



UNIVERSITY OF PELOPONNESE

FACULTY OF HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES

DEPARTMENT OF SPORTS ORGANIZATION AND MANAGEMENT

HUMAN RESOURCE EMPOWERMENT APPLIED TO GREEK SPORT  
ORGANIZATIONS

BY

Alkistis N. Papaioannou, M.Sc.

A Dissertation submitted to the Department of Sports Organization and Management  
of University of Peloponnese in Partial Fulfillment of Requirements for the Degree of  
Doctor of Philosophy.

Sparta

February, 2009



UNIVERSITY OF PELOPONNESE

FACULTY OF HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES

DEPARTMENT OF SPORTS ORGANIZATION AND MANAGEMENT

HUMAN RESOURCE EMPOWERMENT APPLIED TO GREEK SPORT

ORGANIZATIONS

BY

Alkistis N. Papaioannou, M.Sc.

A Dissertation submitted to the Department of Sports Organization and Management of University of Peloponnese in Partial Fulfillment of Requirements for the Degree of Doctor of Philosophy.

Sparta, 2009

Approved by:

A handwritten signature in black ink, which appears to read 'Athanasios Kriemadis', is written over a horizontal line.

Associate Professor, Athanasios Kriemadis  
Major Advisor  
Committee Chairperson



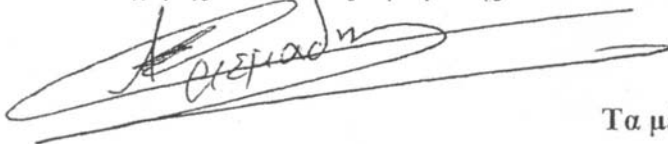
HUMAN RESOURCE EMPOWERMENT APPLIED TO GREEK SPORT ORGANIZATIONS

Alkistis N. Papaioannou, M.Sc.

Certificates of Approval:

Ο Πρόεδρος της Επιτροπής

Αν. Καθηγητής Αθανάσιος Κριεμάδης



Τα μέλη

Επ. Καθηγητής Αντώνης Τραυλός

Λέκτορας Παναγιώτης Αλεξόπουλος

Επ. Καθηγήτρια Βασιλική Αυγερινού

Λέκτορας Πηνελόπη Αθανασοπούλου

## DEDICATION

**To my family.....**

## ACKNOWLEDGEMENTS

The author would like to express her sincere gratitude to Dr. Athanasios Kriemadis, Chairman of the Dissertation Committee, who took the time and energy to direct and support all facets of this study. Gratitude and appreciation are extended to Dr. Antonis Travlos whose appraisals of the study were very helpful, and Dr. Ourania Vrontdou for lending her wisdom and experience in Greek sport organizations to this endeavor. Thanks and appreciation to Dr. Stella Leivadi for her suggestions and assistance with the statistical analysis of the data. I also would like to express my thanks to my friends for their unlimited support.

Abstract  
HUMAN RESOURCE EMPOWERMENT APPLIED TO GREEK SPORT  
ORGANIZATIONS

Alkistis Papaioannou

B.A., Physical Education, University of Thessaly, 1999

M.Sc., Athletic Performance and Health,

Democritus University of Thrace, 2003

Ph.D., Sports Administration,

University of Peloponnese, 2009

(Directed by Associate Professor, Athanasios Kriemadis)

The primary purposes of this study were: (a) to determine the extent to which the empowerment is being used in Greek sport organizations, and in particular, in professional football clubs and sport federations; (b) to examine the relationship between the key factors of empowerment and performance indicators of professional football clubs (revenues, profit/loss, classification in relation of annual performance given by Super League of football clubs); (c) to investigate if differences exist among the divided subgroups (federations) as shown by five variables/performance indicators of Sport Federations: (a) funding from government, (b) distinctions in the Olympic Games, (c) distinctions in the world leagues, (d) distinctions in the European leagues, and (e) active unions and the key factors of empowerment.

The survey instrument of empowerment construct, consisted of 30 questions (developed by Vogt & Murrell, 1990), and demographic characteristics. All 10 Greek professional football clubs, which had a continuous attendance in the first division (Super League) of Greek football league during the last five years (from 2003 to 2007), were surveyed. Responses were received from 9 Greek professional football clubs for a response rate of 90 percent. With regard to Greek Sport Federations the original sampling frames of 26 Greek Sport Federations. Responses were received from 20 Greek Sport Federations with a response rate of 77 percent.

The findings of this study were as follows:

1. Empowerment process is applied to a mediocre extent by Greek professional football clubs, as five (fifty six percent) of Greek professional football clubs were using the “empowerment style” of management.

2. Empowerment process is applied to a mediocre extent by Greek Sport Federations, as fourteen (seventy percent) of Greek Sport Federations were using the “empowerment style” of management.

3. There was no significant relationship between empowerment and the performance indicators of wealthy football clubs.

4. There was a strong and positive relationship between empowerment and the performance indicators of less wealthy football clubs, and more specifically with average revenues.

5. There was a significant difference among the wealthiest federations, wealthy federations and less wealthy federations, as shown by government funding, in one key factor of empowerment: Decision-making and action-taking skills.

6. There was a significant difference among the most successful federations, successful federations and less successful federations, as shown by Olympic distinctions, in two key factors of empowerment: (a) Decision-

making and action-taking skills and (b) Project-planning, organizing and system-integration skills.

6b. There was no significant difference among the most successful federations, successful federations and less successful federations, as shown by World distinctions, in key factors of empowerment.

6c. There was no significant difference among the most successful federations, successful federations and less successful federations, as shown by European distinctions, in key factors of empowerment.

7. There was a significant difference among the large federations, medium sized federations and small federations, as shown by active clubs, in two key factors of empowerment: (a) Leadership, motivation, and reward system skills, and (b) Total for all managerial functions.

Keywords: Human resource empowerment, organizational performance, professional football clubs, sport organizations.

Περίληψη  
ΕΝΔΥΝΑΜΩΣΗ ΑΝΘΡΩΠΙΝΟΥ ΔΥΝΑΜΙΚΟΥ ΣΕ ΕΛΛΗΝΙΚΟΥΣ  
ΑΘΛΗΤΙΚΟΥΣ ΟΡΓΑΝΙΣΜΟΥΣ

Άλκηστis Παπαϊωάννου

Προπτυχιακές Σπουδές, Τ.Ε.Φ.Α.Α., Πανεπιστήμιο Θεσσαλίας, 1999

Μεταπτυχιακές Σπουδές, Αθλητική Απόδοση και Υγεία, Δημοκρίτειο  
Πανεπιστήμιο Θράκης, 2003

Διδακτορικές Σπουδές, Διοίκηση Αθλητικών Οργανισμών  
Πανεπιστήμιο Πελοποννήσου, 2009

(Υπό την Επίβλεψη του Αναπληρωτή Καθηγητή Αθανάσιου Κριεμάδη)

Οι πρωταρχικοί σκοποί αυτής της έρευνας ήταν: (α) να καθοριστεί ο βαθμός στον οποίο η ενδυνάμωση χρησιμοποιείται στους ελληνικούς αθλητικούς οργανισμούς και πιο συγκεκριμένα στα επαγγελματικά ποδοσφαιρικά σωματεία και στις αθλητικές ομοσπονδίες, (β) να εξετάσει τη σχέση ανάμεσα στους παράγοντες της ενδυνάμωσης και τους δείκτες απόδοσης των επαγγελματικών ποδοσφαιρικών σωματείων (έσοδα, κέρδη/ζημιές, σειρά κατάταξης των ποδοσφαιρικών σωματείων με βάση την ετήσια απόδοση που δίνεται από τη Super League και (γ) να ανακαλύψει αν υπάρχουν διαφορές ανάμεσα στις υποδιαιρούμενες ομάδες (ομοσπονδίες) με βάση τις ακόλουθες πέντε μεταβλητές/δείκτες απόδοσης των αθλητικών ομοσπονδιών: α) Κρατική Επιχορήγηση β) Διακρίσεις στους Ολυμπιακούς Αγώνες γ) Διακρίσεις σε Παγκόσμιους Αγώνες δ) Διακρίσεις σε Ευρωπαϊκούς Αγώνες και ε) Αριθμό Ενεργών Σωματείων και στους παράγοντες της ενδυνάμωσης.

Το όργανο μέτρησης της ενδυνάμωσης αποτελούνταν από 30 ερωτήσεις (που δημιουργήθηκαν από τους Vogt & Murrell, 1990), και από δημογραφικά χαρακτηριστικά. Δέκα Ελληνικά επαγγελματικά ποδοσφαιρικά σωματεία που είχαν διαρκή παρουσία στην πρώτη εθνική κατηγορία (Super League) του Ελληνικού ποδοσφαίρου κατά τη διάρκεια των τελευταίων πέντε ετών (από το 2003 μέχρι το 2007), ερευνήθηκαν. Στην έρευνα ανταποκρίθηκαν εννιά επαγγελματικά ποδοσφαιρικά σωματεία με βαθμό ανταπόκρισης 90%. Όσον αφορά τις ελληνικές αθλητικές ομοσπονδίες το αρχικό δείγμα αποτελούνται από 26 ελληνικές αθλητικές ομοσπονδίες, Απαντήσεις δόθηκαν από 20 ελληνικές αθλητικές ομοσπονδίες με βαθμό ανταπόκρισης 77%.

Τα αποτελέσματα της έρευνας ήταν τα ακόλουθα:

1. Η ενδυνάμωση εφαρμόζεται σε μέτριο βαθμό από τα Ελληνικά ποδοσφαιρικά σωματεία, καθώς πέντε (56%) των Ελληνικών επαγγελματικών ποδοσφαιρικών σωματείων χρησιμοποιούσαν το ενδυναμωμένο στυλ διοίκησης.

2. Η ενδυνάμωση εφαρμόζεται σε μέτριο βαθμό από τις ελληνικές αθλητικές ομοσπονδίες καθώς 14 (76%) των ελληνικών αθλητικών ομοσπονδιών χρησιμοποιούσαν το ενδυναμωμένο στυλ διοίκησης.

3. Δεν υπήρξε σημαντική συσχέτιση μεταξύ της ενδυνάμωσης και δεικτών απόδοσης των εύπορων ποδοσφαιρικών σωματείων.

4. Υπήρξε μια ισχυρή και θετική συσχέτιση ανάμεσα στην ενδυνάμωση και τους δείκτες απόδοσης των λιγότερο εύπορων ποδοσφαιρικών σωματείων και πιο συγκεκριμένα με τα έσοδα.



5. Υπήρξε σημαντική διαφορά μεταξύ των πολύ εύπορων, των εύπορων και των λιγότερο εύπορων ομοσπονδιών με βάση την κρατική επιχορήγηση, σε ένα παράγοντα της ενδυνάμωσης: Ικανότητες στην λήψη Αποφάσεων και στην άμεση δράση.

6. Υπήρξε σημαντική διαφορά μεταξύ των πολύ επιτυχημένων, των επιτυχημένων και των λιγότερο επιτυχημένων ομοσπονδιών με βάση τις Ολυμπιακές Διακρίσεις, και σε δύο παράγοντες της ενδυνάμωσης: (α) Ικανότητες στην λήψη Αποφάσεων και στην άμεση δράση και (β) Ικανότητες στον σχεδιασμό εργασιών, στην οργάνωση και στην ενσωμάτωση του συστήματος.

6β. Δεν υπήρξε σημαντική διαφορά μεταξύ των πολύ επιτυχημένων, των επιτυχημένων και των λιγότερο επιτυχημένων ομοσπονδιών με βάση τις Παγκόσμιες Διακρίσεις και στους παράγοντες της ενδυνάμωσης.

6γ. Δεν υπήρξε σημαντική διαφορά μεταξύ των πολύ επιτυχημένων, των επιτυχημένων και των λιγότερο επιτυχημένων ομοσπονδιών με βάση τις Ευρωπαϊκές Διακρίσεις, και στους παράγοντες της ενδυνάμωσης.

7. Υπήρξε σημαντική διαφορά μεταξύ των μεγάλων, των μεσαίων και των μικρών ομοσπονδιών με βάση τον αριθμό των ενεργών σωματείων, και σε δύο παράγοντες της ενδυνάμωσης: (α) Ικανότητες στην ηγεσία, παρακίνηση και στο σύστημα ανταμοιβών και (β) Σύνολο για όλες τις διοικητικές λειτουργίες.

Λέξεις κλειδιά: Ενδυνάμωση ανθρώπινου δυναμικού, οργανωσιακή απόδοση, επαγγελματικά ποδοσφαιρικά σωματεία, αθλητικοί οργανισμοί.

## Table of Contents

	Page
ACKNOWLEDGEMENTS.....	ii
Abstract.....	iii
Περίληψη.....	v
Table of Contents.....	vii
List of Tables.....	ix
List of Figures.....	x
CHAPTER I.....	1
Introduction.....	1
Purpose of the Study.....	4
Research Questions.....	5
Definition of Terms.....	7
Significance of the Study.....	7
CHAPTER II.....	10
Review of Related Literature.....	10
Empowerment in the Business Sector.....	10
Empowerment and Total Quality Management.....	19
Empowerment in the Education Sector.....	24
Empowerment in the Banking Sector.....	30
Empowerment in the Tourism and Hospitality Sector.....	32
Empowerment in the Health Care Sector...	36
Empowerment in the Organizations.....	39
Empowerment in the Sport Sector.....	40
Management Styles and Human Resources Management of Small Business Managers.....	41
Empowerment Models and Techniques.....	43
Psychological Construct of Empowerment.	44
Managerial Construct of Empowerment.....	47
Summary.....	58
CHAPTER III.....	60
Research Methods and Procedures.....	60
Participants.....	60
Survey Instrument.....	61
Instrument Translation.....	62
Instrument Validity and Reliability.....	62
Organizational Performance Indicators.....	62
Procedures.....	63
Data Collection.....	63
Data Analysis.....	64
Analysis of Instrument.....	67
CHAPTER IV.....	71
Presentation and analysis of data.....	71
Greek Professional Football Clubs .....	71

Research Question One .....	71
Research Question Three .....	92
Research Question Four .....	95
Greek Sport Federations .....	98
Research Question Two .....	99
Research Question Five.....	210
Research Question Six.....	211
Research Question Seven.....	212
CHAPTER V.....	214
Summary, Discussion, Implications and Recommendations.....	214
Summary of the Study.....	214
Discussion.....	214
Empowerment in Greek Professional Football Clubs.....	214
Empowerment in Greek Sport Federations.....	218
Implications.....	226
Recommendations for Further Study.....	229
Limitations of Study.....	230
REFERENCES.....	232
APPENDICES .....	245
Appendix A: Questionnaire .....	246
Appendix B: Performance Indicators of Professional Football Clubs .....	253
Appendix C: Performance Indicators of Sport Federations .....	255
Appendix D: Cover Letter .....	258

## List of Tables

Table	Page
1. Financial Criteria for Dividing Football Clubs.....	64
2. Financial Criteria for Dividing Sport Federations.....	65
3. Distinction Criteria (Olympic, World, European) for Dividing Sport Federations.....	65
4. Criterion of Active Clubs for Dividing Sport Federations.....	66
5. Descriptive Statistics for Criteria for Dividing Sport Federations.....	66
6. Significance of relationships between key factors of empowerment and performance indicators in wealthy football clubs .....	95
7. Significance of relationships between key factors of empowerment and performance indicators in less wealthy football clubs .....	97

## List of Figures

Table	Page
1. Conger and Kanugo’s five stage model of Empowerment.....	45
2. The extent of empowerment in football clubs, in relation to key factor: Management–information/ communication system skills.....	72
3. The extent of empowerment in football clubs, in relation to key factor: Decision-making and action-taking skills.....	73
4. The extent of empowerment in football clubs, in relation to key factor: Project-planning, organizing and system-integration skills.....	74
5. The extent of empowerment in football clubs, in relation to key factor: Systems-evaluation and internal-control skills.....	75
6. The extent of empowerment in football clubs, in relation to key factor: Leadership, motivation, and reward system skills.....	76
7. The extent of empowerment in football clubs, in relation to key factor: Selection, placement, and development of people skills.....	77
8. The extent of empowerment in football clubs, in relation to key factor: Total for all managerial functions.....	78
9. The extent of empowerment in wealthy football clubs, in relation to key factor: Management–information/ communication system skills.....	79
10. The extent of empowerment in wealthy football clubs, in relation to key factor: Decision-making and action-taking skills.....	80
11. The extent of empowerment in wealthy football clubs, in relation to key factor: Project-planning, organizing and system-integration skills.....	81
12. The extent of empowerment in wealthy football clubs, in relation to key factor: Systems-evaluation and internal-control skills.....	82
13. The extent of empowerment in wealthy football clubs, in relation to key factor: Leadership, motivation, and reward system skills.....	83
14. The extent of empowerment in wealthy football clubs, in relation to key factor: Selection, placement, and development of people skills.....	84
15. The extent of empowerment in wealthy football	

clubs, in relation to key factor: Total for all managerial functions.....	85
16. The extent of empowerment in less wealthy football clubs, in relation to key factor: Management–information/communication-system skills.....	86
17. The extent of empowerment in less wealthy football clubs, in relation to key factor: Decision-making and action-taking skills.....	87
18. The extent of empowerment in less wealthy football clubs, in relation to key factor: Project-planning, organizing and system-integration skills.....	88
19. The extent of empowerment in less wealthy football clubs, in relation to key factor: Systems-evaluation and internal-control skills.....	89
20. The extent of empowerment in less wealthy football clubs, in relation to key factor: Leadership, motivation, and reward system skills.....	90
21. The extent of empowerment in less wealthy football clubs, in relation to key factor: Selection, placement, and development of people skills.....	91
22. The extent of empowerment in less wealthy football clubs, in relation to key factor: Total for all managerial functions.....	92
23. The extent of empowerment in sport federations, in relation to key factor: Management–information/communication-system skills.....	99
24. The extent of empowerment in sport federations, in relation to key factor: Decision-making and action-taking skills.....	100
25. The extent of empowerment in sport federations, in relation to key factor: Project-planning, organizing and system-integration skills.....	101
26. The extent of empowerment in sport federations, in relation to key factor: Systems-evaluation and internal-control skills.....	102
27. The extent of empowerment in sport federations, in relation to key factor: Leadership, motivation, and reward system skills.....	103
28. The extent of empowerment in sport federations, in relation to key factor: Selection, placement, and development of people skills.....	104
29. The extent of empowerment in sport federations, in relation to key factor: Total for all managerial functions.....	105
30. The extent of empowerment in most wealthy federations, in relation to key factor: Management–information/communication-system skills.....	106
31. The extent of empowerment in most wealthy federations, in relation to key factor: Decision-making and action-taking skills.....	107

32. The extent of empowerment in most wealthy federations, in relation to key factor: Project-planning, organizing and system-integration skills.....	108
33. The extent of empowerment in most wealthy federations, in relation to key factor: Systems-evaluation and internal-control skills.....	109
34. The extent of empowerment in most wealthy federations, in relation to key factor: Leadership, motivation, and reward system skills.....	110
35. The extent of empowerment in most wealthy federations, in relation to key factor: Selection, placement, and development of people skills.....	111
36. The extent of empowerment in most wealthy federations, in relation to key factor: Total for all managerial functions.....	112
37. The extent of empowerment in wealthy federations, in relation to key factor: Management-information / communication-system skills.....	113
38. The extent of empowerment in wealthy federations, in relation to key factor: Decision-making and action-taking skills.....	114
39. The extent of empowerment in wealthy federations, in relation to key factor: Project-planning, organizing and system-integration skills.....	115
40. The extent of empowerment in wealthy federations, in relation to key factor: Systems-evaluation and internal-control skills.....	116
41. The extent of empowerment in wealthy federations, in relation to key factor: Leadership, motivation, and reward system skills.....	117
42. The extent of empowerment in wealthy federations, in relation to key factor: Selection, placement, and development of people skills.....	118
43. The extent of empowerment in wealthy federations, in relation to key factor: Total for all managerial functions.....	119
44. The extent of empowerment in less wealthy federations, in relation to key factor: Management-information /communication-system skills.....	120
45. The extent of empowerment in less wealthy federations, in relation to key factor: Decision-making and action-taking skills.....	121
46. The extent of empowerment in less wealthy federations, in relation to key factor: Project-planning, organizing and system-integration skills.....	122
47. The extent of empowerment in less wealthy federations, in relation to key factor: Systems-evaluation and internal-control skills.....	123
48. The extent of empowerment in less wealthy federations, in relation to key factor: Leadership,	

	motivation, and reward system skills.....	124
49.	The extent of empowerment in less wealthy federations, in relation to key factor: Selection, placement, and development of people skills.....	125
50.	The extent of empowerment in less wealthy federations, in relation to key factor: Total for all managerial functions.....	126
51.	The extent of empowerment in most successful federations, in relation to key factor: Management-information / communication-system skills.....	127
52.	The extent of empowerment in most successful federations, in relation to key factor: Decision-making and action-taking skills.....	128
53.	The extent of empowerment in most successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.....	129
54.	The extent of empowerment in most successful federations, in relation to key factor: Systems-evaluation and internal-control skills.....	130
55.	The extent of empowerment in most successful federations, in relation to key factor: Leadership, motivation, and reward system skills.....	131
56.	The extent of empowerment in most successful federations, in relation to key factor: Selection, placement, and development of people skills.....	132
57.	The extent of empowerment in most successful federations, in relation to key factor: Total for all managerial functions.....	133
58.	The extent of empowerment in successful federations, in relation to key factor: Management-information / communication-system skills.....	134
59.	The extent of empowerment in successful federations, in relation to key factor: Decision-making and action-taking skills.....	135
60.	The extent of empowerment in successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.....	136
61.	The extent of empowerment in successful federations, in relation to key factor: Systems-evaluation and internal-control skills.....	137
62.	The extent of empowerment in successful federations, in relation to key factor: Leadership, motivation, and reward system skills.....	138
63.	The extent of empowerment in successful federations, in relation to key factor: Selection, placement, and development of people skills.....	139
64.	The extent of empowerment in successful federations, in relation to key factor: Total for all managerial functions.....	140
65.	The extent of empowerment in less successful	



	federations, in relation to key factor: Management– information / communication system skills.....	141
66.	The extent of empowerment in less successful federations, in relation to key factor: Decision-making and action-taking skills.....	142
67.	The extent of empowerment in less successful federations, in relation to key factor: Project- planning, organizing and system-integration skills.....	143
68.	The extent of empowerment in less successful federations, in relation to key factor: Systems- evaluation and internal-control skills.....	144
69.	The extent of empowerment in less successful federations, in relation to key factor: Leadership, motivation, and reward system skills.....	145
70.	The extent of empowerment in less successful federations, in relation to key factor: Selection, placement, and development of people skills.....	146
71.	The extent of empowerment in less successful federations, in relation to key factor: Total for all managerial functions.....	147
72.	The extent of empowerment in most successful federations, in relation to key factor: Management– information / communication system skills.....	148
73.	The extent of empowerment in most successful federations, in relation to key factor: Decision-making and action-taking skills.....	149
74.	The extent of empowerment in most successful federations, in relation to key factor: Project- planning, organizing and system-integration skills.....	150
75.	The extent of empowerment in most successful federations, in relation to key factor: Systems- evaluation and internal-control skills.....	151
76.	The extent of empowerment in most successful federations, in relation to key factor: Leadership, motivation, and reward system skills.....	152
77.	The extent of empowerment in most successful federations, in relation to key factor: Selection, placement, and development of people skills.....	153
78.	The extent of empowerment in most successful federations, in relation to key factor: Total for all managerial functions.....	154
79.	The extent of empowerment in successful federations, in relation to key factor: Management– information / communication system skills.....	155
80.	The extent of empowerment in successful federations, in relation to key factor: Decision-making and action-taking skills.....	156
81.	The extent of empowerment in successful federations, in relation to key factor: Project- planning, organizing and system-integration skills.....	157

