

DESIGN AND EMPIRICAL ANALYSIS OF A MODEL OF EMPOWERING LEADERSHIP

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Mid-level leaders are often expected to implement employee empowerment initiatives, yet many do not have a clear understanding of how to empower employees. To address this issue, a model of empowering leadership was developed. The model presents specific, actionable behaviors that a leader should perform in order to empower employees.

The model comprises 13 factors built around the areas of ability, accountability, and authority. First, leaders must ensure employees have the ability to be empowered. To do so, they must (a) build employee organizational knowledge, (b) provide access to pertinent information, (c) assure employees have the necessary skill set, and (d) identify and provide needed resources. Second, leaders must create systems of accountability for employee outcomes by (e) setting a standard of continuous improvement, (f) recognizing and rewarding good work, (g) regularly evaluating employee efforts, and (h) providing continuous feedback on employee efforts. Third, leaders should provide employees with the authority to be empowered by (i) serving as advocates of employee efforts, (j) providing an environment that is conducive to empowerment, (k) setting a clear and consistent direction to guide employee efforts, and (l) building systems and structures to support employee empowerment. The thirteenth factor of the model is a constant focus on the work, because without the work there is no real reason for empowerment.

A review of the existing literature suggests a need for empirical research on empowerment concepts. This dissertation empirically investigated empowering leadership with two studies. The first focused on development of measures, while the second focused on model development. The measurement study supported the three general areas of ability, accountability, and authority, although the accountability area was weak.

Results of the model examination study indicated that the model largely behaved as expected, but did require some modification. Based on the model exploration, four of the original 13 dimensions (set a standard of continuous improvement, provide continuous feedback on employee efforts, set a clear and consistent direction to guide employee efforts, and focus on work) were removed. Finally, the study revealed that a relationship does exist between employee empowerment and empowering leadership.

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CHAPTER 1

INTRODUCTION

Modern management practices have in large part turned away from traditional bureaucratic methods of command and control. Instead, high performance initiatives such as employee involvement, quality circles, total quality management (TQM), teams, and collaborative work systems have become prominent managerial practices. While each of these strategies has its own structures and practices, all are built to some degree on the empowerment of employees. Empowerment is the shifting of authority and accountability for decision making and performance of work tasks from managers to employees who perform the work on a day-to-day basis.

When organizations implement these initiatives, it is most frequently the mid-level leader who is expected to carry out the actual process of creating empowerment. While these leaders often have a basic understanding of the theoretical foundations of empowerment, many do not have a clear to sense of the actual process of empowering employees. Volumes have been written on what comprises empowerment, what organizational beliefs must precede empowerment, what empowerment is reliant upon, who should be empowered, what processes and procedures are supportive of empowerment, when to empower, why empowerment fails, and even what traits a leader who empowers should possess. While all of this information is valuable and essential in

creating a successful empowerment initiative, it can often be overwhelming to the mid-level leader who is charged with the day-to-day empowerment of employees. To address this problem, this paper proposes a model for empowering leadership, which could serve as a practical, behavior-oriented guide for leaders to follow in their efforts to empower employees. In order to develop the model, an extensive review of the empowerment literature was performed. This review serves to create foundational understanding of empowerment and of the components that contribute to successful employee empowerment.

The present study then focuses on the newly developed model for empowering leadership. The study evaluates the model empirically to determine whether it is an appropriate representation of empowering leadership. The study also reviews the relationship between the proposed model of empowering leadership and a previously researched measurement model of employee empowerment.

Understanding Empowerment

To create a foundational understanding of empowerment, it is important to be clear as to which form of empowerment will be reviewed and discussed. Empowerment is a general construct, which can be implemented in a variety of contexts. For instance, personal empowerment, which is often encouraged in individual psychotherapy, is different from educational empowerment often found in secondary and higher education forums, and both are different from employee empowerment found in organizations. This research will focus on empowerment initiatives in organizations.

Understanding the manner in which organizations use empowerment is instrumental in determining the dimensions that compose empowerment in organizations. Therefore it is important to develop a clear understanding of the history of empowerment efforts and the function that empowerment serves in organizations. The first focus of this paper will be placed on these general aspects of empowerment initiatives in organizations. This section will explore the history and definition of employee empowerment in organizations, the purpose of employee empowerment in organizations, and the implementation of employee empowerment initiatives.

History and Definition of Empowerment

Employee empowerment, which is one aspect of employee involvement, is one of the more recent management methods to evolve. It is useful to investigate the evolution of European and American management concepts in order to understand how organizations have come to use this strategy. Kalbaugh (1998) provides an historical overview that begins with the early guilds, which were the forerunners of the current huge conglomerate organizations. Guilds were groups of artisans who had their own rules governing quality, price, and other criteria. Within these guilds, individuals used their unique abilities to create goods and services that were a reflection of themselves. Guilds assured the quality of their products by closely controlling membership through a rigorous hierarchical system in which master craftsmen trained apprentices.

As the industrial revolution developed, factories became the norm for business structures as artisans moved to the city in search of larger returns. These workers became part of larger organizations in which individuals and their contributions were devalued.

Management told the workers exactly what to do and how to do it. Workers had no input on the manner in which their jobs were performed. As independent factories merged, larger and larger organizations were created, and by the late 1800s, many such organizations had developed considerable need for management bureaucracy. This business model is commonly pictured as a pyramid, with large horizontal bands dividing the power structure. The majority of the power lies in the small tip of the pyramid. The degree of power diminishes as the pyramid grows larger, until virtually no power exists at the base where the common worker is placed.

As bureaucracy became unmanageable and unrealistic, organizations began to look for alternatives. One such alternative was employee involvement, often made up of “groups of two or more people who shared decision making powers and responsibility” (Kalbaugh, 1998, p. 43) regarding specific aspects of their individual jobs. Those groups were also held generally responsible for the impact that their contribution had on the organization as a whole.

Some debate exists about exactly when empowerment began to be considered a valid managerial concept. Most researchers agree that the work of Elton Mayo and the Hawthorne studies of the 1920s and 1930s served as the foundation for the interest in employee participation (Herrenkohl, Judson, & Heffner, 1999). Other researchers are more specific regarding the foundations of empowerment, claiming that the 1930s human relations school of thought is the root of the empowerment movement (Korunkonda, Watson, & Rajkumar, 1999). These researchers support their assertion by pointing to an argument advanced by Mary Follette that by cooperating rather than competing, human

beings can rise above limits imposed upon them by physiology, biology, or the environment.

The exact point at which the concept of empowerment came into being is difficult to ascertain, and it is even more difficult to obtain a standard definition of this construct. Efforts to define empowerment have ranged from simple one-line definitions to more complex and encompassing explanations. Table 1 lists several of the simpler and more straightforward definitions of empowerment that different authors have offered.

It appears that most of the straightforward, simple definitions focus on the individual employee. Common themes in these simple definitions are autonomy, power, ability, judgment, and expectations. The more complex definitions tend to focus on the relationship between the individual and the organization. For instance, Maccoby (1999) asserts that empowerment can be reduced to two meanings: (a) the investment of authority in individuals so that they are responsible and accountable, and (b) the concept that an organization must be a learning organization in order to be an empowering organization.

Table 1

Definitions of Employee Empowerment

Definitions

To empower is “to authorize or delegate or give legal power to someone” (*Merriam Webster's Collegiate Dictionary*, 1993).

“Employee empowerment often refers to employees being more proactive and self-sufficient in assisting an organization to achieve its goals” (Herrenkohl et al., 1999, p. 373-374).

“Empowerment as a means of liberating employees suggests that employees should be free to do what they think is best without fear of veto by the boss” (Korunkonda et al., 1999, p. 32).

Employee empowerment “is a fancy way of saying that we are going to treat employees like adults. To empower employees, we give the right information, set clear goals, and allow them to do the jobs they were hired to do” (Caudron, 1999, p. 26).

“A common academic definition of empowerment is experienced choice, competence, meaningfulness, and progress” (Jones, 1999, p. 203).

“Empowerment is a process whereby an individual’s belief in his or her efficacy is enhanced” (Lin, 1998, p. 224).

Empowerment is “recognizing the power that exists in a role, allowing more, and expecting a person to express it” (Porter-O’Grady, 1998, p. 5).

“Empowerment combines both the ability and opportunity to judge correctly and do the right thing, as well as a preparation to do what must be done” (Edgeman & Dahlgaard, 1998, p. 75).

“Internal and external cooperation subsumes team work and collaborative organizations, whereas employee fulfillment can be considered to subsume employee empowerment” (Korunkonda et al. 1999, p. 30).

Empowerment is “conceptual job autonomy, the capacity to design one's work processes and to make key, non-routine decisions” (Dobbin & Boychuk, 1999, p. 266).

In the “real expression of empowerment, specific expectations are already present with the role. Every individual: plays a part in determining his or her work, participates in evaluating the outcomes of work, has the authority necessary to do the work, acknowledges all changes in work, and must make decisions that affect his or her work and workplace relationship” (Porter-O’Grady, 1998, p. 5).

Herrenkohl was frustrated by the lack of an agreed-upon operational definition, and therefore, created one of his own. His definition includes both the initiatives of the individual employees and the support of those initiatives by the organization. Empowerment thus becomes a situation in which a supportive and interactive environment encourages employees to seek out and implement more efficient business methods (Herrenkohl et al., 1999).

To support this operational definition, Herrenkohl et al. (1999) listed the various definitions from which it was derived. Those definitions included the following: (a) letting those who do the work have or at least share in the power, (b) sharing responsibility for results equally between managers and employees, (c) recognizing employee contributions as key to the organization's overall success, (d) involving all employees and managers in business decisions, (e) recognizing the team's responsibility to pursue the shared vision and goals, (f) developing employee self-motivation as a result of the comprehension of responsibility and the authority that comes with it, (g) becoming aware of personal impact in attaining company goals, (h) allowing individuals to work together as teams, expanding the power of the teams, (i) recognizing the influence of the learning process in individuals and teams, and (j) encouraging of new skills intended to positively impact the organization's success.

While some researchers and authors focus on developing definitions for empowerment, others warn against it. Jones (1999) feels that an evaluative component, which is usually positive, is often attached to definitions of methodologies. He suggests that only after the positive spin has passed is it worth the time and effort to develop a

precise definition. As such, he warns practitioners to be wary of empowerment labels. Others, however, see value in developing definitions, but they warn against having a limited scope. For instance, Heaton (1998) advises that empowerment is not an isolated concept; it comes in a number of forms. Methodologies such as teams, employee involvement, etc., are similar to empowerment in their function and purpose, and they are often used in conjunction with or in place of empowerment. Thus, practitioners would be well advised to define empowerment in terms of its larger organizational uses and impact.

Purpose of Empowerment

There are many reasons for implementing empowerment, and one of the most commonly cited is that it is simply the right thing to do. Some experts, such as Borowski, (1998) believe that Kant's categorical imperative can be used to determine which actions are morally correct. According to Borowski, Kant's categorical imperative essentially says that every person should act in such a way as to obtain the maximum benefit of our actions. Looking at this in the framework of an organization, a business is morally acceptable when all people in it are treated with the respect that they deserve. While this argument and others like it surface several times in the literature, organizations that are implementing empowerment do not give this as a reason for the practice.

Most organizations will list modern managerial practices, the structure of the work, and financial results as reasons for implementing empowerment. Dobbin and Boychuk (1999) argue that the manner in which work is organized across several industries and management levels is impacted by the influence of empowerment. This is largely due to the usefulness of empowerment in organizations. It is not just a "feel-good"

practice; it is a productive and useful practice as well. Due to the significant impact that empowerment can have, organizations are changing the manner in which work is organized to take advantage of those uses.

Most organizations refer to their employees as their greatest asset when rationalizing an empowerment initiative. The employees are the ones who must work together to plan and execute strategies that will accomplish the goals of the business (Willis, 1999). If a company does not treat its employees as valuable assets, having the potential to reach vast new heights, nothing out of the ordinary will ever happen. The company must help the employees unlock their own abilities to achieve (Covey, 1999b). Many experts echo this when they acknowledge that, although each employee has the potential to bring a competitive advantage, most people perform below their potential due to low expectations or disorganization, either within themselves or within the company. Most employees have more talent and ability than their jobs require or that they have the freedom to express (Covey, 1999b). Organizations are beginning to see this as a problem and are implementing empowerment to overcome it. In attempts to build upon company strengths, many organizations are taking the best employees from various departments, teaming them up, and giving them total control over certain projects, from the biggest to the smallest decisions (Hellinghausen & Myers, 1998). Organizations are realizing that the empowerment of frontline workers is critical if the organization is to maximize performance, because these people are the ones doing the actual work, and they are in the best position to make the most effective suggestions and improvements (Johnson, 1999).

Frontline employees are usually closest to the technical work processes, and they are sometimes also closest to the customers. When employees do not feel that their efforts make a difference to the company, job stress increases and morale drops. Unfortunately, customers are usually able to pick up on this stress and frustration (Berman, 1999). Empowerment programs can be used to help transform a stagnant and apathetic organization into enthusiastic places where employees feel like contributors and want to work together to better serve the customer (Dover, 1999). Indeed, empowerment is gaining momentum, not just as a tool to overcome employee apathy. “The use of empowered employee teams to solve problems, lower costs, increase quality, and in short, improve customer satisfaction, is gaining momentum in today's global business environment” (Hellinghausen & Myers, 1998, p. 21). This makes sense in that one of the main goals of empowerment is to meet the customer's needs in the most efficient way possible. If this is accomplished most of the time, then empowerment has proven itself beneficial to the company through increased revenues (Potochny, 1998).

Initiatives meant to improve organizational performance and profits are, of course, desirable, but empowerment is not a quick fix by any means, and reckless implementation can be more damaging than beneficial. On the other hand, thorough planning and utilization of empowerment strategies can energize an organization from within and help create a competitive advantage in the industry (Robinson, 1998). In today's work environment, empowered teams can help keep a company one step ahead of the competition because they are innovative, often resolve customer problems on the spot, and develop products and services better suited to the customer's needs

(Hellinghausen & Myers, 1998; Maccoby, 1999). Whether or not a company recognizes, encourages, and utilizes what its employees have to offer may be what determines its success or failure (Johnson & Paper, 1998). Many organizations recognize the importance of allowing the workers who actually handle the processes and the customers to make daily decisions to improve and enhance those processes and relationships (Johnson & Paper, 1998). If nothing else, teaching workers how to make responsible business decisions and then allowing them to do so save valuable time (McCarthy, 1999).

In addition to saving time, empowerment can promote individual and/or group problem solving. According to Jones (1999), empowerment is not only a problem-solving tool in and of itself; it is also often used as a gateway to creativity. This is largely due to the fact that empowerment is considered “to facilitate self-control, the liberation of minds, and the creation of problem-solving skills” (Korunkonda et al., 1999, p. 29). This creativity is often put to use in the analysis of process breakdowns. Empowerment provides the organization with the opportunity to have new eyes look at old problems, in order to help distinguish between fact and opinion in determining what the true possibilities are. A fresh view contributes greatly to the ability to make decisions and to the actions that are required in order to create a solution that addresses the whole process and not just the breakdown (Willis, 1999). Allowing people and groups to make decisions regarding certain processes can be highly beneficial to organizations.

Although there is no doubt as to the usefulness of empowerment in organizations, the question that precedes any new initiative is, what are the benefits? “The benefits that can be derived from empowerment include employee commitment, quality products and

services, efficiency, responsiveness, synergy and management leverage” (Lin, 1998, p. 223). To be a bit more specific, Clemmer (1998) asserts that empowerment is beneficial because each individual can see how his or her work is part of the bigger system. Employees are trusted and expected to act responsibly, and they live up to those expectations. Smaller units that work as a team and carry their own responsibilities are dedicated to overcoming obstacles and generating new opportunities. Employees are passionate about and committed to their work because they feel ownership over it, and it becomes easier to focus on the needs of the customer and the company. Finally, because employees have control, they are more likely to suggest alternatives and meet challenges rather than to remain passive.

Results from companies using the empowered team concept show that when workers feel themselves to be a part of the team, they become more creative and more dedicated to getting the job done, and the company benefits as a whole (Hellinghausen & Myers, 1998). Because each team member brings a different skill set to the table, teams with members whose jobs are widely varied can better coordinate implementation of projects that involve several departments. In addition, creativity in meeting customers’ needs is enhanced when individuals and teams are empowered to make decisions without waiting for upper management’s approval. Lastly, the perception of the work environment is improved because employees know they play an important role in the company’s overall success (Johnson & Paper, 1998).

Some employee empowerment initiatives take the final step to employee ownership. Studies by the National Center for Employee Ownership demonstrate that

companies utilizing employee ownership strategies show an increase in sales and employment figures and a decrease in workers' compensation claims (Day, 1999).

Research indicates that U.S. companies that are employee-owned have hardier employee relations and retention, even during recessions. They also post capital returns between 8% to 14% higher than their competitors and show remarkable growth of market share (Pereira, 1998).

However impressive these data may be, many companies are not ready or willing to make the transition to employee ownership of the company. While beneficial to the initiative, full employee ownership is not a requirement for a successful employee empowerment initiative. Over the past decade or so, numerous rigorous studies have demonstrated the “enormous economic returns obtained through the implementation of what are variously called high involvement, high-performance, or high commitment management practices. This evidence is drawn from studies of the five-year survival rates of initial public offerings, studies of profitability and stock prices in large samples of companies from multiple industries, and detailed research on the automobile, apparel, semiconductor, steel manufacturing, oil refining, and service industries” (Pfeffer & Veiga, 1999, p. 37). A study of 100 German companies across several different industries showed a positive relationship between employee initiatives, such as empowerment, and market performance. The companies that valued their worker performance and contributions highly often produced above-average long-term stock returns compared to others in their industry (Pfeffer & Veiga, 1999).

Immediate and short-term benefits of employee involvement have been shown to help the organization, but these gains may eventually mean nothing if the company does not have a long-term strategy for survival. In a study intended to measure the five-year survival rate of 146 companies that had an initial public offering in 1988, only 60 percent of the companies were found to still be in business. The study analysis showed that the way that the companies valued and showed appreciation for employees was a significant factor in the ongoing success of the company, regardless of other factors such as company size, profit level, and type of industry (Pfeffer & Veiga, 1999). Based on research, Johnson and Paper (1998) believe that “Organizations that embrace empowerment, and proactively record and use corporate memory, will have an advantage in the global market” (p. 517) and that these practices are beneficial to the organization’s long term survival. In short, the payoff of empowerment is a more educated, more flexible organization, which is able to respond instantaneously to changes in the market and turn on a dime for the customer if necessary (Willis, 1999).

The benefits of empowerment are impressive. However, nothing is without cost, and the costs associated with empowerment can be intimidating if not managed well. Johnson (1999) points out several problems that can be associated with empowerment. Conflicts between team members can disrupt creativity and motivation and result in the failure to find a solution. Lack of organizational control may lead to missed deadlines or overlooked company standards. Even with training, employees may not be able to foresee all the consequences of their decisions or know how to handle these consequences. It may be necessary for experienced managers to oversee empowered teams in order to resolve

conflicts and keep the teams on track and aligned with company goals. As Lee (1999) notes, “Once democracy is unleashed in the organization, maverick employees can get out of hand, divisive actions can develop, or strategic coherence can be threatened” (p. 54-55). It is important that organizations be aware of the expected loss of management control and prepare to deal with the repercussions when entering into an empowerment initiative.

In a changing world, organizations and individuals must change in response to environmental influences, as well as internal influences such as the recent trend toward “organizational flattening,” or a reduction in the number of levels in the power structure of the company (McConnell, 1998). While there is no doubt that organizations must change, there is growing disagreement as to how they should go about the process of change. One aspect that most experts agree on is that change is most effective when people do not feel threatened by it, but rather can embrace it, recognizing opportunities for increased personal involvement and influence (Anonymous, 1998). Taking this into consideration, the following are some approaches, suggested by Willis (1999), that companies can use in their organizational change efforts to ensure successful change to a new way of doing business.

1. Communication is vital to establish proper expectations. Failure to communicate will hinder, even stop, progress.
2. Clearly define roles and make sure that employees understand them. Though this may seem elementary, everyone needs specific structure and guidelines to successfully implement a new system.

3. Encourage questions and ideas rather than adopting an approach that is viewed as a closed door.
4. Maintain a high level of trust and honesty between all departments.
5. Offer strong leadership. Workers will have confidence in an upper management that appears strong, committed, involved, and encouraging.
6. Allow enough time for people to learn, adapt to, and recognize the benefits of the new process.
7. Educate managers to the new processes and procedures. Employees need to see that help and support are readily available.
8. Have an “internal change champion.” This person must head up all efforts to implement the change and must be trained to motivate employees, solve unforeseen problems, and see the change through to its complete integration.

Some experts believe that in order to implement large changes within an organization, employee involvement and contributions must be a major part of the restructure (Lin, 1998). Using this idea, more and more organizations are beginning to recognize that empowerment is one important key to adapting to changes in the industry (Johnson & Paper, 1998). Overall, it can be said that companies succeed in the face of change when they are able to motivate and encourage employees to participate rather than simply telling them what to do (Kotter, 1999).

Leaders and their workforces are beginning to take responsibility for making change successful, and the companies they are creating are better able to compete in the marketplace and make plans for the future (Willis, 1999). This is often done by practicing

the principles of empowerment. Kotter (1999) suggests that managers “Empower others by removing blocks, by changing systems or structures that seriously undermine the change vision, and by encouraging risk-taking and nontraditional ideas, activities, and actions. This helps increase the effectiveness of internal change processes to cope with external change” (p. 17). While empowerment can be useful, if not essential, to making change efforts successful, if principles of empowerment are not already in place, then this additional change in organizational practice can further complicate an already daunting plan to make major changes within the organization (Willis, 1999).

High-performance organizations see their people as assets, strive to meet customer needs, and adapt to changing environments. In these organizations there is generally less bureaucracy, more employee involvement in establishing and reaching company goals, and better employee relationships (Kotter, 1999). High-performance organizations also use:

leadership practices that energize workers who are attuned to strategic goals. The result is more leadership from more people, a clearer sense of direction, long-term visions, productivity, and innovative strategies to support the vision, and directors to focus on the big picture. (Kotter, 1999, p. 16)

Empowerment contributes heavily to all of the above components of a high-performance organization. With effective empowerment, the employees recognize how their actions and decisions directly affect the customer. They learn to focus on the value to the customer and are inspired and motivated to work together to improve the process and the product (Dover, 1999). All of this requires that employees be well trained, take

personal responsibility for improving the organization, and have faith in the validity of their decisions (Covey, 1999a). As desirable as all of this may be, it is dependent upon the support of employees, as the degree of involvement and performance is established by each individual (Avery, 1999).

It is this voluntary component that has researchers focusing on employee motivation. Some experts have suggested that organizations stop looking for the one program or initiative that will solve all of the organization's problems. Instead they recommend that the organization look at capacity that is still untapped and the organization's ability to "zest" (Lin, 1998). In order to produce excitement, commitment, and action ("zest") organizations must understand what basic human motivation is. Woodruff (1999) posits a theory that people are driven by one of three motives: achievement, affiliation, or influence. Those who thrive on achievement seek out personal and professional challenges around them and strive to perform at the highest level. Those driven by affiliation expend the most energy improving the quality of their relationships. Finally, those who are driven by influence concern themselves with those around them, seeking to persuade, convince, or empower their coworkers to achieve goals.

Understanding human motivation is not enough; organizations must have beliefs and actions that support the development and maintenance of employee motivation. It has been shown that companies with high employee motivation focus on work that is meaningful for the employee, establish high expectations requiring a high standard of performance, provide clear communication of goals and purpose, demonstrate interest in

employees and evidence of employee value, provide fair and equal treatment in the workplace, and support employee competence and performance (Catlette & Hadden, 1999).

While an organization's beliefs can help develop a motivated workforce, they can also do just the opposite. Some organizational assumptions and beliefs can hinder motivation. These organizational theories often revolve around the assumption that employees need a dominating and controlling management because they can't focus or meet goals without it. Another detrimental assumption is that employees for whom expectations are low are happier because they are under less pressure. Also, it may be assumed that an organization that is run with a gentle hand will be full of sharing and goodwill (Catlette & Hadden, 1999). While these beliefs may be well meaning, they are obviously detrimental to attempts to develop employee motivation.

Regardless of what their particular beliefs may be, companies must exhibit actions to support these beliefs; otherwise they are just rhetoric. Indeed, as Catlette and Hadden (1999) note, companies with high employee motivation share three things in common: "1. They keep people solidly behind the core purpose. 2. They let people know they are cared about — first as people then as professionals. 3. They remove obstacles from the paths of their workers" (p. 18). Many companies strive toward these goals by using empowerment as a means of increasing and maintaining employee motivation (Lin, 1998).

Implementation of Empowerment

It is estimated that well over half of all empowerment initiatives fail (Allen & Alvarez, 1998). The majority of these failed empowerment initiatives follow a similar

pattern or process: the announcement of the new initiatives, the first response to the news, the confusion surrounding the changes, and the recognition of the failed attempt. The first reaction usually falls somewhere between optimism of hoping it will work and cynicism of thinking it won't work. Many employees and managers see the potential benefits but are concerned about their new responsibilities. These concerns can build because the personal benefits for each employee's career path, performance recognition, and compensation are not immediately apparent. Nevertheless, a flurry of activity follows the initial announcement. This often includes the creation of new performance measures for the organization and individual as well as the endowment of employees with authority and responsibility (Dover, 1999).

Once progress has begun toward empowering the workforce, there will be issues of concern in terms of actions and decisions as the empowerment comes into effect. These may cause chaos, or at least the perception of chaos, and wary managers may try to over-control teams whom they do not trust to have the knowledge or ability to make the right decisions. Thus a backlash occurs, and frustrated employees stop making the efforts that management is overriding anyway. Eventually, senior management allows the program to die quietly (Dover, 1999).

One of the most common explanations for failure of an empowerment program is that the employees simply were not capable or were not ready to be empowered. There may be some truth to this assertion, as an undermining factor of empowerment can be the mind-set that the employees bring into the picture. Allen and Alvarez (1999) discuss warnings to organizations against empowering victims, cynics, and bystanders. The

assertion is that these individuals approach empowerment with a self-serving agenda. Victims are convinced that their environment is responsible for their attitude, and they feel they have little power to change their own personal situation. Cynics hold a negative or disapproving attitude, and they are able to see only the potential problems of the initiatives, never the benefits. Bystanders simply will do nothing. They pretend the issues are unimportant in order to avoid facing the disappointment of the situation. These three mindsets go against the principles of empowerment and will be not only unsupportive but actually detrimental to empowerment initiatives. In order for empowerment to work, an organization must be cognizant of who it empowers. Allen and Alvarez (1999) assert that individuals who are in control of their lives and take control of their environment are ready to be empowered. These individuals will approach empowerment by looking for what they can change, resulting feelings of personal peace.

While the people themselves may be a potential factor in the failure of empowerment initiatives, it is more commonly the lack of organized effort put forth by the organization that is to blame. In many organizations, the words are much more powerful than the actions that follow (Harari, 1999). Organizations may see much vocalization during the planning and announcement stages; however, the effort level falls to almost nothing as time goes by. In order to maintain momentum, an organization must take action on its promises (Covey, 1999b). Another failure of effort on the part of organizations lies in the form that empowerment takes. In many real life cases, empowerment exists only as the delegation of additional duties to employees. They have no more power, simply more work (Korunkonda et al., 1999). It is much easier to simply

delegate responsibilities than it is to actually change systems in order to truly empower employees. Empowerment is a new way of thinking, and organizations must make a real effort from the core of the company (Covey, 1999a). This takes a great deal of patience and a great deal of effort that most organizations either do not have or are unwilling to exert, resulting in the failure of empowerment initiatives.

While few organizations will ever list executive leadership as a factor in the failure of empowerment initiatives, it is undoubtedly so. Despite the potential benefits, empowerment programs often fail due to the very problems within the company that initially made empowerment seem like a good idea. Many managers still feel that their success and value are the results of the power they have, and handing over that power to employees is viewed as a personal threat. Meanwhile, some employees mistake empowerment for discretionary authority and the power to decide things unilaterally, and they lack the collaborative skills that management neglects or refuses to teach them. Others resist the need to assume more power and cling to a comfortable dependence on authority (Dover, 1999).

Lack of support from the organizational structure, systems, and executives can undermine empowerment efforts. The lack of support in these areas is often associated with the fear that management has of losing control (Allen & Alvarez, 1999). Indeed, managers often cringe at the term “empowerment” because they don’t want to relinquish power; they often fear the quality of decisions that will be made by their employees (Potochny, 1998). This fear can result in something that Scontrino (1998) refers to as “endullment”, which is more or less the opposite of empowerment. According to

Scontrino “Endullment is embodied in telling people what to do, creating confining boundaries, offering limited feedback, and allowing limited ownership of one's job” (p. 541). Scontrino notes that endullment leads employees to feel apathetic about their work and about the organization they work for.

While employee resistance, lack of organizational effort, and reluctant executive leadership can all be contributors of failure of an empowerment initiative, more often than not it is the organization's assumptions that serve as the deathblow to empowerment. The assumptions are the basis of organizational culture, and that is what ultimately drives the implementation of an empowerment initiative. If those assumptions are inconsistent with empowerment, the implementation of the initiative will be as well.

Dover (1999) discusses some flawed assumptions. One such assumption is assuming that whoever has the power is automatically right. Having the power to make decisions does not mean that the decisions will necessarily be good. Another assumption is imagining that one person (or a few people) has the power to make or break the company. In reality, the majority of all successes and failures are a result of collaborative effort, and the empowered workers need to have faith in each other. Commonly organizations err by expecting employees to immediately jump on the empowerment bandwagon. Some employees will resist empowerment efforts just as some managers will. This can cause problems between the sponsors of the program and the hesitant employees. Thinking that employees have all the necessary skills for their new roles is another flawed assumption. The fact is that neither managers nor employees may be able to identify— much less perform—all the functions of their new roles, especially at the

beginning of the effort. A final flaw is allowing impatience to change the focus.

Opponents of the empowerment effort may insist that the process is taking too long or costing too much, hoping to influence the organization to abandon the idea.

Perhaps the most common reason for failure of an empowerment initiative is that empowerment is inherently vulnerable to abuse. Organizations see that a link between employee empowerment and satisfaction can be readily established. However, organizations often overlook that link because they feel that both empowerment and employee satisfaction are results of practices that satisfy employees (Korunkonda, 1999). It is a common misconception that empowerment alone will lead to employee satisfaction. Many organizations implement empowerment practices in name only to pacify employees. An organization may increase empowerment initiatives but at the managerial or director level only, or they may let the employees believe they are a contributing part of the team when in reality the employees' ideas are heard but never implemented (Snell & Chak, 1998). Many organizations may claim that they empower their employees, but those who actually do are rare (Moon & Swaffin-Smith, 1998).

To increase the odds of a successful empowerment initiative, an organization must begin by making a determination as to whether or not the organization is ready to be empowered. To make this assessment, Willis (1999) recommends that the following six questions are asked:

1. Is upper management really committed to the idea of empowerment? If management is not behind the idea in the belief that it will benefit the business, empowerment will not succeed.

2. Are there any anticipated changes in management? Full and steady support of management is essential, and any changes can damage the effort.
3. Are employees experienced in working together? An environment that already encourages and rewards team effort is better primed for empowerment.
4. Are the time and resources available to make empowerment a reality? Partial commitment can never result in complete success.
5. Are employees currently too busy to meet, share ideas, and discuss plans? If so, organizational changes will need to be made to facilitate the new work methods.
6. Do employees have the technical knowledge to fulfill the objectives? Poorly trained workers cannot perform at the level the organization requires to be successful.

It is just as important to know when not to implement empowerment implement as it is to know when to implement empowerment. Pfeffer and Veiga (1999) mention several problem areas that may indicate when empowerment should not be implemented, and these will be discussed in the following paragraphs.

The first problem area involves short-term pressures that enslave managers. Achieving profits through people takes time to accomplish, and an emphasis on short-term financial results will not be helpful in getting organizations to do the right thing. Taking actions with payoffs that will occur beyond the time frame for which a manager will be measured on their performance is difficult and risky. Today's pressing problems make it difficult to focus on actions aimed at building a better organization for the future. Managerial career processes contribute to this short-term pressure.

Another problem area concerns lack of respect for individual competence. Organizations tend to destroy competence by inadvertently destroying wisdom and competence, or by making it impossible for wisdom, knowledge, and experience to benefit the firm. Management practices that require programs and ideas to be explained and reviewed in groups are a major culprit of this. In any domain, expertise is some portion of the expert's knowledge and that competence is tacit, not readily articulated or explainable, and not irreducible to a formula or recipe. This expert knowledge has a substantial component of tacit knowledge, and it may be impossible for experts to present the real bases of their judgments and decisions.

Managers who do not delegate enough can create another problem area. Relying on tacit knowledge and expertise of others requires trust and a willingness to let others do what they know how to do. Lack of this trust often results in resistance of management to delegate. At least some of this resistance derives from two social psychological processes: belief in the efficacy of leadership and a self-enhancement bias.

Finally, managers may have perverse norms about what constitutes good management. These norms include the idea that good managers are mean or tough and that good management is mostly a matter of good analysis.

It is helpful to know what to expect when determining whether or not to implement empowerment. Willis (1999) discusses five stages of empowerment that were originated by Hitchcock and Willard. Stage 1 involves denial. To overcome this denial, there must be high involvement in the education process, abundant sharing of all kinds of information, and probing for concerns. Stage 2 involves testing. To handle this stage,

organizations should set clear boundaries and interim operating practices, create specific guidelines and priorities, and assure that there is understanding of responsibilities and the degrees of freedom. Stage 3 involves participating. In this stage it is important to offer interim management support by providing worksheets and problem-solving processes that help to lessen anxiety. In Stage 4, employees exhibit responsibility. To further this, organizations should ask thought-provoking questions to open new horizons and to let employees envision the possibilities. In Stage 5, employees are empowered. Everyone needs more and more information about the organization, customers, and competitors. Employees are measuring their performance against best practices and are encouraged to investigate new technologies and methods.

Wajzman & Lewis (1999) present a different take on the stages of empowerment. They discuss three stages of empowering individuals. In the first stage, an individual must clearly comprehend the personal benefit of making the change. Understanding the personal positive result of the effort is the only factor that will help the individual commit to the steps involved in taking the action. In the second stage, the company environment must be dedicated to supporting the empowerment effort. If management only pays lip service to its empowerment goals, employees will be frustrated by not knowing how to perform, and no changes will occur. The third stage involves education. Once both the individual and the company are committed to the empowerment process, there must be an educational support system put in place. Managers and employees both need to be trained in their new roles, in technical skills and in the interpersonal skills for wielding the power they hold. Without clear guidelines and comprehension of those guidelines, it is too easy

to slip back into the way things used to be done, disregarding the empowerment effort altogether.

Apart from the stages of empowerment that organizations and individuals go through, there is also a need for an organizational structure that supports the empowerment process. This aspect of empowerment has gained much attention from experts and researchers. They agree overwhelmingly that implementing empowerment takes an extreme effort. Leadership must design and commit to new organizational concepts and structures that support and encourage the empowerment initiative (Smialek, 1998). If a company is serious about gaining real benefits from empowerment, the company will need to reevaluate how it measures and rewards performance to bring it in line with the team concept (Hope & Fraser, 1998). To help organizations reexamine, redesign, and renew their systems, Hope and Fraser (1998,) suggest five elements that organizations should employ: “eradicate incremental thinking, constantly improve shareholder value, drive radical improvements with demanding targets, relate performance targets to other strategic business units and external factors, [and] base a major portion of performance bonuses on company-wide results”(p. 23).

Dover (1999) proposes that, when creating systems to support empowerment, organizations would be wise to focus their efforts explicitly in two areas: redefining expectations of all organizational roles in relation to empowerment, and shifting employee focus away from personal discretion and toward value creation. Shifting employee focus to value creation can be accomplished through the following steps:

1. Modifying or eliminating contradictory rewards and recognition. A key implementation activity includes reducing exorbitant executive compensation.
2. Accentuating the shared purpose, defined as collaboratively using a cross-section of employees, and then teaching employees how best to use this shared information.
3. Creating expectations for mutual accountability through focusing measures and incentives on collaborative value creation.
4. Creating meaningful jobs serving as an explicit link between employee work and customer value.
5. Redesigning managerial roles and measures to reinforce value creation. Management feedback and incentives should be modified to recognize managers who build and support empowered, self-directed employees.
6. Teaching systems thinking and collaborative skills.

In general, organizations that are successful in implementing empowerment view the organization as organic, not mechanical. The organization lives and grows because it is composed of living, growing people. It is a living ecosystem and must ultimately be governed by principles (Covey, 1999a), which are the basic assumptions that the organization holds. Empowerment is dependent on such organizational factors as values, work or managing styles, systems, and ability, all of which are determined by the organization's culture (Lin, 1998). One such principle is that employees must be properly trained and educated in order to be truly involved in the long-range success of the company (Hooks, 1999). Another belief is that all employees in the company should

share in leadership, taking part in both its benefits and its responsibilities. While the scope and material rewards will vary greatly, loyalty will be carefully cultivated through such beliefs (Edgeman & Dahlgaard, 1998). Research has shown that “successful organizations create stability in unstable times by being true to their mission, vision, values and operating philosophies” (Harvey, 1998, p. 9). The beliefs and goals of an organization never outlive their usefulness or importance, and they contribute greatly to organizational initiatives.

Organizations whose beliefs are supportive of empowerment recognize the organization as a social system. In order to lead a social system effectively, the organization understands that the employees need to hold the same purposes and values as the system. This will enable the employees to become personally invested in making the system more effective (Maccoby, 1999). Not only do the values and the system need to be aligned, but the system needs to be supportive of the values. DeLeede, Nijhof and Fisscher (1999) suggest that organizations take an overall approach and apply sociotechnical theory to change the systems involving training, compensation, resources, etc in conjunction with the distribution and delegation of responsibilities. These systems allow organizations to infuse the core values (such as profound trust, empowerment, and distributed leadership) and competencies into people and thus more broadly into the organization. The result is an empowered organization composed of empowered people (Edgeman & Dahlgaard, 1998).

An organization whose beliefs and systems place people first can be very successful and profitable. Researchers have discovered several specific systems that

produce profits through putting people first. They include employment security, selective hiring, self-managed teams and decentralization as basic elements of organizational design, comparatively high compensation contingent on organizational performance, reduction of status differences, and the sharing of information. Employment security serves as a supportive system largely because workers fear that by increasing efficiency, they will work themselves out of the job. Therefore, employment security is fundamental to the implementation of most other high performance management practices. Selective hiring is also a system that supports high performance. However, the organization first needs a large applicant pool from which to select. They need to be clear about what the most critical skills and attributes are. They also need to make certain that the skills and abilities sought are consistent with the particular job requirements and the organization's approach to this market. Once the critical skills are determined, they need to screen primarily for attributes that are difficult to learn or change through training.

Self-managed teams and decentralization can provide an increased sense of responsibility, which stimulates more initiative and effort on the part of everyone involved. Compensation systems can take a number of different forms, some of which are incentives directly related to company performance such as stock options and profit sharing. Others are simply team or individual bonuses or rewards. While reduction of status differences may not seem like a system, it is indeed. This system can be implemented symbolically (language, labels, physical space, and dress) and substantively (reduction of an organization's degree of wage inequality). The sharing of information is possibly one of the most critical systems, since the lack of information or ability to

understand and utilize the information can block even the most capable and highly motivated employees from contributing enhanced organizational performance (Pfeffer & Veiga, 1999).

