental images and mental realities. He believed that psychology empowerment is including important psychological manners to his working environment being summarized in five emotions:

- 1- Meaning feeling
- 2- Self-competence feeling
- 3- Trust
- 4- Impact
- 5- Choice

These concepts showed a comprehensive and psychological approach instead of a structural and hardware approach.

In this study, considering the important role of university employees in education of the students and the effect of various factors on empowerment of people, investigated the association between the organizational factors, competence evaluation, resources availability, reward system, goal setting, professional growth of employees on psychology empowerment of the employees of Kerman University to take a step in recognizing and application of these organizational factors for staffs empowerment. When the employees are empowered emotionally, it is effective on the efficiency and effectiveness of Kerman University and as the studies of human resources can have different results in various societies and cultures, we are attempting to find an answer for this question that is there any association between organization factors and psychology empowerment of the employees of Kerman universities?

### Theoretical framework of the study

The followers of organic view defined empowerment based on the perceptions of the staffs to their role in the job and organization and considered some characteristics for empowered people. Conger & Kanungo raised self-efficacy aspect. Thomas & Velthouse considered psychology empowerment consisting of competence, choice, meaning and impact.

Spreitzer validated and measured the dimensions of psychology empowerment. Veton Cameron added the trust dimension to the above dimensions. The mentioned theoretical and research studies had evolutionary trend conceptually.

Psychology empowerment as a dependent variable is affected by various factors of organizational environment. Based on the literature of the factors related to psychology empowerment is obvious expression of goals, educating personal control experience, modeling, support, emotion activating, providing information, access to resources, link with the results, trust making, power, reward system, democratic leadership style, staffs education, freedom and independence, participative management, forming team, organizational structure and evaluation of performance. Review of literature showed that each of the authorities of the organization and management relate one or more factors with empowerment. All the mentioned authors except Conger & Kanungo related the factors without classification directly to empowerment. It seems that variables of psychology empowerment can be classified in two three items. Educating the experience of personal mastery, modeling, supporting, emotion activation and Veton and Kameron called them management strategies. Four sources created personal self-efficacy and Bandura raised in social recognition theory. These factors are called self-efficacy sources. Considering the motivation model of empowerment of Conger & Kanungo and other theorists, providing information, linking the staffs with the results, trust making, giving power, democratic leadership style, giving freedom to the employees, forming team and participative management as management strategies and the factors of determining the goals, function evaluation, the availability of the employees to the resources, professional development of the staffs, educating the staffs, organizational structure are organizational conditions. The theoretical model form of psychology empowerment is consisting of two structures: Psychology empowerment and organizational conditions. Considering the theoretical model of Conger & Kanungo, it is assumed that organizational conditions are associated directly with psychology empowerment (Abdollahi, NaveEbrahim, 2007).

Considering the components of each of the variables, the following hypotheses are designed:

#### Main hypothesis:

There is an association between organizational factors and psychology empowerment of the employees of Kerman University.

#### Sub hypotheses:

1. There is an association between "organizational structure" and psychology empowerment of the employees.
2. There is an association between "function assessment" and psychology empowerment of the employees.
3. There is an association between "availability to resources" and psychology empowerment of the employees.
4. There is an association between "reward system" and psychology empowerment of the employees.
5. There is an association between "goal setting" and psychology empowerment of the employees.
6. There is an association between "professional development of the staffs" and psychology empowerment of the employees.
7. There is an association between organizational factors and psychology empowerment of the staffs of Kerman University considering intermediate variables (gender, educational, age, experience, the type of

employment).

## 2. Materials and methods

In this study, descriptive method of correlation was used. The statistical population of this study was all the staffs of Kerman city universities in 2010. The staffs are including Shahid Bahonar universities: 2537, PayamNour; 88 and Azad University of Kerman: 357 and these staffs are more than 2982. Of which, 1362 people were working and they were excluded from the study of the current study and the statistical population of this study were 1620 people. In this study, stratified or random sampling method compatible with the volume of level was used and the sample size is estimated as maximum error and Cochran method as 179. For data collection, two questionnaires were used one standard (empowerment) and the other (organizational factors) by the researcher and reviewed by the consultant of the advising professor. Questionnaire 1 was used for assessing the organizational factors and is consisting of 22 questions showing the organizational factors condition based on organizational components of organization, evaluation of performance, availability to resources, reward system, goal setting and the development of staffs professions and they are designed based on 5-item Likert scale (very much, much, to some extent, little and very little). Very much choice, score 5, much score 4, to some extent, score 3, little score 2 and very little score 1. The second questionnaire was used for evaluation of the empowerment of the staffs' with 12 questions assessing the empowerment of the employees based on competence, impact, meaning and trust. To determine the content validity of the organizational factors questionnaire, the comments of 5 faculty members of Islamic Azad University of Rafsanjan were used and after the required investigations, the validity of the questionnaire was 0.93 and in the attachment of this study, the table of statistical analysis is shown. Psychology empowerment of the staffs questionnaire is a standard questionnaire that was investigated in 2007 by Nasrin Pirmoradi in Kerman city and its validity was 0.91. To compute the reliability of the questionnaire, at first in the limited time with the time interval of 10 days in two times, was distributed among 10 subjects and then they were collected. To calculate the reliability, Spearman correlation coefficient was used and the correlation value in psychology empowerment questionnaire was 0.86 and as 0.96 in the questionnaire of the effective factors on psychology empowerment of the staffs.