82. The extent of empowerment in successful federations, in relation to key factor: Systems-evaluation and internal-control skills.....	158
83. The extent of empowerment in successful federations, in relation to key factor: Leadership, motivation, and reward system skills.....	159
84. The extent of empowerment in successful federations, in relation to key factor: Selection, placement, and development of people skills.....	160
85. The extent of empowerment in successful federations, in relation to key factor: Total for all managerial functions.....	161
86. The extent of empowerment in less successful federations, in relation to key factor: Management-information / communication system skills.....	162
87. The extent of empowerment in less successful federations, in relation to key factor: Decision-making and action-taking skills.....	163
88. The extent of empowerment in less successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.....	164
89. The extent of empowerment in less successful federations, in relation to key factor: Systems-evaluation and internal-control skills.....	165
90. The extent of empowerment in less successful federations, in relation to key factor: Leadership, motivation, and reward system skills.....	166
91. The extent of empowerment in less successful federations, in relation to key factor: Selection, placement, and development of people skills.....	167
92. The extent of empowerment in less successful federations, in relation to key factor: Total for all managerial functions.....	168
93. The extent of empowerment in most successful federations, in relation to key factor: Management-information / communication system skills.....	169
94. The extent of empowerment in most successful federations, in relation to key factor: Decision-making and action-taking skills.....	170
95. The extent of empowerment in most successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.....	171
96. The extent of empowerment in most successful federations, in relation to key factor: Systems-evaluation and internal-control skills.....	172
97. The extent of empowerment in most successful federations, in relation to key factor: Leadership, motivation, and reward system skills.....	173
98. The extent of empowerment in most successful federations, in relation to key factor: Selection,	

placement, and development of people skills.....	174
99. The extent of empowerment in most successful federations, in relation to key factor: Total for all managerial functions.....	175
100. The extent of empowerment in successful federations, in relation to key factor: Management-information / communication system skills.....	176
101. The extent of empowerment in successful federations, in relation to key factor: Decision-making and action-taking skills.....	177
102. The extent of empowerment in successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.....	178
103. The extent of empowerment in successful federations, in relation to key factor: Systems-evaluation and internal-control skills.....	179
104. The extent of empowerment in successful federations, in relation to key factor: Leadership, motivation, and reward system skills.....	180
105. The extent of empowerment in successful federations, in relation to key factor: Selection, placement, and development of people skills.....	181
106. The extent of empowerment in successful federations, in relation to key factor: Total for all managerial functions.....	182
107. The extent of empowerment in less successful federations, in relation to key factor: Management-information / communication system skills.....	183
108. The extent of empowerment in less successful federations, in relation to key factor: : Decision-making and action-taking skills.....	184
109. The extent of empowerment in less successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.....	185
110. The extent of empowerment in less successful federations, in relation to key factor: Systems-evaluation and internal-control skills.....	186
111. The extent of empowerment in less successful federations, in relation to key factor: Leadership, motivation, and reward system skills.....	187
112. The extent of empowerment in less successful federations, in relation to key factor: Selection, placement, and development of people skills.....	188
113. The extent of empowerment in less successful federations, in relation to key factor: Total for all managerial functions.....	189
114. The extent of empowerment in large federations, in relation to key factor: Management information / communication system skills.....	190
115. The extent of empowerment in large federations, in	

relation to key factor: Decision-making and action-taking skills.....	191
116. The extent of empowerment in large federations, in relation to key factor: Project-planning, organizing and system-integration skills.....	192
117. The extent of empowerment in large federations, in relation to key factor: Systems-evaluation and internal-control skills.....	193
118. The extent of empowerment in large federations, in relation to key factor: Leadership, motivation, and reward system skills.....	194
119. The extent of empowerment in large federations, in relation to key factor: Selection, placement, and development of people skills.....	195
120. The extent of empowerment in large federations, in relation to key factor: Total for all managerial functions.....	196
121. The extent of empowerment in medium sized federations, in relation to key factor: Management-information/communication system skills.....	197
122. The extent of empowerment in medium sized federations, in relation to key factor: Decision-making and action-taking skills.....	198
123. The extent of empowerment in medium sized federations, in relation to key factor: Project-planning, organizing and system-integration skills.....	199
124. The extent of empowerment in medium sized federations, in relation to key factor: Systems-evaluation and internal-control skills.....	200
125. The extent of empowerment in medium sized federations, in relation to key factor: Leadership, motivation, and reward system skills.....	201
126. The extent of empowerment in medium sized federations, in relation to key factor: Selection, placement, and development of people skills.....	202
127. The extent of empowerment in medium sized federations, in relation to key factor: Total for all managerial functions.....	203
128. The extent of empowerment in small federations, in relation to key factor: Management-information/communication system skills.....	204
129. The extent of empowerment in small federations, in relation to key factor: Decision-making and action-taking skills.....	205
130. The extent of empowerment in small federations, in relation to key factor: Project-planning, organizing and system-integration skills.....	206
131. The extent of empowerment in small federations, in relation to key factor: Systems-evaluation and internal-control skills.....	207

132. The extent of empowerment in small federations, in relation to key factor: Leadership, motivation, and reward system skills.....	208
133. The extent of empowerment in small federations, in relation to key factor: Selection, placement, and development of people skills.....	209
134. The extent of empowerment in small federations, in relation to key factor: Total for all managerial functions.....	210

# CHAPTER 1

## INTRODUCTION

Nowadays organizations and enterprises function in a globalized economic, social and technological environment. Every organization can function efficiently only if it has at its disposal the required resources. These resources are grouped into material resources in the form of capital, facilities and equipment, and human resources that include employees and their managers. The managers and the organizations should consider three elements which are vital for their development. These elements are: (1) precise goals to be achieved within (2) limited resources through coordinating the efforts of (3) people (Certo, 1992). Of these three, it is the entity of “people” that is most challenging managerial attention. Many authors retain that for a manager to be effective, he or she must be a good manager of people because it is them who make up an organization and make everything work (Tosi, Rizzo, & Carroll, 1986). Due to the above mentioned, management, and more specifically **empowerment** of human resources in the particular working and social environment of each organization, has greater importance than the management of other resources and requires meticulous attention. As a matter of fact human resources represent an important capital, which should be managed effectively in order to constitute for the organization a source of competitive advantage (Bowen & Lawler, 1992).

Empowerment is indeed not an unfamiliar or underrepresented issue, but more often than not a mislabelled, misunderstood, and misapplied construct. However it has been the focus of relatively few empirical studies (Kirkman & Rosen, 1996; Konczak, Stelly, & Trusty, 1996; Zimmerman, Israeli, Schulz & Checkoway, 1992). Until recently, most discussions of empowerment aimed on empowering management behaviors, particularly delegation and shared- decision making (Conger & Kanugo, 1988; Spreitzer, 1995a). Empowerment was mainly conceptualized as a matter of “power” (Mainiero, 1986).

Furthermore, empowerment has received much consideration in both the popular press and organizational management literature (Conger & Kanungo, 1988; Spreitzer, 1995a). Typically, it has been defined as helping employees take personal ownership of their jobs (Byham & Cox, 1989), as well as the passing of decision making and responsibility from managers to employees. Basically, it is the process of encouraging and rewarding employee initiative and imagination. The amplified focus on empowerment must be accredited to the hopeful outcomes it holds for organizations (Conger & Kanungo, 1988). Empowerment has been related to improvements in organizational systems and processes (Blanchard, Carlos, & Randolph, 1996). Research has also found a constructive relationship between empowerment and organizational effectiveness, as indicated by higher profits, development, and expense control (Kouzes & Posner, 1987; Siegall & Gardner, 2000). In literature as well as in practice, empowerment is most often considered to be a viable means to increase the effectiveness of an organization, as well as to improve the quality of working life for employees (Manz, 1992; Wellins, Byham, & Wilson, 1991). Most authors consider local decision making with respect to the way employees organize their work and carry out their tasks to be a key mechanism of empowerment (Cohen, Ledford, & Spreitzer, 1996; Dunphy & Bryant, 1996; Manz & Sims, 1987).

Additionally, Bowen and Lawler (1992) showed that effectiveness of empowerment and involvement in achieving improved organizational performance is contingent upon other organizational factors such as a firm's competitive strategies, technology, and the nature of the firm's relationship with its customers.

Some writers, such as Thorlakson and Murray (1996), Hardy and Leiba-O'Sullivan (1998) and Wilkinson (1998) have reported a long tradition in Western economies of encouraging employee involvement and participation, which has comprised various forms. The term empowerment has as well been associated with popular management movement such as Human Resource Management (HRM), Total Quality Management (TQM), Teams or Autonomous Work Groups (AWG).

In today's business circles, empowerment is often discussed as a new managerial approach among business leaders (e.g. Luthans, 1995; Conger &

Kanungo, 1988; Bennis & Nanus, 1985; Kanter, 1983). Researchers have noted that interest in empowerment has spread as global competition requires employee initiative and innovation (Drucker, 1988; Ezzamel, Gwilliam, & Holland, 1996). Although organizational researchers have begun to define empowerment (Spreizer, 1996; Thomas & Velthouse, 1990; Conger & Kanungo, 1988), conceptual research of empowerment has been inadequate in terms of depth and scope. The terminology is being widely mentioned by field managers, even though the top management is not yet sure about the effects of empowerment (Bowen & Lawler, 1992). Recent studies (Conger & Kanungo, 1988; Thomas & Velthouse, 1990; Boren, 1994; Harari, 1994; Rothstein, 1995; Keller & Dansereau, 1995; Spreizer, 1995) have tried to define empowerment to make it functional in managerial practice.

The literature also sets advantages and disadvantages regarding the application of empowerment. Organizational benefits include strategic guidance from the level of the work unit and strategic implementation at the level of the work unit, increased work unit efficiency and increased customer focus at the line level (Klagge, 1998). Moreover, organizational implementation includes increased emphasis on problem solving and prevention as well as increased respect and trust among work units (Klagge, 1998). Lastly, improved cross-functional coordination is also an important organizational benefit (Ransom, 1994).

Regarding employee benefits from empowerment the literature includes improved motivation (Kappelman & Prybutok, 1995) and increased personal strengths (Dodd & Gutierrez, 1990). Also, added accountability (Shearer & Fagin, 1994) and increased personal power and sense of self-efficacy (Dodd & Gutierrez, 1990). Lastly, according to Crawford (1995), increased abilities to achieve full personal potential is also included in the employee benefits from empowerment.

The major disadvantages of empowerment, according to the literature, concern the organization and its managers. Organizational negatives include demand for significant effort to implement the needed organizational changes (Ransom, 1994) and for substantial investment in training which may or may not pay off (Kappelman & Prybutok, 1995). Also, there is requirement for the organization to provide new competencies to all members, management and



employees alike and to develop and delineate new power bases for management and employees alike (Staples, 1990).

Managerial negatives covered in the literature include fear of loss of control (Capozzoli, 1995) and changed balance of power in the manager/employee relationship (Patterson, 1995). Also, downsizing through the elimination of middle management positions and dramatic change from the familiar compliance model of management are included (Ransom, 1994).

In addition many organizations tried to apply the empowerment concept but they fail according to Argyris (1998). Argyris believes that despite all the talk and the change programmes, empowerment is still mostly an illusion, because managers love empowerment in theory, but the command-and-control model is what they trust and know best. For their part, employees are often ambivalent about empowerment – it is great as long as they are not held personally accountable.

As indicated above, there are certain areas of empowerment that require more empirical investigation. Empowerment is not a technique or process that simply makes employees feel good about their jobs. It is an organizational endeavour that requires extensive planning, careful study, time, effort, capable and experienced managers that can empower the human resources in order to constitute for the organization a source of competitive advantage (Bowen & Lawler, 1992).

### **Purpose of the Study**

The primary purpose of this study was to determine the extent to which the empowerment is being used in Greek sport organizations, and in particular, in professional football clubs and sport federations. This study also examined the relationship between the key factors of empowerment ( Management – information/communication system skills, Decision-making and action-taking skills, Project-planning, organizing, and system-integration skills, System-evaluation and internal-control skills, Leadership, motivation, and reward-systems skills, Selection, placement, and development of people skills, and Total for all managerial functions) and performance indicators of

professional football clubs (revenues, profit/loss, classification of football clubs).

Lastly, this study investigated if differences exist among the divided subgroups (federations) as shown by five variables (performance indicators of Sport Federations): (a) funding from government, (b) distinctions in the Olympic Games, (c) distinctions in the world leagues, (d) distinctions in the European leagues, and (e) active unions and the key factors of empowerment (Management – information/communication system skills, Decision-making and action-taking skills, Project-planning, organizing, and system-integration skills, System-evaluation and internal-control skills, Leadership, motivation, and reward-systems skills, Selection, placement, and development of people skills, and Total for all managerial functions).

The study addressed the following research questions:

### **Research Questions**

The research questions to be examined for the descriptive part of the study were as follows:

1. To what extent is the empowerment process being used in Greek professional football clubs?
2. To what extent is the empowerment process being used in Greek sport federations?

The research questions to be examined for the inferential part of the study were as follows:

3. Is there a relationship between the key factors of empowerment (Management – information/communication system skills, Decision-making and action-taking skills, Project-planning, organizing, and system-integration skills, System-evaluation and internal-control skills, Leadership, motivation, and reward-systems skills, Selection, placement, and development of people skills, and Total for all managerial functions) and the performance indicators of professional football clubs (revenues, profit/loss, classification in relation of annual performance given by Super League of wealthy football clubs)?
4. Is there a relationship between the key factors of empowerment (Management – information/communication system skills, Decision-making

and action-taking skills, Project-planning, organizing, and system-integration skills, System-evaluation and internal-control skills, Leadership, motivation, and reward-systems skills, Selection, placement, and development of people skills, and Total for all managerial functions) and the performance indicators of professional football clubs (revenues, profit/loss, classification in relation of annual performance given by Super League of less wealthy football clubs)?

5. Is there a significant difference among the most wealthy federations, wealthy federations and less wealthy federations, as shown by government funding, in terms of the key factors of empowerment (Management – information/communication system skills, Decision-making and action-taking skills, Project-planning, organizing, and system-integration skills, System-evaluation and internal-control skills, Leadership, motivation, and reward-systems skills, Selection, placement, and development of people skills, and Total for all managerial functions)?

6. Is there a significant difference among the most successful federations, successful federations and less successful federations, as shown by Olympic, world and European distinctions, in terms of the key factors of empowerment (Management – information/communication system skills, Decision-making and action-taking skills, Project-planning, organizing, and system-integration skills, System-evaluation and internal-control skills, Leadership, motivation, and reward-systems skills, Selection, placement, and development of people skills, and Total for all managerial functions)?

7. Is there a significant difference among the large federations, medium sized federations and small federations, as shown by active clubs, in terms of the key factors of empowerment (Management – information/communication system skills, Decision-making and action-taking skills, Project-planning, organizing, and system-integration skills, System-evaluation and internal-control skills, Leadership, motivation, and reward-systems skills, Selection, placement, and development of people skills, and Total for all managerial functions)?

## **Definition of Important Terms**

Murrell (Vogt & Murrell, 1990) defines empowerment as an act of building, developing and increasing power by working with others, which he terms “interactive empowerment”, and of having the ability to influence one’s own behavior, which he calls “self empowerment”.

Empowerment does not mean that power is handed down or given to people. People have power. To empower means to enable people to elicit and increase the power they have by joining hands. It is an act of skill and confidence-building, and developing through cooperation, sharing and mutual learning (also compare Vogt & Murrell, 1990).

Some consider empowerment to mean a synergistic interaction among individuals, which emphasizes cooperation and leads to expansion of power for the group (Vogt & Murrell, 1990)

However, Vogt and Murrell (1990) viewed the power relationship as a complex interactive process whereby empowerment is an act of developing and increasing power by working with others. Therefore, until power is shared (and employee’s perceive that power is shared) empowerment is not possible.

## **Significance of the Study**

Sport organizations are constantly changing or are submitted to constant changes (Slack, 1997) by virtue of the rapid growth in emerging markets, new standards of global competition (Aghazadeh, 1999), changes in the economic climate, increase in international competition, increase in collective bargaining, greater levels of automation and the demand for more specialist personnel (Gibb, 2000b; Slack, 1997). The pressures for change have led sport organizations to change their attitude towards Human Resources Management. By effectively managing their human resources,

organizations can foster the type of employee behavior that contributes to the success of their competitive strategy (Huang, 2001).

Sport directors now are bound to continually appraise situations and events that reflect the dynamic nature of their operations as they are closely associated with those of a significantly complicated global business environment (Hilgert & Ling, 1996). A number of authors consider that in a competitive and boisterous environment in which organizations must be not only faster and leaner but also more efficient and more profitable as well as they must provide better quality service, an empowered and proactive service workforce is believed to be essential (Bowen & Lawer, 1992; Fulford & Enz, 1995; Bowen & Lawler, 1995), and must meet the requirements of business competitive strategy, so that organizational goals and missions will be met with success (Huang, 2001).

Additionally, a human Resources Management strategy such as empowerment provides a means by which organizations can set forward their competitiveness, promote managerial efficiency (Wright, McMahan, McCormick & Sherman, 1998), and remain competitive in the marketplace. It would be difficult to imagine sport organizations in modern times, achieving and maintaining effectiveness without efficient human resources management programmes, since human resources management plays a vital role in ensuring that a sport organization will survive and thrive (Ivancevich, 1998). Gibb (2000a), also states that HRM has become an increasingly important factor in organizational success. According to Ferris (1999), an issue that is not answered yet is the extent to which the various practices in HRM systems have differential impacts on organizational effectiveness, including except for financial performance, success in applying organizational strategy and achievement of strategic goals. This study is useful in extending the concept of empowerment to Greek sport sector. The study will be useful in helping sport administrators/directors to their further understanding of the empowerment process in their respective sport organizations. More specifically, the present study of empowerment process in Greek Professional football clubs and sport federations provided information concerning the extent of the empowerment process currently being used in these sport organizations, and the relationships between the extent of empowerment used

by Greek football clubs and the club's performance. Last but not least, the research provided information regarding the differences between the key factors of empowerment and the dividing subgroups of sport federations which deriving from government funding, Olympic World and European distinctions as well as active clubs.

## CHAPTER 2 LITERATURE REVIEW

### **Empowerment in the Business Sector**

In literature as well as in practice, empowerment is most often considered to be a viable means to increase the effectiveness of an organization, as well as to improve the quality of working life for employees (Manz, 1992; Wellins, Byham, & Wilson, 1991). Furthermore, Mathis and Jackson (1991) proposed, three kinds of individual performance criteria that organizations need to cultivate in order to flourish productivity, innovation and loyalty. All three can be succeeded through effective enforcement of the empowerment principles, because responsibility and accountability encourage not only job satisfaction but also satisfaction in the achievement of better standards of performance. Bernstein (1992) claimed that company's in which employee empowerment has actually been put into force frequently found that such an approach bore fruits in such key aspects as morale, productivity and quality. In addition Randolph (1995) claimed that companies must shift from a bureaucracy to an empowering management in order to operate more effectively and deal with increased emphasis on quality and flexibility in their products and services in globalized economic, social and technological environment. The researcher examined three keys to empowering companies and people-keys that became clear from observation of companies that were making the transition to empowerment.

Fulford and Enz (1995), found that employee understanding of empowerment has had an influence on employee loyalty, concern for others

(including customers), and satisfaction. The implication of this finding is that boosting employee service capability through empowerment contributes to employee job satisfaction, job commitment, pride of workmanship, and what Anderson, Rungtusanatham, and Schroeder (1994) called employee fulfillment or the degree to which employees feel that the organization continually satisfies their needs.

Similarly Heskett's (1987) Quality Wheel and Schlesinger and Heskett's (1991) Cycles of Success and Failure show the link between employee satisfaction through empowerment, customer satisfaction and enhanced business performance. From this theoretical basis it is proposed that customer satisfaction, employee empowerment, morale and service quality are directly linked because the more-motivated employee will provide better service. Furthermore, if contact employees understand that their manager values them and provides them with appropriate control and authority over their work, they will feel more confidently about their jobs (Babin & Boles, 1996; Yoon, Beatty, & Suh, 2001).

Hocutt and Stone (1998) in two experiments, using a sample of 329 undergraduate marketing students from a large midwestern university tested predictions from a service recovery model regarding employee and customer responses to empowerment in a restaurant context. In other words, on the one hand they looked into the impact of two dimensions of employee empowerment (autonomy and training) on employee job facet satisfaction, including three levels of empowerment (no autonomy or training, autonomy - not trained, and autonomy - trained). On the other hand, the researchers suggested that employee empowerment and job facet satisfaction influenced



dimensions of perceived fairness (responsiveness and empathy/courtesy, respectively) of the service recovery attempt which, in turn, affected consumer satisfaction. It was disclosed from the results that empowerment via training and autonomy led to higher service employee satisfaction. Greater customer satisfaction following a service failure was created by higher employee responsiveness and empathy during a service recovery.

Eylon and Au (1999) in their exploratory study investigated empowerment treatments (empowerment, control, disempowerment) in a cultural context (power distance: high, low), using a sample of 135 MBAs from a Canadian University in a management simulation. The researchers hypothesized that (a) individuals from low power distance cultures will have a positive relationship between increases in the empowerment components (Information, Responsibility, and Active Belief), job satisfaction and work performance, and (b) individuals from high power distance cultures will have a negative relationship between increases in the empowerment components (Information, Responsibility, and Active Belief), job satisfaction and work performance. Results suggested differences based on participants' cultural background. Specifically, as a result of the empowerment process participants from both high and low power distance cultures were more satisfied with their job in the empowered condition (participants in the control condition reported the same level of satisfaction) and less satisfied in the disempowered condition. Individuals from high power distance cultures performed significantly better in the disempowered condition than in the control and empowered conditions. Participants from low power distance cultures performed similarly, regardless of the empowerment process. These findings

indicated that empowerment is culture specific (Bond & Smith, 1996). Therefore, in order to provide a successful empowerment program, managers must verify that the intervention is appropriate for the culture within which it is executed and that the implementation is long-term.

Sigler and Pearson (2000) examined how organizational culture (doing orientation, collectivism, and power distance), may support perceptions of empowerment (psychological empowerment), and outcomes important to organizations (performance and organizational commitment) in 727 front line textile employees working in five plants for two companies located in the Southeastern United States, using questionnaires. According to the results employees whose organizations are high in doing orientation and collectivism felt more empowered than employees whose organizations tend toward being-oriented and individualistic. On the other hand, employees who reported *large* power distance (large differences in status and power between levels) also reported *greater* perceptions of *influence* (empowerment) than did employees who perceived a more equitable sharing of power. Furthermore, employees who perceived higher levels of empowerment had higher performance levels than employees who perceived low levels of empowerment. Also employees' perceptions of empowerment was positively related to organizational commitment (except the dimension of competence). At last the perceptions of empowerment mediated the relationship between doing orientation and performance, and / whereas the relationship between collectivism and organizational commitment was completely mediated by perceptions of empowerment.