While all of the above factors are critical to the success of empowerment initiatives, there must also be a high level of commitment present in order for empowerment to succeed. This commitment can be described as loyalty and trust that is mutually shared between employees and the organization (Levinson, 1999). This loyalty and trust is important because true empowerment means that the worker knows that he or she is making a difference. It is the freedom and trust to make decisions, the knowledge that the decisions are valid, the accountability and reward for performance, and the validation of being recognized as a thinking contributor rather than simply a follower of orders (Lin, 1998). Commitment is often exhibited through a feeling of job ownership, which is the ultimate result when employees begin to perceive how their work fits into the bigger picture of overall company performance and success (Day, 1999).

There are numerous benefits and organizational rewards designed to develop dedicated individuals. A culture of community resulting from employee commitment to the organization allows the company to make significant improvements in production standards, processes, and quality in rapid increments (Willis, 1999). This culture creates empowered employees who are wholly committed to the goals of the organization and who are willing to make the supreme effort and whatever sacrifices to meet those goals. The dedication of these workers manifests itself in better than average speed and adaptability (Levinson, 1999).

There are many practices that motivate employees to feel ownership in the company as opposed to an “I-only-work-here” attitude. Blonchek (1999) proposes that building an ownership culture is based on five entrepreneurial beliefs: belief in the leader; belief in the purpose; belief in the operational model, or how the business works; belief in empowerment; and belief in the reward. In order to help assure that employees share company goals, these beliefs should be put into action. Employees need to know and participate in every aspect of the business. They must understand the basis on which the company operates, recognize how the business turns a profit, be familiar with standard company operations, and use what they know about the purpose and structure of the company to improve their own performance. Also, the company must publicly recognize outstanding effort and reward teams and employees accordingly (Barton et al., 1999).

Few companies promote entrepreneurial beliefs and employee ownership attitudes, and even fewer put them into action. However, this step may be one of the more economically beneficial actions that an organization can take. Day (1999) outlines several steps that organizations can take to begin developing employee ownership attitudes:

1. Evaluate the departments to assess the needs and the potential for success.
2. Be willing to keep employees informed about the business. An attitude of ownership is based on knowing everything about the company, and gaining this knowledge is an ongoing process. The awareness of the company’s potential success or potential failure must be public information.
3. Establish daily goals to demonstrate effort and success.

4. Be willing to try new methods and ideas in every area of the business, and document the effort and results.
5. Make all efforts and accomplishments public knowledge in order to unify the company. If everyone shares in the glory, everyone will be more motivated and committed to his or her roles in the company.
6. Make the initial move of trusting employees without knowing how the employees will handle that trust.
7. Hand staff the responsibility of making certain decisions.
8. Encourage additional opportunities to promote the group mentality, such as volunteering for an outside project as a group. This will help solidify the group's commitment to each other.

Taking steps to begin developing employee ownership attitudes is a step in the right direction, but it is not enough to create commitment. Dessler (1999) states that organizations must also make plans to foster this commitment, and he outlines several important considerations. According to Dessler, in order to support and nurture this commitment, an organization must determine to put its people first, and demonstrate this by stating this value in writing and providing managers who are willing to follow this path. The organization must see that all employees are aware of and enthusiastic about the company's mission. Dessler notes that it is important to communicate the mission as something to be enthusiastic about. The organization should make a point to hire and train employees with special attention to their values, and not necessarily to the company's needs. Dessler feels that the organization must also promote organizational

fairness, by seeing that processes and procedures treat employees fairly and that managers do the same. This includes establishing thorough grievance procedures and encouraging openness and communication without fear of reprisal. Dessler also suggests that organizations emphasize the atmosphere of community and stress the importance of each worker's value to the organization. This includes reducing the perceived gap between management and non-management levels in the company. In Dessler's view, the organization can also contribute to the sense of community by recognizing team effort and hosting company-wide affairs. Finally, Dessler notes that the organization should encourage the personal development of all employees. It should create jobs that will challenge workers, provide employees with empowerment and the training and opportunity to handle it properly, seek to promote from within, and offer loyalty and security.

Components of Empowerment

There are an abundance of opinions as to what the components of empowerment are. However, a scan of the available literature reveals that only five to eight components of empowerment are prevalent in most publications. Researchers and experts tend to focus on one or a few components of empowerment. This focus allows them to present the ways that those specific components can be utilized and structured to help ensure the success of empowerment initiatives. When taken as a collective, these components give an excellent overview of what is required from the operating orientation of the organization, the traits of the initiative, and the individual orientations in order to ensure successful empowerment initiatives.

The following section will attempt to synthesize the varied components of empowerment that researchers have examined. In order to do so, the material will be organized around the structure of three key elements, which are reflected in the bulk of the current literature. The three elements come from the model of empowerment presented by Beyerlein and Harris (2003) that not only allows for, but requires that the three elements of authority, accountability, and ability be present in order for empowerment to exist (see Figure 1).

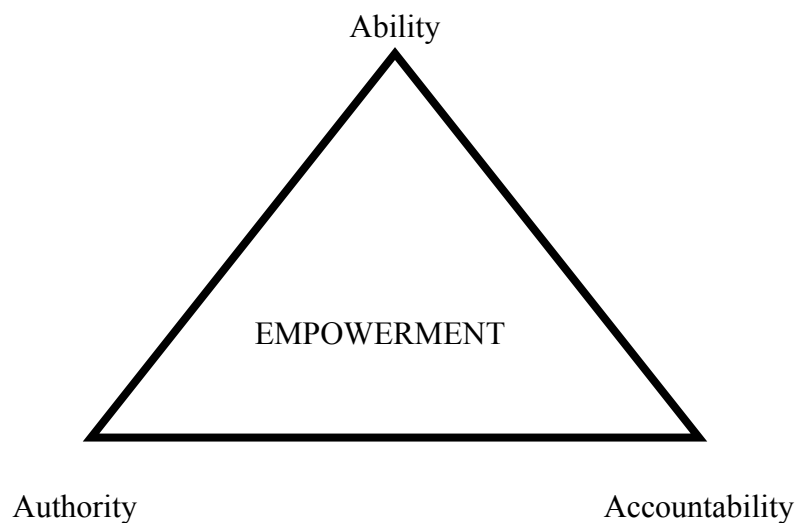


Figure 1. Beyerlein & Harris model of empowerment.

In this model, ability is defined as “having the necessary information, skills, and knowledge for effective decision making and task completion” (Beyerlein & Harris, 2003, p. 289). Accountability in this model means “holding individuals and groups answerable for accomplishing assigned tasks” (p. 289). Finally, authority is “giving

employees the power and freedom to manage and accomplish tasks and make relevant decisions” (p. 289). The model will be used as a structure for presenting the components of empowerment discovered in the review of the literature.

Ability

The extent to which a team, group, or individual has the ability to take on the responsibilities that come in conjunction with empowerment relies heavily upon some basic components of good managerial practice. Smialek (1998) discusses several major factors that are essential to create successfully responsible empowered individuals and teams. Among the factors are providing team-building training, including both technical and interpersonal relationship skills; assuring that there is necessary time for the team process; including a true representation of groups on teams and provide well-organized teams with balanced participation in order to facilitate and enhance decision making and problem solving outcomes; and assuring the use of effective and efficient methods to communicate pertinent information. While all of these factors appear to be equally important in developing the ability to be empowered, the latter factor is most often discussed in the literature.

Information. It appears that the information provided to the group predicts the quality of the group’s decisions. Oetzel (2001) found that effective communication processes, such as information sharing, facilitate successful group outcomes. Similarly, Johnson, Donohue, Atkin, and Johnson (2001) found that effective communication processes have both direct and indirect effects on perceived innovativeness in decision making.

It is often the leader who has the information or has access to the information. Research supports the relationship between information sharing by leaders and the quality of group decisions. Cruz, Henningsen, and Smith (1999) showed that with partial access to information, decisions of the group reflected the low quality decision advocated by the leader. Full access to information often resulted in decisions that did not reflect the low quality decision advocated by the leader. Likewise, Devire (1999) indicated that groups with full access to information were frequently able to overcome conflict in reaching decisions. Decisions that were reached with full access to information were better decisions than decisions made with only partial access. Cruz, et al. (1999) found that individuals and groups who were confident that their leader gave them all pertinent information were more likely to stand by their decisions and to occasionally overturn leader views.

This indicates that in order for empowerment to be successful, empowered workers must be knowledgeable, competent, and confident in their job processes and in their decision-making ability (Johnson & Paper, 1998). In this vein, Moon and Swaffin-Smith (1998) note, "Communication, involvement, and development have to be considered as a continuum which cuts across management theories in order to create the environment for participation and for innovation" (p. 303). This requires that empowered employees have free and unfettered access to pertinent information in order to make good decisions. However, managers often act on hidden motives and/or become negligent when it comes to sharing information (Potochny, 1998). To neglect to share information with empowered individuals and teams is detrimental to the success of empowerment.

The importance of sharing information is so high that one expert uses it as a litmus test for empowerment. Each organization needs to assess whether workers have quick access to accurate information. If they have to go through several others or a myriad of procedures to obtain information, then there is a trust issue within the organization. The common assumption made by employees is that they are not trusted with the information, or they would have easier access to it (Harari, 1999). This particular trust issue can make or break an empowerment initiative.

It is clear that the role of leadership changes during empowerment. Management moves away from making all of the decisions and helps to facilitate processes and environments that allow employees to make the decisions. In order for this shift to occur, leaders must work to provide empowered employees access to pertinent information. This is especially important for empowered employees, since the leader is the conduit for information from the outside world, such as top management's vision, the overall business plan, and the needs of customers, whether internal or external (Antonioni, 1994). Due to the informational power that the leader holds, individuals and groups must rely on their leader to a large extent to assure that they have the information that they need in order to perform well. The leader has to recognize the value of the information that he or she possesses or can obtain and must not manipulate that position. The leader must understand and disseminate information relevant to business analysis, since the team is the business unit making decisions. The leader must also be willing and able to help the empowered employees to find those same information resources as well as the methods

that exist for acquiring knowledge and sharing it, in order to avoid employee reliance on the leader for all information.

Knowledge. While organizations and leaders must share critical information with employees, they must also educate the employees as to what is being shared with them. Employees must be trained to not only understand the information being shared; they must also know how it is to be used to the benefit of the organization (Barton, Shenkir, & Tyson, 1999). Training is extremely critical to the success or failure of a company's attempt at empowerment. But even training has to be handled properly. If the training is presented in such a way that the employee gains the knowledge but is unable to utilize it, nothing positive has been accomplished (Heaton, 1998). Training and education must be provided in a way that creates a learning environment where all members of the organization are constantly learning and sharing information. Snell (1998) identifies several qualities that characterize this type of organization, including “a responsive learning approach and strategy, participative policy-making, constant sharing of information, internal exchange, reward flexibility, enabling structures, boundary workers as environmental scanners, inter-company learning, a learning climate, and self-development opportunities for all” (p. 341).

While training and education are essential aspects of knowledge acquisition and empowerment, all of the knowledge is useless if it is not retained within the organization. Organizations need to have a mechanism to record what was learned, what was done correctly, and what was done incorrectly. Such a mechanism is typically referred to as organizational memory, which is defined as the persistence of organizational knowledge

(Johnson & Paper, 1998). In order to share and learn from empowerment over time, the lessons learned must be accessible for constant review and reflection (Verespej, 1999). Organizational memory can be obtained through knowledge management, which consists of methods for retaining the knowledge and wisdom of employees so that the information will not have to be re-learned after individuals exit the organization (Johnson & Paper, 1998). Knowledge management can and should play a role in the enhancement of organizational memory (Johnson & Paper, 1998). While technology is critical to developing knowledge management, the culture must also demand and support the development of organizational memory. This can be done by creating an environment where employees are strongly discouraged from withholding information and where each employee is expected to teach what he or she knows to others. This creates a knowledge management system that is part of the fabric of the organization's culture and promotes organizational memory (Verespej, 1999).

Skills. While the importance of access to information is evident, the appropriate skills and resources must also be present to create the ability to be empowered. However, skills and resources of employees are not frequently addressed in the empowerment literature. It is assumed that authors view these as basic components of the employee's ability to perform work. Therefore skills and resources are not seen as anything beyond good management practices and are not differentiated as components of empowerment. However, Devire (1999) found that mental ability and task knowledge were more strongly related to effectiveness than communication variables. Furthermore, Sosik, Avolio, and Kahai (1997) found that the degree to which the employees believe they have

the ability to be effective predicts effectiveness. Pescosolido (2001) found similar results, indicating that a group's collective estimate of their ability to perform tasks was directly related to group effectiveness. These studies indicate that efforts must be undertaken to assure that employees have confidence in their abilities.

In order to build employee confidence in their abilities, the organization and its leaders must take a developmental interest in each employee and group, so that they can grow, develop confidence in their abilities, and contribute to the effectiveness of the organization. The development of methods to provide learning and developmental opportunities for individuals and groups is an important mechanism for developing the skill set that is required in order to perform work. Additionally, employees and groups need to be able to understand and to utilize the tools and methods that they have to assist them in their work. This may include processes and procedures for technical work, problem solving, interpersonal interaction, decision-making, and effectively meeting guidelines (Bodner & Bradley, 2003).

While providing basic training is the first step in developing a required skill set, a certain level of experience is required for individuals to have confidence in their abilities. As such, Beyerlein and Harris (2003) suggest that experience is an important component of empowerment. They present a series of questions regarding experience to assist in determining the level of empowerment that can be utilized in a given organization. Some of the questions include: "Does the team, group, or individual have the necessary experience to accomplish the task? Does the team or group have experience working together? Do members have a history of working well together?" (p. 292). The answer to

all of these questions should be yes in order for employees and groups to have the appropriate level of experience to be empowered. Selection systems can serve as a first step in developing both the training and experience levels of the empowered employees. This can assure a base of employees who have the necessary skill sets and experience from the onset of the empowerment initiative. This allows leaders to focus developmental efforts on higher level skill development to accelerate the rate of employee empowerment.

Resources. Resources are another important contributor to the employee or group ability to be empowered. Every effort must be made to identify and provide the resources that are required if there is to be empowerment. Employees cannot perform their work processes without the proper resources, much less do so in an empowered manner. To ensure that employees have the ability to perform their work in an empowered manner, the appropriate human, financial, technical, informational, physical, administrative, spatial, and time resources must be identified and provided.

While the skills and resources required in order to perform work tasks are important to empowering employees, individuals must understand how their work fits in with that of other parts of the organization in order to perform in a truly empowered manner. They must have the knowledge of the organizational norms, structures, behaviors, procedures, functions, and expectations to which organizations adhere. The understanding of the logic behind these elements, the business reasons for them, and their effect on the individual or group are even more important. Mandl, Gruber, and Renkl (1996) refer to this as acquiring the procedural knowledge and social processes of the

organization. This knowledge is particularly important to empowered employees as it allows them to ensure that their efforts are in alignment with the organization's goals and to recognize the ripple effects that their efforts will have on the rest of the organization.

Accountability

The extent to which an organization is able to create team, group, or individual accountability and responsibility for results relies heavily upon the development of self-leadership processes. Sims and Manz (1996) recommend behavior-focused strategies, specific actions that we apply to ourselves in order to perform better, to assist in the development of self-leadership processes. Some of these strategies include self-goal-setting, self-observation, self-evaluation, self-reward, self-punishment, self-cueing strategies, and rehearsal. These strategies are particularly important in helping individuals to understand and be able to share the risks and responsibilities of empowered work.

While empowerment requires that employees be held accountable, there is a large difference between being held accountable and bearing responsibility (DeLeede et al., 1999). Most organizations simply delegate responsibility and provide employees with just enough authority to accomplish their responsibilities. Simply delegating responsibility for certain day-to-day procedures to teams does not necessarily make those teams accountable for the process or outcome (DeLeede et al., 1999). Employees should have conceptual job autonomy, which is the freedom and authority to design and manage the completion of tasks and the ability to make important decisions independently (Dobbin & Boychuk, 1999). This autonomy should ultimately result in accountability. However, the level of autonomy is a critical factor in whether or not accountability is

established. Employees with low autonomy are responsible for most aspects of a procedure but have little or no influence as to the final product or service. Employees with medium autonomy are responsible for most aspects of a procedure and have influence on some of the final product or service. Employees with high autonomy are responsible for all or most aspects of the process as well as the final products or services (Dobbin & Boychuk, 1999). It is most likely high autonomy that is functioning to produce accountability. This is critical, as many experts believe that empowerment is not truly valid unless workers have complete accountability. They also feel that managers should remove themselves from the process and allow the employees to do things their own way. But employees must be aware of the expected outcome and their accountability for meeting that expectation fully (Heimbold, 1999).

While accountability is essential to empowerment, there are some preconditions that must be met before individuals or teams can be held accountable. According to DeLeede et al. (1999), those preconditions include: “the freedom to determine the reasons for acting...awareness of possible consequences... options... [and] the skills necessary to make a balanced evaluation between the different options” (p. 207). These four aspects of freedom to act are all necessary in order for employees to take responsibility and bear accountability. If one or more of these conditions are not met, an individual cannot bear full responsibility or accountability (DeLeede et al, 1999). In addition to these preconditions, employees must have the freedom to act in a responsible manner; this often serves as the overall precondition for responsibility and accountability (DeLeede et

al, 1999). Finally, it is also important that managers base accountability on the same indicators that are used by individuals or teams.

Evaluate effectiveness. One of the primary indicators used to create accountability in empowered organizations is the effectiveness of the team, group, or individual. Effectiveness is the performance of empowered entities, as defined by their level of productivity and quality of work. Regular evaluation of these performance indicators leads to a shared understanding of the level of functioning and can be used to create agreements between the organization, leader, and empowered individual as to the expected level of performance. When these performance agreements are established, empowered teams, groups, or individual become tougher on themselves. They can no longer sit around and blame others for their lack of results. Instead they become responsible for themselves and their actions (Covey 1994).

Metrics are among the most common mechanisms for evaluating effectiveness. They provide a clear, numerical representation of what specific performance areas need to be improved and what performance areas need to be maintained. There is a common adage that “what gets measured gets done.” While this is true, one should also keep in mind that not everything that gets measured and/or done contributes to effectiveness. Metrics should be chosen wisely and used sparingly so as to provide clear focus. While tracking and evaluating performance is valuable, it is little more than an exercise if effort is not made toward continuous improvement.

Continuous improvement. Experts have offered a multitude of suggestions as to what it takes to make empowered teams successful. It is important to note that there is no

recipe for success; every situation is different. There is no single method that will serve to create effective, responsible, empowered individuals or teams. Each organization must take into account the educational, technical, and training foundation and work to develop its own recipe for success. However, one ingredient will most likely be that of setting a standard of continuous improvement. Experts agree that if any empowered individual or group is to have ongoing success, they must strive to constantly improve both process and quality and continue to be innovative (Smialek, 1998).

Creating this standard of continuous improvement is in large part the role of the leader. Leadership is in essence an influencing process in which the leader helps people to accomplish goals. Part of helping them accomplish those goals is to establish a clear picture of the operation running smoothly (Blanchard 1995). This picture gives direction both to the followers and to the servant leader. That direction helps to establish win-win agreements, where the followers and leader work together in the direction of perfection. Some experts suggest achieving this picture of perfection through “purposeful leadership toward personal standards of behavior and performance” (Sims & Manz, 1996, p. 87). Others recommend that the leader achieve this by facilitating the discussion and implementation of lessons learned from completed projects and assisting in the design of work-processes to improve future performance (Antonioni, 1994). However, one of the most commonly discussed methods of creating a standard of continuous improvement is setting goals. The leader can help the empowered employees to understand, communicate, and develop progress toward organizational, group or team, and individual goals. The development of goals can be a very powerful tool in establishing purposeful

continuous improvement and holding empowered employees accountable for their actions. While the leader plays a crucial role in the creating effective performance, ultimately the empowered employees are responsible for their performance. In this capacity the leader acts to ensure that employees are knowledgeable as to the state of their efforts to perform effectively.

Feedback on efforts. The leader plays a powerful role of trainer and observer, continuously providing constructive feedback (Antonioni, 1994). The acts of listening to the concerns of employees, providing feedback, encouraging signs of progress, and suggesting opportunities for improvement are crucial to developing accountability. The one-on-one dynamics that occur during positive and/or constructive feedback have a strong impact on the development of external and internal accountability of empowered employees. Due to the weight feedback carries, experts advise that it be a thoughtful activity. Lee (1993) recommends doing so by honoring the unspoken requests of employees receiving feedback. Those requests include: “Hear and understand me. Even if you disagree with me, please don’t make me wrong. Acknowledge the greatness within me. Remember to look for my loving intentions. Tell me the truth with compassion” (p. 27). Doing so will create a positive and empowering experience for all involved.

Rewards and recognition. Empowerment frequently requires the development of joint responsibility for work, decisions, etc. in order to create effective results. However, the American value of individualism can create an obstacle for joint responsibility. In Americans’ private and work lives, most people want to be accountable for only their own performance and do not want to rely on others or be held responsible for what others

do or do not accomplish. This American culture of individualism often conflicts with the concept of empowerment. This challenge must be overcome in order for empowerment to truly be successful. Individuals must take responsibility not only for their individual goals, but for departmental and organizational goals as well (Adler, 1999b).

Ensuring the delivery of timely, meaningful rewards for desired behaviors and combined performance is an effective method for overcoming resistance to joint responsibility (Antonioni, 1994). “Rewards help the team to know when they have done well and when they should celebrate. Celebration keeps morale high, promotes further improvements, and enhances the coach’s rapport with the team” (Bodner & Bradley, 2003, p. 487). Some of the assumptions about human nature underlying modern management theory include the idea that needs vary according to life situation and stage of development. Different outcomes (i.e. money, vacation time, recognition, etc) can fulfill different needs for different people, and people are capable of learning new motives. Additional assumptions include the idea that individuals may display different needs in different groups, and that organizational members respond to different kinds of managerial strategies, depending on their own motives and abilities and the nature of the task (Bowditch & Buono, 1994). Therefore the meaningfulness of the reward carries the burden for the effectiveness of the gesture.

Sims and Manz (1996) recommend building natural motivation into the work so that the work itself becomes a meaningful reward. Some strategies for building this motivation include: redesigning work to increase natural rewards, searching for natural rewards that are already part of the work, building natural rewards into the work, and

focusing on what is liked as opposed to what is disliked about the work. This natural motivation in conjunction with meaningful rewards will help create the level of accountability that is essential to true empowerment.

Authority

The extent to which empowered employees are able to be successful relies heavily upon whether or not they have the authority required to make the decisions and take the actions that they deem necessary. Indeed, “Empowered employees must have the authority and autonomy to make significant changes in the way the company does business” (Hellinghausen & Myers, 1998, p. 22). The organization must provide the team, group, or individual with that authority and the rest of the organization must accept that authority (Beyerlein & Harris, 2003).

Much of the required authority is related to power, and managers most frequently hold that power. Managers are often willing to share responsibility but are less likely to share the power to utilize resources and make important decisions. Simply put, there is power over someone or something, which we call authority, and there is power to, which is enablement (Maccoby, 1999). The above definitions imply that in an organizational setting, empowerment is associated with two parties: the leader who grants the power, and the employee who receives the power (Lin, 1998). In these terms, empowerment is something given to the worker that is perceived to have value. The idea behind empowerment is to help the worker feel more important to the organization. To the organization, this gift of power should be appreciated and well used by the worker. However, this power, which was seemingly easily handed over to the worker can just as

quickly be taken back (Porter-O'Grady, 1998). This gift is not true empowerment, as the employees have no power in the situation. The power is solely in the hands of the leadership.

Empowerment requires that power lie not only in the hands of management but also in the hands of the employees. But many leaders have a great deal of difficulty sharing and transferring that power:

Executives know that high degrees of involvement, participation, and autonomy are keys to high performance. But in their hearts, they still crave orderliness, predictability, control, and planning. As such they search for a master plan that can regulate change and bring a sense of order (Clemmer, 1998, p. 17).

In searching for this master plan, many companies decide to try new theories such as empowerment, and team effort, but the leadership still wants to hang on to its authoritative power (Covey, 1999a).

In today's corporate world, managers are frequently the obstacle to developing empowered teams. Managers must transfer some types of power and control in order for the teams to make decisions and accomplish goals independently (Hellinghausen & Myers, 1998). It is this surrender of power that can cause resistance on the part of managers and supervisors. Some experts point to this resistance as the primary reason for failures in empowerment (Jones, 1999).

Research has shown that top management commitment, as in any organizational change initiative, can help to overcome much of the resistance of managers and supervisors. This involves leadership and support of the empowerment efforts from top

executives. Top management must support the change initiative and the change agent, who is the person charged with implementing the strategies of the empowered environment. The top manager also supports the empowerment effort via training and education and rewards the efforts of successful teamwork (Johnson & Paper, 1998). These actions by top management generally result in similar behaviors and actions by mid and lower levels of organizational leadership. This form of modeling is highly beneficial to the empowerment initiative because managers must be able to adapt their relationships with employees in order to facilitate the empowerment movement. They must restructure themselves to be coordinators or coaches rather than independent decision-makers (Johnson, 1999). This transition of manager roles has been shown to help to promote empowerment.

According to the research of Koburg et al. (1999) groups are more likely to feel empowered when that group has a leader who facilitates group effectiveness and promotes the value of the group. Similarly, Masi and Cooke (2000) found that having a leader whose focus is on the group and their goals (transformational leadership) is positively related to motivation, while having leader whose focus is on goals and final outcomes (transactional leadership) is negatively related to commitment to quality and productivity . Wofford, Whittington, and Goodwin (2001) also found a direct relationship between transformational leadership and group effectiveness. Similarly, Peterson (1997) showed that transformational leadership is associated with increased leader support, greater group confidence, exemplary group processes, and better quality decisions.

In an ideal world, it would be quite simple for managers to provide employees with the authority to act on their empowered status. However, this does not happen quite so easily, and a high degree of trust must be cultivated, both on the part of management and the employee. After all, empowerment is successful only when a relationship of trust exists between partners and those partners are both fully committed to a process. There must be a true partnership between the worker and the workplace (Porter-O'Grady, 1998). That partnership is both the basis of and the result of trust. It is generally accepted that trust impacts group performance, but the exact nature of the relationship is not clear. Dirks (2000), found that trust mediated the ability of past performance to predict future performance. Specifically, trust in leadership impacted group effectiveness, but trust in team members did not. This points to the importance of developing trust between leaders and group members in order to facilitate group effectiveness.

The trust that is so critical to the partnership between employees and the organization is generally supported by two elements of knowledge: knowledge that employees faced with alternative choices will choose the path that most closely corresponds with the organization's goals, and knowledge that those employees will be able to successfully navigate that path (Edgeman & Dahlgard, 1998). It is possible that there is a third critical element: individuals or teams being allowed to take action on the path they choose to travel. This last element may be one of the more critical ones to successful empowerment initiatives. Lin (1998) states that trust and support are the foundation of empowerment. Therefore, leaders need to establish and demonstrate trust in their employees by providing them with information and resources, listening to and

implementing their ideas, showing confidence in their contributions, and allowing them to have decision making power. Trust is one of the primary reasons why managers are able to truly empower employees. Lack of trust in workers constrains organizational success because it does not allow organizations to draw on the knowledge and intellect of their employees to improve operations and build a competitive advantage (Harari, 1999). In order to capitalize on what empowerment has to offer, managers must first trust employees. Trust comes first because there is a linear relationship between trust, empowerment, and the benefits of empowerment Covey (1999a).

While the importance of trust may be readily apparent, developing a culture of high trust can be a daunting task. Some authors suggest a straightforward approach – trust your workers until they show you they cannot be trusted (Harari, 1999). While this is simple and makes sense, it is very difficult to accomplish. Other authors suggest that the more confidence workers have in each other, the easier it is to establish trusting relationships (Marnes, Wicks, & Huber, 1999). This requires that managers and employees work to assure each other that they have the skills, abilities, and resources needed for empowerment. Once members of an organization become more confident in each other, a higher degree of trust will develop. While trust will develop naturally to some extent, there are further actions that leaders can take to help foster a high trust culture. According to Willis (1999), these actions include the following:

[B]e honest no matter what the cost, take the heat rather than passing the buck, be appreciative of and recognize efforts, remove the obstacles that get in the way of employee success, then step back so they can perform

their tasks, stay positive in order to build confidence, and walk the walk.

Finally, don't spend time micromanaging, checking up, and managing crises. Instead, create a shared vision and strength, and mentor to help develop individuals and teams (p. 76).

Leader as advocate. While developing a trust level between the leader and employees is essential to successful empowerment, the role of leader as advocate is just as essential. The employees must see their leader working to support them through words and efforts in both formal and informal methods. One of the most obvious forms of advocacy is to serve as a communication link for the empowered individual or group with management and other groups. This requires that the leader, as a representative of the empowered employees, relays messages to cultivate shared understanding and to create respect for the employees' decisions when they are aligned with company efforts.

Another important form of advocacy is that of boundary management. The boundary is the make-believe line that differentiates the empowered individual, team, or group from the environment that surrounds it. An effective boundary manager serves as a buffer or gatekeeper to help guard and protect the team from external obstacles and influences. While traditional managers usually work in the system, boundary managers work on the system instead, becoming organizational designers using open systems thinking. Systems theory focuses on the organization as a set of subsystems that are mutually dependent (Bodner & Bradley, 2003; Fisher & Fisher, 1998; Tushman & Scanlan, 1981, as cited in Stewart & Manz, 1995). Systems theory breaks organizations into at least four basic components: task subsystem (the actual work to be done),

administrative/structural subsystem (formal organization), subsystem of individuals (the people, their nature and characteristics), and emergent subsystem (informal organization).

Systems and structures. Part of working on the system involves developing organizational context, which entails building systems, structures, and relationships to support empowerment. This is especially important due to the fact that many empowered individual and teams fail in “unsupportive organizational contexts” (Pasmore, Francis, Haldeman, & Shani, 1982, as cited by Hall, 1998, p. 13). Indeed, what differentiates successful empowerment initiatives from unsuccessful ones is the way the empowered employees or teams are structured and supported (Hackman, 1998). Individuals and groups with appropriate structures tend to develop healthy internal processes; whereas those with insufficient or inappropriate structures tend to be plagued with process problems. Development of those structures begins with explicit action to establish and affirm the empowered individual’s boundaries, to define the task for which empowered individual are collectively responsible, and to clarify who makes what decisions and under what conditions those decisions may be overturned (Beyerlien & Harris, 2003; Hackman, 1998).

Additionally, systems must be in place for influencing change in organizational policies and infrastructures in which the empowered entities must function. To a large degree this is a matter of integrating, interfacing, and aligning with the relevant environment. This involves creating a shared purpose between the empowered employees and the organization; getting commitment from the different parts of the organization, utilizing and maintaining collaborative arrangements and partnerships that already exist;

and creating open lines of communication with customers, suppliers, regulators, the corporate headquarters, and other parts of the environment for all in the organization.

The actual system and methodologies for empowering employees should be addressed as well. Ideally the organization will use some form of empowerment planning, which is defined as “a method of laying out expectations for how employee behavior should change as a result of empowerment” (Beyerlein & Harris, 2003, p. 303). The process begins by determining the degree to which employees will be empowered, because the level of empowerment required for an organization to have a successful empowerment initiative varies by organization. Once the desired level of empowerment has been established, a planning tool that uses some progressive system that works in tandem with the developing capabilities of the empowered individual or group should be created and implemented. Beyerlein and Harris (2003) define this tool as an instrument that:

Describes how you want employee behavior to change as a result of empowerment. Helps you develop a common mindset about what empowerment will look like in your organization. Can be used to communicate to others. Helps employees understand what it they have to do to continue their development (p. 297).

Clear direction. While the ultimate goal of empowerment is self-leadership, the organizational leaders must provide orientation, guidance, and direction. The most obvious example of this is the organizational systems planning at the executive level for 10- to 20-year time frames. It is important for organizational leaders to work with

empowered individual and teams to help them understand the organization's philosophical objectives and to provide guidance so that as empowered employees work to accomplish their objectives, they are moving the organization toward *its* goals in the process (Mohrman, Cohen, & Mohrman, 1995).

In addition to large scale organization direction, there is a strong emphasis on involving the visionary role of leadership (Blanchard, 1995) at the empowered employee level. It is very common for empowering leaders to develop a vision—the difference is that they do not take on the sole guiding role for that vision. Leaders often create shared vision, a common mindset of group purpose and goals. The shared vision serves to focus the efforts of the group, leading to increased commitment to performance. Hare and O'Neil (2000) found that leadership has a significant positive impact on the degree to which vision is shared. The same study found that the lack of a shared vision results in unfocused efforts of the group, which compromises group effectiveness and efficiency. Similarly, Carless and De-Paola (2000) found that the development of shared commitment to group goals resulted in higher performing groups. Likewise, Sawyer, Latham, Pritchard, and Bennett (1999) found that goal setting positively impacts group performance. Leaders who work to develop shared vision and commitment to group goals will likely see an increase in overall group performance.

In order for an empowerment initiative to be successful, the manner in which employees work, the values of the organization, and the feelings of employees regarding their authority and involvement level must all transition through some form of culture shift (Lin, 1998). Culture, as defined by Schein (1992) is

a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 12)

The culture of an organization is especially critical, as it is the company environment that will ultimately determine if the empowerment effort has the support it needs to succeed (Heaton, 1998). This notion has been supported through research findings that organizational variables, more so than the individual variables, account for the greater degree of perceived empowerment (Koberg, Boss, Senjem & Goodman, 1999). In fact, the individual variables can easily be overcome by the organizational culture variables. When the environment of the company does not accept new ideas, the company tends to lose its more creative employees. The challenge is to “create organizations that attract creative and dynamic people and develop organically, not with gimmicks, utopian fantasies, or with stock options” (Lee, 1999, p. 53). Creating the proper environment is crucial, and it cannot be superficial. When employees see that the actions of the company do not match its stated vision, trust in top leadership will diminish (Bennis, 1998).

Supportive environment. While the importance of an organization’s culture is clear, it is not always clear what an empowering culture looks like. An empowering culture can be defined by the degrees of trust and support, the level of involvement of all employees, and the measure of the organization’s willingness to try new ideas (Lin, 1998). To help create an organizational culture that is supportive of empowerment, leaders need to establish an environment that includes mutual trust and respect and that

gives all employees the opportunity and support to exhibit their skills. Good leaders will assign value and importance to even the most repetitive task and provide employees with the inspiration and dedication needed to create a cohesive group inspired to achieve company goals (Bennis, 1998). This social architecture can be built in a large part by building on the basic principles put forth by Covey (1999b). He posits that the general principles that relate to all relationships—fairness, justice, honesty, integrity, and trust—can serve to guide the organization in its development of a culture that will support and encourage empowerment.

An organizational culture that provides a positive climate for empowerment is a necessary condition to empowerment. However, the culture cannot be instantly created. The seeds must be planted, and the ideas must grow and be nurtured. Organizations cannot truly empower workers; they must create the proper environment for the workers to choose to empower themselves (Willis, 1999). Creating and maintaining an empowering culture requires a lot of effort from management. They must foster a spirit of partnership and a mentality of trust, faith, and success. Leaders themselves must demonstrate the value of teamwork and individual contribution (Covey, 1999b). Peters (1999) lists some practices that organizations can follow to help them create an empowering organization:

1. Establish a workplace where knowledge and resources are shared so that all employees become skilled in various areas.

2. Make certain that employees are directly responsible for career development rather than relying on a systematic program of advancement based on length of service.
3. Implement training that serves the needs of the employees.
4. Utilize employee strengths to meet customer goals and analyze emerging trends.
5. Have human resources focus on organizational strategy.
6. Help recruit and train future employees by working with educational institutions on their curriculum, and provide training for specialized work.
7. Be open to using nontraditional employees (telecommuters, college students, etc.) on certain projects or for certain functions.
8. Help employees relieve non-job-related stress in order to improve on-the-job performance.
9. Create and instigate a truly unique mental and physical work environment.
10. Keep all employees informed by promoting open meetings and posting news and information publicly.

Establishing these procedures will take some time, but there are some actions that organizations can take immediately to help foster an empowering culture. One action that has a strong impact in helping to create an empowering culture is making sure that all employees know that mistakes are acceptable (Adler, 1999a). Another such action is rewarding positive contributions, as it has a strong impact on what employees and managers view as performance expectations (Lin, 1998). Possibly one of the most

dramatic organizational culture changes occurs when upper management demonstrates trust in a team by allowing the team to progress unhindered and trusting that the team will make the correct decisions on their own (Hellinghausen & Myers, 1998). Allowing employees to act as if they are empowered contributes heavily to an empowering culture.

According to the research of Koburg et al. (1999) groups are more likely to feel empowered when that group has a leader who facilitates group effectiveness and promotes the value of the group. Another factor contributing to group confidence is leadership style. The style exhibited by leadership affects the level of confidence that groups have in their abilities. Sosik, Avolio and Kahai (1997) found that process-directive leaders (focused on the group and its processes) affected the degree to which the group believes it has the ability to impact productivity and quality more strongly than did outcome-directive leaders (focused on goals and outcomes). Similarly, Peterson (1997) found that leaders who utilized high process-directiveness showed a trend toward having groups that exhibited better group processes, quality decision, and greater confidence than leaders who utilized outcome-directiveness. Additionally, Foels, James, Mullen, and Salas (2000) showed that leaders who utilize a democratic style have more satisfied, confident group members than do leaders who utilize an autocratic style. These findings indicate that when leaders focus on group processes, the group's confidence in their abilities is higher, resulting in improved performance

While group confidence leads to increased effort, the exact reason for this is undetermined. Researchers do agree on a reciprocal relationship between member engagement and group confidence. Gammage, Carron, and Estabrooks (2001) found a

positive relationship between confidence and individual performance and engagement. Gomez and Rosen (2001) showed that members who perceived the group as having the authority to accomplish tasks had more positive views of the group. Phillips, Douthitt, and Hyland (2001) found that members tend to be more engaged when they feel like part of a confident group. In confident groups, members feel that their voices are heard, that their suggestions are taken into account, and that they are viewed as valuable by the group and by the group leader.

To help accomplish these feelings of confidence as to the level of the organization and to establish an empowering organization, leaders must take the initiative to create the empowering environment. This can be done by personally reassigning power and proving through action that the team is trusted to act with the same authority held by the leader (Lin, 1998). It is advisable to be patient, because it will usually take at least a full year for people to believe that the leadership is really sincere, and to test that sincerity within the framework. When it comes to establishing trust, paper and words are meaningless, it is actions that count (Frick, 1994). The leader must also model the characteristics the team needs to demonstrate, namely “respect, fairness, caring, patience, and the ability to listen” (Berman, 1999, p. 6). Modeling is especially important, because it is one of the primary ways in which people learn. The leader is very influential in modeling both good and bad behaviors, so it is essential that the leader display the type of behavior that supports empowerment. Such behaviors would include involving others in decision making, actively discussing the importance of empowerment, and acting in accordance with spoken statements of support.

The type of leader who is capable of modeling and overseeing empowerment must be open and honest with team members and must be able to inspire and coach without taking control. He or she should also be able to interact with others, be open-minded and accepting of new ideas, and have the willingness and capability to learn new ways of accomplishing goals (Johnson & Paper, 1998). These skills and abilities are crucial, because in an empowering organization, the manager's job is to facilitate and counsel rather than to control. In addition, managers need to find ways to support and encourage the entire empowerment initiative as a better method of doing business across the entire organization (Johnson & Paper, 1998). In short, for a leader in an empowering organization, there are four main duties: choosing the right people, establishing the right values, focusing employees on the right business goals, and constantly communicating (Heimbold, 1999).

Experts offer some principles to help leaders accomplish the duties discussed above. These principles presented by Trahan and Burke (1998) serve as guides to leaders and require that they change the way in which they think about leadership. To begin with, leaders should strive to understand the external environment, let service to customers drive your company structure, and use steady and consistent leadership to help make changes to the bottom line. The principles suggest that culture change begins with changing people's behaviors. In order to do so, a leader must enlist people's passions and energy to support the company's mission and strategy. Create a climate of alignment by implementing the right systems to support people in their work, strive for a good fit between the skills people have and the everyday jobs they do, give employees what they

need to succeed or get out of the way. Finally, Trahan and Burke advise leaders to beware of false indicators of success.