To describe the collected data, the following statistical methods are used:

- a. Descriptive statistics: Including the frequency tales, frequency percent, central indices (including, mean, median and mode) and dispersion (variance and standard deviation), bar charts and histogram, pie chart.
- b. Inference statistics: In this study to investigate the organizational factors of psychology empowerment of the staffs, correlation test was used.

## 3. Results

Demographic results showed that in terms of gender, 63% of the subjects were men and 37% of the subjects were women. In terms of education, 7% of the subjects had diploma and 3% of the subjects had above diploma and 88% of the subjects had BA and 1% of them had MA and 1% of them had PhD. In terms of age, 13% of the subjects were less than 30 years and 48% of the subjects were 30 to 39 years and 33% of the subjects were 40 to 49 years and 6% of the subjects were 50 or higher. In terms of experience, 28% of the subjects had 1 to 5 years experience and 28% of the subjects had 6 to 10 years and 21% of the subjects had 11 to 15 years and 15% of the subjects had 16 to 20 years and 5 percent of the subjects had 21 to 25 years and 3% had 26 years and more experience. In terms of the type of employment in the investigated group, 94% of the subjects had formal employment and 2% of the subjects were temporarily employed and 2% of the subjects were employed by contract and 2% of the subjects were assigned to other cases (service, company, etc).

The following results were obtained about the investigation of research hypotheses:

Considering the data analysis via correlation test, the Pearson correlation coefficient was 0.586 and Spearman coefficient was 0.357 and Kendall's correlation coefficient was 0.550. As the p-value was less than 0.001, null hypothesis is rejected at 0.05 level. It means that there is an association between organizational factors and psychology empowerment of the employee. The positive correlation coefficient

showed the direct association between two variables of organizational factors and employees' psychology empowerment (Table 1).

**Table 1: Correlation test to investigate the association between organizational factors and psychology empowerment of the employees**

<b>Pearson correlation coefficient</b>	0.586
<b>Spearman correlation coefficient</b>	0.357
<b>Kendall's correlation coefficient</b>	0.550
<b>Number</b>	179
<b>P-Value</b>	Less than 0.001

Regarding other hypotheses, considering the data analysis about the relationship between organizational structure and psychology empowerment via correlation test, Pearson correlation test was 0.432 and Spearman correlation test was 0.357 and Kendall's value was 0.260. As p-value of the test was less than 0.001, null hypothesis of the test is rejected at 0.05. It means that there is an association between organization structure and psychology empowerment of the employee. Regarding the association between the evaluation of the performance and psychology empowerment, Pearson correlation test was 0.434 and Spearman correlation test was 0.416 and Kendall's correlation coefficient was 0.311. As p-value of the test was less than 0.001, null hypothesis of the test was rejected at 0.05; it means that there is an association between the evaluation of the performance and psychology empowerment of the staffs.

Regarding the association between the availability to resources and psychology empowerment, considering the data analysis via correlation test, Pearson correlation coefficient 0.458 and Spearman correlation coefficient 0.441 and Kendall's correlation coefficient was 0.332. As p-value is less than 0.001, null hypothesis is rejected at 0.05, it means that there is an association between access to the resources and psychology empowerment of the staffs. Regarding the association between reward system and psychology empowerment, Pearson correlation test was 0.464 and Spearman correlation coefficient was 0.444 and Kendall's correlation coefficient was 0.337. As p-value of the test is less than 0.001, null hypothesis is rejected at 0.05. It means that there is an association between reward system and psychology empowerment of the staffs.