Also, the results of another research indicated that the higher the perceived amount of influence over areas of work the greater is the level of job satisfaction and the lower the levels of job stress in workplaces across Australia. It seems that the amount of influence is an important variable in job satisfaction and feeling of stress caused by the job (Savery & Luks, 2001). Tzafrir, Harel, Baruch, and Shimon (2004) conducted a survey concerning the emerging human resource management (HRM) practices (employee development, empowerment, organizational communication and procedural justice) for employees' trust in their managers. A national sample of 230 participants in the Israeli labour force between the ages of 18 and 70 was asked during the survey. HRM consequences, in their research, represent a proxy in which managers' actions, behaviors, and procedures affect the intend to which employees' believe in their managers. According to the results there is a definitely positive and important influence of empowerment (Meaning, Competence, and Self-determination), organizational communication and procedural justice as determinants of employees' belief in their managers. Results also pointed towards the fact that procedural justice mediates the impact of employee development on their trust in their managers.

In addition Coote, Price, and Ackfeldt (2004) explored a theoretical model of the potential antecedents of goal congruence in retail-service settings, including morale, leadership support, fairness in reward allocation, and empowerment (employees' perceptions of their supervisors' confidence in their ability to make decisions and use their initiative). The researchers used a five point questionnaire, in a sample of 211 customer-contact employees from an upscale food retailer operating eight stores in metropolitan areas in Study

1, and 562 customer-contact employees (i.e. branch managers) in a retail bank, operating 22 branches across a regional area, in study 2. The core findings revealed that morale mediates the effects of leadership support and empowerment on goal congruence. Moreover fairness in reward allocation has a direct effect on goal congruence and an indirect effect that is mediated by morale. They also found that the relationship between empowerment and morale was negative. This finding implies that managers need to empower employees to the degree that best meets the needs of employees and customers in retail-service contexts.

Another study placed under investigation the relationships between employees' level of empowerment (meaning, competence, self-determination, and impact) and their level of interpersonal trust in their managers. An online survey specially designed to assess empowerment and trust was handed out to a random sample of 2,000 salaried employees at a Fortune 500 manufacturing organization in the USA. The results have shown that employees who felt empowered in their work environment tend to have higher levels of interpersonal-level trust in their managers (Moye & Henkin, 2006).

Across the private, public, and voluntary sectors, empowering staff is widely supported as a means to improve the performance and productivity of organizations (Leslie, Holzhalb, & Holland, 1998). Moreover, Nelson (1994) stressed that, efficiency and productivity can be increased through empowerment, giving the organization the chance to respond to strategic changes in the marketplace more rapidly. As Cordery (1995) expressed, in his study of self-managing teams, empowerment techniques provide work experiences that are fundamentally motivating to employees whilst at the

same time useful to organizational performance. Many organizations (such as Wilson, Eastman Chemical and Rhone-Poulenc) reported that through the use of empowerment they have managed to establish new and better ways of working as well as increasing profits (Wright, 1993).

Blitzer, Petersen, and Rogers (1993) argued that empowerment can positively influence employee self esteem of competence and security giving employees a clear sense of the contributions they can make to the company directly leading to increases in productivity. Similarly Denhardt (1993) found that managers who urge empowerment of employees are more successful in improving organizational productivity. Moreover, empowerment affected improvement on six performance measures, from four different companies (manufacturer, value-added reseller, contracting firm, and financial services organization). More specific employee turnover declined with empowerment, and increases in sales per employee, a higher profit margin, lower material cost as percentage of sales, lower labour cost as a percentage of sales, and higher net profit dollars were observed (Dickmeyer & Williams, 1995).

Furthermore, Lewis and Lytton (1995) underscored that the key to successful organizational change and profitability within a small British engineering company is empowerment. By making employees fully appreciate the fact that employees recognize, respect and esteem them, they evolve as the most prized asset, even though not appearing on the balance sheet. In another study the perceptual linkages between empowerment and employees' perceptions of the service quality that they are able to provide for the retail organization was analyzed. The results have shown that service providers' perceptions of service quality were strongly influenced by empowerment

(component of competence), feedback, rewards, and culture and suggested that the firm should first ensure that employees receive the training, preparation, and resources necessary to deliver excellent service (Goodale, Koerner, & Roney, 1997).

Bennett (1999) argued that a specialist bicycle manufacturer in United Kingdom, who had to face ferocious European competition, introduced a radical productivity and quality improvement programme based on empowerment. He made a deal whereby 20% of all financial savings achieved through workers' high productivity would be paid to them. Soon, productivity rose sharply as the workers put into force many labour-saving innovations to respond to their new organizational responsibilities. As a result, the firm quickly became one of the most efficient bicycle manufacturers in the world.

Furthermore, the antecedents, consequences, and mediational role of team empowerment was examined (Team meaningfulness, Team autonomy, and Team impact), using 111 work teams in four organizations (two textile manufacturers, a high-technology manufacturer, and an insurance company) in the southeastern and southwestern United States. The results indicated that the actions of external leaders, the production/service responsibilities given to teams, team-based human resources policies, and the social structure of teams all worked to improve employee team empowerment experiences. More empowered teams were also more productive and proactive than less empowered teams and had higher levels of customer service, job satisfaction, and organizational and team commitment (Kirkman & Rosen, 1999).

Human resource development through empowering employees and establishing appropriate compensation and recognition systems have affected positively a firm's financial performance, and has appeared to be the most critical competency in business environment in China (Li, 2000). Furthermore, Robert, Probst, Martocchio, Drasgow, and Lawler (2000), in their cross-cultural study in employees of a single firm (specializing in light manufacturing) with operations in the United States, Mexico, Poland, and India found that continuous improvement practices (defined as encouragement of employees for learning and development, rewarding employees for attaining competence, and pay for knowledge) and empowerment were found to be positively related to job satisfaction in the United States, Mexico, and Poland but not in India. Robert et al. (2000) ascribed the inverse relationship between empowerment and job satisfaction in India to the unusually high power distance that exists in this culture.

In addition, Yoo, Rao, and Hong (2006) in their international comparative study examined the relationships among cultures (power distance and collectivism), employee empowerment (to what extent groups of employees take part in activities whose intention is to make a decision of quality, implement quality practices, and accept responsibility for quality results), and quality results (internal quality results: the extent to which materials, processes, and products live up to the standard of inner functions of the firm, and external quality results: the external measure that assesses to what degree the customer is satisfied with the organization's products/services). The survey included employees from top or middle management, in 612 companies in four countries - Korea, USA, Mexico, and

Taiwan, by means of a questionnaire. The results disclosed that collectivistic cultures had a significant impact on employee empowerment. Employee empowerment was significant in improving quality results in the four countries (higher levels of employee empowerment led to higher levels of internal and external quality results). There was no uniformity of successful employee empowerment practices across countries. There were certain employee empowerment practices that could lead to internal and external quality results for every country examined. Cultural patterns and manners of quality program implementation results had a different impact on quality results in different countries. As a result, firms should be very careful in choosing particular aspects of employee empowerment if they are to have particular desirable quality results, aspects that should reflect the cultural patterns of the country.

### **Empowerment and Total Quality Management (TQM)**

In almost all of the TQM literature, employee involvement, empowerment, and top management leadership and commitment are recognized as vital elements of a successful TQM program (Bowen, Siehl, & Schneider, 1989; Brower, 1994; Camp, 1989; Deming, 1982; Mendelowitz, 1991; Roberts, 1994; Senge, 1994). Kondo (1997) suggested that, quality can be viewed a source of empowerment itself. In the results of a survey by the Wyatt Company in the United States, Laabs (1993) reported that employee empowerment contributed to significant differences in the effectiveness of total quality management programmes.

In a survey conducted in 600 companies in diverse sectors covering 12 employee characteristics of quality, empowerment was ranked as very



important by 53 per cent of respondents, whilst responses for the 12 dimensions ranged from 43 per cent for development to 76 per cent for customer orientation (Logan, 1995). For Cleary (1995), empowerment is also closely linked with quality improvements. Lawler (1994) referred to employee empowerment as one of the most significant tenets of TQM.

Gatewood and Riordan (1997) developed and tested a model through which they tested the relationships among variables that were essential for implementing a total quality system. These variables were an organization's practices (training, internal support, work information exchange, and policy dissemination), the principles of total quality which should be enacted in an organization's quality efforts (customer focus, continuous improvement, and teamwork), employees' attitudes (organizational commitment and employee empowerment), and customers' satisfaction, in a sample of 281 employees from a life insurance company located in Canada which had developed and trained employees in quality practices. The researchers found that work information exchange and internal support were significantly and positively related to all three of the quality management principles: customer focus, continuous improvement, and teamwork. However, policy dissemination was significantly related only to the quality principle of customer focus, while training was related significantly only to continuous improvement. All three of the quality principles were significantly and positively related to employee empowerment and organizational commitment. Finally, both organizational commitment and empowerment were significantly and positively related to customer satisfaction.

In another study was examined the influence of human resource (HR) empowerment structure (equal employment opportunity compliance, career planning, and performance feedback/recognition) on employees' sense of empowerment - psychological empowerment (HR empowerment structure, access to technical information, and sociopolitical support) and employee perceptions of management commitment to quality, using questionnaires, in a sample of 529 employees in a high-technology manufacturer well known for its quality initiatives in America. The results revealed that human resource (HR) empowerment structure helped to create higher levels of psychological empowerment, and those perceptions of empowerment were directly related to higher levels of perceived management commitment to quality (Howard & Foster, 1999).

Samson and Terziovski (1999) examined the impact of total quality management practices (leadership, people management, customer focus, strategic planning, information and analysis, process management, and performance) on operational performance of a large number of Australian and New Zealand manufacturing companies. The results have shown that three of the elements of TQM, leadership, people management and customer focus have a significantly positive effect on operational performance, whereas, it was established that behavioral factors such as executive commitment, employee empowerment and an open culture, produce competitive advantage more strongly than TQM tools and techniques such as process improvement, benchmarking, and information and analysis.

Furthermore, it has been established that there are positive and statistically significant relationships between top management leadership,

employee empowerment, job satisfaction, and customer satisfaction in organizations that have adopted TQM. Employee empowerment and improved levels of job satisfaction are facilitated by top management leadership and commitment to the TQM goal of customer satisfaction by creating and sustaining an organizational climate that emphasizes total quality and customer satisfaction in organizations (Ugboro & Obeng, 2000). Moreover, it has been demonstrated that the extent of use of AMT (advanced manufacturing technology) was positively associated with empowerment, which, on one hand predicted the subsequent level of manufacturing company performance controlling for prior performance, with the effect on productivity mediating that on profit and on the other hand produced for the organization a source of competitive advantage (Patterson, West, & Wall, 2004).

In another study of three manufacturing companies (in the textile, electronics and food industries-670 employees participated in the study) in Slovenia disclosed that only an open and human oriented corporate culture that is based on the autonomy of the workplace and human resource management can be successful in implementing the total quality management (TQM) in all working processes in the company. Employees are empowered and intrinsically motivated for quality work when they have internal justification for taking actions that are supported by corporate culture. Employees definitely play an active role in the TQM environment (Ambroz, 2004).

In addition, empowerment, teamwork, and employee compensation are the elements of TQM that have a positive influence on employees' job satisfaction and loyalty in offshore manufacturing companies in Mexico, while the success of employee empowerment and quality teams is dependent upon

the level of employee training and top management commitment (Jun, Cai, & Shin, 2005). Also, another study in the northern region of Malaysia investigated the relationship between TQM practices (management support and commitment, employee involvement, employee empowerment, information and communication, training and education, customer focus, and continuous improvement) and service quality in addition to the relationship between TQM practices and market orientation, in 101 service organizations (the managers were given structured questionnaires). According to the results employee empowerment, information and communication, customer focus, and continuous improvement had a positive reflection on service quality whereas only employee empowerment and customer focus had a worth mentioning effect on market orientation (Samat, Ramayah, & Saad, 2006).

In addition, Keng, Arumugam, Loke, and Lorraine (2006) explored the relationship between employees' tendency to remain within a large Malaysian semiconductor packaging organization and TQM practices (customer focus, organizational trust, organizational communication, employee involvement and empowerment). The researchers distributed self-completed questionnaires, to all staff (230 employees) within this organization. Results revealed that customer focus, organizational trust, organizational communication, employee involvement and employee empowerment were definitely and positively associated with employees' intention to remain. Moreover it was a fact that where employees saw organizational trust as a dominant TQM practice, improvements in employees' propensity to remain levels were significant.

Vouzas and Psychogios (2007) analyzed the rationale and the development of a measure that could be used in assessing managerial awareness and understanding of the “soft” side of total quality management (TQM) within organizations. The researchers used a questionnaire which included nine “soft” concepts of TQM (Total employee involvement, Continuous improvement, Continuous training, Teamwork, Empowerment, Top-management commitment and support, Democratic management style, Customer/citizen satisfaction, and Culture change), in a sample of 382 managers working in the Greek service industry. The statistical analysis provided a distinctive and consistent, statistical measurement of the “soft” side of TQM. This measure consists of three items: continuous improvement and training, total employee empowerment and involvement and quality driven culture, which represent the whole concept of TQM approach.

### **Empowerment in the Education Sector**

Empowerment of teachers has come to be seen as a vital strategy for the success and improvement of schools (Sarason, 1992). Research has pointed out the critical role of empowerment in schools in promoting teachers' effectiveness (e.g., Blase & Blase, 1996; Crow & Pounder, 2000; Madsen & Hipp, 1999; Rice & Schneider, 1994; Wall & Rinehart, 1998; Wilson & Coolican, 1996). Teacher empowerment has been linked to participation in decision making. In a study by White (1992), both teacher morale, and teachers' communication with each other improved, and student motivation increased as a result of expanded opportunities for influence. Maeroff (1988b)

also suggested that teacher status, knowledge, and access to decision making are important in empowering teachers.

Furthermore it has been suggested that empowerment can facilitate teacher leadership, improve professionalism, and the quality of work life, and provide a heightened sense of conviction in terms of one's own effectiveness (Bolin, 1989; Katzenmayer & Moller, 2001). Related organizational benefits may include effective implementation of school reforms and improvements in student performance (Martin & Crossland, 2000; Short, 1992), among others.

In another study the personal empowerment and efficacy of teachers was examined, and related these constructs to environmental characteristics in 413 teachers of a large suburban school district in Colorado. Results revealed that empowerment was related at a low to moderate level to efficacy and to perceptions of support from the culture, in this case the school. Satisfaction with teaching as a career and enthusiasm for teaching as predictors of personal empowerment suggested that teachers who are happier in their chosen profession are also more highly empowered. Research has indicated that more highly empowered teachers were also more motivated, and that this had a significant impact on teacher-student relationships (Pickle, 1991).

Furthermore it has been suggested that higher teacher empowerment, teacher efficacy and teacher morale were closely linked to higher levels of teacher attendance (Wunder, 1997). Another researcher also found significant relationships between teacher control over content, control over methods, domains of teacher empowerment, and influence in school policy with job satisfaction (Park, 1998). Slye (1999) also found that among both novice and veteran teachers, more highly empowered teachers were also more satisfied

teachers. The more highly empowered teachers are more student-centered in their beliefs, and have learner-centered attitudes toward students, while the high relationship of administrator professional treatment of teachers to personal empowerment exhibited the power and importance of the principal-teacher relationship, (Bishop, 1994; Blase & Blase, 1997; Carlson, 1994; Keedy & Finch, 1994; Kirby & Colbert, 1994; Martin, 1990). In many cases, principals are in a unique position to provide coaching to help foster professional treatment of teachers (Edwards, Green, & Lyons, 2002).

Sweetland and Hoy (2000) in their study examined: (a) the relationship between school climate (collegial leadership, teacher professionalism, academic press, and environmental press) and teacher empowerment (based on the extent to which teachers said they were involved in decision areas such as: specifying learning objectives, establishing disciplinary policies for the school, selecting textbooks, assigning students to instructional groups within the team, and developing procedures to report student progress to parents), and (b) the relationship between teacher empowerment and elements of school effectiveness, which includes measures of teachers' perceptions, and students' mathematics and reading achievement in 86 New Jersey middle schools. The researchers used a questionnaire. The results revealed that the three dimensions of school climate (collegial leadership, teacher professionalism, academic press) were significantly correlated with teacher empowerment. Moreover, teacher empowerment had a significant independent influence on both student achievement and perceived school effectiveness. It seems that schools with higher levels of teacher empowerment are perceived by teachers as providing high-quality instruction

and learning, effectively adapting to external demands, and efficiently functioning in day-to-day operations. Moreover, teacher empowerment does seem to make an important positive difference in schools.

Furthermore, it has been demonstrated that empowered teachers (meaning, self-determination, and impact) showed higher levels of organizational commitment, participation in teamwork enhanced teachers' level of commitment to the school and team participation had positive effects on three dimensions of empowerment – “meaning”, “self-determination”, and “impact” – and the total empowerment score. (Dee, Henkin, & Duermer, 2003). Teachers personally empowered develop a sense of individual mastery in spite of hopes for favorable performance outputs (Bandura, 1986; Boyd & Hord, 1997; Conger & Kanungo, 1988; Seashore-Louis & Kruse, 1995).

Teachers might display higher levels of performance when they feel a sense of control (autonomy) on the job (Wilson & Coolican, 1996; Wood & Bandura, 1989). Similarly, teachers who actively took part in decision making, who found their jobs meaningful, and who had more complete knowledge of their jobs (impact) often made better job-related decisions (Gaziel, 1998; Miller & Monge, 1986), which might lead to higher level of performance. These findings suggest that empowerment may be an important vehicle for enhancing organizational commitment and reducing levels of teacher burnout and turnover.

Moreover, high personal empowerment, which fosters teachers' perceptions that their school provides them with opportunities to evolve, to learn continuously, and to broaden their own skills through the work life of the school, as well as teachers' beliefs that they can control certain aspects of their



work life, and a sense of autonomy on the job (Wilson & Coolican, 1996; Wood & Bandura, 1989) are essential for developing a sense of professional and organizational commitment among teachers (Firestone & Pennell, 1993; Brown & Leigh, 1996; Paullay, Alliger, & Stone-Romero, 1994, Manheim & Papo, 2000; Somech & Bogler, 2002 ). Schools with a committed faculty are likely to experience lower levels of absenteeism, job stress, and turnover (Price, 1997).

In another study the relationships between teacher empowerment (meaning, competence, self-determination, and impact) and interpersonal level trust in the principal, in 539 elementary school teachers in an urban school district in the southeastern USA were investigated. The results have shown that teachers who understood that they were empowered (found their work personally meaningful, and reported significant autonomy and substantial influence in their work environments) had higher levels of interpersonal trust in their principals (Moye, Henkin, & Egley, 2005).

Intrinsic reward factors (satisfaction with the work itself and satisfaction with customers), and extrinsic reward factor, (satisfaction with benefits) were found to have a significant impact on service quality and, ultimately, on organizational effectiveness in a service organization (higher education), while employee feelings of empowerment had a significant indirect effect on service quality through its effect on job satisfaction (Snipes, Oswald, LaTour, & Armenakis, 2005).

In addition the relationship between teacher empowerment (involvement in decision-making; opportunities for professional growth; status; self-efficacy; autonomy; and impact) and teachers' organizational

commitment, professional commitment (PC) and organizational citizenship behavior (OCB), through a questionnaire, in 983 teachers in Israeli middle and high schools were investigated. The findings indicated that teachers' perceptions of their level of empowerment are significantly related to their feelings of commitment to the organization and to the profession, and to their OCBs. Among the six subscales of empowerment, professional growth, status and self-efficacy were significant predictors of organizational and PC, while decision-making, self-efficacy, and status were significant predictors of OCB (Bogler & Somech, 2004).

Finally, teachers' personal and team empowerment and their relations to organizational outcomes (performance, organizational commitment, and professional commitment) was examined, in a sample of 983 teachers at 25 middle schools and 27 high schools in the northern and central parts of Israel. The results revealed that teachers exhibited the highest performance under the condition of high personal empowerment and high team empowerment. Especially personal empowerment prompts teachers to a proactive orientation toward their jobs (Spreitzer, 1995), essentially in the classroom and their perceived ability to influence students' learning towards developing new practices (Ross, Cousins, & Gadalla, 1996; Soodak & Podell, 1996; Wilson & Coolican, 1996) team empowerment gives teachers the opportunity to satisfy their social-psychological needs (Godard, 2001), and the awareness that they are a part of a synergic team might lead them to higher achievements than their accomplishments as individuals. Therefore, teachers who have high levels of empowerment in both forms should be especially able to achieve the school's objectives. High personal and team empowerment had an effect on

organizational commitment and professional commitment benefited most from high personal empowerment/low team empowerment or low personal empowerment/high team empowerment (Somech, 2005).

Indeed, there is considerable consent among researchers and practitioners that empowerment is a major component of organizational efficiency and effectiveness (Crow & Pounder, 2000; Kirkman & Rosen, 1999; Pounder, 1997; Rinehart, Short, & Johnson, 1997; Spreitzer, 1996; Sweetland & Hoy, 2000; Wilkinson, 1998). Empowerment offers a variety of potential benefits such as increased quality of decision (Scully, Kirkpatrick, & Locke, 1995), improved instructional practice and students' academic achievements (Marks & Louis, 1997; Smylie, 1994), elevated quality of teachers' work life (Somech, 2002), and stronger teachers' motivation (e.g., Wilson & Coolican, 1996), commitment (Wu & Short, 1996; Yammarino & Naughton, 1992), and satisfaction (Rinehart & Short, 1994).

### **Empowerment in the Banking Sector**

Bowen and Lawler's (1992) theoretical and banking case study analysis of empowerment of service workers suggested that empowerment theory is dependent on the characteristics of the employee e.g. part-time or full-time workers, although there were mixed results. Customer service research in branch banks showed that when tellers reported positive feelings about their supervision, customers thought more highly about service quality. The research supported the premise that empowered employees experience more job satisfaction and this is exhibited through their customer service.

Furthermore Roth and Jackson (1995) explored the strategic determinants of service quality in the banking industry in the USA. Their empirical model was tested using the 1991 *Survey of Retail Banking Strategy and Performance*. The survey exemplifies a rigorous longitudinal research approach. This study showed that establishing a motivated, customer-oriented management philosophy and practice will result in to favourable levels of internal service quality where investment in people is critical to success. The researchers proposed that employees possessing organizational knowledge and skills is a prerequisite for delivering service quality. High levels of employee morale and satisfaction were found to depend on the empowerment and involvement of employees. The study supported the idea that satisfied workers provide a higher level of service quality.

Furthermore, research has suggested that empowerment practices (employee autonomy, access to information and resources and involvement practices) when simultaneously implemented in a holistic and planned manner have a positive effect on employee well being (job satisfaction and employee morale), productivity, performance and service quality in banking sector in Australia (Geralis & Terziovski, 2003). Moreover, it has been established that employee empowerment improved organizational performance (through improved service quality), and job satisfaction of frontline staff, while role ambiguity had a unconstructive relationship with service recovery performance in Turkish banks (Yavas, Karatepe, Avci, & Tekinkus, 2003).