In short, it can be said that in order to support empowerment, leaders need to redefine their roles. That role redefinition can be summed up by stating that the leader must stop making all the decisions and orchestrating all the action and instead wisely reassign these roles to the team members (McConnell, 1998). The traditional active/autocratic style of leadership behavior simply overpowers the efforts of empowered employees to engage in self-regulation (Stewart & Manz, 1995). Therefore, leaders must give employees the authority to be empowered and create an environment that is supportive of that authority. This shows the employees that the leader is not just “talking the talk” but is “walking the walk,” which is much more powerful in creating the environment that supports the authority of empowered employees

Some actionable behaviors to demonstrate that an environment that is supportive of empowered authority include letting go of some decisions and allow others to “step up” and emerge as leaders, and letting groups take risks so they can learn from their mistakes. Other behaviors include providing valuable tools in the form of learning experiences to help employees openly and effectively influence the organizations and the work habits of others (Sarkus 1996) Regulating environmental influences to reduce uncertainty for the group and serving as a resource more than an authority figure can also be helpful (Hackman, 1986; Walton, 1985, as cited by Stewart & Manz, 1995). Additionally, a leader needs to motivate, foster growth and spirit, and create a space within which the empowered individual or team can grow, improve, and learn from their

mistakes. Ultimately this will create an environment which supports empowerment and provides empowered employees with the authority to be empowered.

Measurement of Empowerment

A review of the literature revealed an abundance of research regarding ways to measure the effects of employee empowerment. A multitude of studies have been performed on the return on investment (ROI) of empowerment, employee attitudes regarding empowerment, the outcomes of organizational empowerment, etc. However, the amount of research regarding the actual measurement of the level of empowerment in organizations is negligible. Few studies focus on determining whether employees are empowered and at what level they are empowered. This research has generally focused on the empowerment dimensions that are the most appropriate contributors to apply in measuring empowerment.

Research on empowerment can generally be sorted into two groupings. The first grouping offers dimensions which can be used to determine the individual employee's perception of empowerment. The second grouping offers dimensions that organizations should use when assessing the degree to which empowering factors are being utilized within the organization. Each of these grouping and their associated dimensions will be addressed.

The Empowerment Indicator Survey presented by Dawson (1992) includes only one dimension as a measure of empowerment. Employee perceptions regarding empowerment behaviors of managers are considered to reflect the single dimension that

determines the level of empowerment in the organization. The degree to which employees perceive that responsibility, accountability, and authority are communicated and delegated serve as sub-scales of this measure. Menon (2001) also employed a single dimension in the measurement of empowerment. The measurement tool concentrated on the dimension of employee-experienced power and its sub-scales of perceived control, perceived competence, and goal internalization. While employee-experienced power may appear to be a different dimension than the dimension of empowering behavior of managers discussed earlier, the sub-scales appear to be related.

Corrigan (1998) argues against the measurement of empowerment based upon a single dimension. She notes that the majority of single dimension measures are based on behavioral rather than cognitive terms. As an alternative to the single behavioral dimension measures, she advocates the 1992 Spreitzer Empowerment Measure. This measure is based on four cognitive dimensions, including meaning (value of task related to individual beliefs and attitudes), competence (self-efficacy as developed through task mastery), impact (personal influence over outcomes), and self-determination (perception of causal responsibility through initiation of actions). Research by Roller (1995) suggests that measures should be more behaviorally specific. Adapting the dimensions presented in the 1992 Spreitzer Empowerment Measure, he developed the behaviorally based Perception of Empowerment Instrument. The dimensions included autonomy (perceived freedom of choice), participation (perceived ability to impact decision-making), and responsibility (perceived meaning of tasks). Study results indicate that dimensions

grounded in specific behaviors of empowerment were best to determine perceived levels of empowerment in individuals.

The Employee Empowerment Questionnaire (EEQ), developed by Hayes (1994), built upon the concept of measuring cognitive elements to determine the level of empowerment in an organization. However, the validated survey was built upon a single dimension of empowerment—that of employee perception of their level of empowerment. Unlike other measures, the questionnaire investigates the manner in which empowerment is related to other variables. Job satisfaction, job stress, intention to quit, task variety, task feedback, task autonomy, task identity, task importance, participation, managers commitment to quality, supervisor commitment to quality, and co-worker commitment to quality are seen as linked to empowerment but not necessarily as dimensions of empowerment.

Lashley (1999) uses five dimensions (task, task allocation, power, commitment, and culture) to create a framework for analyzing and measuring perceptions of organizational empowerment. The task dimension examines the “discretion which is allowed to the empowered in performing the task” (p. 179) they are responsible for. Task allocation explores “the amount of responsible autonomy an individual employee or group of employees have” (p. 180) in performing their responsibilities. Power represents “the feelings of personal power which individuals experience as the result of being empowered” (p. 180). The commitment dimension focuses on “the assumptions about the source of employee commitment and organizational compliance” (p. 180). Finally,

culture considers “the extent to which organizational culture fosters feelings of empowerment” (p. 181).

Dimensions recommended for organizations to use in assessing the degree to which empowering factors are present within the organization are presented in a variety of ways. Some are general dimensions that can be interpreted within a specific organizational context, and some are dimensions that are defined such that they can be applied to any organizational context. One of the more general sets of dimensions was presented by Lin (1998) who stated that “the essence of empowerment comes from four dimensions – leaders, employees, organizational culture, and management practices” (p. 236). More specifically, empowerment dimensions “included a shared vision, experiencing a supportive organizational structure and governance, responsibility for knowledge and learning, and institutional recognition” (Herrenkohl, Judson, & Heffner, 1999, p. 383). Hancer (2001) is even more specific in asserting that while many dimensions of empowerment, including accuracy, communication openness, trust, and training, are important, the quality of leader-member exchange is the most definitive dimensional measure of organizational empowerment.

While not presented in a measurement format, Byham (1992) presents six dimensions that organizations must meet in order to empower employees. Byham recommends that organizations create a measurement systems consisting of these dimensions. The dimensions include reward and recognition systems, a guiding vision and mission, performance management systems, job design, effective organizational communication, and selection and promotion systems.

A set of dimensions focused on definitions that could be used in measuring empowerment was presented by Herrenkohl et al. (1999). They designed and validated a set of eight dimensions for conceptualizing and measuring employee empowerment. These include recognition fairness (appropriate rewards and recognition of success and achievement), goal clarity (clearly stated organizational goals and the support and direction needed to achieve them), risk taking (the response of the company to potential costly mistakes, such as mistakes in risk assessment or management), quality (whether the organizational structure requires employees to be responsible for quality and for meeting customer needs), teams (stressing the importance of working together effectively as a team), company success (whether employees are encouraged to take personal responsibility for meeting company goals and contributing to the company's overall performance), work processes (who has the responsibility for determining the procedures to be followed and the hierarchy in each department), and company problems (who within the company has the power to control quality, calculate costs, and solve major organizational issues).

Finally, Willis (1999) presents ten key dimensions that are useful in determining whether or not an organization is truly empowering. Those dimensions include the following:

1. Vision and mission. Vision and mission statements provide the foundation for creating an empowered organization. Reasonable objectives help set up correct expectations and provide a yardstick for measuring success. The vision must be

fully developed and compelling enough to withstand intense scrutiny and build ownership and commitment.

2. Trustworthiness. Trust holds everything together, creates the environment for empowerment, and increases in that same environment. It consists of a balance of courage and consideration.
3. Education. It is important to explain why empowerment is necessary and important to the organization, to explain what will be done to achieve the desired results, to tell how the change will be implemented, and to explain what is in it for the employees. Make the effort to create responsive training that addresses the technical, business, and soft skills that empowered employees will need.
4. Top management support. Addressing the problems associated with conflicting priorities, confusion, and the inability to spend sufficient time on instituting empowerment requires that top management place a high priority on the integration of empowerment.
5. Ownership. Employees have to know and accept that it is their turn to be creative in solving problems and in finding better ways of doing things. This includes accepting the responsibility and accountability to govern themselves.
6. Communication. Empowerment can only be accomplished if information has been communicated, understood, and translated into individual responsibility.
7. Accountability. It is necessary to build specific criteria into the empowerment agreement to create a standard against which performance can be measured.

8. Performance measures. Empowered individuals need to be reminded where they started, where they have been, and how far they have come.
9. Quick wins. Visible improvement builds organizational confidence in the process, builds acceptance for change, and provides important practice steps in the learning curve. An early win in the process helps avoid procrastination and starts consensus building so that the organization moves forward.
10. Rewards. Let everyone share in the rewards. Recognition and praise should come often.

Current Study

Model of Empowering Leadership

This study has reviewed the empowerment literature in the most comprehensive and applicable manner possible. However, there appears to be a lack of a clear model for leading in an empowered manner. Therefore, a model is proposed, based upon extensive review of the literature as well as the author's personal observations in the field.

To increase the level of application for leaders in organizations working towards empowerment, the model is behaviorally oriented. The structure of the model is built around the three components of ability, accountability, and authority (Beyerlein & Harris, 2004), which were used to organize the review of the literature on empowerment. The proposed model presents specific, actionable behaviors that a leader should perform in order to empower employees. To assist in the application of the model in business environments, a survey was created for the current study (see Appendix B). The outcome is a set of dimensions and subsequent items that serve as an instrument for measuring the degree to which a leader behaves in an empowering manner.

Focus on the work. The model is centered on a constant focus on the work, the idea being that without the work there really is not a reason for empowerment. As such, the work should always be the focus and should guide all efforts to empower employees. While this may seem like a somewhat obvious point, it is important to keep the work at the forefront of efforts to avoid a loss of focus. While empowerment is a valuable tool, it becomes little more than "warm fuzzies" when empowerment efforts are not ultimately supporting the work.

Ensure ability. The second level of the model suggests that the leader must initially work to ensure that the employees have the basic ability to be empowered. This includes assessing the level of employee skill, providing training to develop the weak skill areas, and providing employees access to any and all information which will be pertinent to their ability to perform their tasks, develop procedures, and make decisions. It also requires leaders to take the time to develop the business and organizational knowledge of employees so that they understand their work in the context of the larger organization and are aware of the organizational factors that will affect them and should influence their decisions. Finally, the model requires the leader to actively identify the resources that employees require and to subsequently provide those resources. While none of these tasks are drastically different from behaviors a good manager would exhibit, they are the first step in developing empowerment.

Create accountability. The next level of the model instructs leaders to create systems of accountability for employee outcomes. The idea is central to the theory that people cannot be truly empowered unless they are ultimately held responsible for their actions. The behaviors necessary to create accountability include working with employees to set goals and to create standards of continuous improvement, evaluating the efforts of employees on a regular basis, and providing continuous feedback on their efforts. Finally, leaders must recognize and reward their employees for the work that they are doing. Again, these behaviors may seem similar to good managerial practices. However, it is the process of layering behaviors and actions that results in empowering leadership.

Develop authority. The final layer of the model is to develop a context that provides employees with the authority to be empowered, truly differentiating an empowering leader from other good managers. The leader must work within the organizational context to build and influence changes in the systems and structures of the organization so that they will support employee empowerment. Providing authority also requires that the leader set a clear and consistent direction to guide employee efforts. While empowered employees often set their own individual or group goals, they need a larger vision to guide their efforts so that they are in line with the larger organizational focus. Perhaps the most difficult aspect of empowering leadership is encouraging the following two behaviors, which are required to create the context of authority. First, the leader must create a supportive environment that is conducive to empowerment. This requires the leader to give up his or her own power, to allow employees to make important decisions, to allow for and be supportive of mistakes, to trust employees, and to act in a manner that engenders trust from the employees. Second, and perhaps most difficult, the leader must be an advocate for empowered employees. This means “going to bat” for the employees, supporting their decisions, and standing up to executive level management in support of the empowered employees and their efforts. A leader who builds the layers of ability, accountability, and authority, by an active portrayal of the required behaviors in a visible and consistent manner, will develop empowered employees in a real and uncontrived manner. Figure 2 presents a visual representation of the model of empowering leadership.



Figure 2. Model of empowering leadership

Research Questions

Due to the relevance of the model of empowering leadership for business environments, it should be possible to move into the realm of practice with the model. This appears to be a common practice, as the majority of citations in the review of the literature are from practitioner articles presented in non-research journals. This suggests a great need for empirical research on employee empowerment and empowering leadership. The present study will empirically investigate the model of empowering leadership with two studies.

Study 1: Scale development. The first study involves the development of two scales, one to measure employee empowerment and one to measure empowering leadership. This study investigates the psychometric properties of the two scales and then explores whether or not the data generated by the measure of empowering leadership behave as expected according to the model. There are four questions that this study will address:

Question 1. Do the three areas of empowering leadership proposed by the model—ability, accountability, and authority—emerge as distinct factors when the measure of empowering leadership is factor analyzed?

Question 2. Do the underlying attributes of “assure employees have the necessary skills set,” “provide access to pertinent information,” “build business and organizational knowledge of employees,” and “identify and provide needed resources” load on the ability factor?

Question 3. Do the underlying attributes of “set a standard of continuous improvement,” “regularly evaluate effectiveness of employee efforts,” “recognize and reward employees for good work,” and “provide continuous feedback on employee efforts” load on the accountability factor?

Question 4. Do the underlying attributes of “set a clear and consistent direction to guide employee efforts,” “serve as advocate of empowered employees,” “provide a supportive environment that is conducive to empowerment,” and “build systems and structures to support employee empowerment” load on the authority factor?

Study 2: Model examination. The second study attempts to determine the relationship between the models of empowering leadership and employee empowerment. There are three questions that this study addresses:

Question 5. Do the models that best fit the data closely approximate the original hypothesized structure of empowering leadership and employee empowerment?

Question 6. Is there a strong relationship between empowering behaviors of leaders and employee perception of being empowered?

Question 7. What are the relationships between the ability, accountability, and authority dimensions of empowering leadership and the employee empowerment dimensions? Figure 3 illustrates the expected relationship of the empowering leadership dimensions to the employee empowerment dimensions.

Empowering Leadership

Employee Empowerment

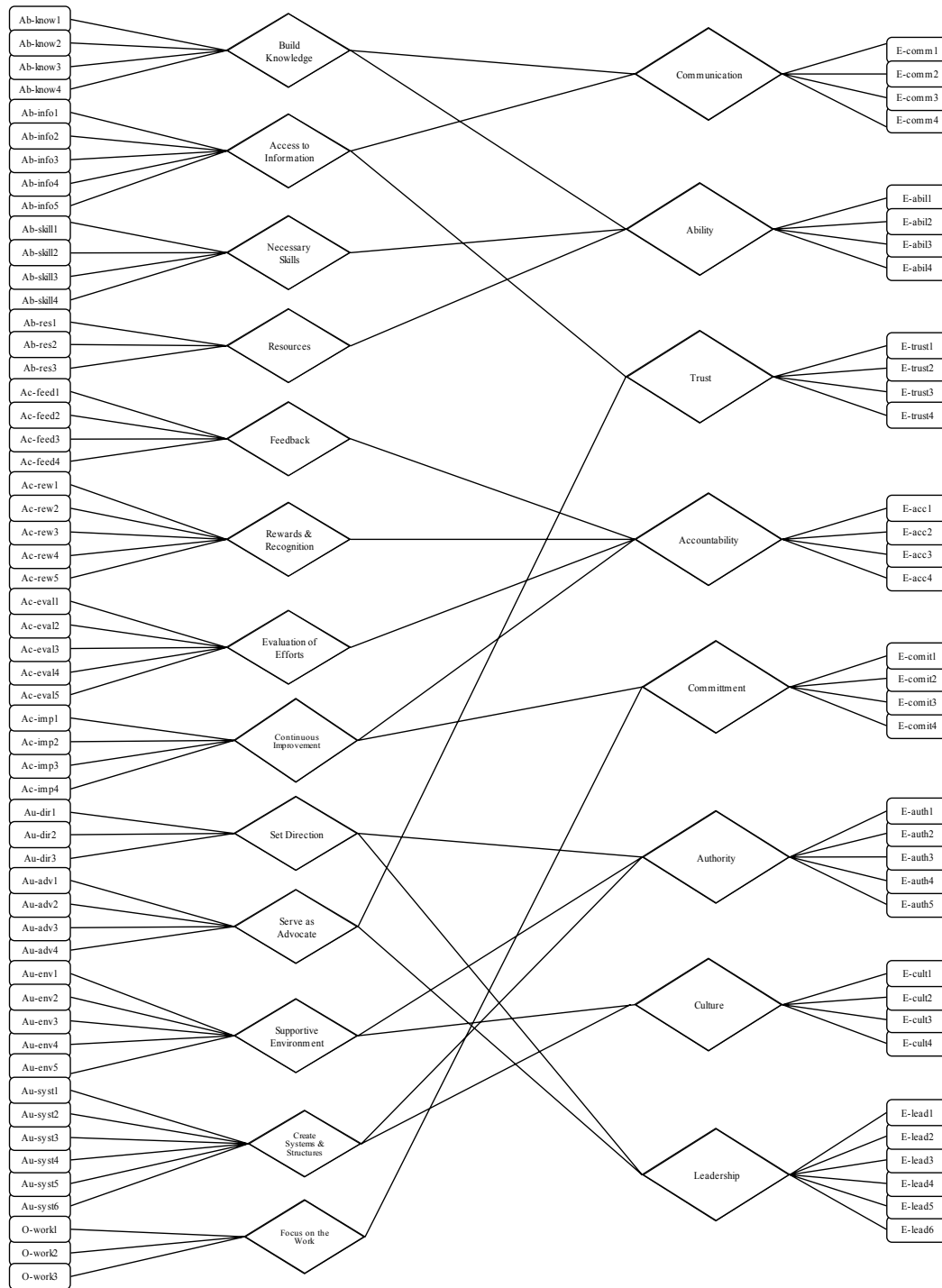


Figure 3. Expected relationships.

CHAPTER 2

METHOD

The present study has two distinct components, labeled Study 1 and Study 2, which will be used to study the model of empowering leadership. The first study involves scale development, in which the reliability and validity of the employee empowerment survey as well as the empowering leadership survey will be determined. This study also includes an investigation of the factor structure of the empowering leadership survey. The second study involves model verification, in which the best fitting models for employee empowerment and empowering leadership, as well as the relationship between the two models, will be determined.

Study 1: Scale Development

Participants

For the study, a random sampling of individuals with varying levels of education, job type, and industry was desired. Graduates of my high school were recruited to participate in the study (See Appendix C for recruitment materials). Participants were randomly selected individuals who had graduated from the 1960s through the 1990s. Selection criteria included requirements that the participant be employed by an organization, have a person who is their leader, and be a resident of the United States of

America. Via email, a total of 4,111 potential participants received an invitation to participate as well as an Internet link to the Web-based questionnaire (see Appendix F).

A total of 418 participants responded to the Web-based survey. The majority of participants were female (52%), worked as part of a team (93%), and shared a physical location with the team or work group (86%). Respondents described their work as individual services (26%), customer service (15%), information processing (10%), product development (8%), or production (3%). Respondents characterized their work positions as salaried employees (46%), managers (20%), hourly employees (17%), executives (10%), and supervisors (7%). Eighty-nine percent of the respondents claimed that the organization considered them to be empowered, while only 82% of respondents considered themselves to be empowered.

The respondents identified their leaders as primarily male (66%) and most (76%) indicated that the leaders shared a physical location with the respondent. The number of people reporting to the leader was as follows: 5-10(20%); 10-20 (20%); 20-50 (19%); or 1-5 (16%). Respondents most frequently identified their leader's position as executive (44%), followed by manager (33%), supervisor (20%), coach (2%), and employee (0.5%). Eighty-four percent of the respondents claimed that their organization considered the leader to be empowering, while 74% of respondents themselves considered the leader to be empowering. Respondents describe the leader's relationship to their work group or team in the following terms: getting input from employees about decisions, goals, and job assignments but making the final decision (30%); getting input about decisions, goals, and job assignments and making final decisions with employees (27%); making

decisions, setting goals, and giving job assignments (22%); and allowing employees to make decisions, set goals, and make job assignments (21%).

Instruments

Instrument 1: Assessment of Employee Empowerment. The first survey (see Appendix A) was designed to assess the organization's level of employee empowerment. Prior research was conducted by the author (Bodner, 2003) in order to determine the dimensions that should be used in the measurement of employee empowerment (see Table 2). An extensive review of the literature guided the development of eight dimensions that are advocated as the most appropriate to use in measuring an organization's level of employee empowerment. The manner in which organizations use empowerment, as well as the numerous contributory dimensions that comprise employee empowerment in organizations were all taken into account in the development of the dimensions selected. Additionally, the knowledge and expertise of subject matter experts (which included advanced students, professors, and consultants, all of whom were considered to have substantial knowledge and expertise in the area of employee empowerment) was used to assess the content validity and face validity of the proposed dimensions.

The eight dimensions were used to revise and transform an existing survey, which was originally created by a small consulting firm to help a chemical company determine how it was doing in its efforts to empower associates and foster the organization's goal of continuous improvement. The survey was revised and transformed into the version used in the present study. The resulting survey is a set of dimensions and survey items that

serve as an instrument for organizations to use in determining whether or not the organization is truly empowering its employees. The Web-based survey consisted of 35 items organized around eight dimensions. Participants responded to the items using a 5-point rating scale. Those dimensions are described in Table 2.

Table 2

Dimensions for Measuring Employee Empowerment

Dimension	Working Definition
Culture	Pattern of shared organizational values, basic underlying assumptions, and informal norms that guide the way work is accomplished in an organization.
Trust	Degree to which organizational members have confidence in each other and the organization.
Accountability	Processes for holding individuals and groups answerable for accomplishing assigned tasks.
Leadership	Processes for spreading power, authority, and influence to all levels of the organization, including creating new roles for positional leaders to support the spread.
Ability	Processes for acquiring, sharing, and utilizing the critical information, skills, and knowledge that are essential to effective decision-making and task completion.
Commitment	Loyalty that is mutually shared between employees and the organization, often resulting in feelings of employee ownership.
Authority	The freedom and authority to manage and accomplish tasks and make relevant decisions.
Communication	Methods for gathering, distributing, and attending to information required in order to perform effectively.

Instrument 2: Assessment of Empowering Leadership. The second survey (see Appendix B) is designed to assess the level of empowering leadership based upon empowering behaviors exhibited by the leader. The foundation for this survey is an original model of empowering leadership. The model is based upon extensive review of

the literature and personal observations in the field. The Web-based survey consisted of 55 items measuring 12 underlying dimensions, which are grouped into three areas, plus the additional dimension of focus on the work. Participants responded to the items using a 5-point rating scale. The areas and their underlying dimensions include the following:

Ensure employees have the ability to be empowered

1. Build business and organizational knowledge of employees
2. Provide access to pertinent information
3. Assure that employees have the necessary skill set
4. Identify and provide needed resources

Create systems of accountability for employee outcomes

1. Provide continuous feedback on employee efforts
2. Recognize & reward employees for good work
3. Regularly evaluate effectiveness of employee efforts
4. Set a standard of continuous improvement

Develop a context to provide employees with the authority to be empowered

1. Set a clear and consistent direction to guide employee efforts
2. Serve as advocate of empowered employees
3. Provide a supportive environment that is conducive to empowerment
4. Build systems and structures to support employee empowerment

Focus on the Work

Procedure

Initially, the psychometric properties of the survey of employee empowerment and the survey of empowering leadership were evaluated. Content validity and face validity of the surveys were assessed using the knowledge and experience of subject matter experts (SMEs). The surveys were modified in accordance with the suggestions of the SMEs. The revised surveys were then given to the sample population and the data were compiled and statistically analyzed.

The first procedure was to analyze the test constructs of the employee empowerment survey and the empowering leadership survey. A separate psychometric analysis was performed on each instrument. Exploratory factor analysis was performed on each instrument to determine the construct validity of each survey. Item-total correlations as well as calculations of Cronbach's alpha for each instrument were used to determine reliability of each survey. Upon completion of the psychometric analysis, the surveys were modified to include only those items that met psychometric criteria.

Study 2: Model Examination

Participants

Organizations of varied size and industry were recruited to participate in this study. Both organizations that have implemented some form of empowerment initiative (i.e., teams, employee involvement, TQM, collaborative work systems, etc) and organizations that were not using empowerment in any form were recruited. See Appendix D and E for recruitment materials.

Eight organizations opted to participate in the study. The participating population within each organization consisted of the entire organization, single or multiple sites within the organization, or a particular department within the larger organization. Potential participants received an e-mail from an internal organizational representative. The message explained the purpose of the study, invited recipients to participate, and included a link to the Web-based questionnaire. One organization (Organization C) opted to use a paper-and-pencil version of the survey during an annual employee meeting. Data from one organization (Organization H) were not used. This was due to the fact that teams filled out the survey as a group rather than as individuals. Table 3 presents information about the participating organizations.

Table 3

Participating Organizations

	Industry	Participating Population	Response Rate	N
Organization A	Petroleum	Processing Plant	38%	39
Organization B	Glass	Manufacturing Plant	74%	67
Organization C	Cleansers	Manufacturing Plant	51%	41
Organization D	Insurance	Accounting Department	89%	248
Organization E	Airline	Customer Service Department	88%	132
Organization F	Chemical	Processing Plant	76%	80
Organization G	Airline	Front Line Managers	27%	67
Organization H	Animal Health	Manufacturing Plant	NA	NA

A total of 674 participants from organizations A, B, C, D, E, F, and G responded to the survey. The average participant was female (62%), worked as part of a team (97%),

and shared a physical location with their team or work group (91%). The majority of respondents described their work as information processing (34%) production (19%), or individual services (13%). Respondents described their work position as hourly employee (51%), salaried employee (25%), supervisor (14%), or manager (10%). Ninety-five percent of the respondents claimed that their organization considered them to be empowered, while only 84% of respondents considered themselves to be empowered.

The respondent identified their leader as primarily male (62%) and most (77%) indicated that the leader shares a physical location with the respondent. The number of people reporting to the leader was as follows: 10-20 (28%); 20-50 (24%); or 5-10 (20%). Respondents most frequently identified their leader's position as manager (57%), followed by supervisor (23%), executive (10%), coach (7%), and employee (3%). Ninety-four percent of the respondents claimed that their organization considered the leader to be empowering, while 84% of respondents themselves considered the leader to be empowering. Respondents describe the leader's relationship to their work group or team in the following terms: getting input about decisions, goals, and job assignments and making final decisions with employees (36%); getting input from employees about decisions, goals, and job assignments but making the final decision (28%); making decisions, setting goals, and giving job assignments (19%); and allowing employees to make decisions, set goals, and make job assignments (17%).

Instruments

Instrument 3: Revised Assessment of Employee Empowerment. This instrument (see Appendix G) is a revision of the original Assessment of Employee Empowerment (see Appendix A). The design of the instrument continues to focus on assessing the organization's level of employee empowerment. The instrument was revised based upon the results of Study 1. The outcome is a set of dimensions and survey items that serve as an instrument for organizations to use in determining whether or not the organization is truly empowering employees. The Web-based survey consisted of 28 items organized around six dimensions. Participants responded to the items on a 5-point rating scale. . The six dimensions are presented in Table 4.

Table 4

Revised Dimensions for Measuring Employee Empowerment

Dimension	Working Definition
Culture	Pattern of shared organizational values, basic underlying assumptions, and informal norms that guide the way work is accomplished in an organization.
Leadership	Processes for spreading power, authority, and influence to all levels of the organization, including creating new roles for positional leaders to support the spread.
Ability	Processes for acquiring, sharing, and utilizing the critical information, skills, and knowledge that are essential to effective decision-making and task completion.
Commitment	Loyalty that is mutually shared between employees and the organization, often resulting in feelings of employee ownership.
Authority	The freedom and authority to manage and accomplish tasks and make relevant decisions.
Communication	Methods for gathering, distributing, and attending to information required in order to perform effectively.

Instrument 4: Revised Assessment of Empowering Leadership. This instrument (see Appendix H) is a revision of the original Assessment of Empowering Leadership. The focus of the survey continues to be on assessing the level of empowering leadership based upon empowering behaviors exhibited by the leader. The foundation for the survey is the original model of empowering leadership. The model was revised based upon the results of Study 1. The resulting instrument is a Web-based survey consisting

of 41 items organized around nine underlying dimensions that are grouped into three areas. The three areas and their respective dimensions are listed below.

Ensure employees have the ability to be empowered

1. Build business and organizational knowledge of employees
2. Provide access to pertinent information
3. Assure that employees have the necessary skill set
4. Identify and provide needed resources

Create systems of accountability for employee outcomes

1. Recognize & reward employees for good work
2. Regularly evaluate effectiveness of employee efforts

Develop a context to provide employees with the authority to be empowered

1. Serve as advocate of empowered employees
2. Provide a supportive environment that is conducive to empowerment
3. Build systems and structures to support employee empowerment

Procedure

The surveys were modified in accordance with the factor structure determined in Study 1. Confirmatory factor analysis using LISREL was utilized to identify the best fitting models for employee empowerment and empowering leadership. Upon determination of the best fitting models, the relationship between empowering leadership and employee empowerment was tested. Structural equation modeling was used to test

the hypothesized model of relationships between the components of empowering leadership and employee empowerment.

CHAPTER 3

RESULTS

Study 1: Scale Development

Data Analytic Strategy

Initially the data were separated to create two unique data sets. The first data set contained the participant's responses to the 35 items regarding assessment of employee empowerment. The second data set included participant responses to the 55 items of the assessment of empowering leadership. Each data set was cleaned separately due to the unique nature of the instruments. Exploratory factor analysis (EFA) was performed on each data set to determine the construct validity of each instrument. Item-total correlations as well as calculations of Cronbach's alpha for each instrument were used to determine reliability of the resulting factors for each of the EFAs.

Due to the lack of an existing theory for comparison, the analysis was treated as completely exploratory in nature. As such, a unique technique which utilized multiple series of EFAs was utilized. Rather than running an EFA with a singular cut-off, several different series of EFAs, utilizing varying loading cut-offs, were performed on each instrument to obtain a range of results. Upon completion of the analyses, the results of each of the series of EFAs were compared. Items that did not load on any of the factors in any of the resulting models from any of the series of EFAs were removed from the instruments. Items that loaded on at least one factor in any of the resulting models from

any of the series were retained. The process of running multiple EFAs and the subsequent removal of non-loading items was intended to eliminate the very worst items. Due to the unique nature of this item removal methodology, a post hoc study was performed (see Appendix I) to determine whether or not there was an appreciable difference when items were derived from traditional EFA methodology versus the unique multiple EFA methodology.

Assessment of Employee Empowerment

Item Generation

Survey items were derived from a survey created by a small consulting firm in order to help a chemical company determine how it was doing in its efforts to empower associates and foster the organization's goal of continuous improvement. The original survey consisted of 105 items to which participants responded on a 7-point rating scale. Prior research (Bodner, 2003) used subject matter experts to review the 105 survey items and sort them into the 8 empowerment dimensions. Based upon that prior research, 55 items from the original survey were significantly reworded for use in the new survey. Additionally, 21 items were created by the author. The resulting 76-item survey (see Appendix A) consisted of 11 items for the culture scale, 6 items for the trust scale, 8 items for the accountability scale, 13 items for the leadership scale, 10 items for the ability scale, 6 items for the commitment scale, 10 items for the authority scale, and 12 items for the communication scale. The response format for all items was a 5-point Likert rating scale with endpoints of "strongly disagree" and "strongly agree."

Eighteen subject matter experts (SMEs), consisting of advanced students, professors, and consultants, all of whom were considered to have substantial knowledge and expertise in the area of employee empowerment, were asked to evaluate the survey. SMEs scored each item of the survey on the following criteria: clarity of wording (the extent to which the item was written in a manner that would be understood), fit with scale (the extent to which the item contributed to the construct represented by the scale), and practical value (the extent to which the item will be useful in gauging empowerment efforts). SMEs were also asked to provide any suggested edits to the item and list any additional items that they felt should be included.

Based upon the SME evaluation, the 76-item survey was revised into the 35-item survey (see appendix A) used in this study. The resulting survey structure consisted of 4 items for the culture scale, 4 items for the trust scale, 4 items for the accountability scale, 6 items for the leadership scale, 4 items for the ability scale, 4 items for the commitment scale, 5 items for the authority scale, and 4 items for the communication scale. The response format for all items was a 5-point Likert rating scale with endpoints of “strongly disagree” and “strongly agree.”

Data Screening

In the present study, 418 participants responded to the questionnaire. However, 113 cases were removed from further analysis, decreasing the sample size to 305 participants. Cases were removed for the following reasons. Fifty-three cases were found to have missing data and were deselected from further analysis. Seventeen cases were found to have univariate outliers and were deselected from further analysis. Univariate

outliers were determined by examination of z-scores where the data were ± 3.29 standard deviations from the mean. Forty-two cases were found to have multivariate outliers and were deselected from further analysis. Additional multivariate outliers were identified using Mahalanobis distance (97.185), which was above the critical value (59.703). The critical value was determined from the chi square table at 30 degrees of freedom and a probability level of 0.001.

Sample Size Adequacy

The sample size is adequate, as the 305 cases exceed the recommended 150 to 250 (Cattell, 1978; Guilford, 1954; Hinkin, 1995). Additionally, the sample size was considered good when the Comrey & Lee (1992) categorization was applied (100 = poor; 200 = fair; 300 = good; 500 = very good). The suggested minimum sample size was also met according to the newer recommendations of MacCallum, Widaman, Zhang, and Hong (1999). These findings indicate that communalities greater than 0.6 require only 100 cases, communalities of approximately 0.5 require 100 to 200 cases, and communalities lower than 0.5 require 300 or more.

Exploratory Factor Analyses

Using SPSS V10.0, three series of exploratory factor analysis (EFA) were run to examine the 35-item scale. The first EFA series used a 0.33 factor loading cut-off; the second EFA series used a 0.35 factor loading cut-off; and the third EFA series used 0.40 factor loading cut-off. The same protocol for item removal was used for each of the three series of EFAs. First, items that did not load above the cut-off were removed, followed by an EFA using the adjusted items. This process was repeated until there were no more

items that did not load. Second, items that cross-loaded above the cut-off on more than one factor were removed, followed by an EFA using the adjusted items. This process was repeated until there were no more items that cross-loaded. Three different models resulted from the series of EFAs. Results from each of the three series of EFAs are presented below.

EFA Series 1. The first series of EFAs used a loading cut-off of 0.33. A maximum likelihood estimation analysis with direct oblimin rotation was used to examine the original 35 items. All items with an eigenvalue ≥ 1.0 were extracted. Results indicated a seven factor model. Five items (ecult3, etrust2, eacc3, eacc4, and ecomit1) were removed due to a failure to load on a factor above the cut-off value of 0.33. A second EFA was run on the resulting 30 items, using maximum likelihood estimation analysis with direct oblimin rotation, and all items with an eigenvalue ≥ 1.0 extracted. Results indicated a six factor model. Two items (etrust1 and eabil2) were removed due to a failure to load on a factor above the cut-off value of 0.33.

Results of a third EFA on the remaining 28 items (maximum likelihood estimation with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted) indicated a five factor model. Two items (ecult4 and eacc1) were removed due to a failure to load on a factor above the cut-off loading value of 0.33. A four factor model (26 items) was indicated in the fourth EFA (maximum likelihood estimation with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted). No items failed to load on a factor above 0.33. However, one item (ecult1) was removed due to cross-loading on a factor above 0.33.

A fifth and final EFA was run on the remaining 25 items. A maximum likelihood estimation analysis with direct oblimin rotation was used to examine the scale. All items with an eigenvalue ≥ 1.0 were extracted. Results indicated a four factor model with all items loading on a factor above 0.33. Overall, 62.18% of the variance was accounted for by the factor loadings. Chi-square analysis ($\chi^2 = 420.171$, $df = 206$, $p < 0.001$) indicates that the model was significant, while the Kaiser-Meyer-Olkin measure of sampling adequacy (0.94) shows that the matrix was factorable. There were no communalities that fell below the cut-off of 0.33. Communalities range from 0.37 to 0.77 with a mean of 0.55. Table 5 presents the results of the EFA.

Table 5

Employee Empowerment EFA Series 1 Factor Loadings for the Remaining 25 Items

Item	Factor			
	One	Two	Three	Four
ELead4	.886			
ELead3	.866			
ELead1	.856			
ELead6	.831			
ELead2	.766			
ELead5	.722			
ETrust3	.677			
ECult2	.570			
ETrust4	.483			
EAcc2	.422			
EComm1		.860		
EComm4		.778		
EAbil1		.549		
EAbil4		.512		
EComm3		.373		
EComm2		.371		
EComit3			.821	
EComit2			.635	
EAbil3			.517	
EComit4			.499	
EAuth4				.769
EAuth3				.608
EAuth5				.588
EAuth1				.504
EAuth2				.417
Percent of Variance Accounted for:	42.04%	9.27%	6.01%	4.86%

Note. Extraction Method: Maximum Likelihood; eigenvalues ≥ 1.0

Rotation Method: Oblimin with Kaiser Normalization; Rotation converged in 8 rotations

Ten of the original 35 items failed to load, cross-loaded, and/or had item loadings below .33.

Upon completion of the factor analysis, the resulting factor structure was subjected to tests of reliability. An initial correlation matrix was run to determine the homogeneity of the items. Overall, the items were significantly correlated. This indicates that the majority of the items were homogeneous. Item-total correlations were generated to determine the discriminating power of the items. All items within each of the four

factors appear to be correlated with the sum of the factor, indicating the existence of a base correlation. Alpha coefficients were generated to determine the internal-consistency reliability of the survey. The alpha coefficients for all four factors were good: 0.94 for Factor 1; 0.85 for Factor 2; 0.79 for Factor 3; and 0.80 for Factor 4. Further analysis of the data reveals that deletion of individual items would not appreciably improve the alpha coefficient. Table 6 presents the descriptive statistics, intercorrelations of dimensions, and internal reliability estimates of the resulting dimensions.

Table 6

Employee Empowerment EFA Series 1 Descriptive Statistics, Intercorrelations, and Internal Reliability Estimates

Variable	# Items	<i>M</i>	<i>SD</i>	1	2	3	4
1. Leadership	10	4.017	.690	(.935)			
2. Ability	6	3.769	.682	.529	(.847)		
3. Commitment	4	4.146	.563	.585	.589	(.785)	
4. Authority	5	3.901	.635	.574	.542	.507	(.802)

Note. $N = 305$; all correlations were significant at $p < .01$. Alphas are enclosed in parentheses.

In order to determine normality, skewness and kurtosis were evaluated. Two factors, Leadership (-6.36) and Authority (-3.51) were found to be skewed, since they were outside the cut-off limits of 3 and -3. Additionally, one factor, Leadership (3.02) was found to be kurtotic, since it was outside of the cut-off limits of 2 and -2.

Reliability estimates indicate that overall the resulting survey structure was reliable. The deletion of additional items to maximize internal consistency was not

carried out, as the reliability analysis revealed that the survey was already as reliable as possible. However, the small sample size (305) should be taken into account when reviewing the results.

EFA Series 2. The second series of EFAs used a loading cut-off of 0.35. A maximum likelihood estimation analysis with direct oblimin rotation was used to examine the original 35 items. All items with an eigenvalue ≥ 1.0 were extracted. Results indicated a seven factor model. Five items (ecult3, etrust2, eacc3, eacc4, and ecomit1) were removed due to a failure to load on a factor above the cut-off value of 0.33. One item (eacc1) was removed due to communalities below 0.33. A second EFA was run on the resulting 29 items, using maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted. Results indicated a five factor model. Two items (ecult4 and eauth2) were removed due to a failure to load on a factor above the cut-off value of 0.35. Results of a third EFA on the remaining 27 items (maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted) again indicated a five factor model. No items failed to load on a factor above 0.35. However, Factor 5 had only two items.