Regarding the association between the determination of the goals and psychology empowerment, Pearson correlation coefficient is 0.438 and Spearman correlation coefficient is 0.429 and Kendall's correlation coefficient is 0.320. As p-value of the test is less than 0.001, null hypothesis is rejected at 0.05. It means that there is an association between the determination of goals and psychology empowerment of the staffs. Regarding the relationship between professional growth and psychology empowerment, Pearson correlation coefficient is 0.426 and Spearman coefficient is 0.431 and Kendall's correlation coefficient is 0.318. As p-value of the test is less than 0.001, null hypothesis is rejected at 0.05. It means that there is an association between professional growth of the staffs and psychology empowerment of the staffs.

Regarding the effect of mediator variables and main variables the following results were achieved:

Considering the data analysis via correlation test in men groups, Pearson correlation was 0.505 and Spearman test was 0.493 and Kendall's correlation coefficient was 0.359. In women group, personal correlation coefficient was 0.684 and Spearman correlation coefficient was 0.613 and Kendall's correlation coefficient was 0.448. As in each group, the test value was less than 0.001, there is an association in two groups. It means that there is an association between organizational factors and psychology empowerment of the staffs of Kerman city in men and women groups. Thus, gender didn't have any effect on the association between organizational factors and psychology empowerment of the staffs of Kerman city and null hypothesis of the test is accepted. Regarding the influence of education level on the association

between organizational factors and psychology empowerment and data analysis via partial correlation test as, the partial correlation value was 0.5532 and p-value of the test was less than 0.001, null hypothesis is rejected. It means that there is an association between organizational factors and psychology empowerment of the staffs of Kerman City University in terms of education variable. Regarding the effect of age variable on the association between organizational factors and psychology empowerment and data analysis via partial correlation test and as partial coefficient test was 0.6436 and p-value of the test is less than 0.001, null hypothesis is rejected. It means that there is an association between organizational factors and psychology empowerment of the staffs of Kerman University in terms of age.

Regarding the effect of experience history on the organizational factors association and psychology empowerment and data analysis via partial correlation test and as partial correlation coefficient was 0.5545 and p-value of the test was less than 0.001, null hypothesis is rejected. It means that there is an association between organizational factors and psychology empowerment of the staffs of Kerman Universities in terms of experience. Regarding the influence of employment condition on the relationship between the organizational factors with psychology empowerment and data analysis via partial coefficient test as partial coefficient is 0.5863 and p-value is less than 0.001, null hypothesis is rejected. It means that there is an association between organizational factors and psychology empowerment of the staffs of Kerman universities in terms of the employment condition.

#### 4. Discussion

Regarding the results of the study, there is an association between organizational factors and psychology empowerment of the staffs of Kerman. It can be said that although empowerment is related to the beliefs and feelings of the staffs about the job and organization, organizational environment factors are important in the beliefs of people. Also, the theorists of the organization and management believe that for the empowerment of the staffs, the required conditions should be fulfilled in the organization. The organization, management and staffs should have the required preparations. Considering the research results, there is an association between organizational structure and psychology empowerment of the staffs of Kerman University.

In justifying this result, Conger & Kanungo (1988) believed that in recent decades, organizational structure change from pyramid based on serious control to pie chart (network) in which mental involvement and self-control of the staffs is high and the minimum control is started. Hierarchy traditional organizations have pyramid structure and new organizations have network structure. In empowered organizations, organizational structure is designed such that the staffs can work for achieving their results and the required works, not to be obliged to do some works and receive the reward (Abdollahi, Naveebrahim, 2007: 62). Thus, it can be said that in Kerman city, the staffs do their work with interest, not to pretend to work. The mentioned findings are not compatible with the research findings (Hosseini, 2004; Khateri, 2006; Jazini, 2006) and is in line with the results of the study (Falahati and Farahani, 2005; Abdollahi, 2004; Heninjer, 2007; Sara, 2000). Considering the results of the study, there is an association between the evaluations of the performance with psychology empowerment of the staffs of Kerman University. This can be said that Ramzden (1997) believed that evaluation, gratitude and improvement of the performance of the staffs are the responsibilities of the managers of the universities. The management of the performance and evaluation should help the students as the customers. In most of the recent organizations, performance evaluation is based on individual performance. But in empowerment culture, the focus should be changed and it should be based on group performance. If we are expected to improve the group performance and group work, to propagate the group work, the reward should be given to the group. Hosseini (2004) mentioned that the weakness of the performance management is identified as inhibitor of empowerment in Iran Telecommunication Company. The result is in line with the results of (Kinla, 1984; Thomas & Velthouse, 1990; Focus, 1998; Scott and Jaf 1991, Sara, 2005; Niher and Natal, 2002; Farahani, 2005; Abdollahi, 2004; Razie, 2006).