Accordingly, research has indicated that top management commitment to service quality, as demonstrated by frontline employees' appraisal of training, empowerment, and rewards, in 16 public (state-owned) and private retail banks

in two cities in Western Turkey, has a significant effect on their perceptions of service recovery performance. The influence of management commitment to service quality on service recovery performance was mediated by frontline employees' affective commitment to their organization and job satisfaction (Babakus, Yavas, Karatepe, & Avci, 2003).

Finally, another study examined the relationship that exists among empowerment (responsiveness, control and discretion) and the conditions that result in the empowerment of customer-contact employees including a positive relationship between employees and managers (trust), the value of knowledge and skill, the significance of communication and openness between frontline employees and their supervisors, and the role of motives and rewards. 517 bank employees in 14 commercial banks in Jordan, who were given questionnaires, participated in the research. The research results suggested that trust, motives, communication, knowledge and skills of customer-contact employees had an immediate and significant effect on the empowerment of service employees, and demonstrated a strong effect on the level of empowerment which service employees exercised in the banking sector (Melhem, 2004).

### **Empowerment in the Tourism & Hospitality Industry**

Only a few studies have examined the relationship between employee feelings of empowerment and service quality. Ashness and Lashley (1995) examined employee empowerment (focused on the managerial intentions of empowerment) in Harvester Restaurants. The results pointed out that overall organizational performance has improved. There has been a sale increase of

7 per cent, team member turnover had fallen by 19 per cent, wages costs were marginally reduced, from 24 per cent to 23.2 per cent and administration costs had fallen by 41 per cent and labour turnover was particularly low at about 10 per cent. An increase in understanding and commitment to the business objectives throughout the organization was also noticed. Unit management also reported a low level of guest complaints, and problems were sorted out more quickly. Moreover the empowerment of employees in service organizations has been shown to produce positive outcomes in the form of increased job satisfaction and self-efficacy.

In their study of 279 hotel units, Hartline and Ferrell (1996) found that empowerment, under the appropriate conditions, increases job satisfaction and service quality. It seems logical and makes instinctive sense that allowing customer–contact employees to use their discretion in serving customers could have many positive influences on their responses and the service encounter. From an employee’s perspective, feelings of empowerment should provide employees with the sense of control that is needed to make the necessary changes for service quality improvements.

Maxwell’s (1997) case study of empowerment at the Glasgow Marriott, which used an employee questionnaire, indicated higher levels of job satisfaction, better customer service, more rapid decision making, and personal development. However, many disadvantages were also clearly stated (unclear work practices, communication difficulties, increased competition among employees, and higher levels of pressure on staff). The need to support the early stages of the empowerment process with training to elucidate the extent and implications of its use was of equal importance.

Sparks, Bradley, and Callan (1997) tested the effect on customer satisfaction and service quality of two employee characteristics in the context of service failure (hotel): (a) the degree to which the employee is empowered (full, limited, and none), and (b) the employee's communication style (accommodative–informal and personal, and underaccommodative–formal and impersonal) with the use of an experimental design in which subjects viewed videotaped service scenarios. Results disclosed that the fully empowered employee produced more customer satisfaction and higher levels of perceived service quality when the service provider used an accommodating style of communication, while the assistance of education / train was estimated necessary in order to achieve the potential benefits of staff empowerment.

Furthermore, Littrell (2003) in his case study, “employee empowerment in China” examined the attitudes toward employee empowerment by staff and management in a group of hotels in China, where the general opinion of management theorists was that empowerment is not a workable concept in a Chinese organization. However, results of the study indicated a positive attitude toward employee empowerment on the part of supervisor-level employees, with a lower, but still positive opinion of the practice exhibited by higher-level managers. More than half of the respondents indicated that they were empowered in their ability to do their work as they see fit (57%), and Chinese managers believed that the ideal leader should be more tolerant of freedom.

Furthermore, another study in 217 Korean hotel employees of 265 tourism hotels, with the use of a questionnaire examined the structural

relationship between empowerment, service training, service reward, job attitudes (job satisfaction and organizational commitment), and customer-oriented prosocial behavior (role-prescribed customer service: is a service provider's expected behavior derived from implicit norms in the workplace or from explicit obligations as specified in organizational documents such as job description and performance evaluation forms and extra-role customer service: refers to discretionary behavior of contact employees that extends beyond formal role requirements, such as "extra attention,"). To be more specific the researchers examined to what extent job satisfaction and organizational commitment mediate the effect of empowerment, service training, and service reward on customer-oriented prosocial behavior. The results revealed that as the job satisfaction grew, so grew (a) the role-prescribed customer service of employees, and (b) the organizational commitment. Empowerment affected both organizational commitment and extra-role customer service. Service training had great impact on job satisfaction. However, it affected adversely organizational commitment, and service reward was substantial in influencing job satisfaction and organizational commitment (Yong-Ki, Jung-Heon, Dae-Hwan, & Kyung, 2006).

Finally, Ottenbacher, Gnoth, and Jones (2006) explored the factors that are responsible for successful high contact New Service Development (NSD) projects in a hospitality industry in Germany. Questionnaires, from 183 hospitality managers knowledgeable about NSD in their organization, helped to collect data. The results made it clear that seven factors played a distinctive role in the outcome of high contact NSD: market attractiveness, strategic human resource management, market responsiveness, empowerment,



training of employees, employee commitment and marketing synergy. These findings outline the importance of human resource management factors in high contact NSD success.

### **Empowerment in the Health Care Sector**

It was also found by Eubanks (1991) that to change the organizational culture and improve health care delivery at a medical center employee empowerment and trust were essential. Furthermore the range of employee structural empowerment (access to opportunity, information, support, and resources in the workplace) had a significant effect on the degree of organizational trust, affective commitment to the organization and job satisfaction, on staff nurses (Laschinger, Finegan, & Shamian, 2001a).

Moreover, they felt increasingly confident in their ability to perform their duties and autonomy to act on their expertise and judgment. It was also felt by staff nurses that their work is meaningful and that they were able to have an impact on organizational affair, while burnout in current nursing work environments was decreased (Laschinger, Finegan, Shamian, & Wilk, 2003). Also, nurses who felt strong empowerment had qualities, which inspired a strong sense of self-esteem, successful professional performance and progress in their work (Kuokkanen, 2003).

Aiken et. al., (2001, 2002), also studied hospitals that were able to attract and retain nurses despite challenging economic conditions (i.e., magnet hospitals). The nurses that worked in these hospitals were involved in decisions that affected them, had more autonomy and control over their practice, and enjoyed better relationships with physicians. These

organizational characteristics are remarkably consistent with the empowering environment described by Kanter (1977). Indeed, nurses working in magnet hospitals were more satisfied with their jobs, and experienced less burnout than nurses working in other contexts (Aiken, Clarke, Sloane, Sochalski, & Silber, 2002; McClure, Poulin, Sovie, & Wandelt, 1983; Upenieks, 2003).

Additionally, Chaleoykitti and Oumtanee, (2003) examined the effects of empowerment program (which emphasized on receiving support, information, resources, and opportunities) by head nurses on nursing performance feedback and job satisfaction of staff nurses. The results revealed that staff nurses (who participated in empowerment program) increased the level of receiving performance feedback from the head nurse, and reported a higher level of job satisfaction including work achievement, recognition, job characteristics, and responsibility.

Moreover research has indicated that empowerment among Latina Nurses in Indiana, Mexico, and New York increased professional satisfaction and nurse retention (Baker, Fredrickson, & Gallegos 2003). Research has also established that structural empowerment, psychological empowerment and good collaborative relationships with physicians and managers had positive effect on nurse practitioners' job satisfaction (Almost, & Laschinger 2003). Furthermore it has been established that empowerment (greater access to information, support, and resources,) and the perception that one's manager has power to get things done were related to greater organizational commitment and encouraged nurses to stay in the organization (Dick & McPeak, 2004).

Structural empowerment also increased staff nurses' feelings of psychological empowerment and job satisfaction across a three year time frame, but psychological empowerment didn't have direct effects on job satisfaction. These results support the notion of fostering empowerment as a viable strategy, which has positive effects on employees (Laschinger et al., 2004). In addition, it has also established that staff nurse empowerment has an impact on their perceptions of fair management practices and feelings of being respected in their work settings, which increased their trust in management, and ultimately they felt greater job satisfaction and organizational commitment in staff nurses working in medical-surgical or intensive care units in urban teaching hospitals across Ontario (Laschinger & Finegan, 2005).

Finally, empowerment, teamwork and organizational commitment enhanced organizational performance (through improved service quality), decreased frontline hospital staffs' intentions to resign but had no effect on extrinsic job satisfaction, while role ambiguity had a negative relationship with service recovery performance of frontline hospital staff (administrative and nursing staff) in a public sector health care of New Zealand. This suggests that healthcare management should explicitly design and establish various organizational policies such as employee empowerment, education/training and role responsibilities in order to develop a system that will smooth the progress of a service orientated environment and service recovery performance. (Ashill, Carruthers, & Krisjanous, 2005).

## **Empowerment in the organizations**

Nyhan (2000) in his case study proposed that trust-building practices such as participation in decision making, feedback from and to employees, and empowerment of employees between supervisors and workers led to increased interpersonal trust (between supervisor and employee), increased productivity and strengthened organizational commitment in a public organization (empowerment was found to be the strongest of the antecedents of trust).

Empowerment is also viewed as a significant prerequisite to developing trust in organizations (Barnes, 1981; Culbert & McDonough, 1986; Navran, 1992). Khan (1997) concludes that empowerment fosters trust between managers and workers. Additionally empowerment is causally linked to organizational effectiveness when workers operate in a trust-based, non-threatening environment (Block, 1988). These empowered workers are more likely to be committed to their organization and have lower absenteeism when they perceive that the organization values their contributions (Eisenberger, Fasolo, & Davis-LaMastro, 1990).

Similarly Higginson and Waxler (1989) suggested the development of a trust culture, emphasizing increased participation in decision making, empowerment, and feedback of information on performance to overcome the negative consequences of downsizing in organizations. Furthermore, in downsized organizations productivity often results from improved problem solving which leads to increased effectiveness of the workforce that facilitated by empowerment (Zand, 1992).

Research by Thomas and Dunkerly (1999) of middle managers in Britain found that of those who remain, after the downsizing in organizations, while many have indicated that they are working in intensified work regimes with increased pressure and stress, they also reported feelings of greater job satisfaction resulting from increased empowerment over their work roles.

### **Empowerment in the Sport sector**

There are few researches in sports management and leadership which focus on African Americans. Thomas (2001) examined the perceptions and symbolic meanings constructed by African American sports managers and how they make use of power and empowerment, via a phenomenological in-depth interview study. Five themes came into surface: (a) the participants' perceptions of power (the need for the control of the human and natural resources), (b) the participants' perceptions of empowerment (sharing power: providing leadership opportunities through decision-making), (c) the participants' perception of the influence of race (acknowledging race and the actions needed to break the color barriers), (d) the participants' perception of the sports management setting (making your way in a hostile environment), and (e) the steps to move from dialogue to implementation (getting it done: moving from strategies to implementation). It was shown that although African Americans male sports managers have varying perceptions of the social construct of power, the psychological construct of empowerment, and the influence of race they agree on the use of power and empowerment as a vital management vehicle for leadership development.

Inglis, Danylchuk, and Pastore (2000), in their research explored the multiple realities of women's work experiences in coaching and athletic management positions. Eleven women who had previously coached or directed women's athletics programs were interviewed using a semi-structured approach. The work experiences show what problems women met with at work but also the way organizations can be empowering and the role empowered women can play. It is believed that the individual search for empowerment should be diverse and at the same time not forget that if we are to improve the work environment for women important and systemic changes should be made. Furthermore, Freysinger and Bedini (1994) proposed that educators in leisure and recreation studies ought to promote empowerment in the classroom, by using ways to facilitate the empowerment of students, including biological, psychological, and sociocultural processes of empowerment as related to race, gender, and disability.

### **Management styles and human resources management of small business managers**

Research has indicated that smaller organizations have a lack of formal management structures with specialised staff, which can have as a consequence a variety of management practices (Massey, 2004). Furthermore, due to the limited number of employees, functions are less specialised compared to larger firms. Employees must be able to perform various tasks, which are less formalised, as is the communication between employees and employer (Bacon, Ackers, Storey & Coates, 1996; Wagner, 1997).

On the other hand, being small and less specialised, small firms offer considerable opportunity for informal co-ordination and knowledge-sharing. According to Nooteboom (1993), "... large firms [have] more explicit rules and procedures associated with the need to communicate more widely and therefore more formally" (p. 291). Small firms are confronted with this need for formalised co-ordination to a smaller extent. In addition smaller organizations can respond more rapidly to changes (Bennett & McCoshan, 1993) are more flexible in their operation, able to innovate more easily, and have more effective communication systems (Ahire & Golhar, 1996; Walley, 2000) and are less bureaucratic than larger ones (Harrison, 1994).

Matlay (1999) examined employee relations in small, medium-sized and large organizations in Britain on a three-year comparative study. He used a sub-sample of 600 small businesses (which was selected from a wider quantitative sample and the owner/managers as well as some of their employees were interviewed once every year for the duration of the study). The researcher claimed that the vast majority of owners or managers of small firms express a preference for highly personalised and informal management styles, which had a considerable effect on the type of practices implemented. More specifically (92%) of micro businesses and 68% of small businesses were found to prefer informal management practices. In contrast, none of the large firms and only 24% of medium sized firms shared this preference. Significantly, the choice of management style appeared to exert a significant impact on employee relations. Management styles seemed to affect considerably the human resource function, including recruitment, training, human resource development, pay bargaining, grievance procedures and

interpersonal relationships at the workplace. Unavoidably, these owner/managers claimed to support a flexible approach to running their businesses, which was the most conducive to good relationships and improved communications at the workplace.

Bacon et al. (1996) suggested that small business managers are increasingly aware of new management approaches such as team working, devolved management, performance appraisals, etc. and that innovative HR practices are no longer restricted to large companies. They demonstrated that small businesses are in many ways the ideal site for the development of Human Resources Management (HRM) because of the direct communication, flatter hierarchy, greater flexibility and clearer impact of each employee on organizational performance.

The research has also indicated that teams play a vital role in the culture of smaller organizations and differ from those described in the team literature (Miller, 2003). In smaller organizations, informal teams are usually used, whereas research has also indicated that large teams are viewed as dysfunctional as the size can hinder coordination among members (Campion, Medsker, & Higs, 1993) reduce member involvement (Campion et al., 1993) and cohesion/increase conflicts (Wheelan & McKeafe, 1993). Teams need to be small enough to do the work (Campion et al., 1993; Sundstrom, De Meuse, & Futgrell, 1990). Small team size is conducive to team productivity, resulting in higher team performance (Steves & Campion, 1994).

### **Empowerment models and techniques**

The multiple dimensions of employee empowerment make it a complicated concept to define. Additionally, writers on the concept use



different words to describe related approaches. Various researchers have looked at the dimensions of empowerment through different perspectives. The literature on employee empowerment can be divided into two groups: managerial construct of empowerment and psychological construct of empowerment.

### **Psychological construct of empowerment**

Psychological empowerment refers to a set of psychological states that are necessary for individuals to feel a sense of control in relation to their work. Rather than focusing on managerial practices that share power with employees at all levels, the psychological perspective is focused on how employees experience their work. This perspective refers to empowerment as the personal beliefs that employees have about their role in relation to the organization.

Conger and Kanungo (1988) suggested that empowerment is a motivational construct (McClelland, 1975), or a motivational process of feeling enabled (Corsun & Enz, 1999; Fineman, 1993), rather than a leader–member relational construct, criticizing the literature which described empowerment as authority delegation (Burke, 1986) or participative management techniques (Likert, 1967). They defined empowerment as the process of enhancing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information. This definition represents the employees' effort-performance expectancies. According to the theory, employees who are

empowered have an increase in their personal efficacy expectations; they feel competent in the performance of their work. This empowerment process not only affects the initiation of behavior on the part of the individual but also sustains the effort (figure 1).

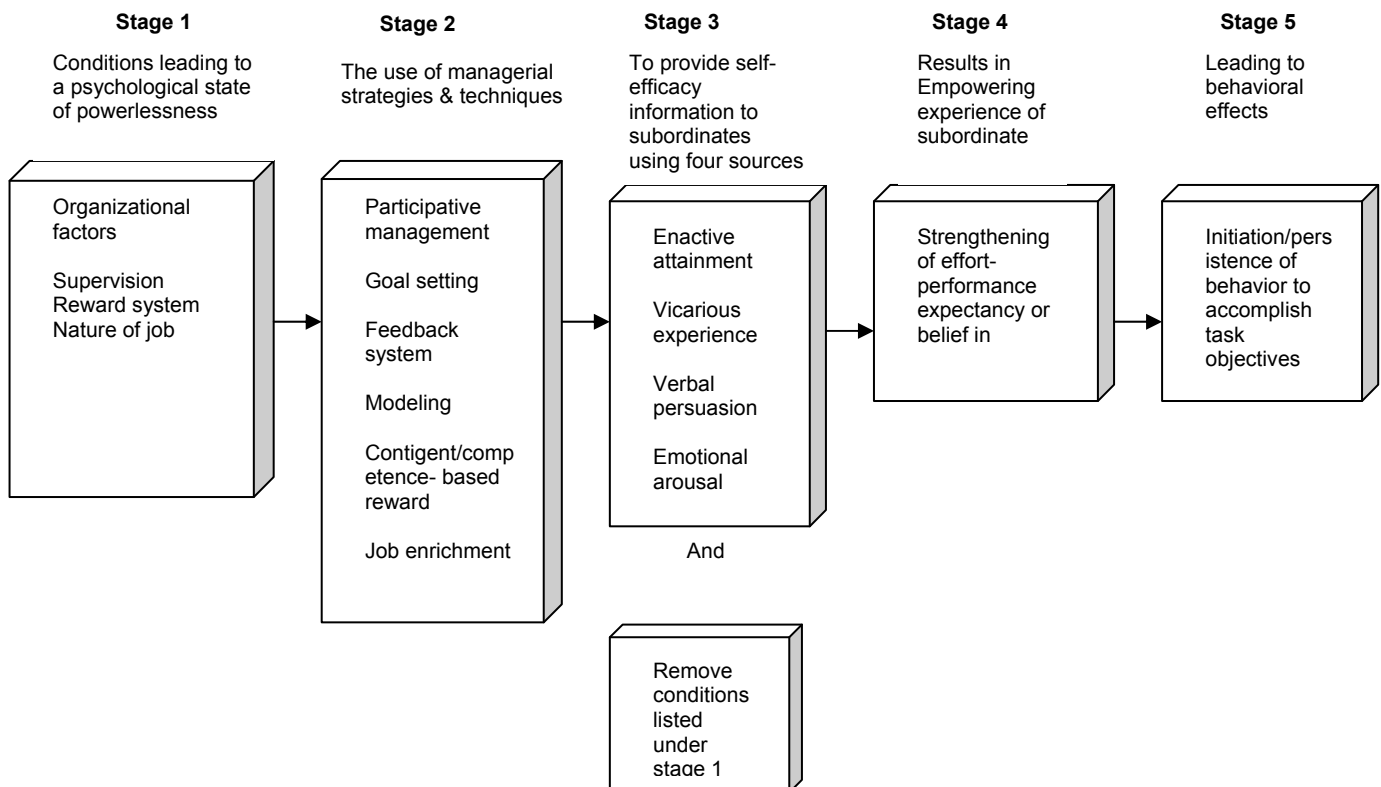


Figure 1. Conger and Kanungo's five stage model of Empowerment

Thomas and Velthouse (1990) building on the work of Conger and Kanungo (1988), proposed a perceptual process model arousing intrinsic task motivation. They defined empowerment as intrinsic task motivation manifested in four cognitive dimensions reflecting an employee's orientation to his/her

work role. These cognitions include meaning, competence, self-determination, and impact. Meaning implies a fit between the requirements of the work role and the values and beliefs of the employee (Hackman & Oldman, 1980). Competence refers to a person's ability to perform in their work role (Gist, 1987). Self-determination is a sense of choice in the initiation and regulating of actions (Deci, Connell & Ryan, 1989). And last, impact is the degree to which an employee can influence strategic, administrative, and operative outcomes at work (Ashforth, 1989).

Quinn and Spreitzer (1997) provide two such classifications. The "mechanistic approach" which assumes that empowerment is a set of managerial practices for delegating decision making within a set of clear boundaries, delegating responsibility, and holding people accountable for results." The "organic approach to empowerment" embodies risk taking, growth, and change, understanding the needs of the employees, model empowered behavior for the employees, build teams to encourage cooperative behavior, encourage intelligent risk taking, and trust people to perform." However, they found these two approaches lacking, some combination of the two was needed. In the end, they indicate, "empowerment must be defined in terms of fundamental beliefs and personal orientations. Empowered people have a sense of self-determination (this means that they are free to choose how to do their work; they are not micro-managed), meaning (they feel that their work is important to them; they care about what they are doing), competence (this means that they are confident about their ability to do their work well, they know they can perform), and impact (this means that people believe they can have influence on their work unit, others

listen to their ideas). Spreitzer (1995) indicates that the combination of these four dimensions is psychological empowerment.

### **Managerial construct of empowerment**

The managerial construct of empowerment concentrates on how organizational, institutional, social, economic, political, and cultural forces can root out the conditions that foster powerlessness in the workplace (Liden & Arad, 1996).

Generally, empowerment is a human resource management (HRM) technique involving the transfer of power and control from higher levels to lower levels throughout an organization (Conger & Kanungo, 1988; Cunningham, Hyman, & Baldry, 1996). Typically, it has been defined as helping employees take personal ownership of their jobs (Byham & Cox, 1989), as well as the passing of decision making and responsibility from managers to employees. Basically, it is the process of encouraging and rewarding employee initiative and imagination.

The amplified focus on empowerment must be accredited to the hopeful outcomes it holds for organizations (Conger & Kanungo, 1988). Substantially “empowerment” is composed of processes, methods, tools and techniques which have been developed in the framework of human resource development, motivation, job design, devolve responsibility and delegation of authority. According to the literature, only when a multidimensional approach is taken will the organization become empowered. Vogt and Murell’s (1990) multi-dimensional constructs of human resources empowerment include:

**(a) Management – information/communication system skills:** the ability of an organization to gather, analyze, and distribute information is vital

for its success. The empowering manager initiates and maintains an open climate of trust by sharing “valid” information concerning not only the employees’ jobs, but also the financial, organizational, and strategic issues of the whole organization. This climate of trust usually appreciates individual input, operational information and personal/group assessment. He/she undertakes the responsibility of sharing “good” information with all group members, as well as exerting power so that employees can respond as quickly and effectively as possible. He/she also creates feedback mechanism and interactive system of communication to reinforce the network linkages made possibly by electronic information technologies such as: newsletters, e-mail, internet/intranet, databases. A typical list of management responsibilities for interactive communication is:

- regularly to meet all their people (e.g. weekly briefings),
- make certain that people are briefed on key issues in language free of technical jargon,
- communicate honestly and as fully as possible on all subjects which affect their people,
- encourage team members to discuss company issues and give upward feedback that fosters growth and promotes participation,
- ensure issues from team members are fed back to senior managers and timely replies given.