In order to address the factor with only two items loading, a fourth and final EFA was run. A four factor model was forced in order to examine the same 27-items from the third EFA. A maximum likelihood estimation analysis with direct oblimin rotation was used to examine the scale. Results indicated a four factor model with all items loading on a factor above the cut-off value of 0.35. Overall, 60.49% of the variance was accounted for by the factor loadings. The Chi-square analysis was ($\chi^2 = 544.593$, $df = 249$, $p < 0.001$)

indicates that the model was significant, while the Kaiser-Meyer-Olkin measure of sampling adequacy (0.94) shows that the matrix was factorable. There were no communalities that fell below the cut-off value of 0.33. Communalities range from 0.36 to 0.78, with a mean of 0.56. Table 7 presents the results of the EFA.

Table 7

Employee Empowewrment EFA Series 2 Factor Loadings for the Remaining 27 Items

Item	Factor			
	One	Two	Three	Four
ELead4	.886			
ELead3	.858			
ELead1	.843			
ELead6	.826			
ELead5	.736			
ELead2	.730			
ETrust3	.651			
ECult2	.527			
ETtust4	.433			
EAcc2	.388			
EComm1		.837		
EComm4		.794		
EAbil1		.599		
EAbil4		.532		
EAbil2		.452		
EComm3		.369		
EComm2		.366		
EAuth4			-.762	
EAuth3			-.565	
EAuth5			-.543	
EAuth1			-.413	
EComit3				.797
EComit2				.647
ETrust1				.504
EAbil3				.503
EComit4				.495
ECult1				.421
Percent of Variance Accounted for:	41.26%	8.67%	5.77%	4.79%

Note. Extraction Method: Maximum Likelihood; Forced four factor model

Rotation Method: Oblim with Kaiser Normalization; Rotation converged in 9 rotations

Eight of the original 35 items failed to load, cross-loaded, and/or had item loadings below .35.

Upon completion of the factor analysis, the resulting factor structure was subjected to tests of reliability. An initial correlation matrix was run to determine the homogeneity of the items. Overall, the items were significantly correlated. This indicates that the measure is homogeneous. Item-total correlations were generated to determine the discriminating power of the items. All items within each of the four factors appear to be correlated with the sum of the factor, indicating the existence of a base correlation. Alpha coefficients were generated to determine the internal-consistency reliability of the survey. The alpha coefficients for all four factors were good: 0.94 for Factor 1; 0.84 for Factor 2; 0.77 for Factor 3; and 0.82 for Factor 4. Further analysis of the data reveals that deletion of individual items would not appreciably improve the alpha coefficient. Table 8 presents the descriptive statistics, intercorrelations of dimensions, and internal reliability estimates of the resulting dimensions.

Table 8

Employee Empowerment EFA Series 2 Descriptive Statistics, Intercorrelations, and Internal Reliability Estimates

Variable	# Items	<i>M</i>	<i>SD</i>	1	2	3	4
1. Leadership	10	4.017	.690	(.935)			
2. Ability	7	3.679	.665	.540	(.844)		
3. Authority	4	3.876	.679	.547	.480	(.772)	
4. Commitment	6	4.088	.554	.684	.628	.515	(.824)

Note. $N = 305$; all correlations were significant at $p < .01$. Alphas are enclosed in parentheses.

In order to determine normality, skewness and kurtosis were evaluated. Two factors, Leadership (-6.36) and Authority (-4.44) were found to be skewed, since they were outside of the cut-off limits of 3 and -3. Additionally, one factor, Leadership (3.02) was found to be kurtotic, since it was outside the cut-off limits of 2 and -2.

Reliability estimates indicate that overall the resulting survey structure was reliable. The deletion of additional items to maximize internal consistency was not carried out as the reliability analysis revealed that the survey was already as reliable as possible. However, the small sample size (305) should be taken into account when reviewing the results.

EFA Series 3. The third series of EFAs used a loading cut-off of 0.40. A maximum likelihood estimation analysis with direct oblimin rotation was used to examine the original 35 items. All items with an eigenvalue ≥ 1.0 were extracted. Results indicated a seven factor model. Seven items (ecult3, etrust2, etrust4, eacc3, eacc4, ecomit1, and eauth2) were removed due to a failure to load on a factor above the cut-off of 0.40. A second EFA was run on the resulting 28 items, using maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted. Results indicated a five factor model. Five items (ecomm2, ecomm3, ecult1, eacc2, and eabil2) were removed due to a failure to load on a factor above the cut-off 0.40.

Results of a third EFA on the remaining 23 items (maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted) again indicated a five factor model. One item (eacc1) was removed due to a

failure to load on a factor above the cut-off of 0.40. A four factor model (22 items) was indicated in the fourth EFA (maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted). One item (ecult4) was removed due to a failure to load on a factor above 0.40.

A fifth and final EFA was run on the remaining 21 items. A maximum likelihood estimation with direct oblimin rotation was used to examine the scale. All items with an eigenvalue ≥ 1.0 were extracted. Results indicated a four factor model, with all items loading on a factor above 0.40. Overall, 64.80% of the variance was accounted for by the factor loadings. The Chi-square analysis ($\chi^2 = 234.180$, $df = 132$, $p < 0.001$) indicates that the model was significant, while the Kaiser-Meyer-Olkin measure of sampling adequacy (0.93) shows that the matrix was factorable. There were no communalities that fell below the cut-off value of 0.33. Communalities range from 0.34 to 0.72 with a mean of 0.54. Table 9 presents the results of the EFA.

Table 9

Employee Empowerment EFA Series 3 Factor Loadings for the Remaining 21 Items

Item	Factor			
	One	Two	Three	Four
ELead4	.892			
ELead3	.852			
ELead1	.843			
ELead6	.814			
ELead2	.734			
ELead5	.712			
ETrust3	.657			
ECult2	.546			
EComm1		.849		
EComm4		.747		
EAbil1		.524		
EAbil4		.486		
EComit3			.802	
EComit2			.676	
EAbil3			.546	
EComit4			.502	
ETrust1			.460	
EAuth4				.787
EAuth5				.607
EAuth3				.578
EAuth1				.445
Percent of Variance Accounted for:	41.98%	10.06%	6.91%	5.85%

Note. Extraction Method: Maximum Likelihood; eigenvalues ≥ 1.0

Rotation Method: Oblim with Kaiser Normalization; Rotation converged in 8 rotations

Fourteen of the original 35 items failed to load, cross-loaded, and/or had item loadings below .40.

Upon completion of the factor analysis, the resulting factor structure was subjected to tests of reliability. An initial correlation matrix was run to determine the homogeneity of the items. Overall, the items were significantly correlated. This indicates that the measure is homogeneous. Item-total correlations were generated to determine the discriminating power of the items. All items within each of the four factors appear to be correlated with the sum of the factor, indicating the existence of a base correlation. Alpha coefficients were generated to determine the internal-consistency reliability of the survey.

The alpha coefficients for all four factors were good: 0.93 for Factor 1; 0.82 for Factor 2; 0.80 for Factor 3; and 0.77 for Factor 4. Further analysis of the data reveals that deletion of individual items would not appreciably improve the alpha coefficient. Table 10 presents the descriptive statistics, intercorrelations of dimensions, and internal reliability estimates of the resulting dimensions.

Table 10

Employee Empowerment EFA Series 3 Descriptive Statistics, Intercorrelations, and Internal Reliability Estimates

Variable	# Items	<i>M</i>	<i>SD</i>	1	2	3	4
1. Leadership	8	4.042	.715	(.933)			
2. Ability	4	3.640	.771	.428	(.823)		
3. Commitment	5	4.087	.565	.595	.549	(.798)	
4. Authority	4	3.876	.679	.528	.429	.494	(.772)

Note. $N = 305$; all correlations were significant at $p < .01$. Alphas are enclosed in parentheses.

In order to determine normality, skewness and kurtosis were evaluated. Three factors, Leadership (-7.36) Ability (-3.56) and Authority (-4.44) were found to be skewed, since they were outside of the cut-off limits of 3 and -3. Additionally, one factor, Leadership (5.15) was found to be kurtotic, since it was outside of the cut-off limits of 2 and -2.

Reliability estimates indicate that overall the resulting survey structure was reliable. The deletion of additional items to maximize internal consistency was not carried out, as the reliability analysis revealed that the survey was already as reliable as

possible. However, the small sample size (305) should be taken into account when reviewing the results.

Summary. In order to explore the assessment of employee empowerment, three separate series of exploratory factor analysis were run. The first series used a cut-off of 0.33 for factor loadings. In all, ten items were removed and five EFA passes were required to obtain the final factor solution. The second series used a cut-off of 0.35 for factor loadings. In all, eight items were removed and four EFA passes were required to obtain the final factor solution. The third series used a cut-off of 0.40 for factor loadings. In all, fourteen items were removed and five EFA passes were required to obtain the final factor solution. Table 11 presents a summary of the final factor solutions for each of the three EFA series.

Table 11

Summary of EFA Results for Employee Empowerment

	# Factors	# Items	% Variance	KMO	Mean Communal	Chi Square
Series 1	4	25	62.18%	.94	.55	$\chi^2= 420.171, df= 206, p < 0.001$
Series 2	4	27	60.49%	.94	.56	$\chi^2= 544.593, df= 249, p < 0.001$
Series 3	4	21	64.80%	.93	.54	$\chi^2= 234.180, df= 132, p < 0.001$

Note. N = 305.

Prior research had indicated 8 factors (Culture, Trust, Accountability, Leadership, Ability, Commitment, Responsibility, and Communication) for measuring employee empowerment. Results of the three series of EFAs indicate that four of the original factors (Leadership, Commitment, Authority, and Communication) generally held up as

independent factors. Items from the Culture, Trust, Accountability, And Ability factors tended to roll into the four original factors that held together. Table 12 presents a comparison of the resulting factor structure from each of the three series of EFAs.

Table 12

Resulting Factor Structures for Employee Empowerment

Survey Items	Comparison of EFA Results		
	Series 1	Series 2	Series 3
E-cult1	x	Commitment	x
E-cult2	Leadership	Leadership	Leadership
E-cult3	x	x	x
E-cult4	x	x	x
E-trust1	x	Commitment	Commitment
E-trust2	x	x	x
E-trust3	Leadership	Leadership	Leadership
E-trust4	Leadership	Leadership	x
E-acc1	x	x	x
E-acc2	Leadership	Leadership	x
E-acc3	x	x	x
E-acc4	x	x	x
E-lead1	Leadership	Leadership	Leadership
E-lead2	Leadership	Leadership	Leadership
E-lead3	Leadership	Leadership	Leadership
E-lead4	Leadership	Leadership	Leadership
E-lead5	Leadership	Leadership	Leadership
E-lead6	Leadership	Leadership	Leadership
E-abil1	Ability	Ability	Ability
E-abil2	x	Ability	x
E-abil3	Commitment	Commitment	Commitment
E-abil4	Ability	Ability	Ability
E-comit1	x	x	x
E-comit2	Commitment	Commitment	Commitment
E-comit3	Commitment	Commitment	Commitment
E-comit4	Commitment	Commitment	Commitment
E-auth1	Authority	Authority	Authority
E-auth2	Authority	x	x
E-auth3	Authority	Authority	Authority
E-auth4	Authority	Authority	Authority
E-auth5	Authority	Authority	Authority
E-comm1	Ability	Ability	Ability
E-comm2	Ability	Ability	x
E-comm3	Ability	Ability	x
E-comm4	Ability	Ability	Ability
35 Items	25 Items	27 Items	21 Items

Note. N = 305

The exploratory work revealed the need for the removal of several items. The criterion for item removal was failure of an item to load on a factor in any of the three series of EFA (items in the above table with an 'x' in all three series columns). In total, 7 items did not load on a factor above the designated cut-off in any of the three series. As such, the items of ecult3, ecult4, etrust2, eacc1, eacc3, eacc4, and ecomit1 were removed from the survey and from further analysis. The original dimensions of culture and accountability no longer exist, as removal of items resulted in only one or two remaining items for the dimensions. The removal of the seven items resulted in a 28-item assessment of employee empowerment.

Assessment of Empowering Leadership

Item Generation

Survey items were created by the author, based upon the review of the literature and the hypothesized contributing behaviors for each of the 12 dimensions in the areas of ability (knowledge, information, skills, resources), accountability (feedback, rewards, evaluation, improvement), authority (direction, advocate, environment, systems) and focus on work.

The resulting 96-item survey consisted of 6 items for the knowledge scale, 7 items for the information scale, 8 items for the skills scale, 5 items for the resources scale, 5 items for the feedback scale, 6 items for the rewards and recognition scale, 7 items for the evaluation scale, 8 items for the continuous improvement scale, 9 items for the direction scale, 7 items for the advocate scale, 12 items for the environment scale, 10 items for the systems and structures scale, and 6 items for the focus on work scale. The response

format for all items was a 5-point Likert rating scale with endpoints of “strongly disagree” and “strongly agree.”

Eighteen subject matter experts (SME), consisting of advanced students, professors, and consultants, all of whom were considered to have substantial knowledge and expertise in the area of employee empowerment, were asked to evaluate the survey. SMEs scored each item of the survey on the following criteria: clarity of wording (the extent to which the item was written in a manner that would be understood), fit with scale (the extent to which the item contributed to the construct represented by the scale), and practical value (the extent to which the item will be useful in gauging empowerment efforts). SMEs were also asked to provide any suggested edits to the item and list any additional items that they felt should be included.

Based upon the SME evaluation, the 96-item survey was revised into the 55-item survey (see Appendix B) used in this study. The resulting survey structure consisted of 4 items for the knowledge scale, 5 items for the information scale, 4 items for the skills scale, 3 items for the resources scale, 4 items for the feedback scale, 5 items for the rewards and recognition scale, 5 items for the evaluation scale, 4 items for the continuous improvement scale, 3 items for the direction scale, 4 items for the advocate scale, 5 items for the environment scale, 6 items for the systems and structures scale, and 3 items for the focus on work scale. The response format for all items was a 5-point Likert rating scale with endpoints of “strongly disagree” and “strongly agree.”

Data Screening

In the present study, 417 participants responded to the questionnaire. However, 142 cases were removed from further analysis, decreasing the sample size to 275 participants. Cases were removed for the following reasons. Eighty-three cases were found to be missing data and were deselected from further analysis. Eleven cases were found to have univariate outliers and were deselected from further analysis. Univariate outliers were determined by examination of z-scores where the data were ± 3.29 standard deviations above the mean. Additionally, forty-eight cases were found to have multivariate outliers and were deselected from further analysis. Multivariate outliers were identified utilizing Mahalanobis distance (155.734), which was above the critical value (86.661). The critical value was determined from the chi square table at 50 degrees of freedom and a probability level of 0.001.

Sample Size Adequacy

The sample size was adequate, as the 275 cases exceed the recommended 150 to 250 (Cattell, 1978; Guilford, 1954; Hinkin, 1995). Additionally, the sample size was considered fair to good when the Comrey & Lee (1992) categorization was applied (100 = poor; 200 = fair; 300 = good; 500 = very good). Finally, The sample size meet the MacCallum, Widaman, Zhang, and Hong (1999) recommendation that communalities greater than 0.6 require only 100 cases, communalities of approximately 0.5 require 100 to 200 cases, and communalities lower than 0.5 require 300 or more.

Exploratory Factor Analyses

Using SPSS V10.0, four series of exploratory factor analysis were run to examine the 55-item scale. The first EFA series used a 0.33 factor loading cut-off; the second EFA series used a 0.35 factor loading cut-off; the third EFA series used 0.40 factor loading cut-off; and the fourth EFA used a cut-off of 0.35. The same protocol for item removal was used for the first three series of EFAs. First, items that did not load above the cut-off were removed, followed by an EFA using the adjusted items. This process was repeated until there were no more items that did not load. Second, items that cross-loaded on more than one factor above the cut-off were removed, followed by an EFA using the adjusted items. This process was repeated until there were no more items that cross-loaded. The fourth EFA used a different protocol where non-loading and cross-loading items were removed simultaneously. The unique protocol for the fourth EFA was accidental at first, but revealed an interesting pattern and was therefore included. Four different models resulted from the series of EFAs. Results from each of the four series of EFAs are presented below.

EFA Series 1. The first series of EFAs used a loading cut-off of 0.33. Using SPSS V10.0, a maximum likelihood estimation analysis with direct oblimin rotation was used to examine the original 55 items. All items with an eigenvalue ≥ 1.0 were extracted. Results indicated a six factor model. Ten items (owork1, owork2, owork3, audir1, audir3, acfeed1, acfeed2, acfeed3, acrow2, and acimp1) were removed due to a failure to load on a factor above the cut-off of 0.33. An second EFA was run on the resulting 45 items, using maximum likelihood estimation analysis with direct oblimin rotation and all items

with an eigenvalue ≥ 1.0 extracted.. Results indicate a five factor model. All items loaded on a factor above 0.33. However, three items (cimp2, abinfo3, ausyst5) were removed due to cross-loading above 0.33 on a factor.

Results of a third EFA on the remaining 42 items (maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted) indicated a four factor model. Three items (acfeed4, ausyst4, and ausyst6) were removed due to failure to load on a factor above the cut-off of 0.33. A fourth EFA on the remaining 39 items (maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted) indicated a four factor model. Three items (abinfo1, abinfo4, and audir3) were removed due to cross-loading above 0.33 on a factor.

A fifth and final EFA was used to examine the resulting 36-item scale. A maximum likelihood estimation analysis with direct oblimin rotation was used, and all items with an eigenvalue ≥ 1.0 were extracted. Results indicated a four factor model with all items loading on a factor above the cut-off of 0.33. Overall, 71.78% of the variance was accounted for by the factor loadings. The Chi-square analysis ($\chi^2 = 1207.253$, $df = 492$, $p < 0.001$) indicates that the model was significant, while the Kaiser-Meyer-Olkin measure of sampling adequacy (0.97) shows that the matrix was factorable. There were no communalities that fell below the cut-off value of 0.33. Communalities range from 0.59 to 0.86 with a mean of 0.74. Table 13 presents the results of the EFA.

Table 13

Empowering Leadership EFA Series 1 Factor Loadings for the Remaining 36 Items

Item	Factor			
	One	Two	Three	Four
AuEnv4	.922			
AuEnv1	.903			
AuEnv2	.880			
AuAdv1	.810			
AuAdv2	.755			
AuEnv5	.718			
AuEnv3	.697			
AuAdv4	.617			
AcRew3	.553			
AcRew5	.543			
AuSyst2	.541			
AcRew1	.499			
AcRew4	.440			
AcImp3	.383			
AuSyst1	.340			
AcEval4		.866		
AvEval3		.815		
AcEval1		.742		
AcEval2		.687		
AcEval5		.515		
AcImp4		.384		
AuDir2		.379		
AuSyst3		.363		
AbKnow2			-.859	
AbKnow3			-.824	
AbKnow1			-.784	
AbKnow4			-.784	
AbInfo5			-.511	
AbInfo2			-.441	
AbSkill2				.731
AbSkill4				.720
AbSkill3				.713
AbSkill1				.670
AbRes1				.628
ARers3				.537
AbRes2				.531
Percent of Variance Accounted for:	59.26%	5.72%	3.93%	2.87%

Note. Extraction Method: Maximum Likelihood; eigenvalues ≥ 1.0

Rotation Method: Oblim with Kaiser Normalization; Rotation converged in 13 rotations

Nineteen of the original 55 items failed to load, cross-loaded, and/or had item loadings below .33.

Upon completion of the factor analysis the resulting factor structure was subjected to tests of reliability. An initial correlation matrix was run to determine the homogeneity of the items. Overall, the items were significantly correlated. This indicates that the majority of the items were homogeneous. Item-total correlations were generated to determine the discriminating power of the items. All items within each of the four factors appear to be correlated with the sum of the factor, indicating the existence of a base correlation. Alpha coefficients were generated to determine the internal-consistency reliability of the survey. The alpha coefficients for all three factors were good: 0.97 for Factor 1, 0.90 for Factor 2, 0.93 for Factor 3, and 0.94 for Factor 4. Further analysis of the data reveals that deletion of individual items would not appreciably improve the alpha coefficient. Table 14 presents the descriptive statistics, intercorrelations of dimensions, and internal reliability estimates of the resulting dimensions.

Table 14

Empowering Leadership EFA Series 1 Descriptive Statistics, Intercorrelations, and Internal Reliability Estimates

Variable	# Items	<i>M</i>	<i>SD</i>	1	2	3	4
1. Authority	16	3.849	.806	(.970)			
2. Accountability – Evaluation	7	3.511	.755	.722	(.901)		
3. Ability - Information	6	3.713	.867	.776	.710	(.934)	
4. Ability – Resources	7	3.723	.797	.855	.750	.795	(.944)

Note. $N = 275$; all correlations were significant at $p < .01$. Alphas are enclosed in parentheses.

In order to determine normality, skewness and kurtosis were evaluated. Three factors, Authority (-5.96) Ability-Information (-4.82) and Ability-Resources (-3.51) were found to be skewed since they were outside of the cut-off limits of 3 and -3. Additionally, one factor, Authority (-2.38) was found to be kurtotic, since it was outside of the cut-off limits of 2 and -2.

Reliability estimates indicate that overall the resulting survey structure was reliable. The deletion of additional items to maximize internal consistency was not carried out, as the reliability analysis revealed that the survey was already as reliable as possible. However, the small sample size (275) should be taken into account when reviewing the results.

EFA Series 2. The second series of EFAs used a loading cut-off of 0.35. Using SPSS V10.0, exploratory factor analysis was used to examine the 55-item scale. A maximum likelihood estimation analysis with direct oblimin rotation was used. All items with an eigenvalue ≥ 1.0 were extracted. Results indicated a six factor model. Eleven items (owork1, owork2, owork3, audir1, audir3, acfeed1, acfeed2, acfeed3, acimp1, acimp2, and acimp3) were removed due to a failure to load on a factor above the cut-off value of 0.35. A second EFA was run on the resulting 44 items, using maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted. Results indicate a five factor model. Five items (acfeed4, audir2, ausyst1, ausyst4, and ausyst6) were removed due to a failure to load on a factor above the cut-off value of 0.35.

Results of a third EFA on the remaining 39 items (maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted) indicated a four factor model. Four items (abskill1, abskill4, abres2, and ausyst5) were removed due to failure to load on a factor above the cut-off value of 0.35. A fourth EFA on the remaining 35 items (maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted) indicated a four factor model. Two items (acimp4 and ausyst3) were removed due to cross-loading on a factor above 0.35. Again, a four factor model was indicated when a fifth EFA was run on the resulting 33 items (maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted). One item (abskill3) was removed due to cross-loading on a factor above 0.35.

A sixth and final EFA was used to examine the resulting 32-item scale. A maximum likelihood estimation analysis with direct oblimin rotation was used. All items with an eigenvalue ≥ 1.0 were extracted. Results indicated a four factor model with all items loading on a factor above 0.35. Overall, 74.39% of the variance was accounted for by the factor loadings. The Chi-square analysis ($\chi^2 = 920.826$, $df = 374$, $p < 0.001$) indicates that the model was significant, while the Kaiser-Meyer-Olkin measure of sampling adequacy (0.97) shows that the matrix was factorable. There were no communalities that fell below the cut-off value of 0.33. Communalities range from 0.64 to 0.85 with a mean of 0.75. Table 15 presents the results of the EFA.

Table 15

Empowering Leadership EFA Series 2 Factor Loadings for the Remaining 32 Items

Item	Factor			
	One	Two	Three	Four
AuEnv4	.875			
AuEnv2	.820			
AuAdv1	.808			
AuEnv1	.787			
AuAdv2	.763			
AuEnv5	.752			
AuEnv3	.657			
AuAdv3	.499			
AuSyst2	.483			
AuAdv4	.467			
AcEval4		.874		
AcEval3		.822		
AcEval1		.725		
AcEval2		.645		
AcEval5		.545		
AbKnow2			.979	
AbKnow1			.860	
AbKnow3			.821	
AbKnow4			.783	
AbInfo5			.678	
AbInfo4			.659	
AbInfo1			.635	
AbInfo2			.623	
AbInfo3			.544	
AbRes3			.413	
AbRes1			.396	
AbSkill2			.367	
AcRew2				-.912
AcRew4				-.842
AcRew1				-.661
AcRew3				-.650
AcRew5				-.610
Percent of Variance Accounted for:	60.83%	6.15%	4.73%	2.68%

Note. Extraction Method: Maximum Likelihood; eigenvalues ≥ 1.0

Rotation Method: Oblim with Kaiser Normalization; Rotation converged in 11 rotations

Twenty-three of the original 55 items failed to load, cross-loaded, and/or had item loadings below .35.

Upon completion of the factor analysis the resulting factor structure was subjected to tests of reliability. An initial correlation matrix was run to determine the homogeneity

of the items. Overall, the items were significantly correlated. This indicates that the majority of the items were homogeneous. Item-total correlations were generated to determine the discriminating power of the items. All items within each of the three factors appear to be correlated with the sum of the factor, indicating the existence of a base correlation. Alpha coefficients were generated to determine the internal-consistency reliability of the survey. The alpha coefficients for all four factors were good: 0.96 for Factor 1, 0.90 for Factor 2, 0.96 for Factor 3, and 0.95 for Factor 4. Further analysis of the data reveals that deletion of individual items would not appreciably improve the alpha coefficient. Table 16 presents the descriptive statistics, intercorrelations of dimensions, and internal reliability estimates of the resulting dimensions.

Table 16

Empowering Leadership EFA Series 2 Descriptive Statistics, Intercorrelations, and Internal Reliability Estimates

Variable	# Items	<i>M</i>	<i>SD</i>	1	2	3	4
1. Authority	10	3.832	.848	(.961)			
2. Accountability – Evaluation	5	3.433	.798	.637	(.896)		
3. Ability	12	3.736	.809	.817	.684	(.958)	
4. Accountability - Rewards	5	3.767	.922	.849	.650	.794	(.946)

Note. $N = 275$; all correlations were significant at $p < .01$. Alphas are enclosed in parentheses.

In order to determine normality, skewness and kurtosis were evaluated. Three factors, Authority (-6.41), Ability (-4.24), and Accountability-Rewards (.471) were found to be skewed, since they were outside of the cut-off limits of 3 and -3. Additionally, one

factor, Authority (-2.72), was found to be kurtotic, since it was outside of the cut-off limits of 2 and -2.

Reliability estimates indicate that overall the resulting survey structure was reliable. The deletion of additional items to maximize internal consistency was not carried out, as the reliability analysis revealed that the survey was already as reliable as possible. However, the small sample size (275) should be taken into account when reviewing the results.

EFA Series 3. The third series of EFAs used a loading cut-off of 0.40. A maximum likelihood estimation analysis with direct oblimin rotation was used to examine the 55-item scale. All items with an eigenvalue ≥ 1.0 were extracted. Results indicated a six factor model. Eighteen items (owork1, owork2, owork3, abinfo1, abinfo2, acfeed1, acfeed2, acfeed3, acfeed4, acimp1, acimp2, acimp3, audir1, audir2, audir3, auenv3, audv3, and auadv4) were removed due to a failure to load on a factor above the cut-off value of 0.40. A second EFA was run on the resulting 37 items (maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted). Results indicate a three factor model. Five items (abskill2, abskill3, abres1, acimp4, and ausyst4) were removed due to a failure to load on a factor above the cut-off value of 0.40. Results of a third EFA on the remaining 32 items (maximum likelihood estimation with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted) indicated a four factor model. One item (abinfo3) was removed due to cross-loading on a factor above 0.40.

A fourth and final EFA (maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted) was used to examine the resulting 31-item scale. Results indicated a three factor model, with all items loading on a factor above the cut-off value of 0.40. Overall, 70.40% of the variance was accounted for by the factor loadings. The Chi-square analysis ($\chi^2 = 1189.473$, $df = 375$, $p < 0.001$) indicates that the model was significant, while the Kaiser-Meyer-Olkin measure of sampling adequacy (0.97) shows that the matrix was factorable. There were no communalities that fell below the cut-off value of 0.33. Communalities range from 0.64 to 0.82 with a mean of 0.74. Table 17 presents the results of the EFA.

Table 17

Empowering Leadership EFA Series 3 Factor Loadings for the Remaining 31 Items

Item	Factor		
	One	Two	Three
AuEnv4	.917		
AuAdv2	.893		
AuEnv1	.893		
AuAdv1	.887		
AuEnv2	.875		
AcRew5	.780		
AuEnv5	.758		
AcRew3	.748		
AcRew1	.699		
AcRew4	.691		
AcRew2	.623		
AuSyst2	.588		
AbSkill4	.499		
AbSkill1	.485		
AuSyst1	.482		
AuSyst5	.471		
AbRes3	.464		
AuSyst6	.418		
AcEval4		.853	
AcEval3		.793	
AcEval1		.719	
AcEval2		.639	
AcEval5		.574	
AuSyst3		.408	
AbKnow2			-.988
AbKnow1			-.860
AbKnow3			-.859
AbKnow4			-.807
AbInfo5			-.612
AbInfo4			-.584
AbInfo2			-.517
Percent of Variance Accounted for:	59.61%	6.30%	4.49%

Note. Extraction Method: Maximum Likelihood; eigenvalues ≥ 1.0

Rotation Method: Oblim with Kaiser Normalization; Rotation converged in 10 rotations

Twenty-four of the original 55 items failed to load, cross-loaded, and/or had item loadings below .40.

Upon completion of the factor analysis the resulting factor structure was subjected to tests of reliability. An initial correlation matrix was run to determine the homogeneity

of the items. Overall, the items were significantly correlated. This indicates that the majority of the items were homogeneous. Item-total correlations were generated to determine the discriminating power of the items. All items within each of the three factors appear to be correlated with the sum of the factor, indicating the existence of a base correlation. Alpha coefficients were generated to determine the internal-consistency reliability of the survey. The alpha coefficients for all three factors were good: 0.97 for Factor 1, 0.90 for Factor 2, and 0.94 for Factor 3. Further analysis of the data reveals that deletion of individual items would not appreciably improve the alpha coefficient. Table 18 presents the descriptive statistics, intercorrelations of dimensions, and internal reliability estimates of the resulting dimensions.

Table 18

Empowering Leadership EFA Series 3 Descriptive Statistics, Intercorrelations, and Internal Reliability Estimates

Variable	# Items	<i>M</i>	<i>SD</i>	1	2	3
1. Authority	18	3.761	.809	(.971)		
2. Accountability	6	3.439	.785	.728	(.896)	
3. Ability	7	3.700	.863	.812	.713	(.942)

Note. $N = 275$; all correlations were significant at $p < .01$. Alphas are enclosed in parentheses.

In order to determine normality, skewness and kurtosis were evaluated. Two factors, Authority (-5.10) and Ability (-4.39) were found to be skewed, since they were outside the cut-off limits of 3 and -3. No factors were found to be kurtotic, since none were outside the cut-off limits of 2 and -2.

Reliability estimates indicate that overall the resulting survey structure was reliable. The deletion of additional items to maximize internal consistency was not carried out, as the reliability analysis revealed that the survey was already as reliable as possible. However, the small sample size (275) should be taken into account when reviewing the results.

EFA Series 4. The fourth series of EFAs used a loading cut-off of 0.35. A maximum likelihood estimation analysis with direct oblimin rotation was used to examine the scale. All items with an eigenvalue ≥ 1.0 were extracted. Results indicated a six factor model. Nine items (owork1, owork2, owork3, audir1, audir3, acfeed1, acfeed2, acfeed3, and acimp1) were removed due to a failure to load on a factor above the cut-off value of 0.33. An additional item (abinfo1) was removed due to cross loading on two factors above 0.33. A second EFA was run on the resulting 45 items (maximum likelihood estimation analysis with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted). Results indicate a five factor model. Six items (acfeed4, acimp4, audir2, ausys1, ausys4, ausys6) were removed due to a failure to load on a factor above 0.33.

Results of a third EFA on the remaining 39 items (maximum likelihood estimation with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted) indicated a four factor model. Five items (abres1, abes2, abskill1, abskill2, and abskill4) were removed due to failure to load on a factor above the cut-off value of 0.35. Additionally, one factor (acmp2) was removed due to cross-loading on a factor above 0.35. A fourth EFA on the remaining 33 items (maximum likelihood estimation with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted) indicated a three

factor model. Two items (aceval5 and abinfo3) were removed due to cross-loading on a factor above 0.35.

A fifth and final EFA (maximum likelihood estimation with direct oblimin rotation and all items with an eigenvalue ≥ 1.0 extracted) was used to examine the resulting 31-item scale. Results indicated a three factor model with all items loading on a factor above the cut-off value of 0.35. Overall, 75.91% of the variance was accounted for by the factor loadings. The Chi-square analysis ($\chi^2 = 1148.112$, $df = 375$, $p < 0.001$) indicates that the model was significant while the Kaiser-Meyer-Olkin measure of sampling adequacy (0.97) shows that the matrix was factorable. There were no communalities that fell below the cut-off of 0.33. Communalities range from 0.43 to 0.83, with a mean of 0.74. Table 19 presents the results of the EFA.

Table 19

Empowering Leadership EFA Series 4 Factor Loadings for the Remaining 31 Items

Item	Factor		
	One	Two	Three
AuEnv4	.938		
AuEnv1	.922		
AuAdv1	.915		
AuEnv2	.912		
AuAdv2	.911		
AuEnv3	.815		
AuEnv5	.772		
AcRew5	.765		
AcRew3	.736		
AuAdv4	.711		
AcRew1	.686		
AcRew4	.666		
AuAdv3	.666		
AuSyst2	.601		
AcRew2	.598		
AxImp3	.567		
AuSyst5	.475		
AbRes3	.474		
AbSkill3	.398		
AbKnow2		1.001	
AbKnow3		.852	
AbKnow1		.843	
AbKnow4		.791	
AbInfo5		.585	
AbInfo4		.576	
AbInfo2		.497	
AcEval4			.854
AcEval3			.806
AcEval1			.728
AcEval2			.626
AuSyst3			.385
Percent of Variance Accounted for:	60.05%	6.51%	4.35%

Note. Extraction Method: Maximum Likelihood; eigenvalues ≥ 1.0

Rotation Method: Oblim with Kaiser Normalization; Rotation converged in 14 rotations

Twenty-four of the original 55 items failed to load, cross-loaded, and/or had item loadings below .40.

Upon completion of the factor analysis, the resulting factor structure was subjected to tests of reliability. An initial correlation matrix was run to determine the

homogeneity of the items. Overall, the items were significantly correlated. This indicates that the majority of the items were homogeneous. Item-total correlations were generated to determine the discriminating power of the items. All items within each of the three factors appear to be correlated with the sum of the factor, indicating the existence of a base correlation. Alpha coefficients were generated to determine the internal-consistency reliability of the survey. The alpha coefficients for all three factors were good: 0.97 for Factor 1, 0.94 for Factor 2, and 0.88 for Factor 3. Further analysis of the data reveals that deletion of individual items would not appreciably improve the alpha coefficient. Table 20 presents the descriptive statistics, intercorrelations of dimensions, and internal reliability estimates of the resulting dimensions.

Table 20

Empowering Leadership EFA Series 4 Descriptive Statistics, Intercorrelations, and Internal Reliability Estimates

Variable	# Items	<i>M</i>	<i>SD</i>	1	2	3
1. Authority	19	3.807	.805	(.974)		
2. Ability	7	3.700	.863	.805	(.942)	
3. Accountability	5	3.400	.801	.684	.699	(.875)

Note. $N = 275$; all correlations were significant at $p < .01$. Alphas are enclosed in parentheses.

In order to determine normality, skewness and kurtosis were evaluated. Two factors, Authority (-5.42) and Ability (-4.39), were found to be skewed, since they were outside the cut-off limits of 3 and -3. No factors were found to be kurtotic, since none were outside the cut-off limits of 2 and -2.

Reliability estimates indicate that overall the resulting survey structure was reliable. The deletion of additional items to maximize internal consistency was not carried out, as the reliability analysis revealed that the survey was already as reliable as possible. However, the small sample size (275) should be taken into account when reviewing the results.

Summary. In order to explore the assessment of employee empowerment, four separate series of exploratory analysis were run. The first series used a cut-off of 0.33 for factor loadings. In all, 19 items were removed and five EFA passes were required to obtain the final factor solution. The second series used a cut-off of 0.35 for factor loadings. In all, 23 items were removed, and six EFA passes were required to obtain the final factor solution. The third series used a cut-off of 0.40 for factor loadings. In all, 24 items were removed, and four EFA passes were required to obtain the final factor solution. The fourth series used a multiple cut-offs of 0.33 followed by 0.35 for factor loadings. In all, 24 items were removed, and five passes were required to obtain the final factor solution. Table 21 presents a summary of the final factor solutions for each of the four EFA series.

Table 21

Summary of EFA Results for Empowering Leadership

	# Factors	# Items	% Variance	<i>KMO</i>	Mean Communal	Chi Square
Series 1	4	36	71.78%	.97	.74	$\chi^2= 1207.253$, df = 492, p < 0.001
Series 2	4	32	74.39%	.97	.75	$\chi^2= 920.826$, df = 374, p < 0.001
Series 3	3	31	70.40%	.97	.74	$\chi^2= 1189.473$, df = 375, p < 0.001
Series 4	3	31	75.91%	.97	.74	($\chi^2= 1148.112$, df = 375, p < 0.001)

Note. N = 275

Original design of the survey was for 12 factors for the 3 areas of ability (Knowledge, Information, Skills, Resources), accountability (Feedback, Rewards, Evaluation, Improvement), and authority (Direction, Advocate, Environment, Systems). An additional factor, Focus on Work, was an independent factor not linked to any of the three areas of ability, accountability, or authority. Results of the four series of EFAs indicate that the three areas of ability, accountability, and authority split out as expected. Table 22 presents a comparison of the resulting factor structure from each of the three series of EFAs.