Considering the results of the study, there is an association between the access to resources and psychology empowerment of the staffs of Kerman University universities. The result defines that the most important resources that empowered managers can provide are resources that help people to control their work and life, it means educating self-efficacy feeling and personal independence. When the staffs feel that they have

what they required for their happiness, the performance is considerably higher than when these resources are not available Spreitzer (1995). But the lack of access to the resources had important role in forming the feeling of the lack of power and dependency in people. The staffs of Kerman University have the required financial resources, materials, requirements, the required place and time for duties and supporting the new beliefs and they feel empowered. The mentioned result is in line with the results of the study of (Bawen Velavler, 1995; Veten Kameron, 1998; Sara, 2005; Abdollahi, 2004). But it is not in line with the results of Scott research, 2000. Because he believed that people despite their availability limitation to the resources can feel empowered.

Regarding the results of the study, there is an association between rewarding system and psychology empowerment of the staffs of Kerman University. Because in accordance with equality theory, the staffs compare their wage with the others wage in the organizations or similar jobs and if they find that their wages are less than the similar jobs, they will be unsatisfied and some behaviors as the inclination to leave the service, low work and transfer to other organization are created and they feel that their presence or the lack of presence don't have any difference for the organization (Mortazavi and Qanizadeh, 1999:85). Conger & Kanungo believed that when the organizations don't give any rewards to the staffs or when the rewards are not based on qualification, the disability feeling is increased in the staffs. Thus, if the reward and encouragement method is not good in the organization, if an empowered person enters the organization, his advance will be slow. If the rewarding system is good, it increases the motivation in them and it has considerable association with their empowerment. Fortunately, the happiness of the compatibility between the performance and rewarding system is seen among the staffs of Kerman City University. Thus, commitment feeling, innovation, creativity and empowerment of the staffs are improved. The mentioned result is not in line with the results of Raziie, 2006; Abdollahi, 2004; Mohammadi, 2001; Mortazavi and Qanizadeh, 1998; Kinla, 1993 and is in line with the results of Khateri, 2006; Sara, 2006 studies.

Considering the results of the study, there is an association between setting goals and psychology empowerment of the staffs of Kerman city. It can be said that the role ambiguity is created when a person is not sure what expectations are in his job. According to the role theory, any position in formal structure of the organization should be an evident set of the responsibilities such that the managers can present the guidance and direction and subordinates should be responsible for their performance. If people don't recognize their power limit and what is expected of them, they will doubtful in their duties. Thus, they feel that they don't have the required power and they can not be effective in the outcomes of their duties. Obviously, evident expectations of the duties and low level of reliability are related with qualification feeling. Because the people will find to do what work exactly (Spreitzer (1995)32). Considering the research findings for the staffs of Kerman University, a bright vision of the future is provided and they find how to achieve the organizational goals. The result of the study is not in line with the results of the study of (Khateri, 2006; Spreitzer, 1995) and is in line with the results of the study of Abdollahi, 2004, Sara Al, 2005).

Based on the research results, there is an association between the professional development of the staffs and psychology empowerment of the staffs of Kerman University. Scott and Jaf said that in new organizations, the leader should provide an environment to allow a person to learn, grow, develop and divide in works. The organizations based on the empowerment of the staffs should provide the following mechanisms for learning of the staffs: 1) Education at leveled jobs to develop their abilities. 2) job change in other parts of the organization that the staffs increase their skills. 3) Giving power and job enrichment that the staffs can have more responsibilities (Scott and Jaf, Persian translation, 2004:54). According to Kinla, The empowered staffs after education can have the required skills in problem solving and should obtain a set of knowledge and using it by anyway (Kinla, Persian Transaltion, 2004:276). Thus, the universities improving the learning and education in the academic units are learning organizations and the staffs of Kerman University believe that the managers give the permission to take decision and do their own work and encourage them to group collaboration and this affects their innovation and attempts and they do the work with high self-confidence. Thus, it leads into their empowerment. The result is in line with the result of research findings of Thomas & Velthouse, 1990; Blanchard et al., 1999; Raziie, 2006; Jafari and Mohammad Pour, 2008; Zaeimipour and Naderi, 2005; Jazini, 2006; Abdollahi, 2004; Khateri, 2006; Farahani, 2005).

Considering the evaluations, it is required that the top authorities of the university emphasize its importance. Also, to encourage the researchers to the identification, prioritization of suitable solutions for empowering the experts. Also, the managers by empowerment management strategies and more familiarity with empowerment methods can make the organization performance more successful.

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