However, the responsibility for improving the flow belongs not only to the manager but to every person in the organization as well. The empowering manager contributes to the identification of problems, provides solutions to them and aims at the improvement of the communication climate. Information-

sharing supports the system that encourages and rewards collaboration. The manager needs to convince their co-workers that the whole organization must devote the time and necessary energy to develop and clarify information-sharing and procedures that will facilitate the realization of empowerment.

**(b) Decision-making and action-taking skills:** the empowering manager introduces an open decision making process where power and responsibility for a decision are shared openly by all those who will apply it. In decision-making the manager plays a facilitative role, ensuring that decisions are made as close as possible to the point where they will be carried out. An empowering manager uses a review process (the proposed decision is reviewed at all levels of the organizations) and a decision-making method that (a) reaches downward in the organization, (b) meets the organization's demands and (c) responds to its environment. The final decision move to the point that is most suitable in terms of information, expertise and need. This process encourages subordinates to make suggestions, to work as a team and take on new responsibilities for achieving a successful result. Empowered teams make decisions, implement them, and are held accountable; they do not just recommend ideas. The roles of the teams include accountable decision making, devolving responsibility from top management while the training on effective teamwork is necessary in order to begin the teams to act with autonomy, assuming responsibilities previously conducted by their managers, carried out their managers' work effectively with a sense of ownership and become self-managed teams.

Because speed is a critical factor in decision-making, the empowering manager plays a facilitative role, helping to develop effective guidelines

delineating both the decision participants and the method of decision making, providing significant amounts of training which regard increased responsibilities and ensure that decisions are made accurately and carried out effectively. The final decision may come about more slowly, but the coordination and commitment of the implementation phases often make up for it.

**(c) Project-planning, organizing, and system-integration skills:**

The manager's role in planning is to involve as many as possible people whose input and interest will help ensure a successful planning process. The manager uses participative planning which provides people as many opportunities as possible, to influence the system, and the realization that they can actually do so. What is more, the manager encourages delegation of authority and power sharing as much as possible in order to use all employees to their capacities. The planning process is closely related to the organization's vision or mission, as a consequence it is imperative for the members to have the chance to refine, comment on, or change this design for deciding the future. An organization's mission must also be underpinned by its values. Empowerment will work only if it is well thought-out and strongly linked to the organization's values. Furthermore, system integration concentrates both on the health of the organization (in order to meet its goals organization must be healthy in terms of its financial position, talented and dedicated employees, strong market share, superior product and technology, effective cost management and more) and on the welfare and development of the individual/teams (e.g. jobs and rewarding careers). In other words, the organization must decide to what extent it can develop people/teams and,

simultaneously carry out organization needs. It becomes obvious, that both aforementioned goals are appropriate management aims and the value dilemma of reconciling them must be resolved by an organization's top management before it can consider empowering strategies. It is also of vital importance that a strategy for implementing and maintaining an empowered system concentrate on all aspects of the system, not on just one or two (e.g. top management or labor relations). Giving high priority to both the worth of individuals/teams and their value in terms of contributions to the organization demands a close examination of the organization's values. Empowerment requires a value-based dialogue that culminates in very clear statements about how an organization:

- (a) feels about its employees (e.g. human resources excellence, empowerment),
- (b) sees its mission (e.g. definition of organization mission),
- (c) is willing to operate (e.g. how will the organization make that vision a reality? By concentrating on specific areas: growth, human resources excellence, and stakeholder alignment. The realization of the vision demands that everyone be in a win/win situation), and
- (d) defines its vision.

Spending considerable time for such a values clarification can be seen as a first step to afford a system with a firmer foundation for the future. All employees/teams must understand and share in the vision through a collaborative and participative process in which employees/teams discuss the vision with the senior executives of the organization who participated in defining the vision; they learn what the vision mean, asking questions,



clarifying their leanings and have opportunities to influence the system and redefine the general organization goals.

The manager needs to make the closest connection between task and skills and ensure that each person/team is aware of their contribution to the plan. All members need to know that they constitute an important part in the overall plan and must be able to identify their own unique contributions to its achievement. On the other hand, the organization must demonstrate not only the vision itself but also the willingness to continue the process of sharing, examining, and enhancing that vision.

**(d) System-evaluation and internal-control skills:** The manager uses evaluative systems which build on the process of “valuing” and make the best of what is learned in the process to improve performance, and not of “criticizing”. There are two methods by means of which empowerment can help managers to avoid the trap of the “critic’s role.” The first evaluation strategy points out the system’s strengths, in which the manager uses positive and healthy energies as major guides for the organization’s growth, development, and planning, while he avoids a problem-centered focus. On the other hand, concerning the employees, the manager concentrates on particular talents to help them identify opportunities for taking advantage of them more effectively. The second evaluation strategy is a self-diagnostic technique in which the manager provides support and encouragement in response to employees’ request. For instance when the employee identifies an area of growth, or a potential opportunity, the manager helps and doesn’t witness an insufficiency posing a threat to future prospects. The control process becomes internal to the system and to the individual, who asks help

when a goal is not being achieved rather than making an attempt to withhold a limitation. The manager has the role of evaluator and counsellor to help employees to (a) ask for help by providing them with many opportunities to reflect on their work, (b) recognize the value of self-assessment, and (c) to model the technique. Finally, the manager establishes control systems that respond to calls for assistance and do not allow future punishment. He/she also evaluates the unit, division, or organization as a whole, searching for excellence to praise, paying attention to previously unnoticed good achievements, and offering appreciation to those who are working hard for the common good.

**(e) Leadership, motivation, and reward-systems skills:** the empowered manager/leader shares a vision that inspires others, and works collaboratively with them. He/she also has (a) communication skills that effects others' support and (b) insistence in following through and working through adversities. On the other hand the leader empowers employees through the design of structures that boosts employees' ability to achieve goals, while he/she has the ability to respond to accomplish goals and to make adjustments in the organization which is dependent on ongoing assessment. The manager, fosters a sense of shared responsibility by giving more power and leadership potential in a great deal of people, and eventually establishes leadership as everyone's responsibility. He/she establishes the functional leadership which includes interpersonal skills that spreads respect for and belief in others, delegates employees to take on considerable responsibilities and look for constant and gradual improvement.

Furthermore, the manager applies mentoring/supporting methods

which build employees' competence and boost self-confidence. He/she implements a set of supporting policies which include career-development contracts and commitments to invest in individualized development programs at all levels. The manager who acts as a mentor also gains increased power from seeing employees do their best and from providing a model of success for the organization. The manager also provides, and more specifically finds and supplies employees with the resources needed for their jobs (the achievement of their goals and the success of the organization), but also he/she assures that employees' work will be valued/rewarded by line managers. Finally, the empowering leader has the following intentions, values, and perceptual and behavioral skills:

- self-insight and a clear sense of his/her own identity,
- cross-cultural sensitivity: the ability to distinguish, and respect other people's values,
- sees executives and managers as coordinators, consultants of mixed, temporary work teams,
- cultural/moral humility: not seeing his/her own values as necessarily better than another's,
- optimistic, proactive problem solving orientation: the belief that interpersonal and cross-cultural problems can be solved,
- personal flexibility: the willingness to vary his/her response to fit the particular situation,
- self-motivated people who take economic security for granted, seek personal and professional development,
- negotiation skills: the ability to survey differences creatively, to locate

common ground, and to solve the problem,

- interpersonal and cross-cultural tact: the ability to solve problems without insulting people and demeaning them,
- skilled in human relations and group dynamics; capable of quick, intense, temporary work relationships,
- repair strategies and skills: the ability to resurrect, revitalize, and rebuild damaged or broken relationships,
- patience

The manager depends on intrinsic incentives (e.g. pride in accomplishment) and sets an example worthy of emulation. He/she assumes the role of coach, counsellor, and director, and structures the organization so that its reward systems comply with its goals. Furthermore, the link between employee performance and rewards enhances the concept of recognition and reward for the results and their contribution to the realization of the organization goals. The manager uses a motivating style that develops self-motivated individuals by means of helping people become more aware of their own goals, actively take part in and lead their own motivation. The manager also motivates employees according to their unique personal and developmental circumstances and provides an orientation toward growth in the work environment. He/she also creates a day to day motivational climate of the organization in two categories: (a) he/she ensures safe, healthy, and fairly compensated conditions of employment, and (b) he/she assists and supports the team work. As a good coach, the manager ensures that the team is playing on a level field with fair rules and the right equipment. Empowered work teams produce their own motivation, recommend ideas, make decisions,

implement them, and are held accountable.

**(f) Selection, placement, and development of people skills:** an empowered organization is one that takes advantage of all the skills and ideas of its employees while assuring its continual growth and survival by responding to a changing external environment. Therefore, the manager's tasks are developmental in perspective. He/she looks for ways to make improvements, always collaborates with employees to develop even higher levels of performance in the future. Developmental improvements arise from a high level of organizational functioning that results from better coordination and integration. This higher level of organizational functioning also stems from the manager's skills in informing, decision-making, planning, evaluating, and motivating. The assessment of an empowering manager is not his/her own functioning but the capacity of the system and the organization to respond and grow. The manager as facilitator is judged by how well can others carry out the traditional management tasks. This developmental perspective is also of vital importance to the long-range strategy that increases organization's growth and survival capacity. Traditional managers are primarily concerned with moving from a short-term strategy of profit maximization to a mid-term strategy of producing necessary products/services at the highest levels of quality. Empowered manager, however, also thinks in terms of producing a better, more effectively developing organization. He/she assesses his/her sense of well-being in order to assist himself/herself, others, and the organization accomplish both present and future effectiveness. The manager spends considerable time to reflect on how well he/she helped develop the individual's, teams' and organization's abilities to work effectively. He/she

supports and encourages the growth capacity of individuals, by giving them the chance to have a developmental plan that emphasizes career goals but also sets out the training, experience, and growth in skills needed to advance in the organization (e.g. in quality, job skills, leadership skills, problem solving techniques, teamwork, general education, health and safety etc.).

The manager carefully plans the training (technical training: e.g. retraining on computers and the training in personal and professional areas e.g. management development, self-assessment, communication skills, supervisory training, and working with others) through a training process which begins with assessment and moves to program design, implementation, follow-up (on the job), and feedback/evaluation (macro level of training). On the other hand he/she also considers issues related to “adult learning theory” and “experimental learning” in order to set up the training. These programs usually provide individuals with plentiful opportunities for self-assessment and developing full awareness of their particular roles in group and organizational life. The training includes techniques such as simulators, business games, case studies, coaching and mentoring, planned experience, computer-assisted instruction, personal style inventories, and sessions in giving and receiving feedback.

The manager also uses intrinsic incentives (e.g. special events, congratulations) to encourage all the members of the organization to maintain a developmental perspective. The developmental goals of individuals and the organization as a whole are reviewed, evaluated and either affirmed or redesigned.

In growth orientation organizations there are four specific kinds of activities: (a) organizations develop and state their vision, (b) they recognize that development means education and learning, and they conduct training programs that recognize the personal, organizational, and task needs of the system, (c) they emphasize quality- in their operations and in their products or services, and (d) they have a proactive norm, a bias toward taking actions.

Finally the manager takes into consideration the organizational structure which fosters or undermines the human resources' placement, selection and job life. More specifically structuring primarily involves organizational arrangements and procedures, but it can also refer to an employee's job or work life. The manager through the use of job descriptions and specifications (which can be empowering structures if they represent a good link between the person and the position and if they allow for growth and development) tries to match the position/job to the person (e.g. his/her own background, interests) and reinforces employees' growth and development.

### **Summary**

This review of literature dealt with the concept of empowerment, which constitute an important managerial practice that is used in business sector, as well as in service organizations such us: schools, universities, banks, medical centers, hospitals, restaurants, hotel units, manufacturing organizations, sport and leisure organizations. The most important benefits regarding the application of empowerment include: (a) increased productivity, (b) increased organizational performance, (c) increased service quality and customer satisfaction, (d) increased employee loyalty, (e) increased employee /organizational commitment, (f) increased job satisfaction, (g) increased

employees' motivation and effectiveness, and (e) increased trust among supervisor-employees and work units.

Finally, the review of literature covered a series of research studies that dealt with the implementation of empowerment and more specifically with the various models and techniques of employee empowerment, which can be categorized under two schools of thought; the managerial and the psychological construct of empowerment.



## CHAPTER 3

### Research Methods and Procedures

#### Methods

*Participants:* the original sampling frame consisted of 30 managerial and technical directors of 10 Greek professional football clubs, which had a continuous attendance in the first division (Super League) of Greek football league during the last five years (from 2003 to 2007). Responses were received from 27 managerial and technical directors of 9 Greek professional football clubs with a 90 percent response rate. According to the findings of this research, 7 (25.9%) of the participants were females and 20 (74.1%) were males with a mean age of 43.4 ( $SD = 6.10$ ); the educational level of the participants was grouped into 3 categories: 4 (14.8 %) had elementary/high school education 14 (51.9%) had university level education and 9 (33.3%) had post-graduate level education. 20 (74.1 %) were managerial directors and 7 (25.9 %) were technical directors. All had full-time working experience.

With regard to Greek Sport Federations the original sampling frame consisted of 78 managerial and technical directors of 26 Greek Sport Federations. Responses were received from 61 managerial and technical directors of 20 Greek Sport Federations with a 77% response rate. According to the findings of this research, 24 (39.3%) of the participants were females and 37 (60.7%) were males with a mean age of 43.9 ( $SD = 8.76$ ); the educational level of the participants was grouped into 3 categories: 24 (39.3 %) had elementary/high school education 31 (50.8%) had university level education and 6 (9.8 %) had post-graduate level education. 44 (72.1%) were

managerial directors and 17 (27.9%) were technical directors. All had full-time working experience.

*Survey Instrument:* the empowerment construct, consisted of 30 questions (developed by Vogt & Murrell, 1990), and demographic characteristics (see Appendix A). This particular part provided information on how managerial and technical directors assess themselves in relation to the empowerment. The survey instrument included six units based on the following six key factors of empowerment: (a) Management – information/communication system skills, (b) Decision-making and action-taking skills, (c) Project-planning, organizing, and system-integration skills, (d) System-evaluation and internal-control skills, (e) Leadership, motivation, and reward-systems skills, and (f) Selection, placement, and development of people skills. The questions were answered using two five point Scales: the first scale consists of G, B, Y, O and R letters, and the second one is composed of N, U, L, A and E letters. Each letter of the two scales corresponds to a different score which ranges from zero to ten. Each respondent determined his/her behavior that most often occurred between the two endpoints (G, R and N, E) of each question. According to the total score which derives from the six above mentioned key factors of empowerment (Total for all managerial functions) the respondents are grouped into five zones and depicted the respondent's behavior and actions.

The five zones are: (a) the Red zone which represents the personalized power extreme area. This area reflects the manager empowering style of management and is very concerned with control or power. (b) the Orange zone which represents the controlling style. This zone

reflects a managerial style that is more control oriented and less empowering or oriented toward sharing of power. The manager is not extremely control oriented but seldom shares, creates, or empowers subordinates. (c) the Yellow zone which represents the middle-road area. This middle-ground style combines the two styles of controlling and empowering in somewhat equal proportions. This position may reflect a person who rarely acts in the extreme in matters concerning the use of power. (d) the Blue zone which represents the empowerment style. The manager in this zone uses a style that is more empowering than controlling, and (e) the Green zone which represents the socialized power extreme zone. This zone reflects the manager who shares power and employs the most empowering managerial style. This style not only shares power but also creates it.

The Survey Instrument was translated by a panel of experts in the fields of human resource management, management, and management research.

The reliability of the survey instrument was assessed through Cronbach's coefficient alpha ( $\alpha$ ). The reliability of the scale was found to be:  $\alpha = .85$ .

The content validity of the questionnaire was determined by a panel of experts which consisted of 10 academics and practitioners in the fields of human resource management, sport professionals, management research, and sport management.

The organizational performance indicators consisted of items indicative of performance outcomes of Greek football clubs during the last five years (from 2003 to 2007). The performance indicators included: (a) average of

revenues in the previous 5 years, (b) average of profit/loss in the previous 5 years and (c) average of classification of football clubs in Greek football league in the previous 5 years. The first two performance indicators concentrated on financial measures based on the clubs' annual reports, while the third was an actual performance measure which was easily obtainable through the Hellenic Football Federation statistics and clubs' annual reports. Measures were adapted from the literature (Brown, 2005; Gerrard, 2005; Smart & Wolfe, 2000). Furthermore, the organizational performance indicators of sport federations consisted of items indicative of performance outcomes of Greek sport federations during the last five years (from 2003 to 2007). The performance indicators included: (a) average of funding from government in the previous 5 years, (b) distinctions in the Olympic Games (2004), (c) average of distinctions in the world leagues in the previous 5 years, (d) average of distinctions in the European leagues in the previous 5 years, and (e) average of active unions in the previous 5 years. The first performance indicator concentrated on financial measures based on the Secretariat general of sports' annual reports; while the other four were actual performance measures which were easily obtainable through the Sport Federations' statistics and annual reports.

#### Procedures

*Data collection:* the data collection was accomplished through structured interviews. The structured interviews took place at each football club's and sport federation's premises, after their consent, via appointments that were scheduled by phone. The sequence of events concerning the whole procedure was realized as follows: managerial and technical directors of the foresaid football clubs and sport federations, were informed of the research

and their consent was requested in order to realise the structured interviews. After their consent was given, appointments were scheduled at specific dates with each and every one of the directors of the football clubs and sport federations. Dates were rescheduled whenever requested due to heavy workload. The structured interviews lasted for approximately 60 minutes and clarifications were given to subjects when asked for. Additionally, another 60 minutes were required with each interviewee for completion of the organizational performance construct items. This was either done at the same date as the structured interview, or at a separately arranged date. That was convenient for the interviewee to complete the data requested. The research was conducted from 19<sup>th</sup> December, 2007 until 19<sup>th</sup> June, 2008.

*Data analysis:* for analytical purposes the participatory football clubs were divided into two groups based on their budget: (a) wealthy football clubs (n=3), and (b) less wealthy football clubs (n=6) shown in table 1. The data were analyzed using descriptive statistics and Pearson correlations.

Table 1  
Financial Criteria for Dividing Football Clubs

<b>Budget</b>	<b>n</b>	<b>Amount of budget in €</b>
Wealthy football clubs	3	≥ 7,500,000
Less Wealthy football clubs	6	≤ 7,499,000

The participatory sport federations were divided into three groups based on five variables: (a) Government funding, (b) Olympic distinctions, (c) World distinctions, (d) European distinctions, and (e) Active clubs.

For the first variable, government funding, the divided groups were three: (a) most wealthy federations (n=7), (b) wealthy federations (n=6) and less wealthy federations (n=7), shown in table 2.

Table 2  
Financial Criteria for Dividing Sport Federations

<b>Government Funding</b>	<b>n</b>	<b>Amount of funding in €</b>
Most Wealthy Federations	7	≥ 2,706,000
Wealthy Federations	6	1,160,000 – 2,705,000
Less Wealthy Federations	7	521,158 – 1,159,000

For the second third and fourth variable, Olympic world and European distinctions, the divided groups were again three: (a) most successful federations (n=5), (b) successful federations (n=8), and (c) less successful federations (n=7), shown in table 3.

Table 3  
Distinction Criteria (Olympic, World, European) for Dividing Sport Federations

<b>Distinctions</b>	<b>n</b>	<b>Range of distinctions</b>
<b>Olympic Distinctions</b>		
Most Successful Federations	5	≥4
Successful Federations	8	1-3
Less Successful Federations	7	0
<b>World Distinctions</b>		
Most Successful Federations	7	≥2,5
Successful Federations	8	0,1 – 2,4
Less Successful Federations	5	0
<b>European Distinctions</b>		

Most Successful Federations	6	≥4,3
Successful Federations	7	1,3 – 4,2
Less Successful Federations	7	0 – 1.2

Lastly, for the fifth variable, active clubs, the divided groups were: (a) large federations (n=7), (b) medium sized federations (n=6), and (c) small federations (n=7), shown in table 4.

Table 4  
Criterion of Active Clubs for Dividing Sport Federations

<b>Active Clubs</b>	<b>n</b>	<b>Number of Active Clubs</b>
Large Federations	7	≥134
Medium sized Federations	6	73 – 133
Small Federations	7	17 – 72

The dividing points for each of the above variables were determined based on the logic that derived from descriptive statistics and more specifically, mean score and standard deviation. Furthermore, the dividing points were also determined by a panel of experts in the field of sport management in federations and common sense (table 5).

Table 5  
Descriptive Statistics for Criteria for Dividing Sport Federations

	<b>Mean</b>	<b>Std. Deviation</b>	<b>Min.</b>	<b>Max.</b>
<b>Budget (€)</b>	6,037,165	5,634,223	244,342	15,876,345
<b>Government Funding (€)</b>	2,788,765	2,643,606	521,158	10,204,945
<b>Olympic Distinctions</b>	2,85	3,422	0	11

<b>World Distinctions</b>	2,78	4,259	0	17
<b>European Distinctions</b>	5,170	6,650	0	22
<b>Active Clubs</b>	429,40	1206,357	17	5480

Descriptive statistics were used to examine the purpose of the study, and more specifically, to answer the second research question, while one way analysis of variance was used to answer the fourth, fifth and sixth research question.

### **Survey instrument**

The survey instrument included six units based on the following six key factors of empowerment:

**(a) Management – information/communication system skills:** The empowering manager initiates and maintains an open climate of trust by sharing “valid” information concerning the financial, organizational, and strategic issues of the whole organization. This climate of trust usually appreciates individual input, operational information and personal/group assessment. He/she undertakes the responsibility of sharing “good” information with all group members, as well as exerting power so that employees can respond as quickly and effectively as possible. He/she also creates feedback mechanism and interactive system of communication to reinforce the network linkages. However, the responsibility for improving the flow belongs not only to the manager but to every person in the organization as well. He/she contributes to the identification of problems, provides solutions to them and aims at the improvement of the communication climate.



Information-sharing supports the system that encourages and rewards collaboration. The manager needs to convince their co-workers that the whole organization must devote the time and necessary energy to develop and clarify information-sharing and procedures that will facilitate the realization of empowerment.

**(b) Decision-making and action-taking skills:** the empowering manager introduces an open decision making process where power and responsibility for a decision are shared openly by all those who will apply it. The final decision move to the point that is most suitable in terms of information, expertise and need. This process encourages subordinates to work as a team and take on new responsibilities for achieving a successful result. Because speed is a critical factor in decision-making, the empowering manager plays a facilitative role, helping to develop effective guidelines delineating both the decision participants and the method of decision making, providing significant amounts of training which regard teamwork and increased responsibilities and ensure that decisions are made accurately and carried out effectively.

**(c) Project-planning, organizing, and system-integration skills:** The manager's role in planning is to involve as many as possible people whose input and interest will help ensure a successful planning process. The manager uses participative planning which provides people as many opportunities as possible, to influence the system, and the realization that they can actually do so. The manager needs to make the closest connection between task and skills and ensure that each person is aware of his/her contribution to the plan. The planning process is closely related to the

organization's vision or mission, as a consequence it is imperative for the members to have the chance to refine, comment on, or change this design for deciding the future. All members need to know that they constitute an important part in the overall plan and must be able to identify their own unique contributions to its achievement.