Table 22

Resulting Factor Structures for Empowering Leadership

Survey Items	Comparison of EFA Results			
	Series 1	Series 2	Series 3	Series 4
Ab-know1	Ability - Information	Ability	Ability	Ability
Ab-know2	Ability - Information	Ability	Ability	Ability
Ab-know3	Ability - Information	Ability	Ability	Ability
Ab-know4	Ability - Information	Ability	Ability	Ability
Ab-info1	x	Ability	x	x
Ab-info2	Ability - Information	Ability	Ability	Ability
Ab-info3	x	Ability	x	x
Ab-info4	x	Ability	Ability	Ability
Ab-info5	Ability - Information	Ability	Ability	Ability
Ab-skill1	Ability - Resources	x	Authority	x
Ab-skill2	Ability - Resources	Ability	x	x
Ab-skill3	Ability - Resources	x	x	Authority
Ab-skill4	Ability - Resources	x	Authority	x
Ab-res1	Ability - Resources	Ability	x	x
Ab-res2	Ability - Resources	x	x	x
Ab-res3	Ability - Resources	Ability	Authority	Authority
Ac-feed1	x	x	x	x
Ac-feed2	x	x	x	x
Ac-feed3	x	x	x	x
Ac-feed4	x	x	x	x
Ac-rew1	Authority	Accountability - Rewards	Authority	Authority
Ac-rew2	x	Accountability - Rewards	Authority	Authority
Ac-rew3	Authority	Accountability - Rewards	Authority	Authority
Ac-rew4	Authority	Accountability - Rewards	Authority	Authority
Ac-rew5	Authority	Accountability - Rewards	Authority	Authority
Ac-eval1	Accountability - Evaluation	Accountability - Evaluation	Accountability	Accountability
Ac-eval2	Accountability - Evaluation	Accountability - Evaluation	Accountability	Accountability
Ac-eval3	Accountability - Evaluation	Accountability - Evaluation	Accountability	Accountability
Ac-eval4	Accountability - Evaluation	Accountability - Evaluation	Accountability	Accountability
Ac-eval5	Accountability - Evaluation	Accountability - Evaluation	Accountability	x
Ac-imp1	x	x	x	x
Ac-imp2	x	x	x	x
Ac-imp3	Authority	x	x	Authority
Ac-imp4	Accountability - Evaluation	x	x	x
Au-dir1	x	x	x	x
Au-dir2	x	x	x	x
Au-dir3	x	x	x	x
Au-adv1	Authority	Authority	Authority	Authority
Au-adv2	Authority	Authority	Authority	Authority
Au-adv3	Authority	Authority	x	Authority
Au-adv4	Authority	Authority	x	Authority
Au-env1	Authority	Authority	Authority	Authority
Au-env2	Authority	Authority	Authority	Authority
Au-env3	Authority	Authority	x	Authority
Au-env4	Authority	Authority	Authority	Authority
Au-env5	Authority	Authority	Authority	Authority
Au-syst1	Authority	x	Authority	x
Au-syst2	Authority	Authority	Authority	Authority
Au-syst3	Accountability - Evaluation	x	Accountability	Accountability
Au-syst4	x	x	x	x
Au-syst5	x	x	Authority	Authority
Au-syst6	x	x	Authority	x

O-work1		x	x	x	X
O-work2		x	x	x	x
O-work3		x	x	x	x
<hr/>					
55 Items		36 Items	32 Items	31 Items	31 Items
<hr/>					
Note. $N = 275$					

Results of the exploratory work indicated that items should be removed. Again, the criterion for item removal was failure of an item to load on a factor in any of the four series of EFA (items in the above table with an 'x' in all four series columns). In total, 13 items failed to load on a factor above the designated cut-off in any of the four series. As such, the items of acfeed1, acfeed2, acfeed3, acfeed4, acimp1, acimp2, audir1, audir2, audir3, ausyst, owork1, owork2, and owork3 were removed from the survey and from further analysis. The original dimensions of feedback, direction, and focus on the work no longer exist, as all of the items in these dimensions were deleted. Additionally, the original dimension of improvement no longer exists, as removal of items resulted in only two remaining items for the dimension. The removal of the thirteen items resulted in a 42-item assessment of empowering leadership.

Study 2: Model Examination

Data Analytic Strategy

The data set was revised to account for the results of the exploratory work. The resulting data set comprised participant's responses to the resulting 28 items of the assessment of employee empowerment and the 42 items of the assessment of empowering leadership. The data set was cleaned and two additional data sets were created. The first data set consisted of all of the items from both instruments; the second data set consisted only of the employee empowerment items; and the third data set comprised only items from the empowering leadership instrument. Covariance matrices

were created for the employee empowerment data, the empowering leadership data, and the combined data from both instruments.

Confirmatory factor analysis performed on the new covariance matrices in order to identify the best fitting model for employee empowerment and to again determine the best fitting model for empowering leadership. Upon determination of the best fitting models, structural equation modeling was used to analyze the relationships between the models of empowering leadership and employee empowerment.

Data Screening

In the second study, 674 participants responded to the questionnaires. However, 190 cases were removed from further analysis, decreasing the sample size to 484 participants. Cases were deselected for the following reasons. Forty cases were found to be missing data and were deselected from further analysis. Seventy-one cases were found to have univariate outliers and were deselected from further analysis. Univariate outliers were determined by examination of z -scores where the data were ± 3.29 standard deviations from the mean. Additionally, seventy-nine cases were found to have multivariate outliers and were deselected from further analysis. Multivariate outliers were identified utilizing Mahalanobis distance (335.679), which was above the critical value (137.208). The critical value was determined from the chi square table at 90 degrees of freedom and a probability level of 0.001.

Sample Size Adequacy

The sample size was adequate, as the 484 cases exceed the recommended 150 to 200 (Anderson & Gerbing, 1988; Chou & Bentler, 1995; Hoyle & Kenny, 1999). While

the suggested minimum sample size was met, the number of cases per parameter (approximately 2 cases for each of the 258 estimated parameters) does not meet the general rule of thumb of 5 cases per parameter. However, Bentler & Dudgeon (1996) suggest that the rule of thumb be overlooked when the data are normally distributed.

Measurement Models

Before reviewing the relationship between employee empowerment and empowering leadership, the alternate models for each were examined in order to determine the best fitting models. LISREL 8.52 was used to perform confirmatory factor analysis on all proposed models. In order to determine model fit, appropriate fit indices, item loadings, squared multiple correlations of the items, and modification indices were reviewed for each proposed model. The fit indices that were reviewed included minimum fit function of chi-square, root mean square error of approximation (*RMSEA*), normed fit index (*NFI*), parsimony normed fit index (*PNFI*), comparative fit index (*CFI*), incremental fit index (*IFI*), and goodness of fit index (*GFI*).

Employee empowerment. Each of the alternative models for employee empowerment used the 28 items that resulted from the exploratory work performed in Study 1. The models were either theory driven or based upon the results of the previous exploratory work. Seven alternative models were reviewed.

The first three proposed models were theoretically driven and investigative in nature. The first proposed model configured all items into one factor. This was done to investigate the existence of a singular component of employee empowerment. The second proposed model used two factors. The first factor comprised items reflecting elements

external to the respondent, such as leadership or organizational culture. Elements internal to the respondent's functioning (ability, communication, authority, and commitment) made up the second factor. The third proposed model extended the internal/external theory. This model divided items into three factors. The first factor included external elements (leadership and organizational culture). The second factor split out commitment from the elements essential to the respondent's functioning, which were presented in the third factor of the model.

The fourth proposed model was based on the exploratory results presented in Study 1. Each of the three series of EFAs revealed four factors, similar in composition. These four factors were replicated in the fourth proposed model. Items were hypothesized to create the four factor model of leadership, commitment, ability, and authority.

The fifth and sixth proposed models were designed to slowly transition between the model indicated in the exploratory work and the original theoretical model of employee empowerment. The fifth model used three of the four factors (ability, commitment, and authority) from the fourth proposed model and split the culture items from the leader items in order to create the fourth and fifth factors. The sixth proposed model used the same basic factor structure; however, the model was more narrowly defined when communication items were removed from the ability factor in order to create a unique communication factor.

The seventh proposed model was exclusively driven by the original theoretical model of employee empowerment. The 28 items derived in Study 1 were used to approximate as closely as possible the original eight-factor, 35-item model. One of the

original eight factors (accountability) was not replicated due to the removal of all but one items from that scale, resulting in a seven-factor model. Table 23 presents the items used to configure the factors in each of the seven proposed models.

Table 23

Composition of Proposed Models for Employee Empowerment

Proposed Models	Factor Composition						
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Model 1	All items						
Model 2	Ecult1	Eabil1					
	Ecult2	Eabil2					
	Etrust1	Eabil3					
	Etrust3	Eabil4					
	Etrust4	Ecomit2					
	Eacc2	Ecomit3					
	Elead1	Ecomit4					
	Elead2	Eauth1					
	Elead3	Eauth2					
	Elead4	Eauth3					
	Elead5	Eauth4					
	Elead6	Eauth5					
			Ecomm1				
			Ecomm2				
		Ecomm3					
		Ecomm4					
Model 3	Ecult2	Ecult1	Eabil1				
	Etrust3	Etrust1	Eabil2				
	Etrust4	Ecomit2	Eabil3				
	Eacc2	Ecomit3	Eabil4				
	Elead1	Ecomit4	Eauth1				
	Elead2		Eauth2				
	Elead3		Eauth3				
	Elead4		Eauth4				
	Elead5		Eauth5				
	Elead6		Ecomm1				
			Ecomm2				
		Ecomm3					
		Ecomm4					
Model 4	Ecult2	Ecult1	Eabil1	Eauth1			
	Etrust3	Etrust1	Eabil3	Eauth2			
	Etrust4	Eabil3	Eabil4	Eauth3			
	Eacc2	Ecomit2	Ecomm1	Eauth4			
	Elead1	Ecomit3	Ecomm2	Eauth5			
	Elead2	Ecomit4	Ecomm3				
	Elead3		Ecomm4				
	Elead4						
	Elead5						
	Elead6						
Model 5	Ecult1	Etrust3	Eabil1	Ecomit2	Eauth1		
	Ecult2	Elead1	Eabil2	Ecomit3	Eauth2		
	Etrust1	Elead2	Eabil3	Ecomit4	Eauth3		
	Etrust4	Elead3	Eabil4		Eauth4		
	Eacc2	Elead4	Ecomm1		Eauth5		
		Elead5	Ecomm2				
		Elead6	Ecomm3				
		Ecomm4					
Model 6	Ecult1	Etrust3	Eabil1	Ecomit2	Eauth1	Ecomm1	
	Ecult2	Elead1	Eabil2	Ecomit3	Eauth2	Ecomm2	
	Etrust1	Elead2	Eabil3	Ecomit4	Eauth3	Ecomm3	
	Etrust4	Elead3	Eabil4		Eauth4	Ecomm4	
	Eacc2	Elead4			Eauth5		
		Elead5					

		Elead6					
Model 7	Ecult1	Etrust1	Elead1	Eabil1	Ecomit2	Eauth1	Ecomm1
	Ecult2	Etrust3	Elead2	Eabil2	Ecomit3	Eauth2	Ecomm2
	Eacc2	Etrust4	Elead3	Eabil3	Ecomit4	Eauth3	Ecomm3
			Elead4	Eabil4		Eauth4	Ecomm4
			Elead5			Eauth5	
			Elead6				

Note. Each model used the same 28 items.

Item loadings, squared multiple correlations, and modification indices for each model were examined. Using maximum likelihood estimation, the seven proposed models converged in 15 to 28 iterations. All items loaded significantly, at the 0.01 level, on the designated factor in each of the models. Squared multiple correlations for all items were above 0.3 with the majority of them above 0.4, indicating that each item accounted for a significant amount of the variance in its respective model. Modification indices indicated some cross loading items in proposed Models 2 through 4. Table 24 presents the fit indices for each of the seven proposed models.

Table 24

Fit Statistics for the Proposed Employee Empowerment Models

Proposed Model	# factors	χ^2	df	RMSEA	NNFI	CFI	SRMR
1	1	2545.188	350	.1450	.937	.941	.0747
2	2	1748.131	349	.1020	.960	.963	.0658
3	3	1616.423	347	.0944	.963	.966	.0665
4	4	1430.268	344	.0850	.968	.971	.0644
5	5	1243.631	340	.0799	.973	.976	.0530
6	6	1078.855	335	.0709	.978	.980	.0492
7	7	1047.658	329	.0710	.978	.981	.0477

Note. $N = 484$ cases; RMSEA = root mean square error of approximation; NNFI = non-normed fit index; CFI = comparative fit index; SRMR = standardized RMR.

Review of the fit indices reveals that Models 6 and 7 most closely fit the data. However, fit indices for Model 7 were slightly better than those for Model 6. The chi square for model fit was large, while the root mean square error was reasonable (below 0.05 is excellent, 0.05 to 0.08 is reasonable, 0.08 to 0.10 is mediocre). The non-normed fit index and comparative fit index were both good, as they exceed the indicator of 0.90. Additionally, standardized *RMR* was good, as it was significantly below the cut-off value of 0.08.

The proposed Model 7 demonstrated the best fit to the data (See Appendix G). This model comprised seven factors, closely approximating the original eight-factor theoretical model of employee empowerment. The first factor, Culture, focuses on the pattern of shared organizational values, basic underlying assumptions, and informal norms that guide the way work is accomplished in an organization. The second factor, Trust, focuses on the degree to which organizational members have confidence in each other and the organization. Leadership, the third factor, focuses on the processes for spreading power, authority, and influence to all levels of the organization, including creating new roles for positional leaders to support the spread. The fourth factor, Ability, focuses on the processes for acquiring, sharing, and using the critical information, skills, and knowledge that are essential to effective decision-making and task completion. The fifth factor, Commitment, focuses on the loyalty that employees feel toward their work and the organization, often resulting in feelings of employee ownership. Authority, the sixth factor, focuses on the degree to which employees have the freedom and authority to manage and accomplish tasks and make relevant decisions. The seventh and final factor, Communication, focuses

on the methods for gathering, distributing, and attending to information required in order to perform effectively. Table 25 presents the parameter estimations and squared multiple correlations for each item in the model.

Table 25

Standardized Parameter Estimates for Employee Empowerment Model 7

Item	Factor							R^2
	Culture	Trust	Leader	Ability	Commit	Authority	Commun	
Ecult1	.754							.569
Ecult2	.730							.533
Eacc2	.596							.355
Etrust1		.660						.436
Etrust3		.719						.517
Etrust4		.779						.607
Elead1			.806					.650
Elead2			.798					.637
Elead3			.830					.689
Elead4			.875					.766
Elead5			.749					.561
Elead6			.872					.760
Eabil1				.746				.557
Eabil2				.700				.489
Eabil3				.679				.461
Eabil4				.724				.525
Ecomit2					.831			.691
Ecomit3					.847			.717
Ecomit4					.705			.497
Eauth1						.652		.426
Eauth2						.746		.556
Eauth3						.728		.529
Eauth4						.798		.637
Eauth5						.734		.539
Ecomm1							.853	.728
Ecomm2							.783	.613
Ecomm3							.758	.574
Ecomm4							.822	.676

Note. $N = 484$ cases; all loadings were significant at $p < .01$; $R^2 =$ squared multiple correlations.

The factor structure of Model 7 was subjected to tests of normality and reliability.

In order to determine normality, skewness and kurtosis were evaluated. Two factors,

Communication (-3.08) and Leadership (-3.72) were found to be skewed, since they were outside of the cut-off limits of 3 and -3. No factors were found to be kurtotic, as none were outside of the cut-off limits of 2 and -2.

Alpha coefficients were generated to determine the internal-consistency reliability of the factors. Overall, scale reliability estimates were acceptable, as they exceeded the 0.70 criterion for new scales (Nunnally, 1983). Additionally, correlations, means, and standard deviations for each of the variables were determined. Table 26 presents the descriptive statistics, intercorrelations of dimensions, and internal reliability estimates of the resulting dimensions.

Table 26

Descriptive Statistics, Intercorrelations, and Internal Reliability Estimates for Employee Empowerment Model 7

Factor	# items	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7
1 Culture	3	4.23	.529	(.702)						
2 Trust	3	4.01	.625	.711	(.758)					
3 Leader	6	4.20	.594	.751	.716	(.924)				
4 Ability	4	3.93	.613	.574	.602	.575	(.802)			
5 Commit	3	4.25	.507	.556	.629	.560	.619	(.834)		
6 Authority	5	3.94	.620	.526	.639	.594	.568	.613	(.845)	
7 Commun	4	4.03	.622	.586	.645	.596	.667	.628	.732	(.879)

Note. *N* = 484 cases; all correlations were significant at $p < .01$. Alphas are enclosed in parentheses.

Empowering leadership. Each of the alternative models for empowering leadership used the 42 items that resulted from the exploratory work performed in Study

1. The models were either theory driven or based upon the results of the previous exploratory work. A total of 11 alternative models were reviewed.

The first proposed model was investigative in nature. The model configured all items into one factor. This was done to investigate the existence of a singular component of empowering leadership.

Models 2 through 4 were based on the three factors indicated by some of the exploratory results presented in Study 1. The second proposed model used three factors. Factor 1 comprised items from dimensions within the ability area, Factor 2 used items from the rewards and evaluation dimensions of the accountability area, and Factor 3 used items from the remaining three dimensions in the authority area, as well as two items from the improvement dimension. The third proposed model used the same ability area items in Factor 1 and authority items in Factor 3. However, only the evaluation items were used in Factor 2, and the rewards items were moved to the authority factor. The fourth proposed model made a switch between the rewards and evaluation items. Factor 1 comprised the ability items, rewards items made up Factor 2, and the evaluation items were combined with the authority items to create Factor 3.

Models 5 through 7 were based on the four factors indicated by Study 1 exploratory results. The fifth proposed model used four factors. Factor 1 comprised items from the original knowledge and information dimensions from within the ability area, while Factor 2 picked up the remaining ability items from the skills and resources dimensions. Factor 3 used items from the rewards and evaluation dimensions of the accountability area, and Factor 4 used items from the remaining three dimensions in the

authority area, as well as two items from the improvement dimension. The sixth model used the same factor structure except for Factors 3 and 4. Factor 3 only used the evaluation items, and the rewards items were moved to Factor 4 along with the authority items. The seventh model made a switch between the rewards and evaluation items. Factor 1 comprised the knowledge and information items, Factor 2 used the skills and resources items, rewards items made up Factor 3, and the evaluation items were combined with the authority items to create Factor 4.

The eighth, ninth, and tenth models were designed to slowly transition between the model indicated in the exploratory work and the original theoretical model of empowering leadership. The eighth model used five factors. Factor 1 comprised items from the original ability area dimensions of knowledge and information, while Factor 2 picked up the remaining ability items from the skills and resources dimensions. Factor 3 used items from the rewards dimension and evaluation items were picked up in Factor 4. Factor 5 comprised the authority items in addition to the two improvement items. The ninth model used the same factor structure as the eighth model, with the exception of Factors 5 and 6. These models split up the authority items, placing the improvement and environment items into Factor 5 and the advocate and systems items into Factor 6. The tenth model split the authority items even further. Factor 5 remained the same, while advocate items went into Factor 6, and the systems items went into Factor 7.

The eleventh proposed model was exclusively driven by the original theoretical model of empowering leadership. The 42 items derived in Study 1 were used to approximate as closely as possible the original 12-factor, 55-item model. Three of the

original twelve factors (feedback, direction, and focus on the work) were not replicated, due to the removal of all items from the scale. Additionally, only two of the four original improvement items remained, falling short of an independent factor. As a result of these dimensional omissions, a nine-factor model resulted for the eleventh proposed model. Table 27 presents the items used to configure the factors in each of the 11 proposed models.

Table 27

Composition of Proposed Models for Empowering Leadership

Factors	Proposed Models								
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
Model 1	All items								
Model 2	AbKnow1	AcRew1	AcImp3						
	AbKnow2	AcRew2	AcImp4						
	AbKnow3	AcRew3	AuAdv1						
	AbKnow4	AcRew4	AuAdv2						
	AbInfo1	AcRew5	AuAdv3						
	AbInfo2	AcEval1	AuAdv4						
	AbInfo3	AcEval2	AuEnv1						
	AbInfo4	AcEval3	AuEnv2						
	AbInfo5	AcEval4	AuEnv3						
	AbSkill1		AuEnv4						
	AbSkill2		AuEnv5						
	AbSkill3		AuSyst1						
	AbSkill4		AuSyst2						
	AbRes1		AuSyst3						
	AbRes2		AuSyst5						
	AbRes3		AuSyst6						
Model 3	AbKnow1	AcEval1	AcRew1						
	AbKnow2	AcEval2	AcRew2						
	AbKnow3	AcEval3	AcRew3						
	AbKnow4	AcEval4	AcRew4						
	AbInfo1		AcImp3						
	AbInfo2		AcImp4						
	AbInfo3		AuAdv1						
	AbInfo4		AuAdv2						
	AbInfo5		AuAdv3						
	AbSkill1		AuAdv4						
	AbSkill2		AuEnv1						
	AbSkill3		AuEnv2						
	AbSkill4		AuEnv3						
	AbRes1		AuEnv4						
	AbRes2		AuEnv5						
	AbRes3		AuSyst1						
			AuSyst2						
			AuSyst3						
			AuSyst5						
			AuSyst6						
Model 4	AbKnow1	AcRew1	AcEval1						
	AbKnow2	AcRew2	AcEval2						
	AbKnow3	AcRew3	AcEval3						
	AbKnow4	AcRew4	AcEval4						
	AbInfo1	AcRew5	AcImp3						
	AbInfo2		AcImp4						
	AbInfo3		AuAdv1						
	AbInfo4		AuAdv2						
	AbInfo5		AuAdv3						
	AbSkill1		AuAdv4						
	AbSkill2		AuEnv1						
	AbSkill3		AuEnv2						
	AbSkill4		AuEnv3						
	AbRes1		AuEnv4						
	AbRes2		AuEnv5						
	AbRes3		AuSyst1						

			AuSyst2		
			AuSyst3		
			AuSyst5		
			AuSyst6		
Model 5	AbKnow1	AbSkill1	AcRew1	AcImp3	
	AbKnow2	AbSkill2	AcRew2	AcImp4	
	AbKnow3	AbSkill3	AcRew3	AuAdv1	
	AbKnow4	AbSkill4	AcRew4	AuAdv2	
	AbInfo1	AbRes1	AcRew5	AuAdv3	
	AbInfo2	AbRes2	AcEval1	AuAdv4	
	AbInfo3	AbRes3	AcEval2	AuEnv1	
	AbInfo4		AcEval3	AuEnv2	
	AbInfo5		AcEval4	AuEnv3	
				AuEnv4	
				AuEnv5	
				AuSyst1	
				AuSyst2	
				AuSyst3	
				AuSyst5	
				AuSyst6	
Model 6	AbKnow1	AbSkill1	AcEval1	AcRew1	
	AbKnow2	AbSkill2	AcEval2	AcRew2	
	AbKnow3	AbSkill3	AcEval3	AcRew3	
	AbKnow4	AbSkill4	AcEval4	AcRew4	
	AbInfo1	AbRes1		AcRew5	
	AbInfo2	AbRes2		AcImp3	
	AbInfo3	AbRes3		AcImp4	
	AbInfo4			AuAdv1	
	AbInfo5			AuAdv2	
				AuAdv3	
				AuAdv4	
				AuEnv1	
				AuEnv2	
				AuEnv3	
				AuEnv4	
				AuEnv5	
				AuSyst1	
				AuSyst2	
				AuSyst3	
				AuSyst5	
				AuSyst6	
Model 7	AbKnow1	AbSkill1	AcRew1	AcEval1	
	AbKnow2	AbSkill2	AcRew2	AcEval2	
	AbKnow3	AbSkill3	AcRew3	AcEval3	
	AbKnow4	AbSkill4	AcRew4	AcEval4	
	AbInfo1	AbRes1	AcRew5	AcImp3	
	AbInfo2	AbRes2		AcImp4	
	AbInfo3	AbRes3		AuAdv1	
	AbInfo4			AuAdv2	
	AbInfo5			AuAdv3	
				AuAdv4	
				AuEnv1	
				AuEnv2	
				AuEnv3	
				AuEnv4	
				AuEnv5	
				AuSyst1	
				AuSyst2	
				AuSyst3	
				AuSyst5	
				AuSyst6	
Model 8	AbKnow1	AbSkill1	AcRew1	AcEval1	AcImp3

	AbKnow2	AbSkill2	AcRew2	AcEval2	AcImp4				
	AbKnow3	AbSkill3	AcRew3	AcEval3	AuAdv1				
	AbKnow4	AbSkill4	AcRew4	AcEval4	AuAdv2				
	AbInfo1	AbRes1	AcRew5		AuAdv3				
	AbInfo2	AbRes2			AuAdv4				
	AbInfo3	AbRes3			AuEnv1				
	AbInfo4				AuEnv2				
	AbInfo5				AuEnv3				
					AuEnv4				
					AuEnv5				
					AuSyst1				
					AuSyst2				
					AuSyst3				
					AuSyst5				
					AuSyst6				
Model 9	AbKnow1	AbSkill1	AcRew1	AcEval1	AcImp3	AuAdv1			
	AbKnow2	AbSkill2	AcRew2	AcEval2	AcImp4	AuAdv2			
	AbKnow3	AbSkill3	AcRew3	AcEval3	AuEnv1	AuAdv3			
	AbKnow4	AbSkill4	AcRew4	AcEval4	AuEnv2	AuAdv4			
	AbInfo1	AbRes1	AcRew5		AuEnv3	AuSyst1			
	AbInfo2	AbRes2			AuEnv4	AuSyst2			
	AbInfo3	AbRes3			AuEnv5	AuSyst3			
	AbInfo4					AuSyst5			
	AbInfo5					AuSyst6			
Model 10	AbKnow1	AbSkill1	AcRew1	AcEval1	AuAdv1	AcImp3	AuSyst1		
	AbKnow2	AbSkill2	AcRew2	AcEval2	AuAdv2	AcImp4	AuSyst2		
	AbKnow3	AbSkill3	AcRew3	AcEval3	AuAdv3	AuEnv1	AuSyst3		
	AbKnow4	AbSkill4	AcRew4	AcEval4	AuAdv4	AuEnv2	AuSyst5		
	AbInfo1	AbRes1	AcRew5			AuEnv3	AuSyst6		
	AbInfo2	AbRes2				AuEnv4			
	AbInfo3	AbRes3				AuEnv5			
	AbInfo4								
	AbInfo5								
Model 11	AbKnow1	AbInfo1	AbSkill1	AbRes1	AcRew1	AcEval1	AuAdv1	AcImp3	AuSyst1
	AbKnow2	AbInfo2	AbSkill2	AbRes2	AcRew2	AcEval2	AuAdv2	AcImp4	AuSyst2
	AbKnow3	AbInfo3	AbSkill3	AbRes3	AcRew3	AcEval3	AuAdv3	AuEnv1	AuSyst3
	AbKnow4	AbInfo4	AbSkill4		AcRew4	AcEval4	AuAdv4	AuEnv2	AuSyst5
		AbInfo5			AcRew5			AuEnv3	AuSyst6
								AuEnv4	
								AuEnv5	

Note. Each model used the same 41 items.

Initial review indicted extremely large modification indices for one item (AcEval5) in all 11 models. This indicated that this item could potentially cross-load onto other factors, due to the large modification indices of the remaining factors. Therefore, this item was removed from further analyses, resulting in a total of 41 empowering leadership items. Each model was revised to account for the removal of the item.

Item loadings, squared multiple correlations, and modification indices for each model were examined. Using maximum likelihood estimation, the 11 proposed models converged in 17 to 37 iterations. All items loaded significantly, at the 0.01 level, on the designated factor in each of the models. Squared multiple correlations for all items were above 0.3, with the majority of them above 0.4, indicating that each item accounted for a significant amount of the variance in its respective model. Modification indices indicated some cross loading items in proposed Models 1 through 3 and Models 5 and 6. Table 28 presents the fit indices for each of the 11 proposed models.

Table 28

Fit Statistics for the Proposed Empowering Leadership Models

Proposed Model	# factors	χ^2	<i>df</i>	<i>RMSEA</i>	<i>NNFI</i>	<i>CFI</i>	<i>SRMR</i>
1	1	5098.239	779	.1290	.967	.969	.0556
2	3	3826.432	776	.1030	.977	.978	.0643
3	3	3905.162	776	.1060	.976	.977	.0458
4	3	3356.851	776	.0897	.980	.981	.0410
5	4	3514.457	773	.0969	.979	.980	.0635
6	4	3593.201	773	.1010	.978	.980	.0447
7	4	3044.460	773	.0827	.983	.984	.0398
8	5	2691.226	769	.0757	.985	.986	.0360
9	6	2615.950	764	.0746	.986	.987	.0351
10	7	2458.142	758	.0699	.987	.988	.0341
11	9	2165.095	743	.0633	.989	.990	.0315

Note. *N* = 484 cases; *RMSEA* = root mean square error of approximation; *NNFI* = non-normed fit index; *CFI* = comparative fit index; *SRMR* = standardized *RMR*.

Review of the fit indices reveals that Model 11 most closely fits the data. This model comprised nine factors, closely approximating the original 12-factor theoretical model of empowering leadership. The chi square for model fit was large, while the root mean square error was reasonable (below 0.05 is excellent, 0.05 to 0.08 is reasonable, 0.08 to 0.10 is mediocre). The non-normed fit index and comparative fit index were both good, as they exceed the indicator of 0.90. Additionally, standardized *RMR* was good, as it was significantly below the 0.08 cut-off.

Factors 1 through 4 all comprise items that were originally attributed to dimensions within the ability area. The first factor, Knowledge, focuses on the leader acting to build the business and organizational knowledge of employees. The second factor, Information, focuses on the degree to which the leader provides employees with pertinent information. Skills, the third factor, focuses on the leader assuring that employees have the necessary skills set. The fourth factor, Resources, focuses on the leader identifying and providing employees with needed resources.

The original accountability area items are represented by the items in the fifth and sixth factors. The fifth factor, Rewards, focuses on the leader acting to recognize and reward employees for their efforts. Evaluation, the sixth factor, focuses on the leader's encouragement of regular evaluation of the effectiveness of employee efforts.

Items from the dimensions within the original authority area were found in Factors 7 through 9. The seventh factor, Advocate, focuses on the leader serving as advocate for empowered employees. Environment, the eighth factor, focuses on the leader's providing a supportive environment that is conducive to employee empowerment. The ninth and final factor, Systems, focuses on the degree to which the leader works to build systems and structures to support employee empowerment. Table 29 presents the parameter estimations and squared multiple correlations for each item in the model.

Table 29

Standardized Parameter Estimates for Empowering Leadership Model 11

Item	Factor									<i>R</i> ²
	Knowledge	Information	Skills	Resources	Rewards	Evaluation	Advocate	Environment	Systems	
AbKnow1	.814									.662
AbKnow2	.886									.785
AbKnow3	.876									.767
AbKnow4	.904									.817
AbInfo1		.866								.751
AbInfo2		.798								.637
AbInfo3		.809								.654
AbInfo4		.876								.768
AbInfo5		.865								.748
AbSkill1			.832							.693
AbSkill2			.853							.727
AbSkill3			.901							.812
AbSkill4			.895							.802
AbRes1				.867						.752
AbRes2				.896						.803
AbRes3				.848						.720
AbRew1					.863					.745
AbRew2					.888					.788
AbRew3					.897					.805
AbRew4					.904					.817
AbRew5					.862					.744
AcEval1						.722				.521
AcEval2						.733				.538
AcEval3						.895				.802
AcEval4						.880				.775
AuAdv1							.829			.687
AuAdv2							.831			.691
AuAdv3							.854			.730
AuAdv4							.849			.721
AcImp3								.769		.592
AcImp4								.765		.585
AuEnv1								.708		.501
AuEnv2								.857		.734
AuEnv3								.859		.738
AuEnv4								.807		.651
AuEnv5								.849		.721

AuSyst1	.706	.498
AuSyst2	.864	.746
AuSyst3	.823	.677
AuSyst4	.854	.729
AuSyst5	.793	.629

Note. $N = 484$ cases; all loadings were significant at $p < .01$; $R^2 =$ squared multiple correlations.

The factor structure of Model 11 was subjected to tests of normality and reliability. In order to determine normality, skewness and kurtosis were evaluated. One factor, Rewards (-4.22) was found to be skewed, since it was outside of the cut-off limits of 3 and -3. No factors were found to be kurtotic, as none were outside of the cut-off limits of 2 and -2.

Alpha coefficients were generated to determine the internal-consistency reliability of the factors. Overall, scale reliability estimates were acceptable, as they exceeded the 0.70 criterion for new scales (Nunnally, 1983). Additionally, correlations, means, and standard deviations for each of the variables were determined. Table 30 presents the descriptive statistics, intercorrelations of dimensions, and internal reliability estimates of the resulting dimensions.

Table 30

Descriptive Statistics, Intercorrelations, and Internal Reliability Estimates for Empowering Leadership Model 11

Factor	# items	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9
1 Knowledge	4	4.14	.568	(.925)								
2 Information	5	4.09	.612	.839	(.921)							
3 Skills	4	4.03	.639	.772	.819	(.925)						
4 Resources	3	4.07	.613	.770	.835	.849	(.902)					
5 Rewards	5	3.99	.722	.631	.717	.700	.679	(.946)				
6 Evaluation	4	3.84	.655	.644	.618	.631	.625	.557	(.892)			
7 Advocate	4	4.09	.603	.750	.784	.758	.767	.754	.667	(.906)		
8 Environment	7	4.11	.561	.768	.771	.780	.766	.723	.723	.867	(.923)	
9 Systems	5	3.96	.608	.733	.784	.774	.784	.683	.699	.813	.840	(.902)

Note. $N = 484$ cases; all correlations were significant at $p < .01$. Alphas are enclosed in parentheses.

Summary. In order to determine the best fitting models, variety of models were tested using confirmatory factor analysis. A total of seven models were tested for employee empowerment and 11 models were tested for empowering leadership. Data analysis revealed a six-factor model of employee empowerment and a nine-factor model of empowering leadership to best fit the data. These models will be used in the following analysis, where relationships between the models will be tested.

Structural Model

In order to review the relationship between employee empowerment and empowering leadership, CFA structural equation modeling was used. LISREL 8.52 was used to perform SEM on the best fitting models, which were determined in the prior analysis. Results of the initial structural equation modeling analysis were problematic. A total of 316 iterations were required for the model to converge, and the standard error was out of bounds (> 0.99) for many of the regression coefficients in the gamma matrix. Additionally, all of the correlations within the covariance matrix of *PSI* and *KSI* were high. This indicated the existence of multicollinearity, which occurs when variables are too highly correlated. Mutlicollinearity indicates that the factors used in the analysis are not all needed, as they contain redundant information.

Substituted model. To address the multicollinearity problem, Model 6 of employee empowerment was substituted (see Appendix G). Structural equation modeling was performed on the substituted six-factor model of employee empowerment and the same nine-factor model of empowering leadership. Model 6 was chosen due to the fact that it was theory driven and closely approximates the original eight-factor theoretical

model of employee empowerment. Additionally, while the fit indices for Model 7 most closely fit the data, they were only slightly better than those for Model 6. The chi square for model fit was large ($\chi^2 = 1078.855$, $df = 335$), while the root mean square error was reasonable (0.07). The non-normed fit index and comparative fit index were both good, as they exceed the indicator of 0.90 ($NNFI = 0.98$, and $CFI = 0.98$). Additionally, standardized *RMR* was good, as it was significantly below the cut-off value of 0.08 ($SRMR = 0.05$).

Model 6 comprises six factors. The first factor, Culture, focuses on the pattern of shared organizational values, basic underlying assumptions, and informal norms that guide the way work is accomplished in an organization. Leadership, the second factor, focuses on the processes for spreading power, authority, and influence to all levels of the organization, including creating new roles for positional leaders to support the spread. The third factor, Ability, focuses on the processes for acquiring, sharing, and using the critical information, skills, and knowledge that are essential to effective decision-making and task completion. The fourth factor, Commitment, focuses on the loyalty that employees feel toward their work and the organization, often resulting in feelings of employee ownership. Authority, the fifth factor, focuses on the degree to which employees have the freedom and authority to manage and accomplish tasks and make relevant decisions. The sixth and final factor, Communication, focuses on the methods for gathering, distributing, and attending to information required in order to perform effectively. Table 31 presents the parameter estimations and squared multiple correlations for each item in the model.

Table 31

Standardized Parameter Estimates for Employee Empowerment Model 6

Item	Factor						R^2
	Culture	Leader	Ability	Commit	Authority	Commun	
Ecult1	.743						.552
Ecult2	.694						.482
Etrust1	.649						.422
Etrust4	.776						.602
Eacc2	.605						.366
Etrust3		.714					.511
Elead1		.806					.650
Elead2		.796					.634
Elead3		.827					.684
Elead4		.870					.756
Elead5		.751					.564
Elead6		.872					.761
Eabil1			.747				.558
Eabil2			.699				.488
Eabil3			.677				.59
Eabil4			.726				.527
Ecomit2				.829			.687
Ecomit3				.847			.718
Ecomit4				.707			.500
Eauth1					.649		.422
Eauth2					.741		.549
Eauth3					.730		.532
Eauth4					.804		.647
Eauth5					.733		.537
Ecomm1						.855	.731
Ecomm2						.781	.611
Ecomm3						.756	.572
Ecomm4						.823	.677

Note. $N = 484$ cases; all loadings were significant at $p < .01$; $R^2 =$ squared multiple correlations.

The factor structure of Model 6 was subjected to tests of normality and reliability. In order to determine normality, skewness and kurtosis were evaluated. One factor, Leadership (-3.55) was found to be skewed, since it was outside of the cut-off limits of 3 and -3. No factors were found to be kurtotic, as none were outside of the cut-off limits of 2 and -2.

Alpha coefficients were generated to determine the internal-consistency reliability of the factors. Overall, scale reliability estimates were acceptable, as they exceeded the 0.70 criterion for new scales (Nunnally, 1983). Additionally, correlations, means, and standard deviations for each of the variables were determined. Table 32 presents the descriptive statistics, intercorrelations of dimensions, and internal reliability estimates of the resulting dimensions.

Table 32

Descriptive Statistics, Intercorrelations, and Internal Reliability Estimates for Employee Empowerment Model 6

Factor	# items	<i>M</i>	<i>SD</i>	1	2	3	4	5	6
1 Culture	5	4.169	.518	(.810)					
2 Leader	7	4.153	.597	.777	(.924)				
3 Ability	4	3.933	.613	.644	.579	(.802)			
4 Commit	3	4.249	.567	.637	.576	.619	(.834)		
5 Authority	5	3.941	.620	.617	.611	.568	.613	(.845)	
6 Commun	4	4.027	.622	.678	.599	.667	.628	.732	(.879)

Note. *N* = 484 cases; all correlations were significant at $p < .01$. Alphas are enclosed in parentheses.

Expected relationships. In order to account for the removal of items and the discovery of best fitting models, Question 7 was revised so that the expected relationships between employee empowerment and empowering leadership were updated. The expected relationships present the expected correlations between the dimensions of empowering leadership and employee empowerment. The results of the structural equation modeling will be compared to the expected relationships in the revised Question

7. Figure 4 illustrates the expected relationship of the empowering leadership dimensions to the employee empowerment dimensions.

Empowering Leadership

Employee Empowerment

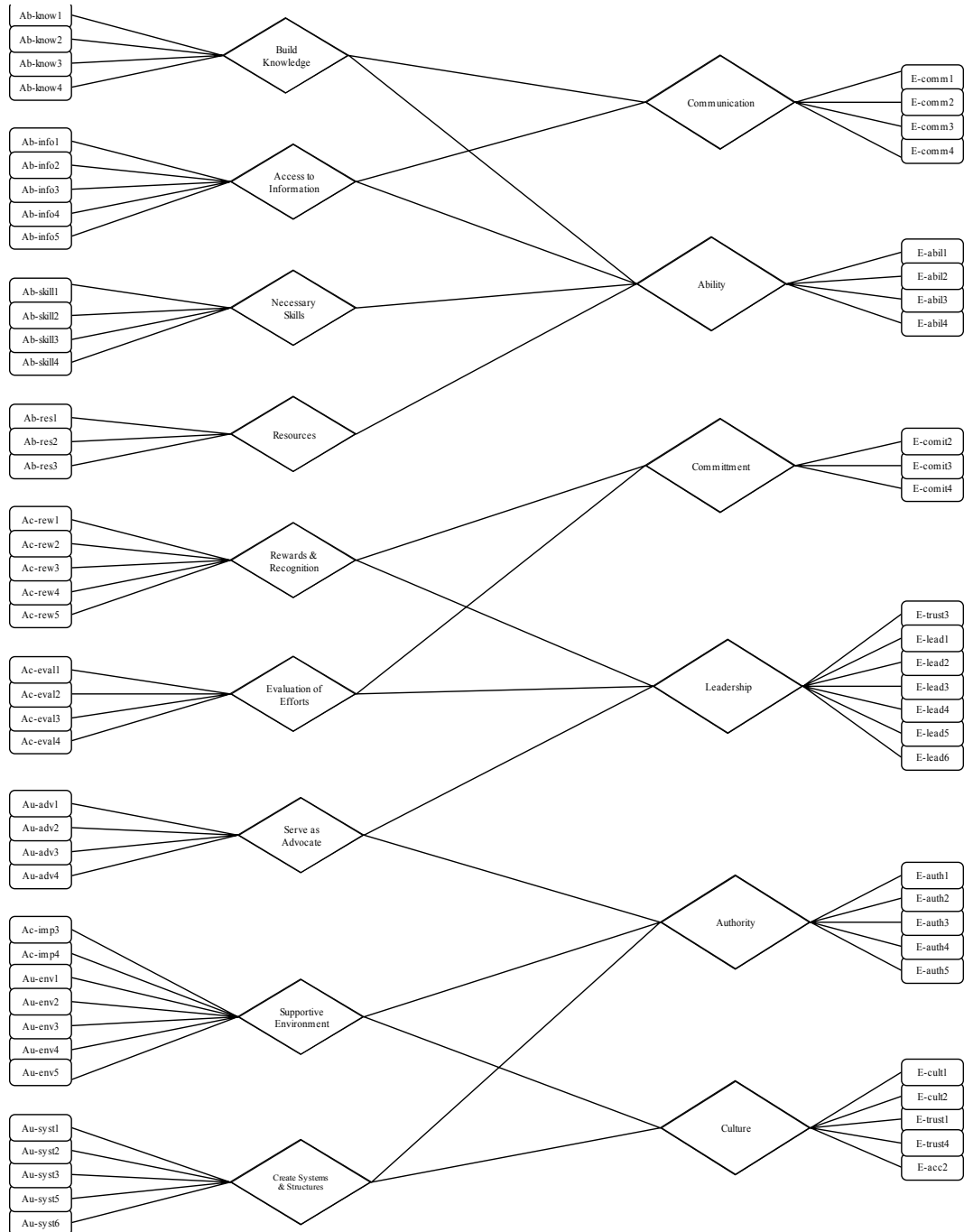


Figure 4. Revised expected relationships

Actual relationships. Results of the structural equation modeling indicate that there were several significant relationships between the dimensions of employee empowerment and empowering leadership. The solution converged in only 50 iterations. The chi square for model fit was large ($\chi^2 = 5190.365$, $df = 2172$), while the root mean square error was good (0.05). Additionally, the non-normed fit index and comparative fit index were both good, as they exceed the indicator of 0.90 ($NNFI = 0.99$ and $CFI = 0.99$).

The employee empowerment dimension of leadership appears to have a relationship with all nine of the empowering leadership dimensions. However, the culture dimension of employee empowerment appears have no relationship with any of the empowering leadership dimensions. Knowledge was related to leader ($\beta = .43$, $p < .01$). Information was related to leader ($\beta = .60$, $p < .01$), ability ($\beta = .27$, $p < .01$), and communication ($\beta = .29$, $p < .01$). Skills was related to leader ($\beta = .64$, $p < .01$), ability ($\beta = .24$, $p < .01$), and communication ($\beta = .27$, $p < .05$). Resources was related to leader ($\beta = .39$, $p < .01$), ability ($\beta = .30$, $p < .01$), commitment ($\beta = -.17$, $p < .05$), and communication ($\beta = .26$, $p < .05$). Rewards was related to leader ($\beta = .51$, $p < .01$). Evaluation was related to leader ($\beta = .24$, $p < .05$), ability ($\beta = .32$, $p < .01$), and commitment ($\beta = -.19$, $p < .05$). Advocate was related to leader ($\beta = .48$, $p < .01$) and authority ($\beta = .22$, $p < .01$). Environment was related to leader ($\beta = .54$, $p < .01$) and authority ($\beta = .20$, $p < .05$). Systems was related to leader ($\beta = .30$, $p < .01$), ability ($\beta = .36$, $p < .01$), commitment ($\beta = -.21$, $p < .01$), and authority ($\beta = .32$, $p < .01$). Table 33

presents a summary of the significant relationships.

Table 33

Significant Relationships between Empowering Leadership and Employee Empowerment

Empowering Leadership	Employee Empowerment					
	Culture	Leader	Ability	Commitment	Authority	Communication
Knowledge		.403**	ns			ns
Information		.601**	<u>.266**</u>			<u>.288**</u>
Skills		.641**	<u>.241**</u>			.265*
Resources		.394**	<u>.296**</u>	-.167*		.255*
Rewards		<u>.508**</u>		ns		
Evaluation		<u>.238*</u>	.315**	<u>-.191*</u>		
Advocate		<u>.475**</u>			<u>.222**</u>	
Environment	ns	.540**			<u>.197*</u>	
Systems	ns	.304**	.356**	-.210*	<u>.318**</u>	

Note. $N = 484$ cases; ** = relationships were significant at $p < .01$; * = relationships were significant at $p < .05$; ns = non significant expected relationship; underlined = significant expected relationship; no underline = significant non-expected relationship.

Summary. In order to determine the relationships between employee empowerment and empowering leadership, structural equation modeling was performed. Initial results indicated the existence of multicollinearity. As such, the next best fitting model of employee empowerment was substituted. Data analysis revealed that 11 of the hypothesized relationships existed, while five of the hypothesized relationships did not exist. Additionally, there were 12 relationships that were significant, but not hypothesized. Figure 5 presents a summary of the actual relationships.

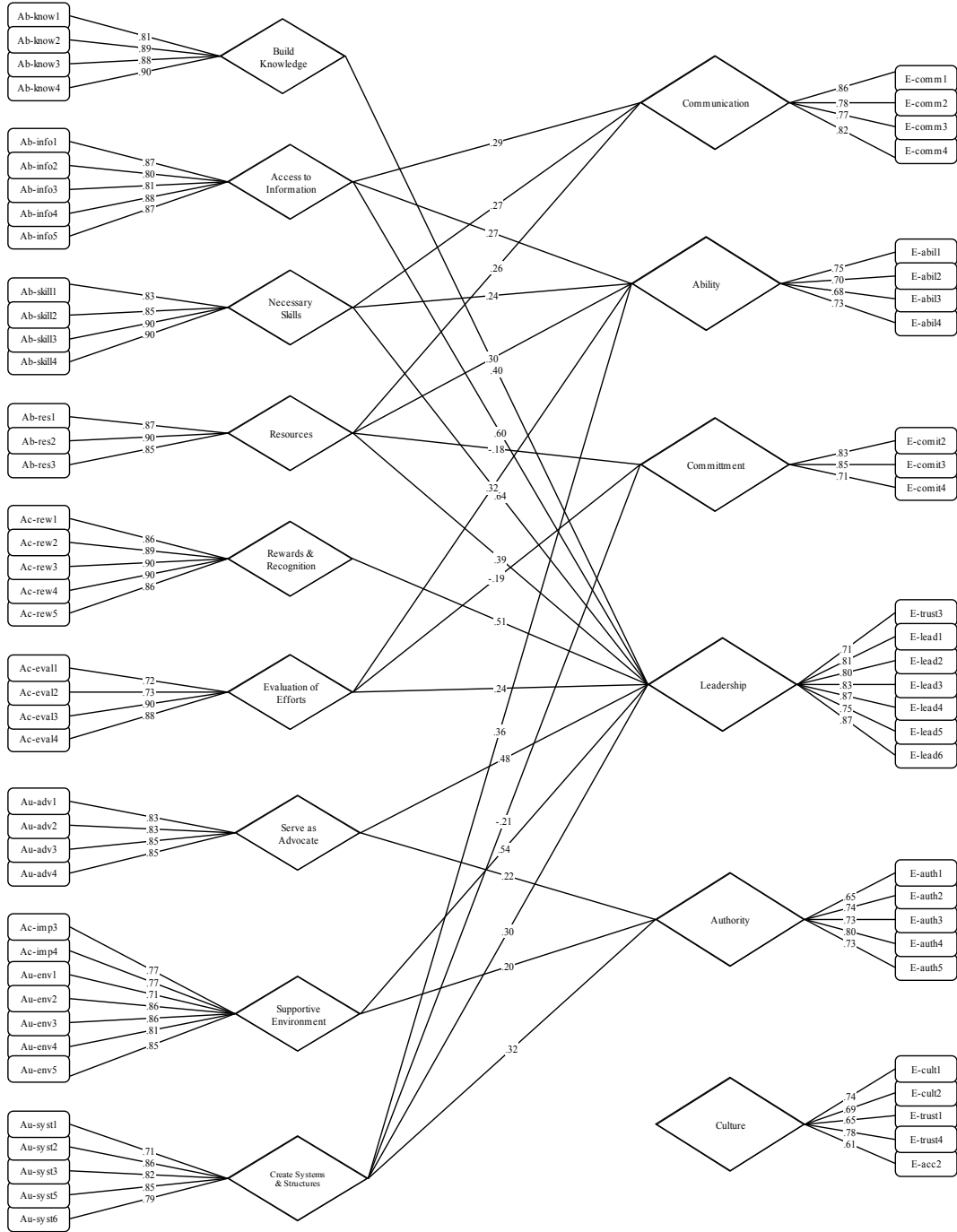


Figure 5. Relationships between employee empowerment and empowering leadership

CHAPTER 4

DISCUSSION

This research project was inspired by the author's consulting work with organizations transitioning to some form of empowerment. During these transitions, much attention is placed on the importance of employee empowerment, communicating the reasoning for the changes, developing support among organizational leadership, and preparing employees to become empowered. However, there is little to no focus on developing the organizational leaders who are expected to carry out the actual process of creating empowerment.

Most frequently, these organizational leaders are the mid-level managers who are charged with the day-to-day empowerment of employees. While these leaders often have a basic understanding of the theoretical foundations of empowerment, many do not have a clear sense of the actual process of empowering employees. In an effort alleviate much of the frustration and confusion that these managers face, the author developed a model of empowering leadership. This model was created to serve as a practical, behavior-oriented guide for leaders to follow in their efforts to empower employees.

Due to the applicability of the model of empowering leadership to business environments, it should be possible to move into the realm of practice with the model. This appears to be a common practice, as the majority of information regarding

empowerment and empowering leadership is found in practitioner articles presented in non-research journals. This suggests a great need for empirical research on employee empowerment and empowering leadership. This study empirically investigated the model of empowering leadership with two studies.

The first study (scale development) attempted to discover whether or not the model of empowering leadership behaves as expected. The second study (model examination) attempted to determine the relationship between the models of empowering leadership and employee empowerment. The two studies were organized around seven questions.

Question 1. The first question asked whether or not the three areas of empowering leadership proposed by the model— ability, accountability, and authority—would emerge when empowering leadership was studied empirically. The original model was laid out with four dimensions for each of the three areas of ability, accountability, and authority. Results from the scale development study indicate that items assigned to the ability dimensions (knowledge, information, skills, and resources) tended to hang together. Additionally, items assigned to the authority dimensions (advocate, environment, and systems) repeatedly combined together in the same factor. Items assigned to the accountability dimensions were not quite as clear cut. The items from the evaluation dimension had a tendency to cluster together. The rewards items either created a unique cluster or joined the remaining improvement items with the items assigned to authority dimensions. Overall, the scale development study revealed that there were three general

areas of ability, accountability, and authority. However, the accountability area was weak and could use further development.

Question 2. The second question asked whether or not the underlying attributes of “assure employees have the necessary skills set,” “provide access to pertinent information,” “build business and organizational knowledge of employees,” and “identify and provide needed resources” fell within the ability area. Results from the scale development study reveal that the knowledge and information dimensions indeed fell within the ability area. The skills and resources dimensions generally fell into the ability area, but occasionally items from those two dimensions moved into the authority area. This indicated that the attributes of “build business and organizational knowledge of employees” and “provide access to pertinent information” were strongly associated with the ability area while the attributes of “assure employees have the necessary skills set” and “identify and provide needed resources” were only moderately associated with the ability area.

Question 3. The third question asked whether or not the accountability area includes the underlying attributes of “set a standard of continuous improvement,” “regularly evaluate effectiveness of employee efforts,” “recognize and reward employees for good work,” and “provide continuous feedback on employee efforts.” Results from the scale development study indicate that the dimension of feedback did not load on any factor and that there were two few items in the continuous improvement dimension to create an independent dimension, with those few remaining items falling into the authority area. Additionally, items from the rewards dimensions either create an

independent dimension or fall into the authority dimensions. However, items from the evaluation dimensions cluster into a unique dimension. These results indicate that the attributes of “set a standard of continuous improvement” and “provide continuous feedback on employee efforts” did not fall into the accountability area. The attributes of “regularly evaluate effectiveness of employee efforts” and “recognize and reward employees for good work” apparently fell into the accountability area, but further investigation (in particular of the rewards dimension) is warranted.

Question 4. The fourth question asked whether or not the underlying attributes of “set a clear and consistent direction to guide employee efforts,” “serve as advocate of empowered employees,” “provide a supportive environment that is conducive to empowerment,” and “build systems and structures to support employee empowerment” would fall within the authority area. Results from the scale development study indicate that the dimension of direction did not load on any factor. However, advocate, environment, and systems indeed cluster together within the authority area. This indicates that the attributes of “serve as advocate of empowered employees,” “provide a supportive environment that is conducive to empowerment,” and “build systems and structures to support employee empowerment” were strongly associated with the authority area.

Question 5. The fifth question asked whether or not the models that best fit the data closely approximate the original structure of empowering leadership and employee empowerment. The original model of employee empowerment comprised eight dimensions (culture, trust, leadership, commitment, communication, ability, accountability, and authority). The employee empowerment model that best fits the data

comprises six factors (culture, leadership, commitment, communication, ability, and authority). Six of the original eight dimensions carried over into the best fitting model, while two of the original dimensions (accountability and trust) did not carry over into the final model of employee empowerment. All but one of the accountability dimension items were removed during the exploratory analysis, leading to the demise of the dimension, while items from the trust dimension were split and moved into the culture and leadership dimensions.

The original model of empowering leadership comprised 13 dimensions (knowledge, information, skills, resources, feedback, rewards, evaluation, improvement, direction, advocate, environment, systems, and focus on work). The empowering leadership model that best fits the data comprises nine dimensions (knowledge, information, skills, resources, rewards, evaluation, advocate, environment, and systems). Nine of the original 13 dimensions carried over into the best fitting model, while four of the original dimensions (feedback, improvement, direction, and focus on work) did not carry over into the final model of empowering leadership. All of the items for feedback, direction, and focus on work were removed during the exploratory analysis, rendering the dimensions non-existent. Additionally, only two of the items for continuous improvement remained and were placed in the environment dimension. Results from the model examination study reveal that both the models of employee empowerment and empowering leadership were fairly close to the original models.

Question 6. The sixth question asked whether or not there is a strong relationship between leaders' empowering behaviors and the employees' perception of being

empowered. Results of the model examination study indicate that indeed a relationship exists between employee empowerment and empowering leadership. The exact nature of the relationship is further examined in Question 7 below.

Question 7. The seventh question asked what relationships exist between the ability, accountability, and authority dimensions of empowering leadership and the employee empowerment dimensions. The employee empowerment dimension of leadership appears to have a relationship with all nine of the empowering leadership dimensions. However, the culture dimension of employee empowerment appears to have no relationship with any of the empowering leadership dimensions.

The empowering leadership dimension of knowledge was related to the employee empowerment dimension of leader. The empowering leadership dimension of information was related to the employee empowerment dimensions of leader, ability, and communication. The empowering leadership dimension of skills was related to leader, ability, and communication. The empowering leadership dimension of resources was related to the employee empowerment dimensions of leader, ability, commitment, and communication. The empowering leadership dimension of rewards was related to the employee empowerment dimension of leader. The empowering leadership dimension of evaluation was related to the employee empowerment dimensions of leader, ability, and commitment. The empowering leadership dimension of advocate was related to the employee empowerment dimensions of leader and authority. The empowering leadership dimension of environment was related to the employee empowerment dimensions of leader and authority. The empowering leadership dimension of systems was related to the

employee empowerment dimensions of leader, ability, commitment, and authority. Please see figure 5 for an illustration of the relationships between the empowering leadership dimensions to the employee empowerment dimensions.

Implications

The primary implication of this study is that the model of empowering leadership largely behaved as expected, but did require some modification. In order to address the finding from the exploratory work, the model was trimmed from thirteen to nine factors. The dimensions that were trimmed were removed due to a lack enough “good items” to constitute an independent dimension, as all or most of the items assigned to the dimension did not load on a factor during the exploratory analysis. Once the non-loading items were removed and their respective dimensions trimmed, the resulting model held up as the model best fitting the data during the confirmatory analysis. Figure 6 presents the revised model of empowering leadership.

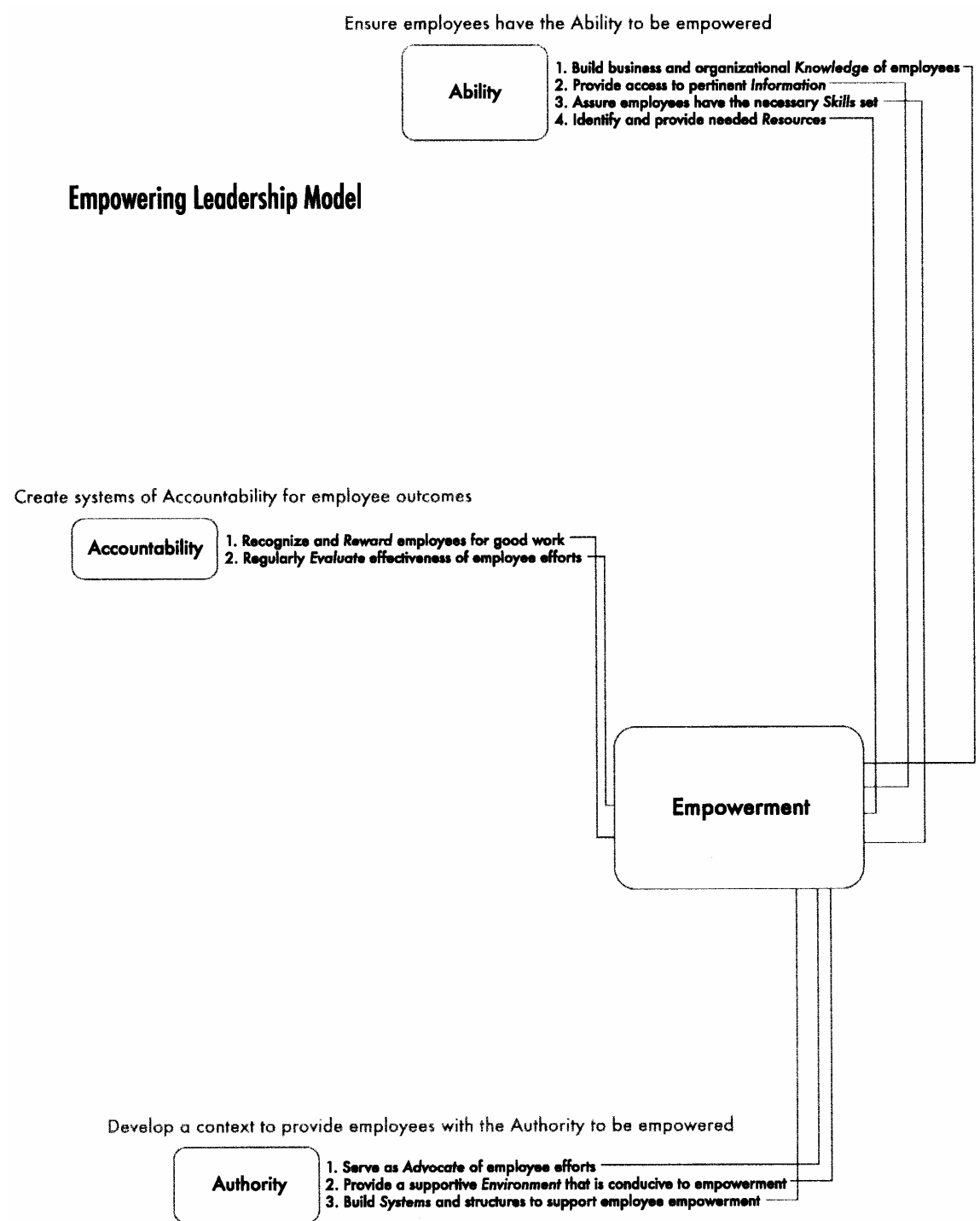


Figure 6. Revised model of empowering leadership

The secondary implication is that the model of empowering leadership does appear to relate to feelings of empowerment by employees. An empowering leader works to ensure that employees have the ability to be empowered by assuring that employees have the necessary skill set, by providing them access to pertinent information, and by identifying and providing their needed resources. By doing so, the leader is contributing to the processes for acquiring, sharing, and using the critical information, skills, and knowledge that are essential to effective decision-making and task completion. When leaders ensure employee ability, they were also impacting the methods for gathering, distributing, and attending to information required in order for employees to perform effectively.

An empowering leader works to develop a context to provide employees with the authority to be empowered by serving as an advocate of empowered employees, by providing a supportive environment that is conducive to empowerment and by building systems and structures to support employee empowerment. These actions are related to the employees' freedom and authority to manage and accomplish tasks and to make relevant decisions. A leader can also impact the processes for acquiring, sharing, and using the critical information, skills, and knowledge that are essential to effective decision-making and task completion by encouraging the regular evaluation of the effectiveness of employee efforts and by building systems and structures to support employee empowerment.

In order to engender loyalty that is mutually shared between employees and the organization, which often results in feeling of employee ownership, the empowering

leader works to identify and provide resources needed by employees, to encourage the regular evaluation of the effectiveness of employee efforts, and to build systems and structures to support employee empowerment. It is interesting to note that all of the relationships between the leader behaviors and employee commitment were indicated to be negative. These negative relationships, albeit weak ones, should be investigated further. It is plausible that an explanation for the existence of this negative relationship lies in fit research. Commitment to the company and to the actual work processes was the focus the commitment dimension. Substituting commitment to the profession or leader may shed light the nature of the negative relationships.

All of the above mentioned behaviors, in addition to building business and organizational knowledge of employees and rewarding and recognizing employees for good work, are related to the processes for spreading power, authority, and influence to all levels of the organization. This indicates that all of the behaviors of empowering leader are indeed related to employees' perceptions of leadership. The overarching relationship between empowering leadership and the leader dimension of employee empowerment appears to provide face validity for the model of empowering leadership.

The only area of empowerment that does not appear to be impacted by empowering leadership is the pattern of shared organizational values, basic underlying assumptions, and informal norms that guide the way work is accomplished in an organization. This may imply that the leader behavior is independent of the organizational culture. This could have some positive connotations, in that a leader is able to be empowering regardless of the organization's culture. The reverse may also be

true, in that even a culture that is supportive of employee empowerment may not influence a leader to behave in an empowering manner. Realistically, culture is probably comprised of a multitude of non-leadership related factors, including history which cannot be changed by any leader. As such, the lack of a relationship between empowering leadership and culture will more than likely reoccur in future research.

The third implication is that the model of empowering leadership can and should be used as a practical, behavior-oriented guide for leaders to follow in their efforts to empower employees. While the model is certainly not a singular method to create empowering leadership, it is a tool that will be very useful in guiding the effort of leaders as they seek to empower their employees. There are two important assumptions in this model which must be verbalized. First, the model assumes that any individual who follows the model can become an empowering leader to some degree. Unlike many theories and tools that currently exist; the model does not require that the individual have a certain aptitude, personality, or charisma. While there are some individuals who are naturally empowering, any leader can learn to empower. The second assumption of the model is that the leader is willing to put in the effort required to perform the empowering actions presented in the model. Changing day-to-day behavior and supporting the changing behavior of others is a frustrating task and requires a certain level of commitment on the part of the leader. The model itself does nothing to develop empowering leadership; it is the actions and behaviors suggested in the model that results in leaders who empower.

In order for leaders to use the model of empowering leadership, they should work to integrate the actions into their daily procedures and activities as well as their interaction with employees. It is common sense that an individual cannot implement all of the model's suggested activities overnight. Instead, leaders could use the accompanying assessment to determine what they are doing well and then make sure that they continue those behaviors. They could then use the assessment as a check list of sorts, taking on additional actions a few at a time. The model and accompanying assessment could serve as a self-monitoring device for leaders as they make changes in the way they manage and lead. The assessment could also serve as a discussion tool between leader and employees. It often said that perception is reality. By openly discussing the model's suggested actions with employees, the leaders can better determine how their actions are perceived and what specific areas they should address in their daily behavior to help their employees become empowered.

The organizational reports created for organizations that participated in the study provide anecdotal evidence supporting the usefulness of the model of empowering leadership and the accompanying assessment. Each participating organization received a report presenting the organizational results of the assessment of empowering leadership (a sample organization report is presented in Appenix J). Along with the report, the author offered a free day of consulting in which the report was reviewed and next steps were identified. All organizations found the reported results to be useful as a diagnostic and planning tool. They also found the results to have face validity and to be in line with their understanding of the current organizational situation as well as with other

organizational assessments that had been performed. Additionally, most organizational leaders found the results to be personally useful. Discussions with organizational leaders, for whom the model was developed, indicate that those leaders are attempting to integrate the model of empowering leadership into their day to day behavior.

While individual efforts of the leader are the primary focus of the model, the organization should provide some form of assistance to leaders as they integrate the model into their behavior. Organizations could institute training for leaders in specific areas that are new to them. The organization could also provide mentors who can assist the leaders in tackling some of the more systemic aspects of empowerment. Additionally, organizations can provide opportunities for leaders to learn from each other by developing communities of practice. These are just a few of the ways in which organizations can provide leaders with assistance in their efforts to become empowering leaders. Organizations should look for additional methods of assistance, because the task of becoming an empowering leader can be difficult and frustrating, and an individual with no support is likely to become overwhelmed and disappointed.

Limitations

As with all research, this study has several limitations. Sample size is one such limitation. While there was a total of 1092 participants, the cases had to be distributed between two studies (418 in Study 1 and 674 in Study 2). Cleaning the data further decreased the sample size. While technically there were enough cases to perform the required analysis, a larger sample size would have added to the strength of the results,

particularly for the structural equation modeling, where there were only 2 cases per parameter (5 or more would be preferable).

An additional limitation may be the difference between the two population pools. The cases used in Study 1 were random individuals, each from a different organization. The cases used in Study 2, however, were found within selected departments from only seven organizations. The varying populations indicate that participants in Study 1 were responding about 418 separate leaders, while participants in Study 2 were responding about an estimated 10 to 20 leaders. Additionally, respondents used in Study 2 did so because their organization asked them to complete the assessment. These organizations opted to participate due to a desire to assess or prepare for an internal empowerment initiative of some sort. Comparatively, respondents in Study 1 were individuals who opted to participate due to an internal motivation to assist the researcher or an interest in the topic. The fact that the two distinct population pools were used in separate studies assists in overcoming the limitation.

A third limitation may be the items themselves. Several dimensions were removed because all, or a substantial majority, of the items created for that dimension were not “good” items. While a substantial amount of theory went into the development of the items, and subject matter experts reviewed each item, it is possible that items that were better written would have not resulted in the total removal of several of the dimensions.

Another limitation may be the nature of data collection. While surveys are an efficient method of collecting data, the results may be skewed, because participants may have a tendency to underrate or overrate. Additionally, the self-report nature of surveys

can be problematic. This study attempted to overcome this limitation by designing one survey, the assessment of employee empowerment, to be a self-report tool while the second survey, the assessment of empowering leadership, was designed as an other-report tool, where the participant responded about their leader's behavior. However, the fact remains that surveys are inherently subjective and open to the interpretation of respondents.

Common method variance is another possible limitation of this study. The use of surveys to assess employee empowerment and empowering leadership in the same study may lead to common method variance, inflating the strength of relationships between variables. The method bias may have been impacted due to the fact that participants responded to surveys assessing employee empowerment and empowering leadership simultaneously.

A sixth limitation of the study may be the lack of longitudinal data. The results may have proved to be a more accurate representation of empowering leadership if leader behaviors could be assessed over time. The ability to assess employee empowerment and empowering leadership periodically would give a better picture as to the actual relationships that exist between the two. Over time it would be possible to show the change in employee empowerment as leaders develop into empowering leaders.

Future Research

The model of empowering leadership created and presented in this study is the first of its kind, which offers a wealth of opportunities for additional research. An immediate opportunity lies in the demographic data collected in this study. Comparisons

between different industries, number of direct reports, position of respondent and respondent's leader, etc. may reveal some interesting information as to the impact of these demographics on the degree and form of empowering leadership. For instance, splitting the data between leaders who are supervisors and leaders who are executives may indicate the impact of positional influence, while a comparison between production and information processes may indicate that the type of work impacts the leader's empowering behaviors.

Additionally, a comparison of the new model of empowering leadership to existing models and theories of leadership would be a valuable study. Assuming the common foundation of leadership, the new model of empowering leadership should be related to existing models. However, the unique focus of the model on empowerment should distinguish the new model from existing models in a significant manner. The similarities and differences between empowering leadership and leadership in general should provide fodder for multiple research projects.

Another research opportunity exists within the culture of the organization and its impact on empowering leadership. The current study indicated that there was no significant relationship between culture and empowering leadership. However, it is likely that there is some relationship, which would appear given a different measure of culture. A possible method for looking at the relationship would be to compare empowering leadership in organizations that are currently employing some sort of empowerment initiative and organizations that have no form of empowerment. An alternative method would be to include existing measures of culture with future assessments. This may be

able to determine the impact of culture, which is not currently measured with the assessment of employee empowerment.

In Study 1, which focused on scale development, a new technique for eliminating items was utilized. The process of running multiple EFAs and the subsequent removal of non-loading items was intended to eliminate the very worst items. Due to the unique nature of this item removal methodology, a post hoc study was performed (see Appendix I) to determine whether or not there was an appreciable difference when items were derived from traditional EFA methodology versus the unique multiple EFA methodology. Results for each of the proposed models for employee empowerment and empowering leadership indicated little variance between the traditional EFA methodology and the unique multiple EFA methodology. However, further research on the unique item removal methodology utilized in Study 1 would be valuable as this appears to be a new EFA method.

Finally, a longitudinal study would be well received as a method for determining the applicability of the model of empowering leadership as well as the model's impact on employee empowerment. The ideal study would involve managers in a traditional organization who currently are not attempting to exhibit empowering leadership. These direct reports of these individuals could complete the assessment several times over a period of years. During that course of time the leaders would be encouraged to use the model of empowering leadership and institute the suggested actions into their daily behavior. The assumption is that some managers would make the changes in accordance with the model, while others would not. This would provide a unique opportunity to

compare the level of employee empowerment for those individuals who improve as empowering leaders and those who do not. This would provide evidence as to the applicability and influence of the model of empowering leadership for increasing employee empowerment.

APPENDIX A
ASSESSMENT OF EMPLOYEE EMPOWERMENT
ITEMS AND DIMENSIONS

Assessment of Employee Empowerment

Culture

1.	Our organization values employee input	E-cult1
2.	In our organization it is acceptable to share an opinion with our leader	E-cult2
3.	Our organization treats mistakes as learning opportunities	E-cult3
4.	Our organization has a clear vision that is communicated to everyone in the organization	E-cult4

Trust

5.	Our group works to develop a high level of trust with other work groups	E-trust1
6.	Members of our group admit mistakes when they occur	E-trust2
7.	There is an high level of trust between our group and our leader	E-trust3
8.	Our organization treats us with respect	E-trust4

Accountability

9.	Our group measures our work processes to determine how effective we are	E-acc1
10.	Our group is recognized when we meet our goals	E-acc2
11.	Our group is involved in resolving problems that are a result of our processes or decisions	E-acc3
12.	Our group is held accountable for the end result that we produce	E-acc4

Leadership

13.	Our leader addresses conflict in a positive, constructive way	E-lead1
14.	Our leader encourages cooperation between employees and/or work groups	E-lead2
15.	Our leader supports us when problems occur	E-lead3
16.	Our leader is open to receiving feedback	E-lead4
17.	Our leader provides us with decision-making authority	E-lead5
18.	Our leader is open to our ideas and suggestions	E-lead6

Ability

19.	Our group receives the business training (e.g., budgets, costs, quality) needed to perform our work	E-abil1
20.	We receive training on how to work together as a group (e.g., decision-making, resolving conflict, etc)	E-abil2
21.	Our group is composed of people who have the knowledge and skills needed to perform our work effectively	E-abil3
22.	Our group has the resources (e.g., materials, time, money, information, space, etc) we need to do our work at a high level of excellence	E-abil4

Commitment

23.	Our group has a shared sense of ownership of our work processes	E-comit1
24.	Our group makes decisions with the company's best interest in mind	E-comit2
25.	Our group feels a sense of loyalty to our organization	E-comit3
26.	The work we perform is important to our group	E-comit4

Authority

27.	The manner in which we accomplish tasks is largely up to our group	E-auth1
28.	Our group clearly understands which decisions we are responsible for making	E-auth2
29.	Our group is responsible for managing our schedule in order to accomplish tasks	E-auth3
30.	Our group has the authority to make decisions about our work	E-auth4
31.	Our group has the freedom to determine our goals and priorities	E-auth5

Communication

32.	Our group has access to the business information we need to make decisions	E-comm1
33.	Our group can easily share information that helps us work together	E-comm2
34.	Our group clearly understands who must be informed of the decisions we make	E-comm3
35.	Our group has access to the production, business, and financial information we need to meet our goals	E-comm4

APPENDIX B
ASSESSMENT OF EMPOWERING LEADERSHIP
ITEMS AND DIMENSIONS

Assessment of Empowering Leadership			
Ensure Employees have the <u>Ability</u> to be Empowered	Build Business & Organizational Knowledge of Employees		
	1.	Our leader explains the business reasons for organizational decisions	Ab-know1
	2.	Our leader helps us to understand how to work within organizational policies and procedures	Ab-know2
	3.	Our leader helps us see the “big picture” – how our work fits into the goals of the larger organization	Ab-know3
	4.	Our leader helps us understand how our decisions will affect the organization	Ab-know4
	Provide Access to Pertinent Information		
	5.	Our leader makes sure that we have access to all information that is important to our work	Ab-info1
	6.	Our leader makes sure that we are “in the loop” with what is going on at the upper management level	Ab-info2
	7.	There is 2 way communication between our group and our leader	Ab-info3
	8.	Our leader takes time to educate us so that we understand how to use the information we receive	Ab-info4
	9.	Our leader makes sure that we are aware of organizational changes that will affect us	Ab-info5
	Assure Employees Have the Necessary Skill Set		
	10.	Our leader works to help us develop our individual abilities related to our work	Ab-skill1
	11.	Our leader makes sure that we have the abilities (business, technical, interpersonal) to perform our job at a high level of excellence	Ab-skill2
	12.	Our leader promotes and helps us to develop skills for collaboration	Ab-skill3
	13.	Our leader creates opportunities for us to improve our problem solving and decision making abilities	Ab-skill4
Identify & Provide Needed Resources			
14.	Our leader makes sure that we know what resources (materials, time, money, information, space, etc) are available to us	Ab-res1	
15.	Our leader works with us to obtain and/or provide the resources we need	Ab-res2	
16.	Our leader is available to help us to determine how best to distribute and use our resources	Ab-res3	
Create systems of <u>Accountability</u> for employee outcomes	Provide Continuous Feedback on Employee Efforts		
	17.	Our leader encourages us to provide useful feedback to one another	Ac-feed1
	18.	Our leader gives us honest feedback – even when the feedback is hard to hear	Ac-feed2
	19.	Our leader regularly gives us feedback (both positive and negative) on how we are performing	Ac-feed3
	20.	Our leader creates opportunities for our customers, suppliers, and other work groups to give us feedback	Ac-feed4
	Recognize & Reward Employees for Good Work		
	21.	Our leader recognizes our efforts	Ac-rew1
	22.	Our leader rewards us for our efforts	Ac-rew2
	23.	Our leader makes sure that we get credit for the work that we do	Ac-rew3
	24.	Our leader does his/her best to provide us with rewards that are important to us	Ac-rew4
	25.	Our leader is fair in her/his recognition of individuals and distribution of rewards	Ac-rew5
	Regularly Evaluate Effectiveness of Employee Efforts		
	26.	Our leader encourages us to use metrics to evaluate our effectiveness	Ac-eval1
	27.	Our leader makes sure that we are involved in the development of the metrics we use in measuring our performance	Ac-eval2
	28.	Our leader encourages us to check our progress toward goals on a regular basis	Ac-eval3
	29.	Our leader encourages us to track and measure our work processes	Ac-eval4
30.	Our leader makes sure that we have the skills and authority to take corrective action when our performance is off track.	Ac-eval5	
Set A Standard of Continuous Improvement			
31.	We hold ourselves accountable for our results	Ac-imp1	
32.	Our leader encourages us to constantly look for ways to improve our outcomes	Ac-imp2	

	33.	Our leader promotes self-regulation (for example: we recognize and fix our mistakes)	Ac-imp3
	34.	Our leader encourages us to set goals for ourselves	Ac-imp4
Develop a context to provide employees with the <u>Authority</u> to be empowered	Set A Clear and Consistent Direction to Guide Employee Efforts		
	35.	Our leader helps us create a shared understanding of what we are trying to accomplish	Au-dir1
	36.	Our leader helps us develop goals that are linked to the organization's goals	Au-dir2
	37.	Our leader works with us to develop a clear and consistent direction that guides our decisions	Au-dir3
	Serve as Advocate of Empowered Employees		
	38.	Our leader has confidence in decisions that we make	Au-adv1
	39.	Our leader works to provide us with increased authority over our work	Au-adv2
	40.	Our leader works with us to remove obstacles that are preventing us from performing effectively	Au-adv3
	41.	Our leader advocates our position with top management	Au-adv4
	Provide a Supportive Environment that is Conducive to Empowerment		
	42.	Our leader creates an environment where we have the freedom to take risks	Au-env1
	43.	Our leader has created an environment that is supportive of me as an empowered employee	Au-env2
	44.	Our leader has created an environment where we can learn and grow	Au-env3
	45.	Our leader trust us to make the majority of decisions that will impact our performance	Au-env4
	46.	Our leader emphasizes to us that we are "owners" of our work processes	Au-env5
	Build Systems & Structures to Support Employee Empowerment		
	47.	We rely on our leader to influence things that are outside of our level of influence	Au-syst1
	48.	Our leader creates policies and procedures that support empowerment	Au-syst2
49.	Our leader has clearly communicated to us the boundaries of our decision making and problem solving	Au-syst3	
50.	Our leader has developed lines of communication between us and our customer and suppliers	Au-syst4	
51.	Our leader works to influence organizational policies to maximize employee involvement	Au-syst5	
52.	Our leader developed methods that enable us to communicate with the rest of the organization	Au-syst6	
Focus	Focus on the Work		
	53.	Our leader helps us to focus our efforts on results	O-work1
	54.	Our leader emphasizes the importance of our work processes	O-work2
	55.	The outcome of our work is important to us and to our leader	O-work3

APPENDIX C

RECRUITMENT E-MAIL FOR STUDY I

Hello, my name is Sarah (Graff) Bodner, a 1992 graduate of xxxxxxxx. Presently, I am a doctoral candidate in Industrial/Organizational Psychology at the University of North Texas. I could really use your help!

I am currently in the process of completing my dissertation research on *Empowering Leadership*. I have had several organizations participate in the study and am now looking for individuals to participate. I am asking xxxxxxxx alumni (1960-1999) to help me by serving as individual participants.

Please consider participating if you meet the following criteria:

- 1 - Employed by an organization of some type (from 5 to 5 million people)
- 2 - Have an individual who is your leader / manager / supervisor
- 3 - Currently a resident of the United States
- 4 - Have 15 minutes to complete a survey by January 3, 2005

To participate in the study, please click on the link provided below to access the survey. Please feel free to contact me with any questions or comments that you may have. I can be reached via e-mail or phone at xxx-xxx-xxxx. Thanks in advance for your time and consideration!

<http://www.surveymonkey.com/s.asp?u=2619778989>

What Does Participation Require?

Individuals are asked to complete a *confidential* survey. Participation in the study is anonymous and your responses will not be linked to you in any way. The study's survey is Web-based and takes approximately 15 minutes to complete.