**(d) System-evaluation and internal-control skills:** The manager uses evaluative systems which build on the process of "valuing" and take advantages of what is learned in the process to improve performance, and not of "criticizing". Moreover, the manager gives support and encouragement in response to employees' requests by creating many opportunities for the employees to reflect on their work and evaluate themselves (self-diagnostic technique). Finally, the manager establishes control systems that respond to calls for assistance and do not raise the spectre of future punishment.

**(e) Leadership, motivation, and reward-systems skills:** The manager depends on intrinsic incentives and sets an example worthy of emulation. He/she assumes the role of coach, counsellor, and director, and structures the organization so that its reward systems comply with its goals. The manager uses a motivating style that develops self-motivated individuals by means of helping people become more aware of their own goals, actively take part in and lead their own motivation. The manager, creates a sense of shared responsibility by giving more power and leadership potential in a large number of people, and eventually establishes leadership as everyone's responsibility.

**(f) Selection, placement, and development of people skills:** The manager spends considerable time to reflect on how well they helped develop

the individual's, teams' and organization's abilities to work effectively. He/she supports and encourages the growth capacity of individuals. The manager uses intrinsic incentives to encourage all the members of the club to maintain a developmental perspective. The developmental goals of individuals and the club as a whole are reviewed, evaluated and either affirmed or redesigned.

## CHAPTER 4

### PRESENTATION AND ANALYSIS OF DATA

#### **Part A: Greek Professional Football Clubs**

A total of 9 (90%) of the Greek Professional Football clubs which belong to the first division (Super League) during the last five years (from 2003 to 2007) responded to the survey.

Based on the high response rate it appears that the results of the study could be generalized to the particular division.

For analytical purposes the participatory football clubs were divided into two groups based on their budget: (a) wealthy football clubs (n=3), and (b) less wealthy football clubs (n=6). Descriptive statistics were used to examine the purpose of the study, and more specifically, to answer the first research question, while Pearson correlation was used to answer the third research question.

#### Research Question One

To what extent is the empowerment process being used in Greek professional football clubs?

According to the survey responses, 3 (33.3%) of football clubs used “middle-ground style” (yellow zone) while 5 (55.6%) used “empowerment style” (blue zone), and 1 (11.1%) used the “most empowering style” (green zone) in the key factor: Management–information/communication system skills (Figure 2).

### Management-Information/Communication system skills

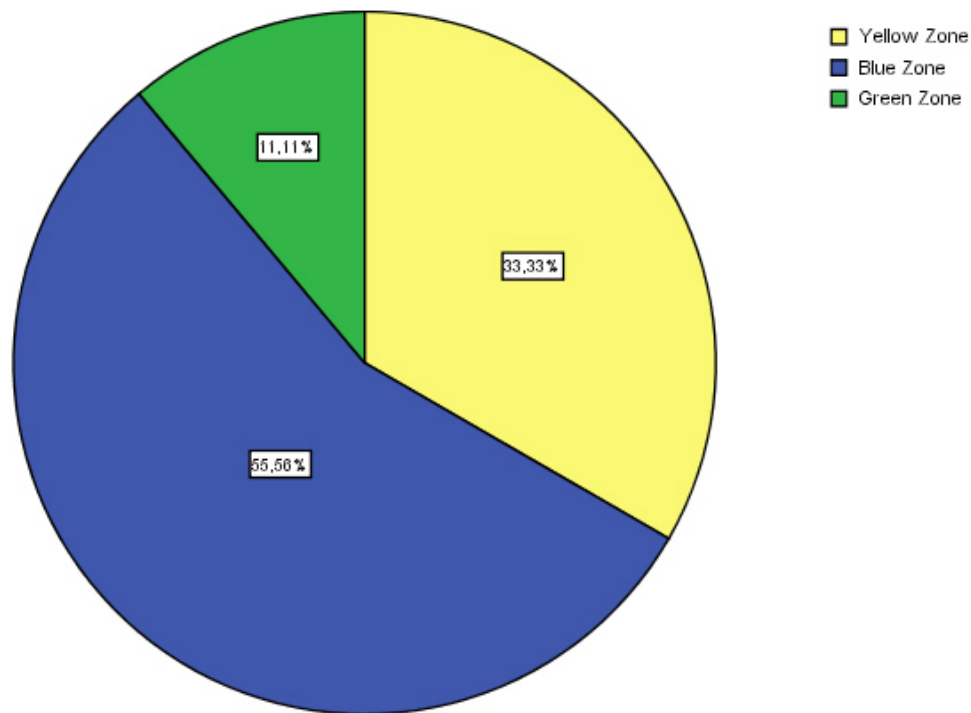


Figure 2. The extent of empowerment in football clubs, in relation to key factor: Management-information /communication system skills.

Four (44.4%) of football clubs used “middle-ground style” (yellow zone), whereas another four (44.4%) used “empowerment style” (blue zone), and one (11.1%) used the “most empowering style” (green zone), in the key factor: Decision-making and action-taking skills (Figure 3).

### Decision-making and action-taking skills

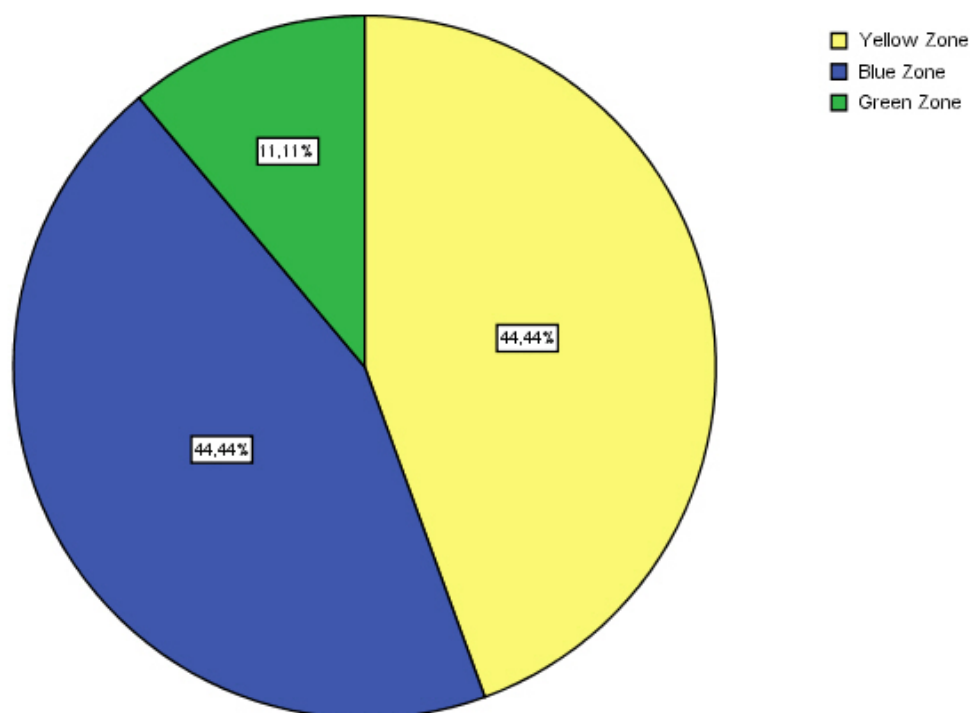


Figure 3. The extent of empowerment in football clubs, in relation to key factor: Decision-making and action-taking skills.

Figure 4 shows that 3 (33.3%) of football clubs used “middle-ground style” (yellow zone) and 1 (11.1%) used “controlling style” (orange zone). On the other hand, four (44.4%) used “empowerment style” (blue zone), and another one (11.1%) used the “most empowering style” (green zone), in the key factor: Project-planning, organizing, and system-integration skills.

### Project-planning, organizing, and system-integration skills

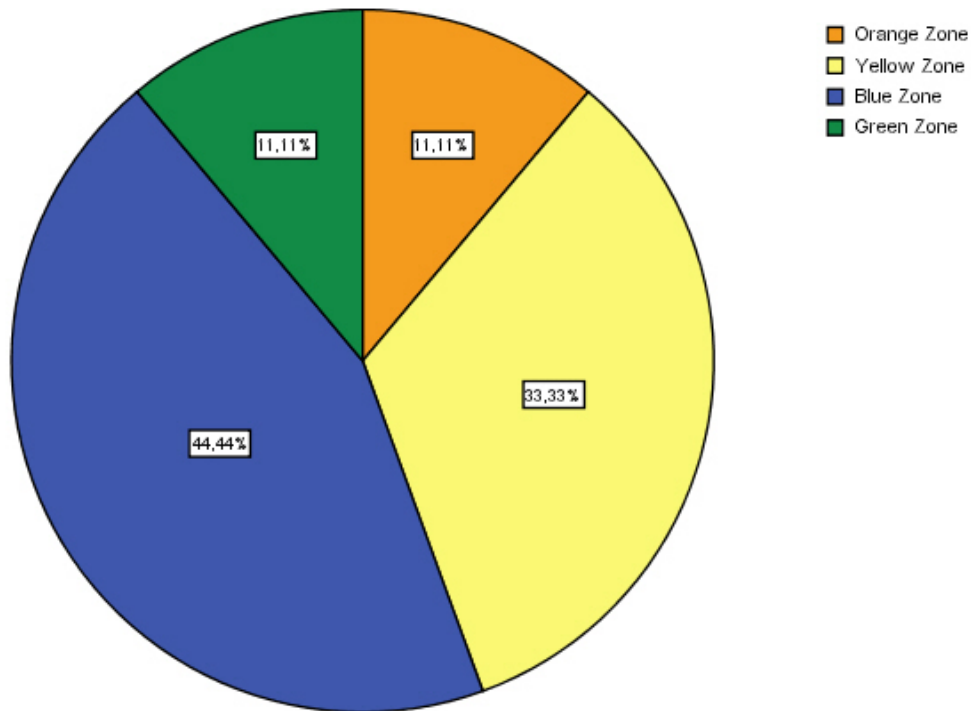


Figure 4. The extent of empowerment in football clubs, in relation to key factor: Project-planning, organizing and system-integration skills.

Six (66.7%) of the responding football clubs indicated that they used “empowerment style” (blue zone), one football club (11.1%) used the “most empowering style” (green zone), and two of them (22.2%) used “middle-ground style” (yellow zone) in the key factor: Systems-evaluation and internal-control skills (Figure 5).

### System-evaluation and internal-control skills

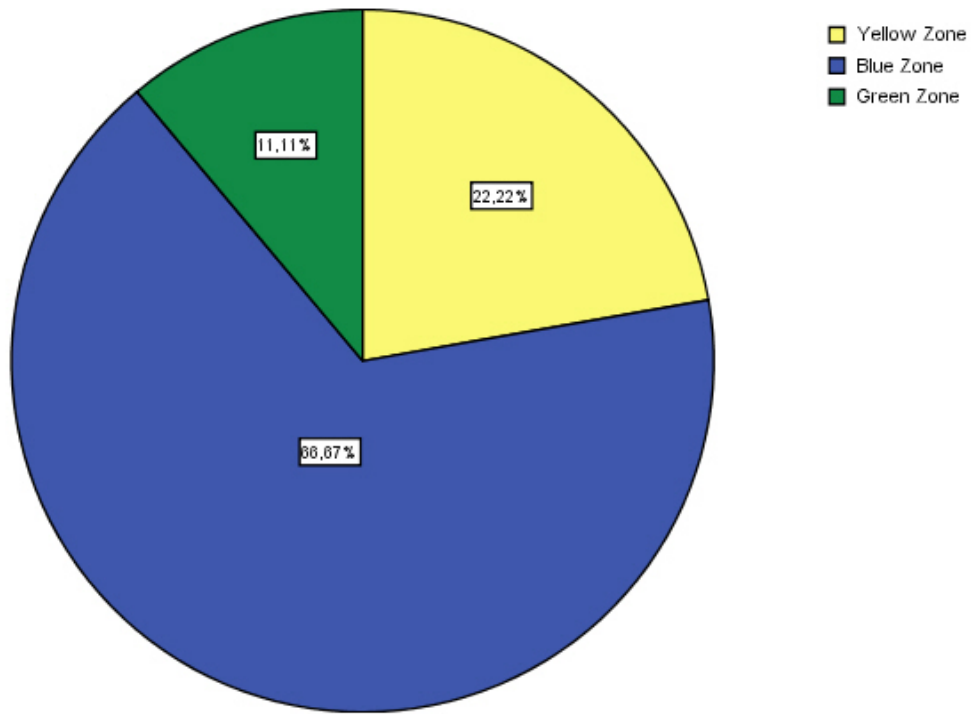


Figure 5. The extent of empowerment in football clubs, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 6 indicates that 5 (55.6%) of football clubs used “empowerment style” (blue zone), whereas 4 (44.4%) used “middle-ground style” (yellow zone) in the key factor: Leadership, motivation, and reward-system skills.



### Leadership, motivation, and reward-system skills

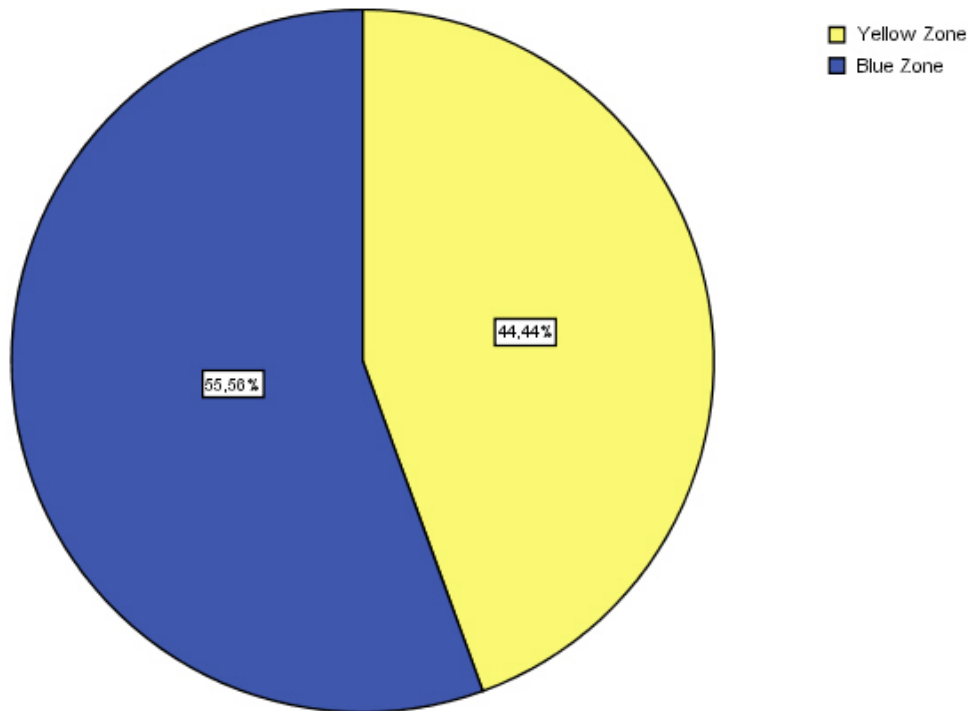


Figure 6. The extent of empowerment in football clubs, in relation to key factor: Leadership, motivation, and reward system skills.

Three (33.3%) of football clubs used “middle-ground style” (yellow zone) and 1 (11.1%) used “controlling style” (orange zone). On the other hand, four (44.4%) used “empowerment style” (blue zone), and another one (11.1%) used the “most empowering style” (green zone), in the key factor: Selection, placement, and development of people skills (Figure 7).

### Selection, placement, and development of people skills

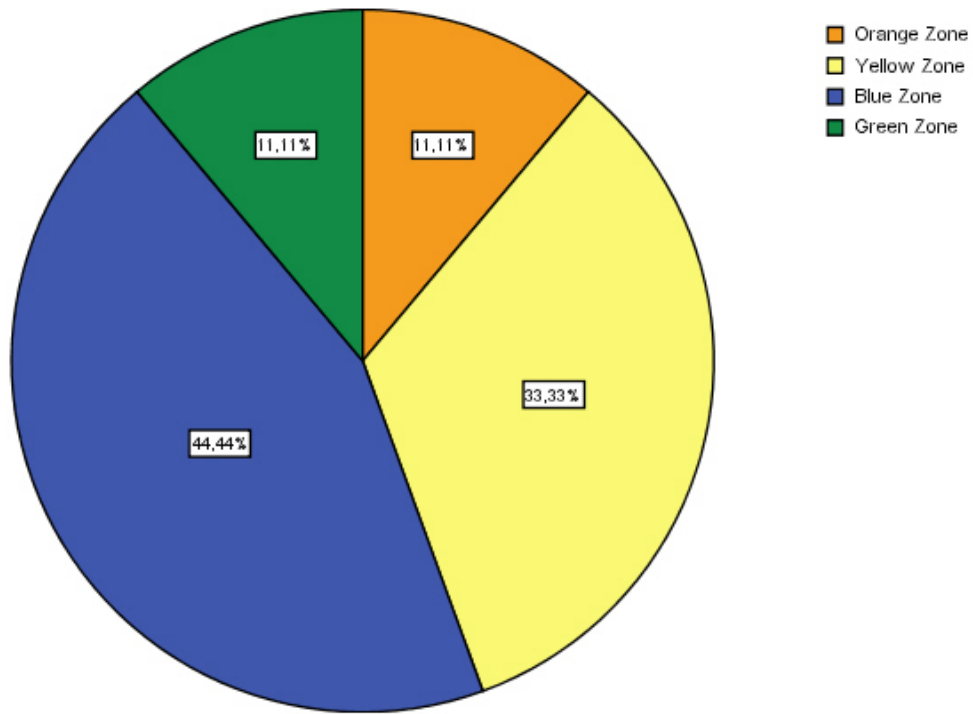
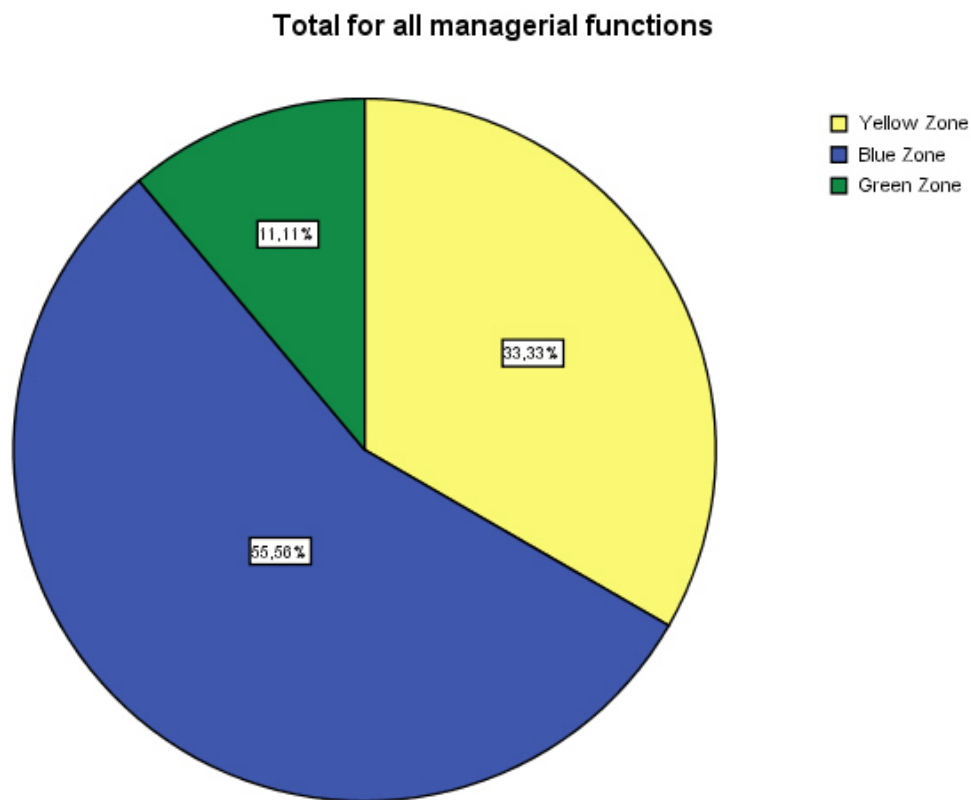


Figure 7. The extent of empowerment in football clubs, in relation to key factor: Selection, placement, and development of people skills.

Finally 3 (33.3%) of football clubs used “middle-ground style” (yellow zone) while 5 (55.6%) used “empowerment style” (blue zone), and 1 (11.1%) used the “most empowering style” (green zone) in the key factor: Total for all managerial functions (Figure 8).



*Figure 8. The extent of empowerment in football clubs, in relation to key factor: Total for all managerial functions.*

Similarly, the data from the responding wealthy football clubs, (see Figure 9), indicate that 2 (66.7%) of them used “empowerment style” (blue zone), whereas 1 (33.3%) used “middle-ground style” (yellow zone) in the key factor: Management–information /communication system skills.

### Management-Information/Communication system skills

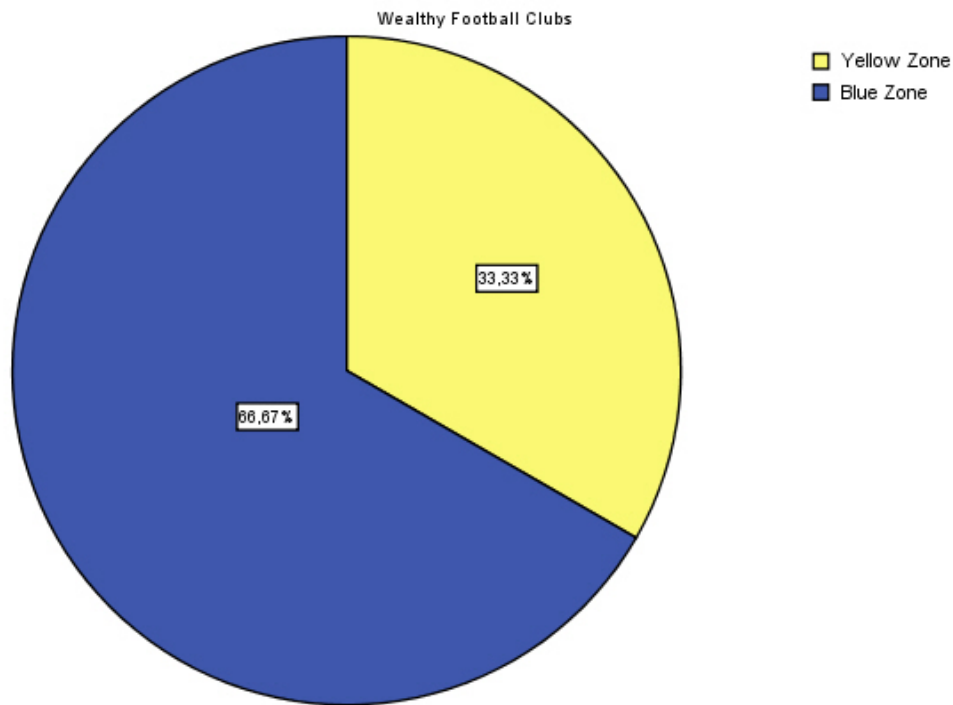


Figure 9. The extent of empowerment in wealthy football clubs, in relation to key factor: Management-information /communication system skills.