Why am I Asking You to Participate?

I am looking for a random sampling of individuals to participate in the study. This means that I need people who have different levels of education, different types of jobs, and work in different industries. While we all graduated from xxxxx, we have all taken different directions in our lives and careers. This makes you a perfect participant for the study!

What is the Purpose of the Study?

When organizations implement empowerment it is frequently the mid-level leaders who are expected to carry out the actual process. While these leaders may understand the theoretical foundations of empowerment, many do not have a clear understanding of how to empower employees.

To address this issue, I developed a model of empowering leadership. Presented in the model are specific, actionable behaviors that a leader should perform to empower their employees. My research efforts are attempting to answer two questions. 1 - Does the model for empowering leadership behave as expected? 2 - Does an empowering leader result in high levels of employee empowerment?

If you would like to receive a report of my research findings, please reply to this email with "Send me the empowering leadership report" in the subject line. Findings should be available in spring of 2005.

Sarah Bodner
I/O Psychology Doctoral Candidate
University of North Texas
xxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxx

APPENDIX D
RECRUITMENT E-MAIL FOR STUDY II

Mr. John xxxxxxxx -

Hello, my name is Sarah Bodner. I am a doctoral candidate at the University of North Texas. I received your name and contact information from the Center for Collaborative Organizations.

I am currently conducting a study of Empowering Leadership (my dissertation) and would like to offer xxxxxxxx the opportunity to participate. Please view the attached document for detailed information.

General Information:

- No fee for participation or reports
- Receive a report indicating the results of the study
- Receive a report indicating your organization's level of empowering leadership

What is Involved:

- Individuals in the organization complete the assessment (15-30 min)
- Web-based assessment (paper & pencil version available)
- Study is currently in progress

Please feel free to contact me with any questions or comments. I can be reached via e-mail at xxxxxxxxxxx or phone at xxx-xxx-xxxx. I am excited about the possibility of your organization's participation. Thank you for your time.

Sarah Bodner
 I/O Psychology Doctoral Candidate
 University of North Texas
 xxxxxxxxxx
 xxxxxxxxxx
 xxxxxxxxxx

Attached: Recruitment Flyer

APPENDIX E

RECRUITMENT FLYER FOR STUDY II

Study of Empowering Leadership

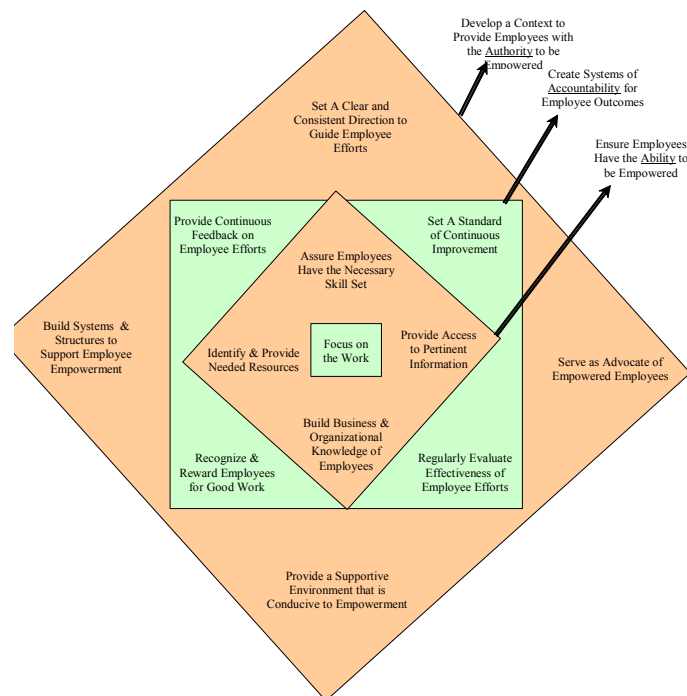
Do employees perceive themselves to be empowered?
Is the leadership behaving in a manner that will empower employees?

Check the empowerment “pulse” of your organization by participating in this study!

When organizations implement empowerment it is frequently the mid-level leaders who are expected to carry out the actual process. While these leaders may understand the theoretical foundations of empowerment, many do not have a clear understanding of how to empower employees.

To address this issue, a model of empowering leadership was developed. Presented in the model are specific, actionable behaviors that a leader should perform to empower their employees. Research efforts will work to answer two questions. 1 - Does the model for empowering leadership behave as expected? 2 - Does an empowering leader result in high levels of employee empowerment?

Model of Empowering Leadership



Who Can Participate? Organizations of varied size and industry are being recruited to participate in the study. We are looking for both organizations that have implemented some form of empowerment initiative (i.e.: teams, employee involvement, TQM, collaborative work systems, etc) as well as organizations who are not utilizing empowerment in any form.

What Does Participation Require? Participating organization may include the entire organization, single or multiple sites, or a particular department. Individual members of the participating organization (a minimum of 100 and a maximum of 5000) will complete a confidential assessment. The study's survey is Web-based (paper and pencil version is available) and should take no more than 20 minutes for individuals to complete.

What are the Benefits of Participation? Participation is FREE. Participating organizations will receive two reports 1) A report summarizing the overall results of the study 2) A report summarizing the organization's level of empowering leadership. The organizational report will include an aggregate of individual responses as well as summary information that will assist the organization in developing an action plan (i.e.: strengths, areas of opportunity, recommendations).

The study process is flexible to accommodate the policies and procedures of the participating organization. Results will be presented in a manner that ensures organizational as well as individual confidentiality.

For more information, contact Sarah Bodner at (xxx) xxx-xxxx or at xxxxxxxxxx

APPENDIX F

PAPER & PENCIL VERSION OF WEB BASED SURVEY

Empowerment Survey

Before agreeing to complete the survey, it is important that you read and understand the following information. Please feel free to copy this information for your records.

I understand that I am about to complete a Web-based survey that will ask me about my perceptions related to various components of empowerment and empowering leadership in my organization. The survey should not take more than 30 minutes to complete.

I understand that any information obtained will be completely anonymous. My responses will not be able to be identified by any person. I have the right to discontinue participation and can exit the survey at any time without any negative consequences.

I understand that the purpose of this research is to further the understanding of empowering leadership and its relationship to employee empowerment. The data obtained from this research may be used for scholarly publication and educational purposes.

I understand that my organization will receive reports summarizing the results of the study as well as my organization's level of employee empowerment and empowering leadership. Neither report will identify individual responses, only a compilation of all responses from the organization(s).

If I have any questions, comments, or problems regarding my participation, I should contact:

Sarah Bodner in the Psychology Department at the University of North Texas at (xxx) xxx-xxxx or at xxxxxxxxxxxx. Additional contact information may be directed to Dr. Doug Johnson in the Psychology Department at the University of North Texas at (xxx) xxx-xxxx or at xxxxxxxxxxxx.

This project has been reviewed and approved by the University of North Texas Institutional Review Board for the Protection of Human Subjects (940-565-3940).

By filling out this survey, I acknowledge that I have read the information presented above and agree to participate in the following study.

Instructions

This survey will ask you questions about:

Your work group This is the group of individuals who you work with on a regular basis or most closely identify with. Your work group may be your team, your department, your peers, etc.

Your group's leader This is the individual who has the most control and influence over your work group. Your group leader may be the individual that your group reports to, your group's department manager, your group's coach, etc.

*Take time to think about and identify your work group
Take time to think about and identify your group's leader*

Please do not write this information anywhere on the survey

Anytime the survey asks you about "our group" please reply about your work group

Anytime the survey asks you about "our leader" please reply about your group's leader

Information About You:

Name of your organization: _____

Does your organization consider you to be empowered? Yes No

Do you consider yourself to be empowered? Yes No

What is your gender? Male Female

Which best describes your position?
 Hourly Employee
 Salaried Employee
 Supervisor
 Manager
 Executive

Which best describes the work you perform?
 Production
 Information Processing.....
 Individual Services.....
 Collective Services.....
 Product Development.....
 Other.....

What size is your work group or team?
 1-5 people
 5-10 people
 10-20 people
 20-50 people
 50+ people

Do you share a physical location with your work group or team? Yes No

Do you work as part of a team? Yes No

Work with tools and materials to create products (Assembly, Construction, etc)
 Process large amounts of information (Billing, Insurance claims, etc)
 One-on-one encounter with customers (Sales, Financial, Lawyers, etc)
 Multiple individuals provide services to customers (Hospitals, Consulting, etc)
 Multiple individuals develop new products (Engineering, Architecture, etc)

Information About Your Leader:

What is the gender of your leader? Male Female

Does your organization consider your leader to be empowering? Yes No

Do you consider your leader to be empowering? Yes No

Do you share a physical location with your leader? Yes No

How involved is your leader in your day to day work?
 Very
 Somewhat
 Not much

Which best describes your leader's relationship with your work group or team?
 Makes decision, sets goals, & gives job assignments
 Gets employees input about decisions, goals, & job assignments but makes final decisions
 Gets input about decisions, goals, & job assignments and makes final decision with employees
 Allows employees to make decision, set goals, & make job assignments

What position best describes the job your leader has?
 Executive
 Manager
 Supervisor
 Coach
 Employee

How many people report to your leader?
 1-5 people
 5-10 people
 10-20 people
 20-50 people
 50+ people
 100+ people
 500+ people

Please respond as honestly as possible – your individual responses are confidential

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Our organization values employee input					
2.	In our organization it is acceptable to share an opinion with our leader					
3.	Our organization treats mistakes as learning opportunities					
4.	Our organization has a clear vision that is communicated to everyone in the organization					
5.	Our group works to develop a high level of trust with other work groups					
6.	Members of our group admit mistakes when they occur					
7.	There is an high level of trust between our group and our leader					
8.	Our organization treats us with respect					
9.	Our group measures our work processes to determine how effective we are					
10.	Our group is recognized when we meet our goals					
11.	Our group is involved in resolving problems that are a result of our processes or decisions					
12.	Our group is held accountable for the end result that we produce					
13.	Our leader addresses conflict in a positive, constructive way					
14.	Our leader encourages cooperation between employees and/or work groups					
15.	Our leader supports us when problems occur					
16.	Our leader is open to receiving feedback					
17.	Our leader provides us with decision-making authority					
18.	Our leader is open to our ideas and suggestions					
19.	Our group receives the business training (e.g., budgets, costs, quality) needed to perform our work					
20.	We receive training on how to work together as a group (e.g., decision-making, resolving conflict, etc)					
21.	Our group is composed of people who have the knowledge and skills needed to perform our work effectively					
22.	Our group has the resources (e.g., materials, time, money, information, space, etc) we need to do our work at a high level of excellence					
23.	Our group has a shared sense of ownership of our work processes					
24.	Our group makes decisions with the company's best interest in mind					
25.	Our group feels a sense of loyalty to our organization					
26.	The work we perform is important to our group					
27.	The manner in which we accomplish tasks is largely up to our group					
28.	Our group clearly understands which decisions we are responsible for making					
29.	Our group is responsible for managing our schedule in order to accomplish tasks					
30.	Our group has the authority to make decisions about our work					

Please respond as honestly as possible – your individual responses are confidential

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
31.	Our group has the freedom to determine our goals and priorities					
32.	Our group has access to the business information we need to make decisions					
33.	Our group can easily share information that helps us work together					
34.	Our group clearly understands who must be informed of the decisions we make					
35.	Our group has access to the production, business, and financial information we need to meet our goals					
36.	Our leader explains the business reasons for organizational decisions					
37.	Our leader helps us to understand how to work within organizational policies and procedures					
38.	Our leader helps us see the “big picture” – how our work fits into the goals of the larger organization					
39.	Our leader helps us understand how our decisions will affect the organization					
40.	Our leader makes sure that we have access to all information that is important to our work					
41.	Our leader makes sure that we are “in the loop” with what is going on at the upper management level					
42.	There is 2 way communication between our group and our leader					
43.	Our leader takes time to educate us so that we understand how to use the information we receive					
44.	Our leader makes sure that we are aware of organizational changes that will affect us					
45.	Our leader works to help us develop our individual abilities related to our work					
46.	Our leader makes sure that we have the abilities (business, technical, interpersonal) to perform our job at a high level of excellence					
47.	Our leader promotes and helps us to develop skills for collaboration					
48.	Our leader creates opportunities for us to improve our problem solving and decision making abilities					
49.	Our leader makes sure that we know what resources (materials, time, money, information, space, etc) are available to us					
50.	Our leader works with us to obtain and/or provide the resources we need					
51.	Our leader is available to help us to determine how best to distribute and use our resources					
52.	Our leader encourages us to provide useful feedback to one another					
53.	Our leader gives us honest feedback – even when the feedback is hard to hear					
54.	Our leader regularly gives us feedback (both positive and negative) on how we are performing					
55.	Our leader creates opportunities for our customers, suppliers, and other work groups to give us feedback					
56.	Our leader recognizes our efforts					
57.	Our leader rewards us for our efforts					
58.	Our leader makes sure that we get credit for the work that we do					
59.	Our leader does his/her best to provide us with rewards that are important to us					
60.	Our leader is fair in her/his recognition of individuals and distribution of rewards					
61.	Our leader encourages us to use metrics to evaluate our effectiveness					

Please respond as honestly as possible – your individual responses are confidential

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
62.	Our leader makes sure that we are involved in the development of the metrics we use in measuring our performance					
63.	Our leader encourages us to check our progress toward goals on a regular basis					
64.	Our leader encourages us to track and measure our work processes					
65.	Our leader makes sure that we have the skills and authority to take corrective action when our performance is off track.					
66.	We hold ourselves accountable for our results					
67.	Our leader encourages us to constantly look for ways to improve our outcomes					
68.	Our leader promotes self-regulation (for example: we recognize and fix our mistakes)					
69.	Our leader encourages us to set goals for ourselves					
70.	Our leader helps us create a shared understanding of what we are trying to accomplish					
71.	Our leader helps us develop goals that are linked to the organization’s goals					
72.	Our leader works with us to develop a clear and consistent direction that guides our decisions					
73.	Our leader has confidence in decisions that we make					
74.	Our leader works to provide us with increased authority over our work					
75.	Our leader works with us to remove obstacles that are preventing us from performing effectively					
76.	Our leader advocates our position with top management					
77.	Our leader creates an environment where we have the freedom to take risks					
78.	Our leader has created an environment that is supportive of me as an empowered employee					
79.	Our leader has created an environment where we can learn and grow					
80.	Our leader trust us to make the majority of decisions that will impact our performance					
81.	Our leader emphasizes to us that we are “owners” of our work processes					
82.	We rely on our leader to influence things that are outside of our level of influence					
83.	Our leader creates policies and procedures that support empowerment					
84.	Our leader has clearly communicated to us the boundaries of our decision making and problem solving					
85.	Our leader has developed lines of communication between us and our customer and suppliers					
86.	Our leader works to influence organizational policies to maximize employee involvement					
87.	Our leader developed methods that enable us to communicate with the rest of the organization					
88.	Our leader helps us to focus our efforts on results					
89.	Our leader emphasizes the importance of our work processes					
90.	The outcome of our work is important to us and to our leader					

**You have completed the survey – Thank you for your time.
Please submit your responses.**

APPENDIX G

REVISED ASSESSMENT OF EMPLOYEE EMPOWERMENT

ITEMS AND DIMENSIONS

Assessment of Employee Empowerment		
Culture		
1.	Our organization values employee input	E-cult1
2.	In our organization it is acceptable to share an opinion with our leader	E-cult2
3.	Our group works to develop a high level of trust with other work groups	E-trust1
4.	Our organization treats us with respect	E-trust4
5.	Our group is recognized when we meet our goals	E-acc2
Leadership		
6.	There is an high level of trust between our group and our leader	E-trust3
7.	Our leader addresses conflict in a positive, constructive way	E-lead1
8.	Our leader encourages cooperation between employees and/or work groups	E-lead2
9.	Our leader supports us when problems occur	E-lead3
10.	Our leader is open to receiving feedback	E-lead4
11.	Our leader provides us with decision-making authority	E-lead5
12.	Our leader is open to our ideas and suggestions	E-lead6
Ability		
13.	Our group receives the business training (e.g., budgets, costs, quality) needed to perform our work	E-abil1
14.	We receive training on how to work together as a group (e.g., decision-making, resolving conflict, etc)	E-abil2
15.	Our group is composed of people who have the knowledge and skills needed to perform our work effectively	E-abil3
16.	Our group has the resources (e.g., materials, time, money, information, space, etc) we need to do our work at a high level of excellence	E-abil4
Commitment		
17.	Our group makes decisions with the company's best interest in mind	E-comit2
18.	Our group feels a sense of loyalty to our organization	E-comit3
19.	The work we perform is important to our group	E-comit4
Authority		
20.	The manner in which we accomplish tasks is largely up to our group	E-auth1
21.	Our group clearly understands which decisions we are responsible for making	E-auth2
22.	Our group is responsible for managing our schedule in order to accomplish tasks	E-auth3
23.	Our group has the authority to make decisions about our work	E-auth4
24.	Our group has the freedom to determine our goals and priorities	E-auth5
Communication		
25.	Our group has access to the business information we need to make decisions	E-comm1
26.	Our group can easily share information that helps us work together	E-comm2
27.	Our group clearly understands who must be informed of the decisions we make	E-comm3
28.	Our group has access to the production, business, and financial information we need to meet our goals	E-comm4

APPENDIX H

REVISED ASSESSMENT OF EMPOWERING LEADERSHIP

ITEMS AND DIMENSIONS

Assessment of Empowering Leadership

Ensure Employees have the <u>Ability</u> to be Empowered	Build Business & Organizational Knowledge of Employees		
	1.	Our leader explains the business reasons for organizational decisions	Ab-know1
	2.	Our leader helps us to understand how to work within organizational policies and procedures	Ab-know2
	3.	Our leader helps us see the “big picture” – how our work fits into the goals of the larger organization	Ab-know3
	4.	Our leader helps us understand how our decisions will affect the organization	Ab-know4
	Provide Access to Pertinent Information		
	5.	Our leader makes sure that we have access to all information that is important to our work	Ab-info1
	6.	Our leader makes sure that we are “in the loop” with what is going on at the upper management level	Ab-info2
	7.	There is 2 way communication between our group and our leader	Ab-info3
	8.	Our leader takes time to educate us so that we understand how to use the information we receive	Ab-info4
	9.	Our leader makes sure that we are aware of organizational changes that will affect us	Ab-info5
	Assure Employees Have the Necessary Skill Set		
	10.	Our leader works to help us develop our individual abilities related to our work	Ab-skill1
	11.	Our leader makes sure that we have the abilities (business, technical, interpersonal) to perform our job at a high level of excellence	Ab-skill2
	12.	Our leader promotes and helps us to develop skills for collaboration	Ab-skill3
	13.	Our leader creates opportunities for us to improve our problem solving and decision making abilities	Ab-skill4
Identify & Provide Needed Resources			
14.	Our leader makes sure that we know what resources (materials, time, money, information, space, etc) are available to us	Ab-res1	
15.	Our leader works with us to obtain and/or provide the resources we need	Ab-res2	
16.	Our leader is available to help us to determine how best to distribute and use our resources	Ab-res3	
Create systems of <u>Accountability</u> for employee outcomes	Recognize & Reward Employees for Good Work		
	17.	Our leader recognizes our efforts	Ac-rew1
	18.	Our leader rewards us for our efforts	Ac-rew2
	19.	Our leader makes sure that we get credit for the work that we do	Ac-rew3
	20.	Our leader does his/her best to provide us with rewards that are important to us	Ac-rew4
	21.	Our leader is fair in her/his recognition of individuals and distribution of rewards	Ac-rew5
	Regularly Evaluate Effectiveness of Employee Efforts		
	22.	Our leader encourages us to use metrics to evaluate our effectiveness	Ac-eval1
	23.	Our leader makes sure that we are involved in the development of the metrics we use in measuring our performance	Ac-eval2
24.	Our leader encourages us to check our progress toward goals on a regular basis	Ac-eval3	
25.	Our leader encourages us to track and measure our work processes	Ac-eval4	

Develop a context to provide employees with the <u>Authority</u> to be empowered	Serve as Advocate of Empowered Employees		
	26.	Our leader has confidence in decisions that we make	Au-adv1
	27.	Our leader works to provide us with increased authority over our work	Au-adv2
	28.	Our leader works with us to remove obstacles that are preventing us from performing effectively	Au-adv3
	29.	Our leader advocates our position with top management	Au-adv4
	Provide a Supportive Environment that is Conducive to Empowerment		
	30.	Our leader promotes self-regulation (for example: we recognize and fix our mistakes)	Ac-imp3
	31.	Our leader encourages us to set goals for ourselves	Ac-imp4
	32.	Our leader creates an environment where we have the freedom to take risks	Au-env1
	33.	Our leader has created an environment that is supportive of me as an empowered employee	Au-env2
	34.	Our leader has created an environment where we can learn and grow	Au-env3
	35.	Our leader trust us to make the majority of decisions that will impact our performance	Au-env4
	36.	Our leader emphasizes to us that we are “owners” of our work processes	Au-env5
	Build Systems & Structures to Support Employee Empowerment		
	37.	We rely on our leader to influence things that are outside of our level of influence	Au-syst1
	38.	Our leader creates policies and procedures that support empowerment	Au-syst2
	39.	Our leader has clearly communicated to us the boundaries of our decision making and problem solving	Au-syst3
	40.	Our leader works to influence organizational policies to maximize employee involvement	Au-syst5
	41.	Our leader developed methods that enable us to communicate with the rest of the organization	Au-syst6

APPENDIX I

POST HOC ITEM REMOVAL USING TRADITIONAL EFA VERSUS MULTIPLE
SERIES OF EFAS

In Study 1, which focused on scale development, a unique technique for eliminating items was utilized. Rather than running an EFA with a singular cut-off, several series of EFAs, each utilizing varying loading cut-offs (0.33, 0.35, and 0.40), were performed on each instrument to obtain a range of results. Upon completion of the analyses, the results of each of the series of EFAs were compared. Items that did not load on any of the factors in any of the resulting models from any of the series of EFAs were removed from the instruments. Items that loaded on at least one factor in any of the resulting models from any of the series were retained. The process of running multiple EFAs and the subsequent removal of non-loading items was intended to eliminate the very worst items.

Due to the unique nature of the technique, a post hoc study was performed to determine the impact of the item removal method. Had a traditional methodology been used, an EFA with a cut-off of 0.33 for item loading would have been used as criteria for item removal. Therefore, confirmatory factor analysis was re-run on proposed models comprised of the good items identified in the series 1 EFA, which used a 0.33 cut-off.

Confirmatory factor analysis performed on the new covariance matrices in order to identify the best fitting model for employee empowerment and to again determine the best fitting model for empowering leadership. Upon determination of the best fitting models, structural equation modeling was used to analyze the relationships between the models of empowering leadership and employee empowerment.

Employee Empowerment Measurement Models

The alternate models for employee empowerment were examined in order to determine the best fitting models. LISREL 8.52 was used to perform confirmatory factor analysis on all proposed models. Each of the alternative models for employee empowerment used the 25 items that resulted from the series 1 EFA in Study 1 (see table 12). The models were created to closely approximate the 28 item models (see table 23) derived from the multiple series EFAs in Study 1, which were previously reported in Study 2. Six alternative models were reviewed. Table 34 presents the items used to configure the factor in each of the six proposed models. To compare to composition of proposed models reported in Study 2, which used items from the multiple series of EFAs, please see Table 23. The comparison identifies the lack of the Trust factor when 25 items are used as opposed to the 28 items.

Table 34. Post Hoc Composition of Proposed Models for Employee Empowerment Using Items Resulting from Series 1 EFA.

Proposed Models	Factor Composition						
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Model 1	All items						
Model 2	Ecult2	Eabil1					
	Etrust3	Eabil3					
	Etrust4	Eabil4					
	Eacc2	Ecomit2					
	Elead1	Ecomit3					
	Elead2	Ecomit4					
	Elead3	Eauth1					
	Elead4	Eauth2					
	Elead5	Eauth3					
	Elead6	Eauth4					
		Eauth5					
		Ecomm1					
		Ecomm2					
	Ecomm3						
	Ecomm4						
Model 3	Ecult2	Ecomit2	Eabil1				
	Etrust3	Ecomit3	Eabil3				
	Etrust4	Ecomit4	Eabil4				
	Eacc2		Eauth1				
	Elead1		Eauth2				
	Elead2		Eauth3				
	Elead3		Eauth4				
	Elead4		Eauth5				
	Elead5		Ecomm1				
	Elead6		Ecomm2				
			Ecomm3				
			Ecomm4				
	Model 4	Ecult2	Ecomit2	Eabil1	Eauth1		
Etrust3		Ecomit3	Eabil3	Eauth2			
Etrust4		Ecomit4	Eabil4	Eauth3			
Eacc2			Ecomm1	Eauth4			
Elead1			Ecomm2	Eauth5			
Elead2			Ecomm3				
Elead3			Ecomm4				
Elead4							
Elead5							
Elead6							
Model 5	Ecult2	Elead1	Eabil1	Ecomit2	Eauth1		
	Etrust3	Elead2	Eabil3	Ecomit3	Eauth2		
	Etrust4	Elead3	Eabil4	Ecomit4	Eauth3		
	Eacc2	Elead4	Ecomm1		Eauth4		
		Elead5	Ecomm2		Eauth5		
		Elead6	Ecomm3				
			Ecomm4				
Model 6	Ecult2	Elead1	Eabil1	Ecomit2	Eauth1	Ecomm1	
	Etrust3	Elead2	Eabil3	Ecomit3	Eauth2	Ecomm2	
	Etrust4	Elead3	Eabil4	Ecomit4	Eauth3	Ecomm3	
	Eacc2	Elead4			Eauth4	Ecomm4	
		Elead5			Eauth5		
		Elead6					

Note. Each model used the same 25 items.

Item loadings, squared multiple correlations, and modification indices for each model were examined. Using maximum likelihood estimation, the six proposed models converged in 8 to 39 iterations. All items loaded significantly, at the 0.01 level, on the designated factor in each of the models. Squared multiple correlations for all items were above 0.3 with the majority of them above 0.4, indicating that each item accounted for a significant amount of the variance in its respective model. Modification indices indicated some cross loading items in proposed Models 3 and 4.

In order to determine model fit, appropriate fit indices, item loadings, squared multiple correlations of the items, and modification indices were reviewed for each proposed model. The fit indices that were reviewed included minimum fit function of chi-square, root mean square error of approximation (*RMSEA*), normed fit index (*NFI*), parsimony normed fit index (*PNFI*), comparative fit index (*CFI*), incremental fit index (*IFI*), and goodness of fit index (*GFI*). Table 35 presents the fit indices for each of the six proposed models. To compare to fit statistics reported in Study 2, which used items from the multiple series of EFAs, please see Table 24.

Table 35. Post Hoc Fit Statistics for the Proposed Employee Empowerment Models Using Items Resulting from Series 1 EFA.

Proposed Model	# factors	χ^2	<i>df</i>	<i>RMSEA</i>	<i>NNFI</i>	<i>CFI</i>	<i>SRMR</i>
1	1	2194.132	275	.1540	.932	.938	.0771
2	2	1337.014	274	.0974	.962	.965	.0613
3	3	1151.578	272	.0873	.968	.971	.0596
4	4	1011.530	269	.0788	.973	.976	.0571
5	5	963.256	265	.0757	.975	.978	.0501
6	6	824.732	260	.0692	.979	.982	.0457

Note. *N* = 484 cases; *RMSEA* = root mean square error of approximation; *NNFI* = non-normed fit index; *CFI* = comparative fit index; *SRMR* = standardized *RMR*.

Review of the fit indices reveals that Models 6 most closely fit the data. The chi square for model fit was large, while the root mean square error was reasonable (below 0.05 is excellent, 0.05 to 0.08 is reasonable, 0.08 to 0.10 is mediocre). The non-normed fit index and comparative fit index were both good, as they exceed the indicator of 0.90. Additionally, standardized *RMR* was good, as it was significantly below the cut-off value of 0.08.

Empowering Leadership Measurement Models

The alternate models for empowering leadership were examined in order to determine the best fitting models. LISREL 8.52 was used to perform confirmatory factor analysis on all proposed models. Each of the alternative models for empowering leadership used the 36 items that resulted from the series 1 EFA in Study 1 (see table 22). The models were created to closely approximate the 41 item models (see table 27)

derived from the multiple series EFAs in Study 1, which were previously reported in Study 2. Six alternative models were reviewed. Table 36 presents the items used to configure the factor in each of the eleven proposed models. To compare to composition of proposed models reported in Study 2, which used items from the multiple series of EFAs, please see Table 27. The comparison identifies the lack of the Information factor when 36 items are used as opposed to 42 items.

Table 36. Post Hoc Composition of Proposed Models for Empowering Leadership Using Items Resulting from Series 1 EFA.

Factors	Proposed Models							
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
Model 1	All items							
Model 2	AbKnow1	AcRew1	AcImp3					
	AbKnow2	AcRew3	AcImp4					
	AbKnow3	AcRew4	AuAdv1					
	AbKnow4	AcRew5	AuAdv2					
	AbInfo2	AcEval1	AuAdv3					
	AbInfo5	AcEval2	AuAdv4					
	AbSkill1	AcEval3	AuEnv1					
	AbSkill2	AcEval4	AuEnv2					
	AbSkill3	AcEval5	AuEnv3					
	AbSkill4		AuEnv4					
	AbRes1		AuEnv5					
	AbRes2		AuSyst1					
	AbRes3		AuSyst2					
			AuSyst3					
Model 3	AbKnow1	AcEval1	AcRew1					
	AbKnow2	AcEval2	AcRew3					
	AbKnow3	AcEval3	AcRew4					
	AbKnow4	AcEval4	AcRew5					
	AbInfo2	AcEval5	AcImp3					
	AbInfo5		AcImp4					
	AbSkill1		AuAdv1					
	AbSkill2		AuAdv2					
	AbSkill3		AuAdv3					
	AbSkill4		AuAdv4					
	AbRes1		AuEnv1					
	AbRes2		AuEnv2					
	AbRes3		AuEnv3					
			AuEnv4					
			AuEnv5					
			AuSyst1					
			AuSyst2					
			AuSyst3					
Model 4	AbKnow1	AcRew1	AcEval1					
	AbKnow2	AcRew3	AcEval2					

	AbKnow3	AcRew4	AcEval3	
	AbKnow4	AcRew5	AcEval4	
	AbInfo2		AcEval5	
	AbInfo5		AcImp3	
	AbSkill1		AcImp4	
	AbSkill2		AuAdv1	
	AbSkill3		AuAdv2	
	AbSkill4		AuAdv3	
	AbRes1		AuAdv4	
	AbRes2		AuEnv1	
	AbRes3		AuEnv2	
			AuEnv3	
			AuEnv4	
			AuEnv5	
			AuSyst1	
			AuSyst2	
			AuSyst3	
Model 5	AbKnow1	AbSkill1	AcRew1	AcImp3
	AbKnow2	AbSkill2	AcRew3	AcImp4
	AbKnow3	AbSkill3	AcRew4	AuAdv1
	AbKnow4	AbSkill4	AcRew5	AuAdv2
	AbInfo2	AbRes1	AcEval1	AuAdv3
	AbInfo5	AbRes2	AcEval2	AuAdv4
		AbRes3	AcEval3	AuEnv1
			AcEval4	AuEnv2
			AcEval5	AuEnv3
				AuEnv4
				AuEnv5
				AuSyst1
				AuSyst2
				AuSyst3
Model 6	AbKnow1	AbSkill1	AcEval1	AcRew1
	AbKnow2	AbSkill2	AcEval2	AcRew3
	AbKnow3	AbSkill3	AcEval3	AcRew4
	AbKnow4	AbSkill4	AcEval4	AcRew5
	AbInfo2	AbRes1	AcEval5	AcImp3
	AbInfo5	AbRes2		AcImp4
		AbRes3		AuAdv1
				AuAdv2
				AuAdv3
				AuAdv4
				AuEnv1
				AuEnv2
				AuEnv3
				AuEnv4
				AuEnv5
				AuSyst1
				AuSyst2
				AuSyst3
Model 7	AbKnow1	AbSkill1	AcRew1	AcEval1
	AbKnow2	AbSkill2	AcRew3	AcEval2
	AbKnow3	AbSkill3	AcRew4	AcEval3
	AbKnow4	AbSkill4	AcRew5	AcEval4
	AbInfo2	AbRes1		AcEval5
	AbInfo5	AbRes2		AcImp3
		AbRes3		AcImp4
				AuAdv1
				AuAdv2
				AuAdv3
				AuAdv4
				AuEnv1
				AuEnv2
				AuEnv3

					AuEnv4			
					AuEnv5			
					AuSyst1			
					AuSyst2			
					AuSyst3			
Model 8	AbKnow1	AbSkill1	AcRew1	AcEval1	AcImp3			
	AbKnow2	AbSkill2	AcRew3	AcEval2	AcImp4			
	AbKnow3	AbSkill3	AcRew4	AcEval3	AuAdv1			
	AbKnow4	AbSkill4	AcRew5	AcEval4	AuAdv2			
	AbInfo2	AbRes1		AcEval5	AuAdv3			
	AbInfo5	AbRes2			AuAdv4			
		AbRes3			AuEnv1			
					AuEnv2			
					AuEnv3			
					AuEnv4			
					AuEnv5			
					AuSyst1			
					AuSyst2			
					AuSyst3			
Model 9	AbKnow1	AbSkill1	AcRew1	AcEval1	AcImp3	AuAdv1		
	AbKnow2	AbSkill2	AcRew3	AcEval2	AcImp4	AuAdv2		
	AbKnow3	AbSkill3	AcRew4	AcEval3	AuEnv1	AuAdv3		
	AbKnow4	AbSkill4	AcRew5	AcEval4	AuEnv2	AuAdv4		
	AbInfo2	AbRes1		AcEval5	AuEnv3	AuSyst1		
	AbInfo5	AbRes2			AuEnv4	AuSyst2		
		AbRes3			AuEnv5	AuSyst3		
Model 10	AbKnow1	AbSkill1	AcRew1	AcEval1	AuAdv1	AcImp3	AuSyst1	
	AbKnow2	AbSkill2	AcRew3	AcEval2	AuAdv2	AcImp4	AuSyst2	
	AbKnow3	AbSkill3	AcRew4	AcEval3	AuAdv3	AuEnv1	AuSyst3	
	AbKnow4	AbSkill4	AcRew5	AcEval4	AuAdv4	AuEnv2		
	AbInfo2	AbRes1		AcEval5		AuEnv3		
	AbInfo5	AbRes2				AuEnv4		
		AbRes3				AuEnv5		
Model 11	AbKnow1	AbSkill1	AbRes1	AcRew1	AcEval1	AuAdv1	AcImp3	AuSyst1
	AbKnow2	AbSkill2	AbRes2	AcRew3	AcEval2	AuAdv2	AcImp4	AuSyst2
	AbKnow3	AbSkill3	AbRes3	AcRew4	AcEval3	AuAdv3	AuEnv1	AuSyst3
	AbKnow4	AbSkill4		AcRew5	AcEval4	AuAdv4	AuEnv2	
	AbInfo2				AcEval5		AuEnv3	
	AbInfo5						AuEnv4	
							AuEnv5	

Note. Each model used the same 36 items.

Item loadings, squared multiple correlations, and modification indices for each model were examined. Using maximum likelihood estimation, the 11 proposed models converged in 20 to 30 iterations. All items loaded significantly, at the 0.01 level, on the designated factor in each of the models. Squared multiple correlations for all items were above 0.3, with the majority of them above 0.4, indicating that each item accounted for a

significant amount of the variance in its respective model. Modification indices indicated some cross loading items in proposed Models 3, 6, 8, and 9.

In order to determine model fit, appropriate fit indices, item loadings, squared multiple correlations of the items, and modification indices were reviewed for each proposed model. The fit indices that were reviewed included minimum fit function of chi-square, root mean square error of approximation (*RMSEA*), normed fit index (*NFI*), parsimony normed fit index (*PNFI*), comparative fit index (*CFI*), incremental fit index (*IFI*), and goodness of fit index (*GFI*). Table 37 presents the fit indices for each of the eleven proposed models. To compare to fit statistics reported in Study 2, which used items from the multiple series of EFAs, please see Table 28.

Table 37. Post Hoc Fit Statistics for the Proposed Empowering Leadership Models Using Items Resulting from Series 1 EFA.

Proposed Model	# factors	χ^2	<i>df</i>	<i>RMSEA</i>	<i>NNFI</i>	<i>CFI</i>	<i>SRMR</i>
1	1	4109.736	594	.1290	.965	.967	.0547
2	3	3262.668	591	.1130	.973	.975	.0473
3	3	3245.378	591	.1120	.973	.975	.0535
4	3	2817.199	591	.0957	.978	.979	.0423
5	4	2938.651	588	.1040	.976	.978	.0469
6	4	2788.374	588	.0956	.978	.979	.0471
7	4	2490.729	588	.0855	.981	.982	.0419
8	5	2181.350	584	.0762	.984	.985	.0410
9	6	2128.807	579	.0757	.984	.985	.0403
10	7	2011.454	573	.0719	.985	.986	.0393
11	8	1932.376	566	.0706	.985	.986	.0389

Note. *N* = 484 cases; *RMSEA* = root mean square error of approximation; *NNFI* = non-normed fit index; *CFI* = comparative fit index; *SRMR* = standardized *RMR*.

Review of the fit indices reveals that Model 11 most closely fits the data. This model comprised eight factors, closely approximating the original 12-factor theoretical model of empowering leadership. The chi square for model fit was large, while the root mean square error was reasonable (below 0.05 is excellent, 0.05 to 0.08 is reasonable, 0.08 to 0.10 is mediocre). The non-normed fit index and comparative fit index were both good, as they exceed the indicator of 0.90. Additionally, standardized *RMR* was good, as it was significantly below the 0.08 cut-off.

Structural Model

In order to review the relationship between employee empowerment and empowering leadership, CFA structural equation modeling was used. LISREL 8.52 was used to perform SEM on the best fitting models, which were determined in the prior analysis. Employee Empowerment Proposed Model 6 and Empowering Leadership Proposed Model 11 were identified as the models that most closely fit the data and as such were utilized in the structural modeling.

Results of the structural equation modeling indicate that there were several significant relationships between the dimensions of employee empowerment and empowering leadership. The solution converged in 100 iterations. The chi square for model fit was large ($\chi^2 = 4245.487$, $df = 1678$), while the root mean square error was good (0.06). Additionally, the non-normed fit index and comparative fit index were both good, as they exceed the indicator of 0.90 ($NNFI = 0.99$ and $CFI = 0.99$). Table 38 presents a summary of the significant relationships. To compare to the significant relationships reported in Study 2, which used items from the multiple series of EFAs, please see Table 33.

Table 38. Post Hoc Significant Relationships between Empowering Leadership and Employee Empowerment Using Items Resulting from Series 1 EFA

Empowering Leadership	Employee Empowerment					
	Culture	Leader	Ability	Commitment	Authority	Communication
Knowledge		.787**	.326**			
Skills		.858**				
Resources		.488*	.324**			.259*
Rewards	1.00*					
Evaluation			.298*			
Advocate		.417*			.209*	
Environment		.499**			.202*	
Systems			.403*	-.225*	.345**	

Note. $N = 484$ cases; ** = relationships were significant at $p < .01$; * = relationships were significant at $p < .05$; ns = non significant expected relationship; underlined = significant expected relationship; no underline = significant non-expected relationship.

Summary

In general, the composition of the various proposed models for both employee empowerment and empowering leadership were not significantly different from the original proposed models reported in Study 2. Utilizing the traditional EFA methodology, which resulted in fewer items, the trust factor for Employee Empowerment did not exist as there were not enough items to comprise an independent factor. Similarly, the information factor for Empowering Leadership did not exist due to a lack of enough items to create an independent factor when the items resulting from the traditional EFA were used.

Results for each of the proposed models for employee empowerment and empowering leadership indicated little variance between the traditional EFA methodology

and the unique multiple EFA methodology. The number of iterations remained similar and the amount of cross loading did not differ. Additionally, there appears to be no appreciable difference between fit statistics using items derived from traditional EFA and the multiple series of EFAs.

The relationships between employee empowerment and empowering leadership remained largely similar when comparing the traditional EFA and multiple series EFA structural modeling results. The loadings on the employee empowerment factors of commitment, authority and communication are essentially the same. The modest but significant relationship between the empowering leadership factor of knowledge and the employee empowerment factor of ability is new, possibly due to the fact that the remaining information items were placed in the knowledge factor. Otherwise the ability factor also has similar loadings. Four of the top five empowering leadership contributors (knowledge, skills, advocate, and environment) to the employee empowerment factor of leadership are still top contributors using the traditional method. Only the empowering leadership rewards factor is problematic, dropping way out of employee empowerment leadership factor and then correlating perfectly with employee empowerment culture factor. This may be due to the change in composition of the culture factor. The new culture factor, comprised on items from the traditional EFA, added one item and did not include two of the items that were originally components of the culture factor comprised of items from the multiple EFA method. This resulted in an old and new culture dimension that had three items in common and a three item difference.

Overall, the post hoc study indicated that there was no appreciable difference when items were derived from traditional EFA methodology versus the unique multiple EFA methodology. It can be determined that the utilization of the unique item removal methodology, using multiple series of EFAs, did not result in outcomes that significantly varied from that of a traditional EFA item removal methodology. Further research on the unique item removal methodology utilized in Study 1 would be valuable as this is a new approach to the use of the EFA method.

APPENDIX J

SAMPLE ORGANIZATION REPORT

Study of Empowering Leadership Analysis of Survey Data

Sample Report

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January 2005

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I. Executive Summary

This report presents an aggregate of individual responses to the survey of empowering leadership, an instrument for *measuring the degree to which a leader behaves in an empowering manner*. In addition, the report presents summary information that will assist the organization in developing an action plan. Data for this report was generated in December of 2004.

The report concludes that leaders at --- *organization name* --- appear to be making effort to behave in an empowering manner. In general, employees perceive themselves to be empowered and their leaders to be empowering.

Leaders are making an effort to ensure that employees have the ability to be empowered by building business and organizational knowledge, providing needed resources, assuring that employees have access to pertinent information, and developing the necessary skills set. However, this appears to be one of the weaker areas with opportunity for improvement.

Additionally, leaders are attempting to create systems of accountability for employee outcomes. They are working to regularly evaluate employee efforts and set standards of continuous improvement. Additional efforts are required by leader to regularly put forth effort to provide continuous feedback on employee efforts and recognize and reward employees for good work,

In order to develop a context to provide employees with the authority to be empowered leaders are placing an equal amount of effort on setting a clear and consistent direction to guide employee efforts, serving as advocate of employee efforts, and providing a supportive environment that is conducive to empowerment. Respondents indicate that their leaders regularly behave in a manner that exhibits confidence in decisions made by employees. However, there is room for growth in creating an environment where employees have the freedom to take risks as well as building systems and structures to support employee environment. In particular, clearly communicating the boundaries of decision making and problem solving and developing lines of communication between employees and their customer and suppliers

Comparison of the data across the organizational positions of employee, supervisor and manager reveals a distinct hierarchy where managers view their leaders as most empowering, followed by supervisors' view of their leaders and finally employees' view of their leaders. However, a significant drop in the otherwise high ratings of managers perceptions of their leader's level of empowering leadership appear in the areas of providing continuous feedback and building systems and structures to support empowerment.

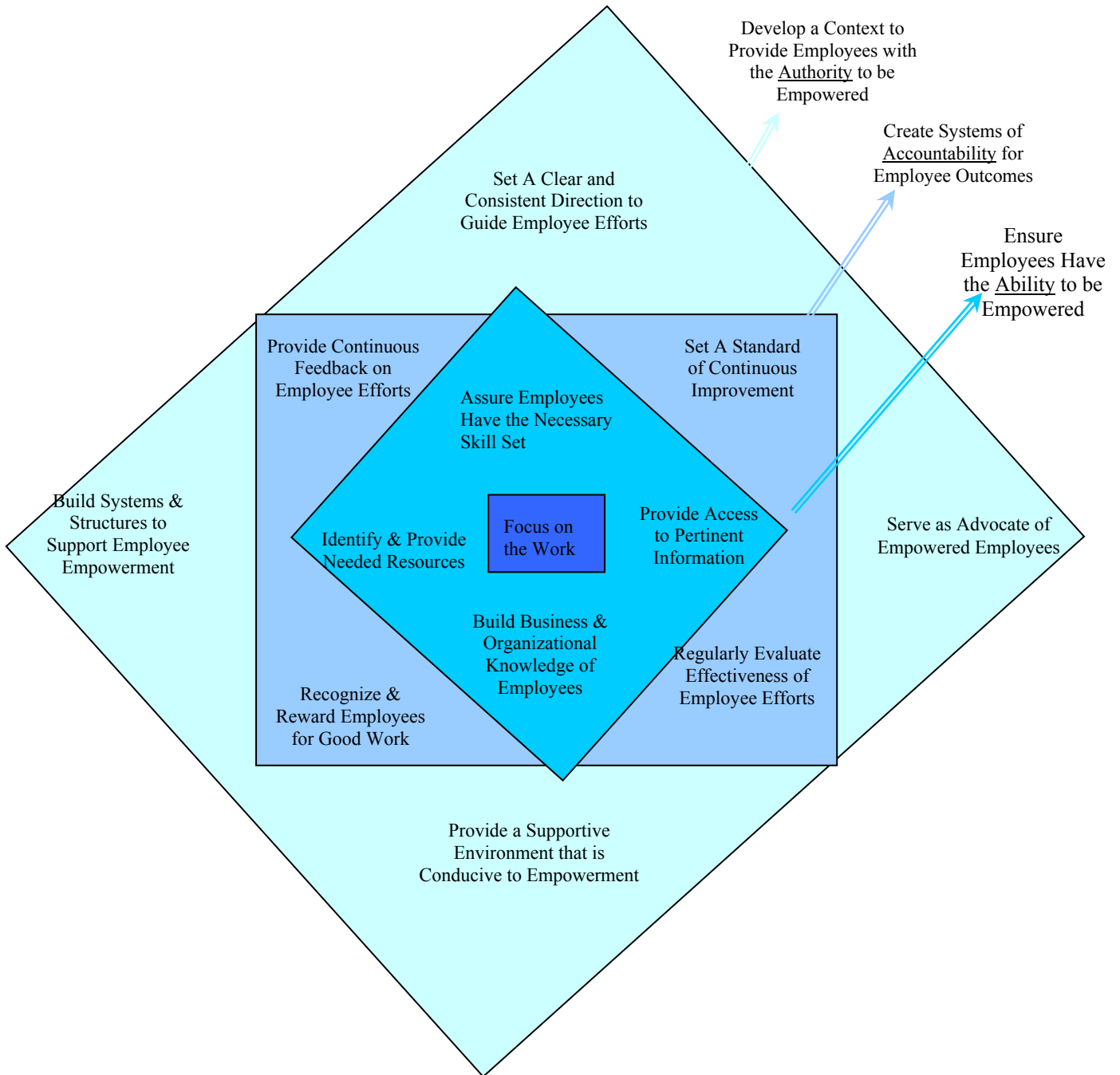
II. Model of Empowering Leadership

When organizations implement empowerment, it is frequently the mid-level leaders who are expected to carry out the actual process. While these leaders may understand the theoretical foundations of empowerment, many do not have a clear understanding of how to empower employees.

To address this issue, a model of empowering leadership was developed. In conjunction with the model, a survey was developed to analyze an organization's level of empowering leadership.

The model of empowering leadership is behaviorally oriented, so as to increase the level of application for leaders in organizations utilizing empowerment. It presents specific, actionable behaviors which a leader should perform in order to empower employees. The model is centered on a constant focus on the work, the idea being that without the work there really is not a reason for empowerment. As such, the work should always be the focus and should guide all efforts to empower employees.

Model of Empowering Leadership



Ability

The first level of the model suggests that the leader must initially work to ensure that the employees have the basic **ability** to be empowered. While none of these tasks are drastically different from behaviors a good manager would exhibit, they are the first step in leading empowerment. These leader behaviors include:

- Assessing the level of employee skill and providing training to develop the weak skill areas.
- Providing employees access to any and all information which will be pertinent to their ability to perform their tasks, develop procedures, and make decisions.
- Taking the time to develop the business and organizational knowledge of employees so that they understand their work in the context of the larger organization and are aware of the organizational factors that will affect them and should influence their decisions.
- Actively working to identify the resources that employees require and to subsequently provide those resources.

Accountability

The next level of the model instructs leaders to create systems of **accountability** for employee outcomes. The idea is central to the theory that one cannot truly be empowered unless they are ultimately held responsible for their actions. Again, these behaviors may seem similar to good managerial practices. However, it is the process of layering behaviors and actions that result in empowering leadership. The behaviors to create accountability include:

- Working with employees to set goals and to create standards of continuous improvement.
- Evaluating the efforts of employees on a regular basis.
- Providing continuous feedback on employee efforts.
- Recognizing and rewarding employees for the work that they are doing.

Authority

The final layer of the model is to develop a context that provides employees with the **authority** to be empowered. This is what truly differentiates an empowering leader from a good manager. The following behaviors, which are required to create the context of authority, are some of the most important and perhaps the most difficult aspects of being an empowering leader:

- Working within the organizational context to build and influence changes in the systems and structures of the organization so that they will support employee empowerment.
- Setting set a clear and consistent direction to guide employee efforts. While empowered employees often set their own individual or group goals, they need a larger vision to guide their efforts so that they are in line with the larger organizational focus.
- Creating a supportive environment that is conducive to empowerment. This requires the leader to give up his or her own power, to allow employees to make important decisions, to allow for and be supportive of mistakes, to trust employees, and to act in a manner that engenders trust from the employees.
- Advocating for empowered employees. This means “going to bat” for the employees, supporting their decisions, and standing up to executive level management in support of the empowered employees and their efforts.

A leader who builds the layers of ability, accountability, and authority, by an active portrayal of the required behaviors in a visible and consistent manner, will develop empowered employees on a real and uncontrived level.

III. How to Use This Report

When reading this report and interpreting the results it is suggested that the reader follow the basic steps suggested below. These are merely suggestions; please modify as needed.

- I. Review the overall dimensional results (see the graph on page 9). This provides a big picture of the 4 dimensions within the Ability area.
 - Review strengths. What appears to be the strongest Ability dimension?
 - Review developmental areas. What appears to be the weakest Ability dimension?
- II. Review the individual item results (see page 9). This provides the specific behaviors that make up each of the 4 dimensions within the Ability area.
 - Review items for strongest Ability dimension. Which behaviors are rated the highest? Items with high scores may indicate behaviors that are a specific strength for leaders.
 - Review items for weakest Ability dimension. Which behaviors are rated the lowest? Items with low scores may indicate behaviors on which to focus initial development efforts.
- III. Repeat steps I and II for the Accountability (see page 10) and Authority areas (see page 11).
- IV. Review the comparisons across position (see page 12). This provides a comparison, across organizational position of the respondent, of the degree to which a respondent's leader is empowering.
 - Review similarities.
 - Where are the smallest gaps between employee, salaried, and management respondents as to the degree to which their leader is empowering?
 - Are these similarities at the high (4-5) or low (1-2) end of the empowering leadership scale?
 - Review differences.
 - Where are the biggest gaps between employee, salaried, and management respondents as to the degree to which their leader is empowering?
 - Which respondent group (employee, salaried, or management) perceives their leader to be most empowering? Least empowering?
- V. Review the Conclusion (see page 13). This provides an interpretation of the data for the demographics, ability area, accountability area, authority area, and positional comparisons.
 - Review strengths. What can be done to further capitalize on strengths?
 - Review concerns. What can be done to overcome the weaker behaviors?
- VI. Develop action plans.
 - Prioritize the order in which strengths and concerns should be addressed.
 - Develop action plans based on ideas brought out in the discussion.
 - Gain commitment on action plans.
 - Set up a meeting to review progress on action plans. The importance of follow up cannot be stressed enough! Without follow-up, this report and action items become just another exercise, which adds resistance to future change efforts.

The results from this report should not be used for performance measurement. Instead, the results from this report should be used as a planning mechanism and as a tool to help identify areas to increase empowerment. Since surveys are a self-report tool, the results are based on participants' perceptions. This means that results may reflect reality, or the perceptions of reality. Both alternatives should be considered when evaluating the results. The results described should be validated by the organization before assuming they are true.

IV. Findings

To assist in the application of the model of empowering leadership (see page 4) in business environments, a survey was created and is presented in the present study. The outcome is a set of dimensions and subsequent items that serve as an instrument for *measuring the degree to which a leader behaves in an empowering manner*.

To increase the usefulness of the survey data, the survey is suggested for use with front line employees and mid-level managers. This combination gives a "trickle down" view of empowering leadership - whether or not mid-level leaders are being empowered by top leadership and whether or not those mid-level leaders are empowering front line employees.

The survey consists of 55 items on a 5-point rating scale and is based around the three areas of Ability, Accountability, and Authority with the 12 underlying attributes of Knowledge, Information, Skills, Resources, Feedback, Rewards, Evaluation, Improvement, Direction, Advocate, Environment, and Systems.

Findings are organized into three main categories:

1. Demographics – Information about the respondents and the respondent's leader
2. Ability Dimensions – Data for the knowledge, information, skills, and resources dimensions
3. Accountability Dimensions – Data for the feedback, rewards, evaluation, and improvement dimensions
4. Authority Dimensions – Data for the direction, advocate, environment, and systems dimensions
5. Comparison Across Position - Data for the ability, accountability, and authority dimensions are compared across the organizational positions of employee, supervisor, and manager.

1. Demographics:

The Survey of Empowering Leadership was distributed to all --- *organization name* --- employees within the --- *site or department name* ---. The response rate for completed surveys was approximately 71% for employees who had the opportunity to participate.

In total, 67 individuals submitted survey responses – 62 of which completed the survey. The responses for the surveys that were incomplete were not included in the statistical analysis

About the Respondents:

Organization considers them to be empowered	<table border="1"><tr><td>85.1%</td><td>Yes</td></tr><tr><td>14.9%</td><td>No</td></tr></table>	85.1%	Yes	14.9%	No	Work as part of a team	<table border="1"><tr><td>92.5%</td><td>Yes</td></tr><tr><td>7.5%</td><td>No</td></tr></table>	92.5%	Yes	7.5%	No						
85.1%	Yes																
14.9%	No																
92.5%	Yes																
7.5%	No																
Consider themselves to be empowered	<table border="1"><tr><td>71.6%</td><td>Yes</td></tr><tr><td>28.4%</td><td>No</td></tr></table>	71.6%	Yes	28.4%	No	Size of work group or team	<table border="1"><tr><td>25.4%</td><td>1-5 people</td></tr><tr><td>31.3%</td><td>5-10 people</td></tr><tr><td>23.9%</td><td>10-20 people</td></tr><tr><td>13.4%</td><td>20-50 people</td></tr><tr><td>6%</td><td>50+ people</td></tr></table>	25.4%	1-5 people	31.3%	5-10 people	23.9%	10-20 people	13.4%	20-50 people	6%	50+ people
71.6%	Yes																
28.4%	No																
25.4%	1-5 people																
31.3%	5-10 people																
23.9%	10-20 people																
13.4%	20-50 people																
6%	50+ people																
Position is best described as:	<table border="1"><tr><td>3%</td><td>Hourly Employee</td></tr><tr><td>55.2%</td><td>Salaried Employee</td></tr><tr><td>25.4%</td><td>Supervisor</td></tr><tr><td>16.4%</td><td>Manager</td></tr><tr><td>0%</td><td>Executive</td></tr></table>	3%	Hourly Employee	55.2%	Salaried Employee	25.4%	Supervisor	16.4%	Manager	0%	Executive						
3%	Hourly Employee																
55.2%	Salaried Employee																
25.4%	Supervisor																
16.4%	Manager																
0%	Executive																

About the Respondent's Leader:

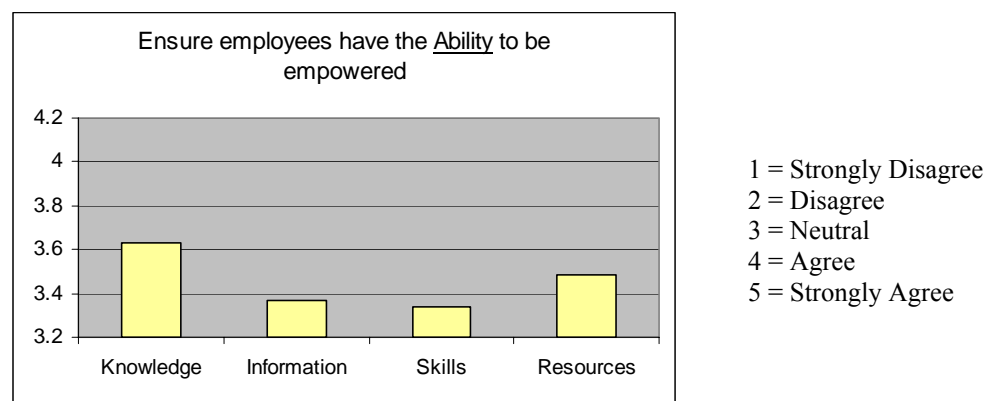
Organization consider their leader to be empowering	<table border="1"><tr><td>95.3%</td><td>Yes</td></tr><tr><td>4.7%</td><td>No</td></tr></table>	95.3%	Yes	4.7%	No	Level of leader's involvement in their day to day work	<table border="1"><tr><td>21.9%</td><td>Very</td></tr><tr><td>40.6%</td><td>Somewhat</td></tr><tr><td>37.5%</td><td>Not much</td></tr></table>	21.9%	Very	40.6%	Somewhat	37.5%	Not much								
95.3%	Yes																				
4.7%	No																				
21.9%	Very																				
40.6%	Somewhat																				
37.5%	Not much																				
They consider their leader to be empowering	<table border="1"><tr><td>81.2%</td><td>Yes</td></tr><tr><td>18.8%</td><td>No</td></tr></table>	81.2%	Yes	18.8%	No	Number of people that report to their leader	<table border="1"><tr><td>18.8%</td><td>1-5 people</td></tr><tr><td>34.4%</td><td>5-10 people</td></tr><tr><td>20.3%</td><td>10-20 people</td></tr><tr><td>18.8%</td><td>20-50 people</td></tr><tr><td>4.7%</td><td>50+ people</td></tr><tr><td>3.1%</td><td>100+ people</td></tr><tr><td>0%</td><td>500+ people</td></tr></table>	18.8%	1-5 people	34.4%	5-10 people	20.3%	10-20 people	18.8%	20-50 people	4.7%	50+ people	3.1%	100+ people	0%	500+ people
81.2%	Yes																				
18.8%	No																				
18.8%	1-5 people																				
34.4%	5-10 people																				
20.3%	10-20 people																				
18.8%	20-50 people																				
4.7%	50+ people																				
3.1%	100+ people																				
0%	500+ people																				
Leader's position is best described as:	<table border="1"><tr><td>1.6%</td><td>Executive</td></tr><tr><td>70.3%</td><td>Manager</td></tr><tr><td>26.6%</td><td>Supervisor</td></tr><tr><td>1.6%</td><td>Coach</td></tr><tr><td>0%</td><td>Employee</td></tr></table>	1.6%	Executive	70.3%	Manager	26.6%	Supervisor	1.6%	Coach	0%	Employee										
1.6%	Executive																				
70.3%	Manager																				
26.6%	Supervisor																				
1.6%	Coach																				
0%	Employee																				
Leader's relationship with their work group	<table border="1"><tr><td>26.6%</td><td>Makes decision, sets goals, & gives job assignments</td></tr><tr><td>17.2%</td><td>Gets employees input about decisions, goals, & job assignments - makes final decisions</td></tr><tr><td>34.4%</td><td>Gets input about decisions, goals, & job assignments - final decision made with employees</td></tr><tr><td>21.9%</td><td>Allows employees to make decision, set goals, & make job assignments</td></tr></table>	26.6%	Makes decision, sets goals, & gives job assignments	17.2%	Gets employees input about decisions, goals, & job assignments - makes final decisions	34.4%	Gets input about decisions, goals, & job assignments - final decision made with employees	21.9%	Allows employees to make decision, set goals, & make job assignments												
26.6%	Makes decision, sets goals, & gives job assignments																				
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34.4%	Gets input about decisions, goals, & job assignments - final decision made with employees																				
21.9%	Allows employees to make decision, set goals, & make job assignments																				

2. Ability Dimensions:

The first component of the model suggests that the leader must initially work to ensure that the employees have the basic *ability* to be empowered. The four dimensions of the Ability area are:

1. Build Business & Organizational *Knowledge* of Employees
 2. Provide Access to Pertinent *Information*
 3. Assure Employees Have the Necessary *Skills* Set
 4. Identify & provide Needed *Resources*.
-
-

Overall Dimensional Results for Ability Area:



Individual Item Results for Ability Area:

Build Business & Organizational *Knowledge* of Employees

- 3.65 Our leader explains the business reasons for organizational decisions
- 3.69 Our leader helps us to understand how to work within organizational policies & procedures
- 3.56 Our leader helps us see the “big picture” – how our work fits into the goals of the larger org
- 3.61 Our leader helps us understand how our decisions will affect the organization

Provide Access to Pertinent *Information*

- 3.34 Our leader makes sure that we have access to all information that is important to our work
- 3.13 Our leader makes sure that we are “in the loop” with what is going on at the upper mgmt. level
- 3.68 There is 2 way communication between our group and our leader
- 3.19 Our leader takes time to educate us so that we understand how to use the information we receive
- 3.52 Our leader makes sure that we are aware of organizational changes that will affect us

Assure Employees Have the Necessary *Skills* Set

- 3.26 Our leader works to help us develop our individual abilities related to our work
- 3.34 Our leader makes sure that we have the abilities (business, technical, interpersonal) to perform our job at a high level of excellence
- 3.34 Our leader promotes and helps us to develop skills for collaboration
- 3.42 Our leader creates opportunities for us to improve our problem solving and decision making abilities

Identify & provide Needed *Resources*

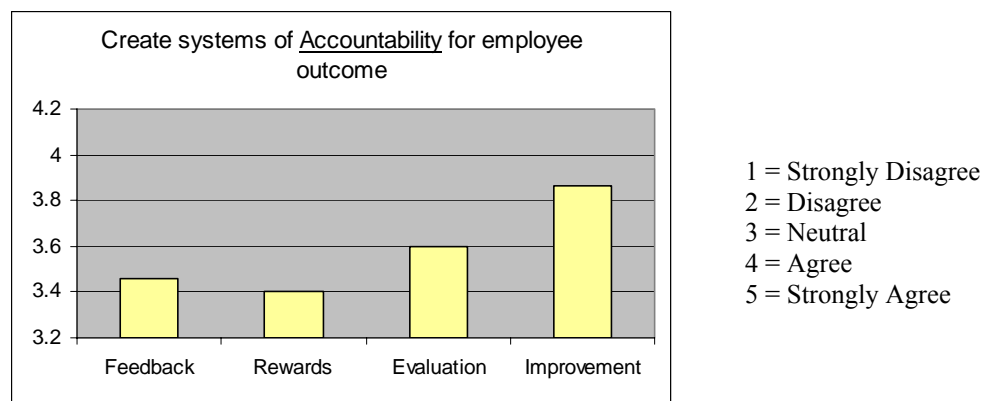
- 3.32 Our leader makes sure that we know what resources (materials, time, money, information, space, etc) are available to us
- 3.61 Our leader works with us to obtain and/or provide the resources we need
- 3.52 Our leader is available to help us to determine how best to distribute and use our resources

3. Accountability Dimensions:

The second component of the model instructs leaders to create systems of *accountability* for employee outcomes. The four dimensions of the Accountability area are:

1. Provide Continuous *Feedback* on Employee Efforts
 2. Recognize & *Reward* Employees for Good Work
 3. Regularly *Evaluate* Effectiveness of Employee Efforts
 4. Set A Standard of Continuous *Improvement*
-

Overall Dimensional Results for Accountability Area:



Individual Item Results for Accountability Area:

Provide Continuous *Feedback* on Employee Efforts

- 3.65 Our leader encourages us to provide useful feedback to one another
- 3.74 Our leader gives us honest feedback – even when the feedback is hard to hear
- 3.26 Our leader regularly gives us feedback (both positive and negative) on how we are performing
- 3.18 Our leader creates opportunities for our customers, suppliers, and other work groups to give us feedback

Recognize & *Reward* Employees for Good Work

- 3.68 Our leader recognizes our efforts
- 3.16 Our leader rewards us for our efforts
- 3.44 Our leader makes sure that we get credit for the work that we do
- 3.26 Our leader does his/her best to provide us with rewards that are important to us
- 3.48 Our leader is fair in her/his recognition of individuals and distribution of rewards

Regularly *Evaluate* Effectiveness of Employee Efforts

- 3.84 Our leader encourages us to use metrics to evaluate our effectiveness
- 3.53 Our leader makes sure that we are involved in the development of the metrics we use in measuring our performance
- 3.50 Our leader encourages us to check our progress toward goals on a regular basis
- 3.61 Our leader encourages us to track and measure our work processes
- 3.50 Our leader makes sure that we have the skills and authority to take corrective action when our performance is off track.

Set A Standard of Continuous *Improvement*

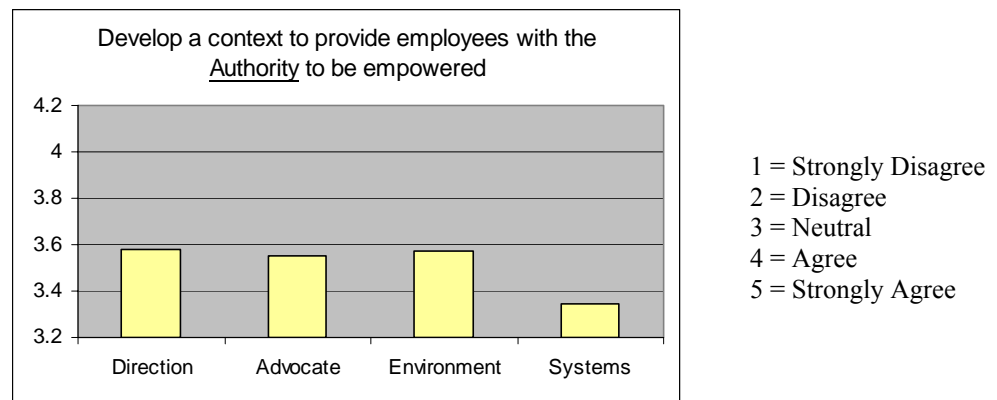
- 3.97 We hold ourselves accountable for our results
- 3.74 Our leader encourages us to constantly look for ways to improve our outcomes
- 3.89 Our leader promotes self-regulation (for example: we recognize and fix our mistakes)
- 3.87 Our leader encourages us to set goals for ourselves

4. Authority Dimensions:

The third layer of the model is to develop a context that provides employees with the *authority* to be empowered. The four dimensions of the Authority area are:

1. Set A Clear and Consistent *Direction* to Guide Employee Efforts
 2. Serve as *Advocate* of Employee Efforts
 3. Provide a Supportive *Environment* that is Conducive to Empowerment
 4. Build *Systems* & Structures to Support Employee Empowerment.
-
-

Overall Dimensional Results for Authority Area:



Individual Item Results for Authority Area:

Set A Clear and Consistent *Direction* to Guide Employee Efforts

- 3.52 Our leader helps us create a shared understanding of what we are trying to accomplish
- 3.81 Our leader helps us develop goals that are linked to the organization's goals
- 3.42 Our leader works with us to develop a clear and consistent direction that guides our decisions

Serve as *Advocate* of Employee Efforts

- 3.76 Our leader has confidence in decisions we make
- 3.50 Our leader works to provide us with increased authority over our work
- 3.53 Our leader works with us to remove obstacles that are preventing us from performing effectively
- 3.40 Our leader advocates our position with top management

Provide a Supportive *Environment* that is Conducive to Empowerment

- 3.31 Our leader creates an environment where we have the freedom to take risks
- 3.48 Our leader has created an environment that is supportive of me as an empowered employee
- 3.58 Our leader has created an environment where we can learn and grow
- 3.76 Our leader trust us to make the majority of decisions that will impact our performance
- 3.74 Our leader emphasizes to us that we are "owners" of our work processes

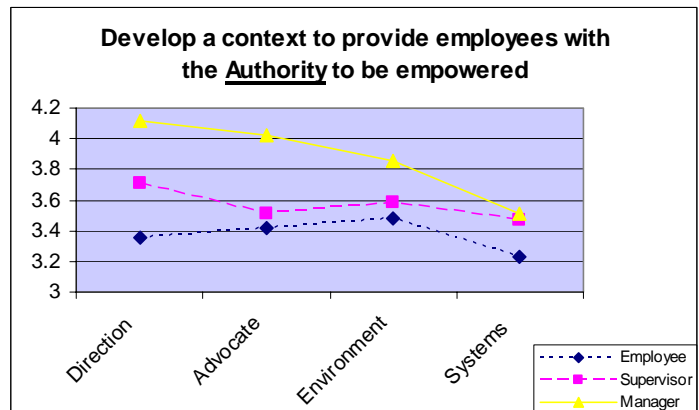
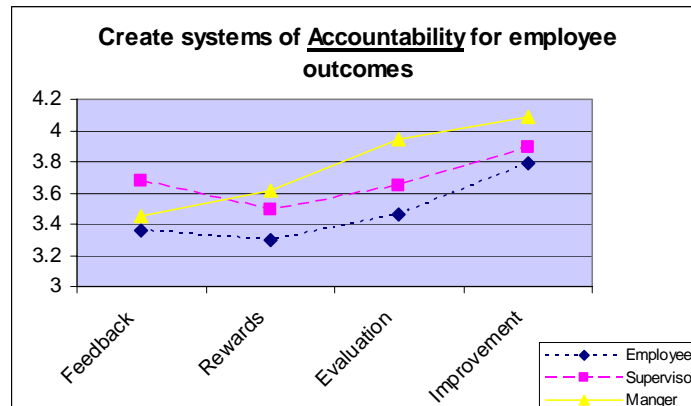
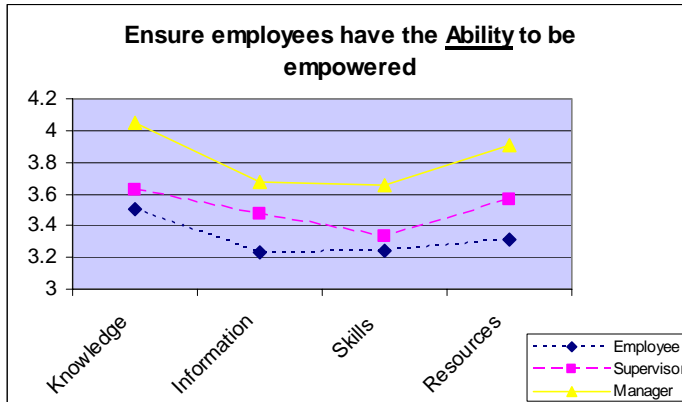
Build *Systems* & Structures to Support Employee Empowerment

- 3.76 We rely on our leader to influence things that are outside of our level of influence
- 3.35 Our leader creates policies and procedures that support empowerment
- 3.11 Our leader has clearly communicated to us the boundaries of our decision making and problem solving
- 3.19 Our leader has developed lines of communication between us and our customer and suppliers
- 3.40 Our leader works to influence organizational policies to maximize employee involvement

5. Comparison Across Positions:

Results presented below are a comparison, across organizational position, of the degree to which a respondent's leader is empowering. The data has been categorized by the identified position of the respondent.

- Employee = 58% of respondents
- Supervisor = 25% of respondents
- Manager = 16% of respondents



V. Conclusion

It is strongly suggest that this report be shared with those employees who participated in the study. The findings presented in this report may serve a basis for discussion with employees as well as the leaders who are in positions to empower members of the organization. Consider the strengths, as well as the concerns, when reviewing and discussing these results.

Strengths:

- 72% of the respondents consider themselves to be empowered.
- 81% of respondents consider their leader to be empowering.
- 22% of employees indicate that their leader allows them to make decisions, set goals, and make job assignments. This indicates that a portion of the organization's leaders are behaving in an empowering manner.
- 34% of respondents say that their leader involves employees in making final decisions and 17% of respondents say that their leader makes the final decision alone after gathering input from employees. Gathering input from employees before making decisions is a good first step to empowering employees. However, as employee capability allows, they should be involved in the final decision-making process to as large a degree as possible, including making the final decision when applicable.
- There is strong agreement between the three areas of Ability, Accountability, and Authority. It appears that leader behaviors are consistent in their efforts to behave in an overall empowering manner.
- All four of the *Ability* dimensions (knowledge, information, skills, and resources) are in the lower 3s of the 5-point empowering leader scale. This indicates that the leaders are attempting to ensure that employees have the ability to be empowered.
- There is minimal discrepancy between item scores within the three of the four *Ability* dimensions (knowledge, skills, and resources). This indicates that leaders are placing an equal amount of effort on building business and organizational knowledge and providing needed resources.
- Two of the four *Accountability* dimensions (feedback and rewards,) are in the lower mid 3s while two (evaluation and improvement) are in the upper mid 3s of the 5-point empowering leader scale. This indicates that the leaders are making an effort to create systems of accountability for employee outcomes.
- The strongest dimension within the *Accountability* area indicates that leaders are regularly behaving in a manner that sets standards of continuous improvement.
- From the individual items within the *Accountability* area, it appears that leaders provide honest feedback to employees, that they encourage employees to provide useful feedback to one another, and that they encourage the use of metrics to evaluate effectiveness.

- Three of the four of the *Authority* dimensions (direction, advocate, and environment) are in the mid 3s of the 5-point empowering leader scale. This indicates that the leaders are attempting to develop a context to provide employees with the authority to be empowered.
- There is minimal discrepancy between item scores within three of the four *Authority* dimensions (direction, advocate, and environment). This indicates that leaders are placing an equal amount of effort on setting a clear and consistent direction to guide employee efforts, serving as advocate of employee efforts, and providing a supportive environment that is conducive to empowerment.
- Items scores for the *Authority* area reveal that leaders make visible efforts to help employees develop goals that are linked to the organization's goals, to emphasize to employees that they are the owners of their work process, that they are trusted to make the majority of decisions that will impact their performance, and that the leader has confidence in their decisions.
- Within the lowest *Ability* area dimension (systems) item scores indicate that leaders are seen as making efforts to influence things that are outside of the employees' level of influence.
- Employees and managers perceive their leaders to behave in a similarly empowering manner.
- Within the three areas of *Ability*, *Accountability*, and *Authority* supervisors perceive their leaders to be only minimally more empowering than do employees.
- Managers perceive their leaders to actively behave in an empowering manner within the areas of building business and organizational knowledge, setting standards of continuous improvement, setting a clear and consistent direction, and advocating manager's efforts.

Concerns:

- While 85% of respondents say that their organization considers them to be empowered, only 72% of respondents consider themselves to be empowered. This drop indicates that some employees perceive a discrepancy between organizational views and their actual work situation.
- This lack of congruence between employee view and their perception of the organization view is again present in whether or not the respondent's leader is empowering. 95% of respondents say that their organization considers their leader to be empowering while only 81% of respondents consider themselves to be empowered. Again, this drop indicates that some employees perceive a discrepancy between organizational views of their leader and their leader's actual behavior.
- An area for improvement is indicated in the fact that 27% of respondents say that their leader makes decisions without gathering employee input. This indicates a traditional management style and not the behavior of an empowering leader.
- The information and skills dimensions of the *Ability* area indicates that leaders are not consistently exhibiting behaviors that assure that employees have access to pertinent information and the necessary skills set. This may be problematic to empowerment efforts as access to the appropriate information and the appropriate skills set are a requirement before empowerment can flourish.
- Within the *Ability* area, making sure that employees are "in the loop" with what is going on at the upper management level is the item that was weaker than the rest. There may be an opportunity to review top down communication within the organization.

- Educating employees on how to understand and utilize the information that they receive and developing the individual skill sets of employees are also opportunities for improvement within the *Ability* area.
- Providing continuous feedback on employee efforts and recognizing and rewarding employees for good work were significantly lower than the other two dimensions within the *Accountability* area. This indicates that leaders are not regularly exhibiting behaviors that lead to continuous feedback on efforts as well as the recognition and reward for those efforts.
- Items scores within the *Accountability* area, indicate that leaders are only minimally working to 1) create opportunities for customers, suppliers, and other work groups to provide feedback to employees 2) reward employees for their efforts and 3) provide rewards that are important to employees.
- An inconsistency is indicted in the feedback dimension of the *Accountability* area. While leaders are seen as giving honest feedback, they are not seen as regularly giving feedback on performance. This provides an opportunity to review the type of feedback that leaders are providing and the regularity with which they are providing it.
- Building systems and structures to support employee environment is the lowest dimension within the *Authority* area. The level of the leader's influence within the organization may impact this. The knowledge of how to perform this behavior may also have an impact on this dimension. Further investigation may be warranted.
- Within the environment dimension of the *Authority* area, creating an environment where employees have the freedom to take risks is the lowest item. There may be an opportunity to review previous employee failures/mistakes and leader's reactions to those negative occurrences.
- Within the systems dimension of the *Accountability* area, it would appear that communication systems are of primary concern. This is indicated by the low score of the item regarding the communication of boundaries regarding decision making and problem solving. Additionally, communication between employees and their customers and suppliers as well as the development of methods to enable communication with the rest of the organization were low scoring items.
- There appears to be a discrepancy between the degree to which respondents view their leaders to be empowering. There is a distinct hierarchy with managers seeing their leaders as most empowering, followed by supervisors' leaders and employees' leaders.
- Two exceptions to the hierarchy exist within the dimensions of feedback and systems. Both dimensions indicate a significant drop in the otherwise high ratings of managers' perceptions of their leader's level of empowering leadership.

VI. Contact Information

Sarah Bodner has a Masters degree in Industrial/Organizational Psychology. She is currently an advanced doctoral student in Industrial/Organizational Psychology at the University of North Texas. Her dissertation on Empowering Leadership is scheduled for completion in the spring of 2005.

In addition to her academic pursuits, Sarah has worked as an external consultant with a client base including organizations from the banking, real estate, manufacturing, and aviation industries. Her primary experience has been as a consultant for organizations going through change initiatives where her efforts have included the guidance of organizations as they develop, implement, and measure the progress and success of change initiatives.

Sarah's responsibilities have included the development of teaming systems, the assessment of organizational culture and climate, the development of employee participation methodologies, the assessment and development of individuals, the guidance and coaching of executive level teams, the development of new leadership methodologies, the development of complimentary performance and compensation systems, and the facilitation of group processes, decision making, conflict resolution, and team building. Sarah's work requires extensive facilitation of both small and large groups as well as the development of internal facilitation resources in order to assure that change efforts are aligned and supported throughout all levels of the organization.

Recent publications include:

- The Collaborative Work Systems Fieldbook (2003) Ed: Beyerlein, McGee, Klein, Nemiro, & Broedling
- Harris & Bodner. Chapter 17: *Developing Team-Based Support Systems: Conceptual Overview and Strategic Planning Workshop.*
 - Bodner & Bradley. Chapter 27: *Keeping Teams Afloat- Critical Coaching Competencies.*
 - Bodner & Harris. CD Addendum: *The Realities of Developing Support Systems: A Case Study.*

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