Furthermore, two (66.7%) of wealthy football clubs used “empowerment style” (blue zone), whereas 1 (33.3%) used “middle-ground style” (yellow zone) in the key factor: Decision-making and action-taking skills (Figure 10).

### Decision-making and action-taking skills

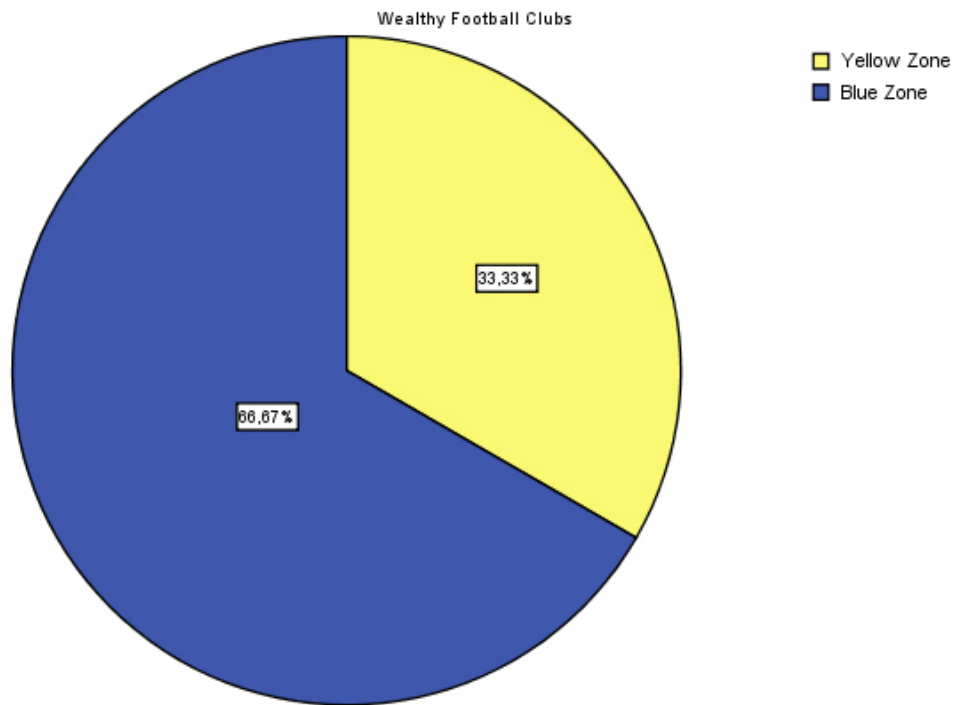
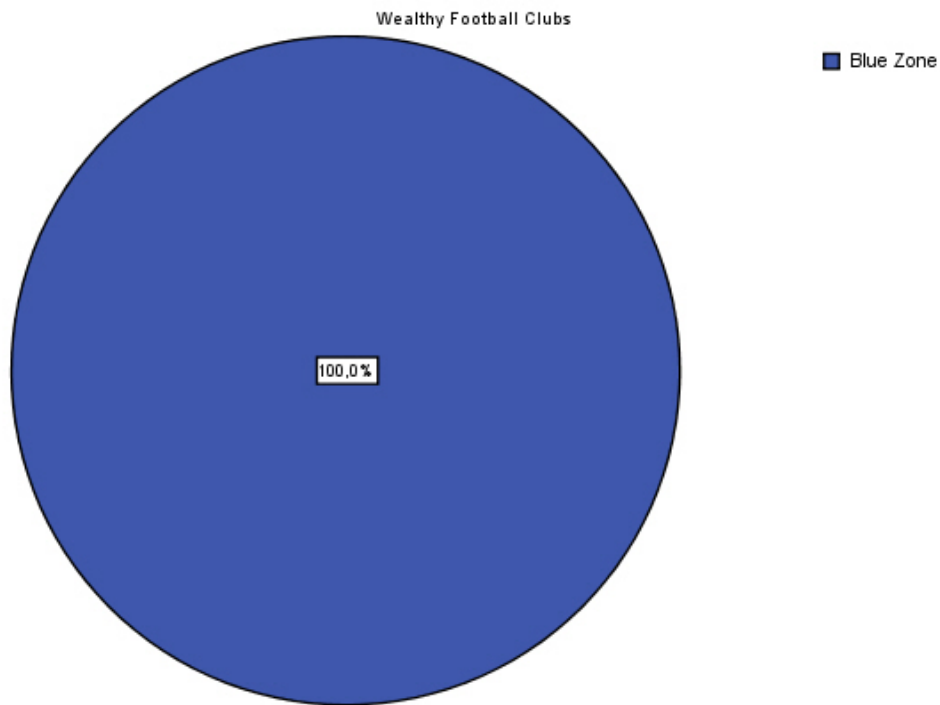


Figure 10. The extent of empowerment in wealthy football clubs, in relation to key factor: Decision-making and action-taking skills.

Figure 11 shows that 3 (100%) of wealthy football clubs used “empowerment style” (blue zone) in the key factor: Project-planning, organizing, and system-integration skills.

## Project-planning, organizing, and system-integration skills



*Figure 11. The extent of empowerment in wealthy football clubs, in relation to key factor: Project-planning, organizing and system-integration skills.*

Two (66.7%) of the responding wealthy football clubs indicated that they used “empowerment style” (blue zone), and 1 (33.3%) used “middle-ground style” (yellow zone) in the key factor: Systems-evaluation and internal-control skills (Figure 12).

### Systems-evaluation and internal-control skills

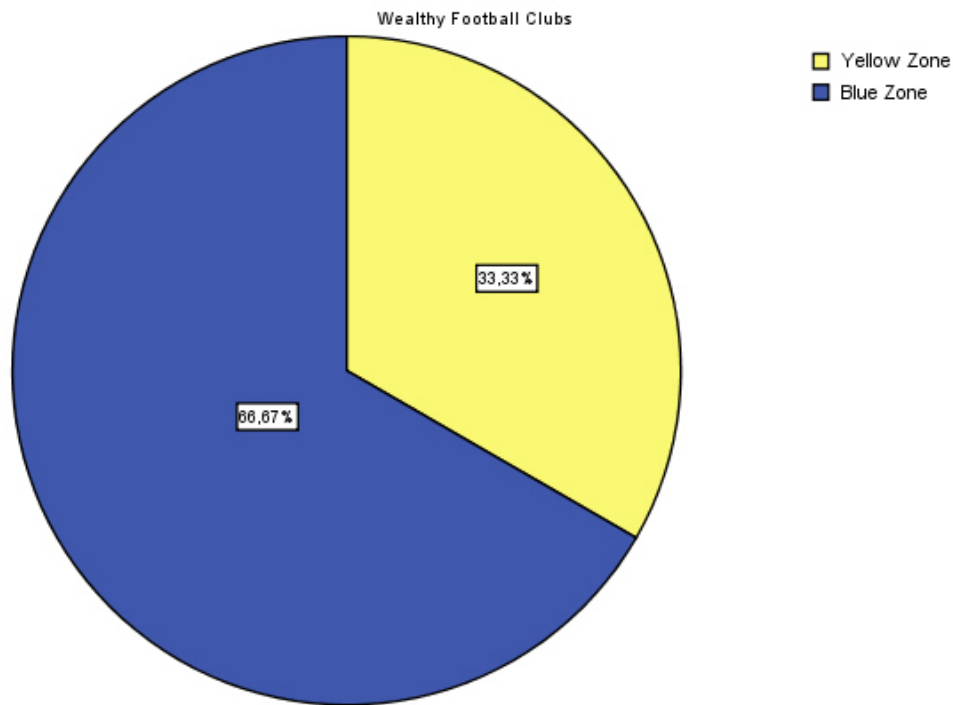


Figure 12. The extent of empowerment in wealthy football clubs, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 13 indicates that 2 (66.7%) of wealthy football clubs used “empowerment style” (blue zone), whereas 1 (33.3%) used “middle-ground style” (yellow zone) in the key factor: Leadership, motivation, and reward-system skills.

### Leadership, motivation, and reward system skills

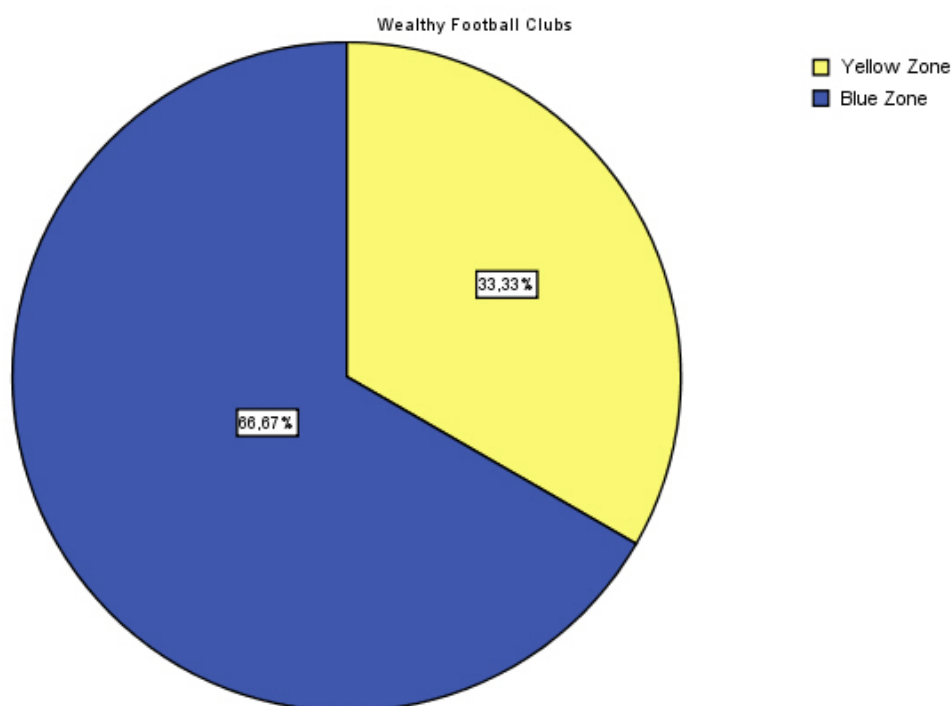


Figure 13. The extent of empowerment in wealthy football clubs, in relation to key factor: Leadership, motivation, and reward system skills.

Two (66.7%) of the responding wealthy football clubs indicated that they used “empowerment style” (blue zone), and 1 (33.3%) used “middle-ground style” (yellow zone) in the key factor: Selection, placement, and development of people skills (Figure 14).



### Selection, placement, and development of people skills

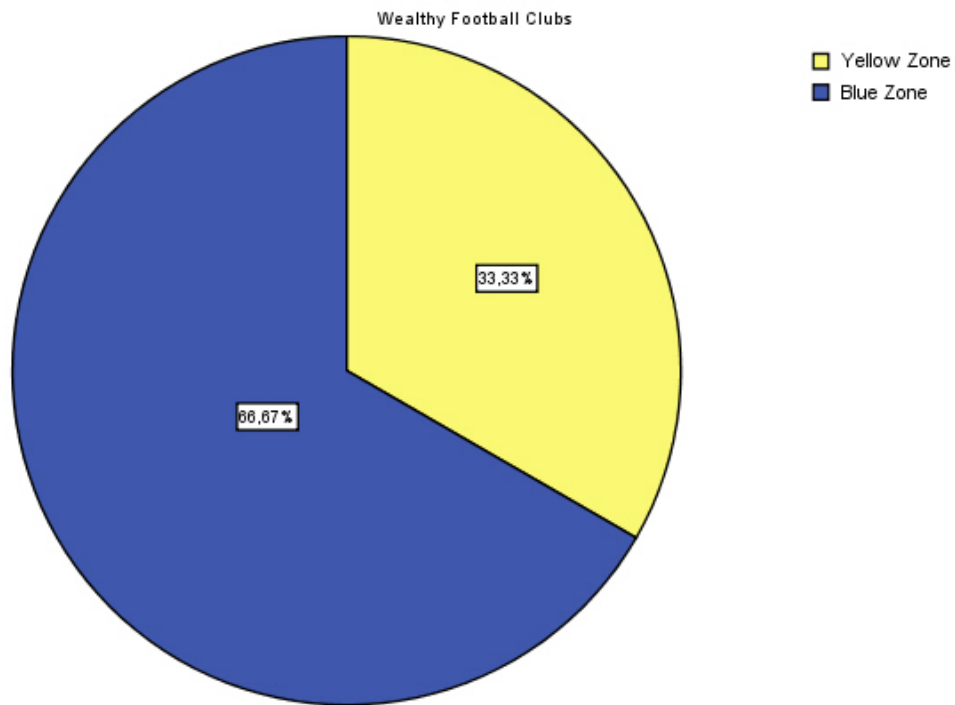
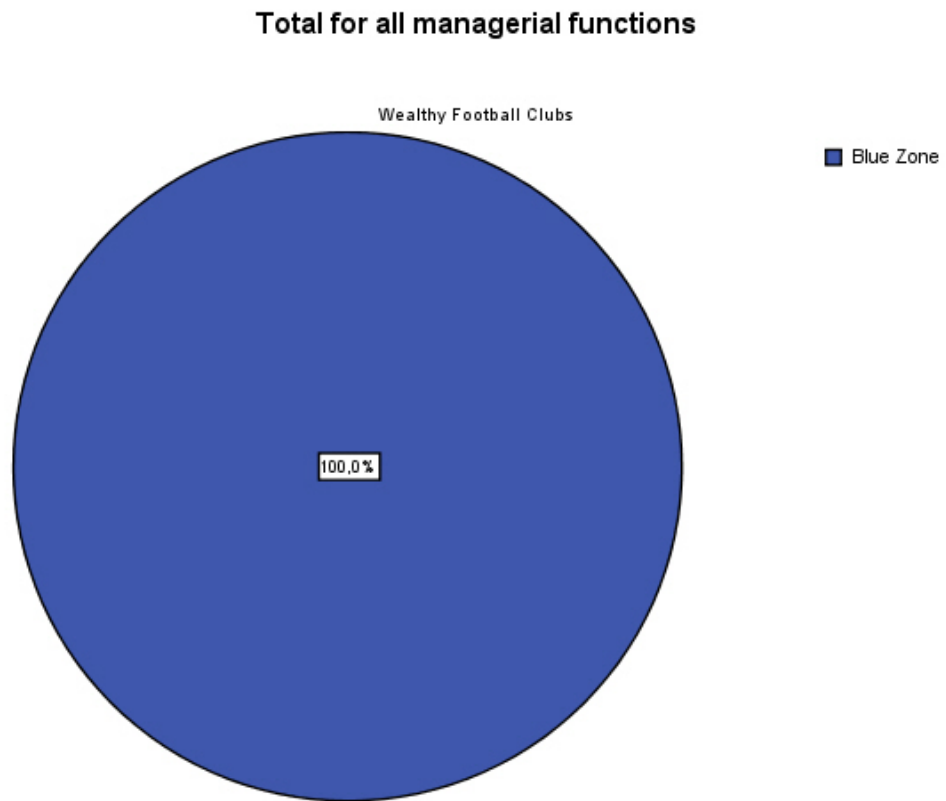


Figure 14. The extent of empowerment in wealthy football clubs, in relation to key factor: Selection, placement, and development of people skills.

Finally all 3 (100%) of wealthy football clubs used “empowerment style” (blue zone) in the key factor: Total for all managerial functions (figure 15).



*Figure 15. The extent of empowerment in wealthy football clubs, in relation to key factor: Total for all managerial functions.*

Also, the data from the responding less wealthy football clubs, (see Figure 16), indicate that 3 (50%) of them used “empowerment style” (blue zone), 1 (16.7%) used the “most empowering style” (green zone), and 2 (33.3%) used “middle-ground style” (yellow zone) in the key factor: Management–information /communication system skills (Figure 15).

### Management-Information/Communication system skills

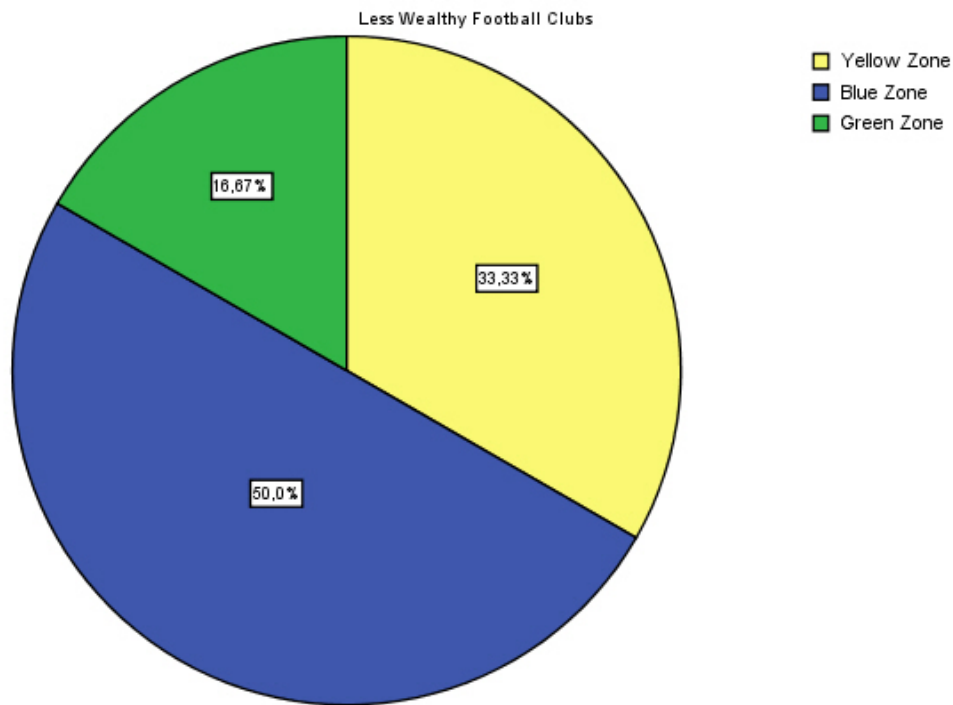


Figure 16. The extent of empowerment in less wealthy football clubs, in relation to key factor: Management-information /communication system skills.

Three (50%) of the less wealthy football clubs used “middle-ground style” (yellow zone), whereas two (33.3%) used “empowerment style” (blue zone), and one (16.7%) used the “most empowering style” (green zone), in the key factor: Decision-making and action-taking skills (Figure 17).

### Decision-making and action-taking skills

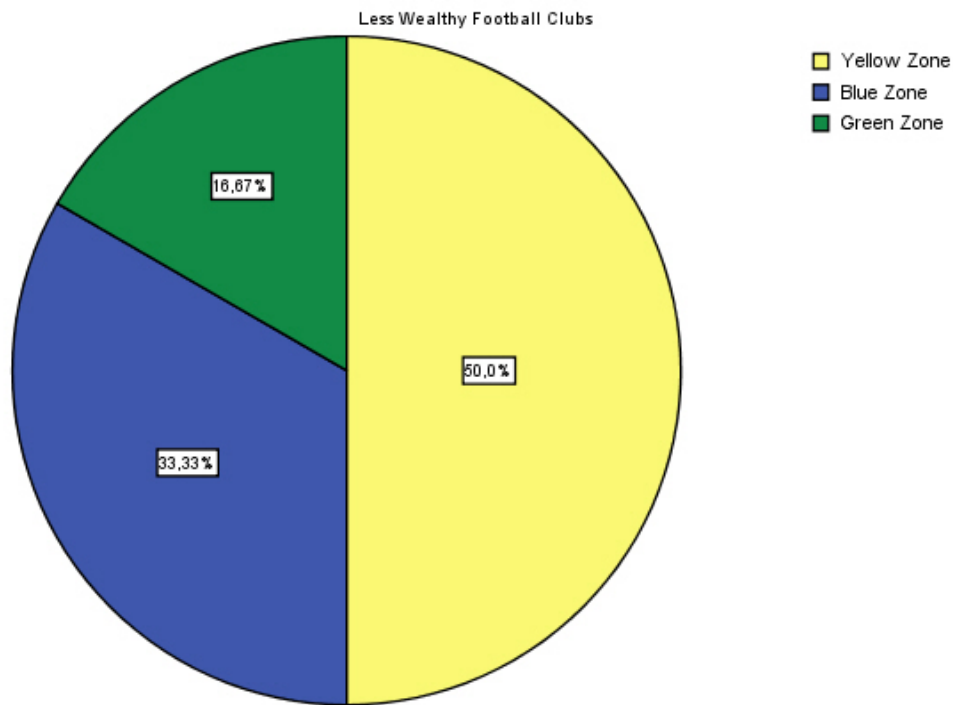


Figure 17. The extent of empowerment in less wealthy football clubs, in relation to key factor: Decision-making and action-taking skills.

Figure 18 shows that 3 (50%) of less wealthy football clubs used “middle-ground style” (yellow zone) and 1 (16.7%) used “controlling style” (orange zone). On the other hand, one (16.7%) used “empowerment style” (blue zone), and another one (16.7%) used the “most empowering style” (green zone), in the key factor: Project-planning, organizing, and system-integration skills.

### Project-planning, organizing, and system-integration skills

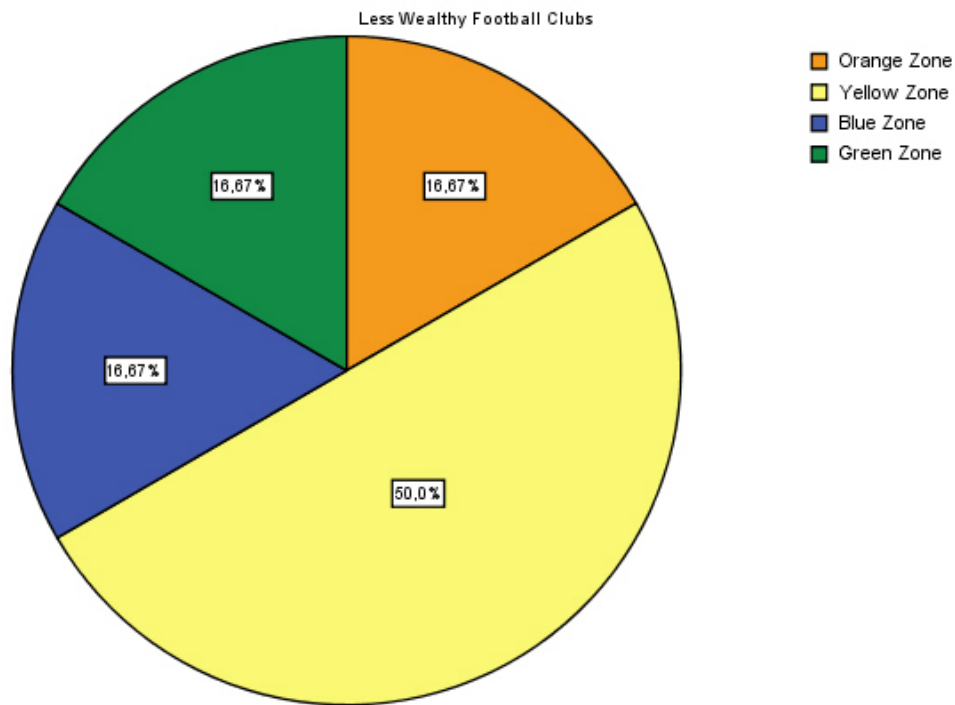


Figure 18. The extent of empowerment in less wealthy football clubs, in relation to key factor: Project-planning, organizing and system-integration skills.

Four (66.7%) of less wealthy football clubs used “empowerment style” (blue zone), one wealthy football club (16.7%) used the “most empowering style” (green zone), and the other one (16.7%) used “middle-ground style” (yellow zone) in the key factor: Systems-evaluation and internal-control skills (Figure 19).

### Systems-evaluation and internal-control skills

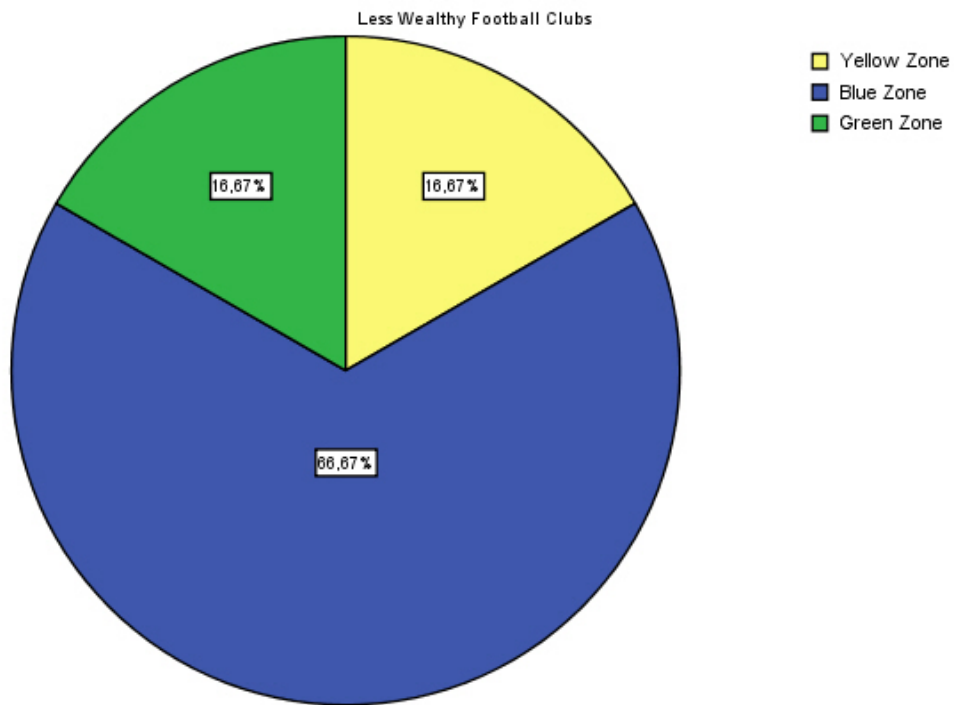


Figure 19. The extent of empowerment in less wealthy football clubs, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 20 indicates that 3 (50%) of less wealthy football clubs used “empowerment style” (blue zone) whereas 3 (50%) used “middle-ground style” (yellow zone) in the key factor: Leadership, motivation, and reward-system skills.

## Leadership, motivation, and reward-system skills

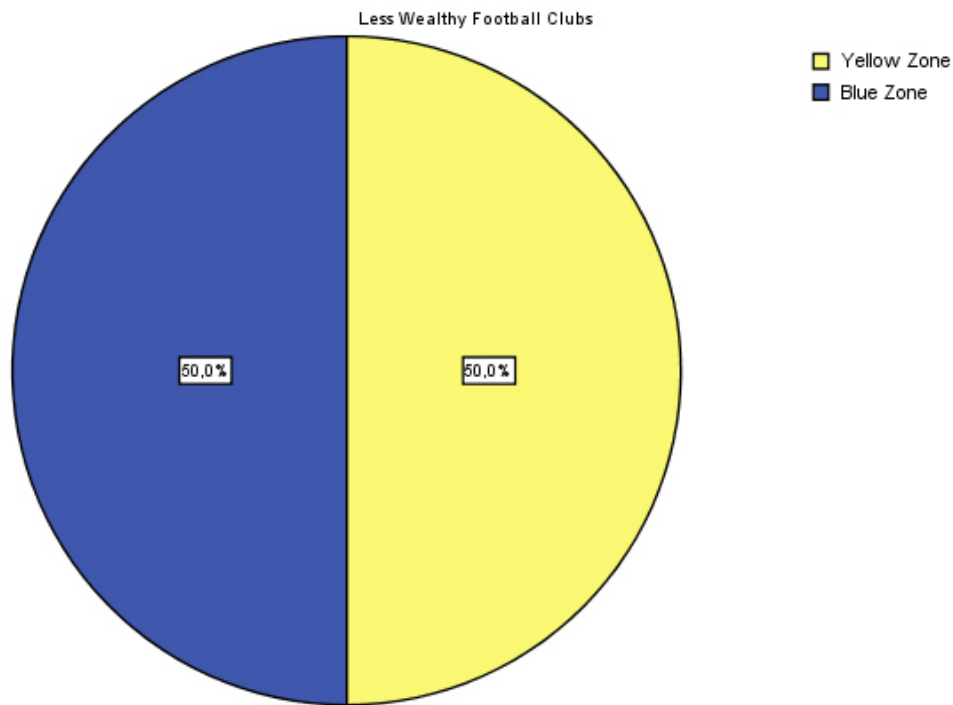


Figure 20. The extent of empowerment in less wealthy football clubs, in relation to key factor: Leadership, motivation, and reward system skills.

Two (33.3%) of the responding less wealthy football clubs indicated that they used “empowerment style” (blue zone) and 1 (16.7%) used the “most empowering style” (green zone). Moreover, 2 (33.3%) of less wealthy football clubs used “middle-ground style” (yellow zone), and 1 (16.7%) used “controlling style” (orange zone), in the key factor: Selection, placement, and development of people skills (Figure 21).

### Selection, placement, and development of people skills

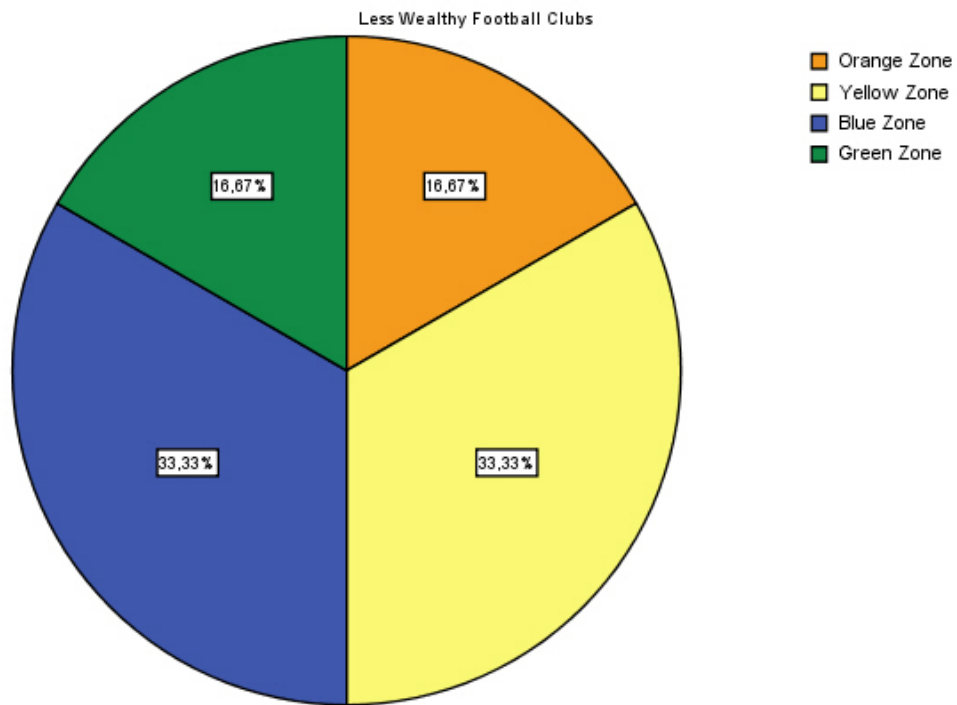


Figure 21. The extent of empowerment in less wealthy football clubs, in relation to key factor: Selection, placement, and development of people skills.

Finally, 3 (50%) of less wealthy football clubs used “middle-ground style” (yellow zone) while 2 (33.3%) used “empowerment style” (blue zone), and 1 (16.7%) used the “most empowering style” (green zone) in the key factor: Total for all managerial functions (Figure 22).



### Total for all managerial functions

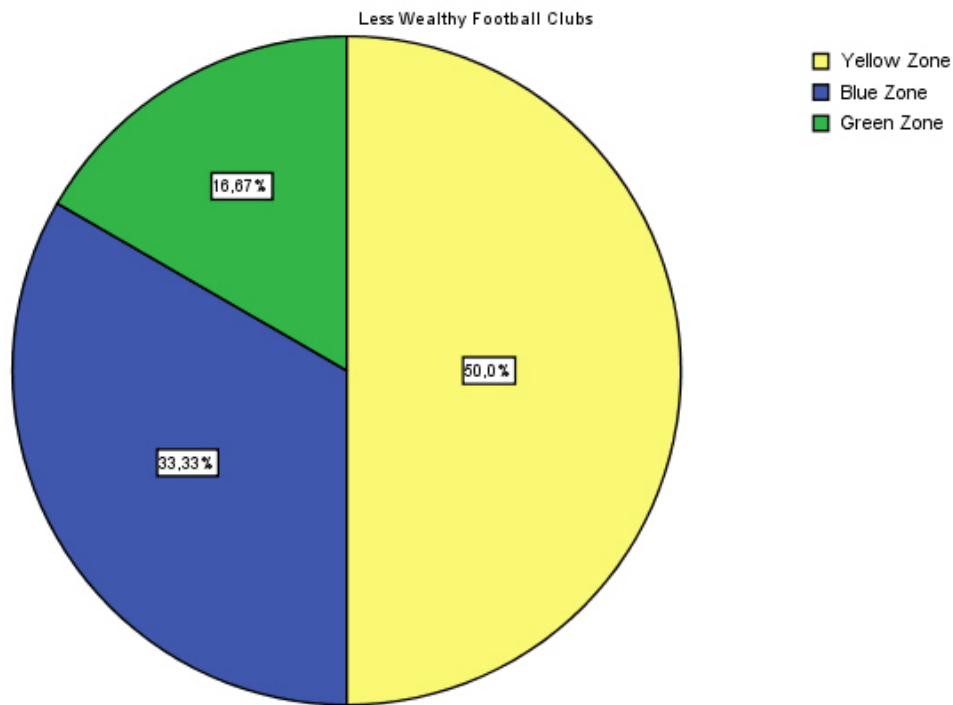


Figure 22. The extent of empowerment in less wealthy football clubs, in relation to key factor: Total for all managerial functions.

### Research Question Three

Is there a relationship/correlation between the key factors of empowerment and the performance indicators of wealthy football clubs?

Pearson correlation was performed to determine whether there was a relationship between the key factors of empowerment and the performance indicators of wealthy football clubs, the strength and the direction of this relationship. The data displayed in Table 1 revealed that in wealthy football clubs no significant relationships were found between the key factors of empowerment and the three performance indicators which were: the average

of revenues in five years, the average of profit/loss in five years, and the average classification of football clubs in five years (see Table 6).

However, there was a strong and negative relationship between average of revenues in five years and four key factors of empowerment such as: the decision-making and action-taking skills with a correlation of  $r = -.947$ ,  $df = 1$ ,  $p = .209$ , the project-planning, organizing, and system-integration skills with a correlation of  $r = -.715$ ,  $df = 1$ ,  $p = .493$ , the leadership, motivation, and reward-systems skills with a correlation of  $r = -.917$ ,  $df = 1$ ,  $p = .261$  and the total of all managerial functions with a correlation of  $r = -.712$ ,  $df = 1$ ,  $p = .495$ , meaning that in wealthy football clubs the more the average of revenues in five years increase, the more the above key factors of empowerment decrease.

Furthermore, there was a strong and positive relationship between average of revenues in five years and two key factors of empowerment such as: the system-evaluation and internal-control skills with a correlation of  $r = .572$ ,  $df = 1$ ,  $p = .612$  and the selection, placement, and development of people skills with a correlation of  $r = .659$ ,  $df = 1$ ,  $p = .542$ . That means that in wealthy football clubs the more the average of revenues in five years increase, the more the above key factors of empowerment increase.

Regarding the second performance indicator, there was a strong and negative relationship between average of profit/loss in five years and two key factors of empowerment such as: the system-evaluation and internal-control skills with a correlation of  $r = -.870$ ,  $df = 1$ ,  $p = .328$  and the selection, placement, and development of people skills with a correlation of  $r = -.919$ ,  $df = 1$ ,  $p = .258$ , suggesting that in wealthy football clubs the more the average

of profit/loss in five years increase, the more the above key factors of empowerment decrease.

In addition, there was a strong and positive relationship between average of profit/loss in five years and two key factors of empowerment such as: the decision-making and action-taking skills with a correlation of  $r = .715$ ,  $df = 1$ ,  $p=.493$  and the leadership, motivation, and reward-systems skills with a correlation of  $r = .655$ ,  $df = 1$ ,  $p=.546$ . That means that in wealthy football clubs the more the average of profit/loss in five years increase, the more the above key factors of empowerment increase.

Finally, there was a strong and negative relationship between average of profit/loss in five years and two key factors of empowerment such as: the system-evaluation an internal-control skills with a correlation of  $r = -.721$ ,  $df = 1$ ,  $p=.488$  and the selection, placement, and development of people skills with a correlation of  $r = -.792$ ,  $df = 1$ ,  $p= .418$ , suggesting that in wealthy football clubs the more the average classification of football clubs in five years increase, the more the above key factors of empowerment decrease. On the other hand, there was a strong and positive relationship between average classification of football clubs in five years and three key factors of empowerment such as: the decision-making and action-taking skills with a correlation of  $r = .866$ ,  $df = 1$ ,  $p=.333$ , the project-planning, organizing, and system-integration skills with a correlation of  $r = -.566$ ,  $df = 1$ ,  $p=.617$  and the leadership, motivation, and reward-systems skills with a correlation of  $r = .822$ ,  $df = 1$ ,  $p=.386$ . That means that in wealthy football clubs the more the average classification of football clubs in five years increase, the more the above key factors of empowerment increase.

Table 6

Significance of relationships between key factors of empowerment and performance indicators in wealthy football clubs.

	Average of Revenues in 5 years	Average of Profit/Loss in 5 years	Average classification of football clubs in 5 years
<b>Management– information/communication system skills.</b>	.358( $p=.767$ )	-.080( $p=.949$ )	-.170( $p=.891$ )
<b>Decision-making and action-taking skills</b>	-.947( $p=.209$ )	.715( $p=.493$ )	.866( $p=.333$ )
<b>Project-planning, organizing, and system- integration skills</b>	-.715( $p=.493$ )	.343( $p=.777$ )	.566( $p=.617$ )
<b>System-evaluation and internal-control skills</b>	.572( $p=.612$ )	-.870( $p=.328$ )	-.721( $p=.488$ )
<b>Leadership, motivation, and reward-systems skills</b>	-.917( $p=.261$ )	.655( $p=.546$ )	.822( $p=.386$ )
<b>Selection, placement, and development of people skills</b>	.659 ( $p=.542$ )	-.919( $p=.258$ )	-.792( $p=.418$ )
<b>Total of all Managerial functions</b>	-.712( $p=.495$ )	.339( $p=.779$ )	.531( $p=.620$ )

\*  $p<.05$ , \*\*  $p<.001$

#### Research Question Four

Is there a relationship/correlation between the key factors of empowerment and the performance indicators of less wealthy football clubs?

Again a Pearson correlation was performed to determine whether there was a relationship between the key factors of empowerment and the performance indicators of less wealthy football clubs, the strength and the direction of this relationship.

The analysis indicated that in less wealthy football clubs there was a significant, strong and positive relationship between average of revenues in five years and two key factors of empowerment such as: the management

information /communication system skills with a correlation of  $r = .970$ ,  $df = 4$ ,  $p=.001$  and the total of all managerial functions with a correlation of  $r = .845$ ,  $df = 4$ ,  $p= .034$ . There was also a strong and positive relationship between average of revenues in five years and three key factors of empowerment such as: the decision-making and action-taking skills with a correlation of  $r = .811$ ,  $df = 4$ ,  $p=.050$ , the project-planning, organizing, and system-integration skills with a correlation of  $r = .758$ ,  $df = 4$ ,  $p=.081$  and the leadership, motivation, and reward-systems skills with a correlation of  $r = .666$ ,  $df = 4$ ,  $p=.148$ , which statistically bore no significance. That means that in less wealthy football clubs, the more the average of revenues in five years increase, the more the above key factors of empowerment increase.

No significant relationships were found between the key factors of empowerment and the other two performance indicators which were: the average of profit/loss in five years and the average classification of football clubs in five years (see Table 7).

However, a negative and strong relationship was found, between average of profit/loss in five years and one key factor of empowerment such as: the management-information/communication system skills with a correlation of  $r = -.696$ ,  $df = 4$ ,  $p= .125$ , suggesting that in less wealthy football clubs the more the average of profit/loss in five years increase, the more the above key factor of empowerment decreases.

Additionally, a negative and strong relationship was found, between average classification of football clubs in five years and one key factor of empowerment which was the management-information/communication system skills with a correlation of  $r = -.646$ ,  $df = 4$ ,  $p= .166$ , suggesting that in

less wealthy football clubs the more the average classification of football clubs in five years increase, the more the above key factor of empowerment decreases.

Table 7

Significance of relationships between key factors of empowerment and performance indicators in less wealthy football clubs.

	<b>Average of Revenues in 5 years</b>	<b>Average of Profit/Loss in 5 years</b>	<b>Average classification of football clubs in 5 years</b>
<b>Management- information/communication system skills.</b>	.970** ( $p=.001$ )	-.696( $p=.125$ )	-.646( $p=.166$ )
<b>Decision-making and action-taking skills</b>	.811( $p=.050$ )	-.381( $p=.457$ )	-.384( $p=.453$ )
<b>Project-planning, organizing, and system- integration skills</b>	.758 ( $p=.081$ )	-.053( $p=.920$ )	-.113( $p=.831$ )
<b>System-evaluation and internal-control skills</b>	.537 ( $p=.272$ )	.132( $p=.803$ )	-.524( $p=.286$ )
<b>Leadership, motivation, and reward-systems skills</b>	.666 ( $p=.148$ )	-.457( $p=.362$ )	-.128( $p=.809$ )
<b>Selection, placement, and development of people skills</b>	.616 ( $p=.193$ )	-.242( $p=.644$ )	-.113( $p=.758$ )
<b>Total of all Managerial functions</b>	.845* ( $p=.034$ )	-.292 ( $p=.574$ )	-.339 ( $p=.511$ )

\*  $p<.05$ , \*\*  $p<.001$

## **PART B: Greek Sport Federations**

A total of 20 (77%) of the Greek Sport Federations responded to the survey.

Based on the high response rate it appears that the results of the study could be generalized to the particular sport organizations (Greek Sport Federations).

The participatory sport federations were divided into three groups based on five variables: (a) government funding; (b) Olympic distinctions; (c) world distinctions; (d) European distinctions; and (e) active clubs (see tables 1, 2, 3).

With regard to government funding, the divided groups were three: (a) most wealthy federations (n=7), (b) less wealthy federations (n=6) and wealthy federations (n =7).

Referring to Olympic world and European distinctions, the divided groups were again three: (a) most successful federations (n=5), (b) successful federations (n =8), and (c) less successful federations (n=7).

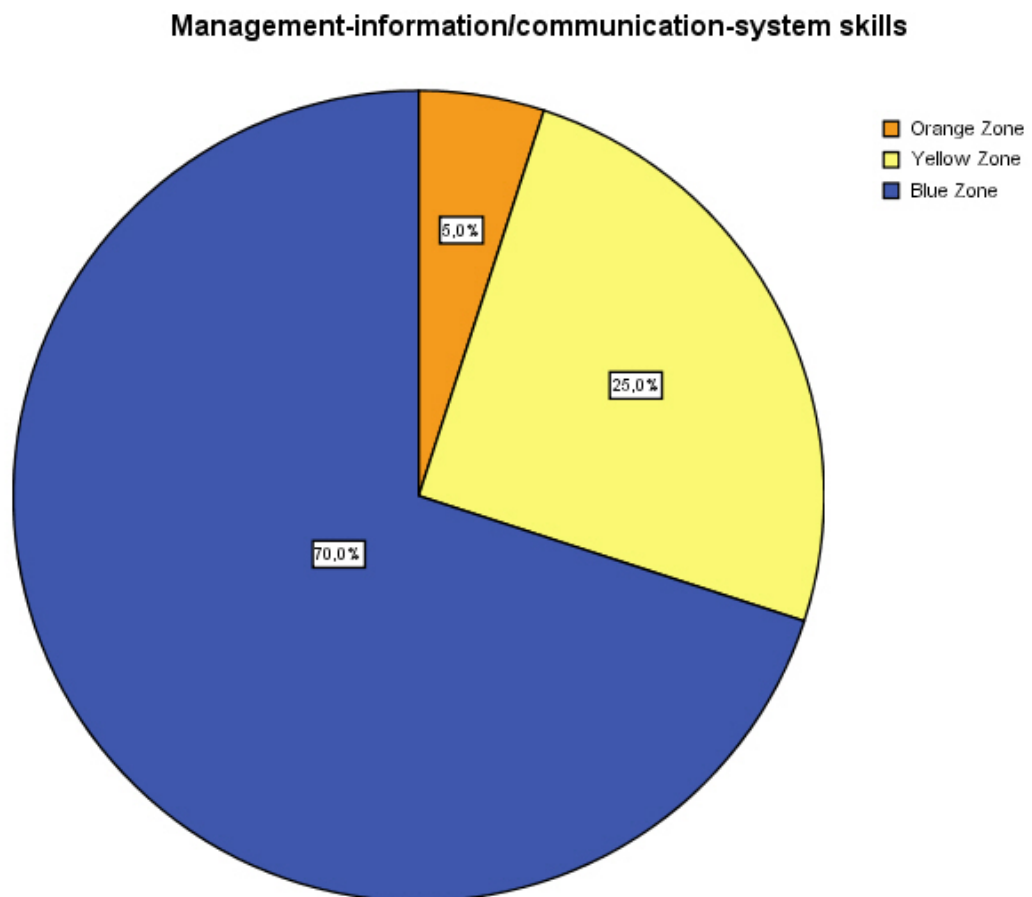
Lastly, relating to active clubs, the divided groups were: (a) large federations (n=7), (b) medium sized federations (n=6), and (c) small federations (n=7).

Descriptive statistics were used to examine the purpose of the study, and more specifically, to answer the second research question, while one way analysis of variance was used to answer the fourth, fifth and sixth research question.

## Research Question Two

To what extent is the empowerment process being used in Greek sport federations?

According to the survey responses, 14 (70%) of sport federations used “empowerment style” (blue zone), while 5 (25%) used “middle-ground style” (yellow zone) and 1 (5%) used the “controlling style” (orange zone), in the key factor: Management–information /communication system skills (Figure 23).

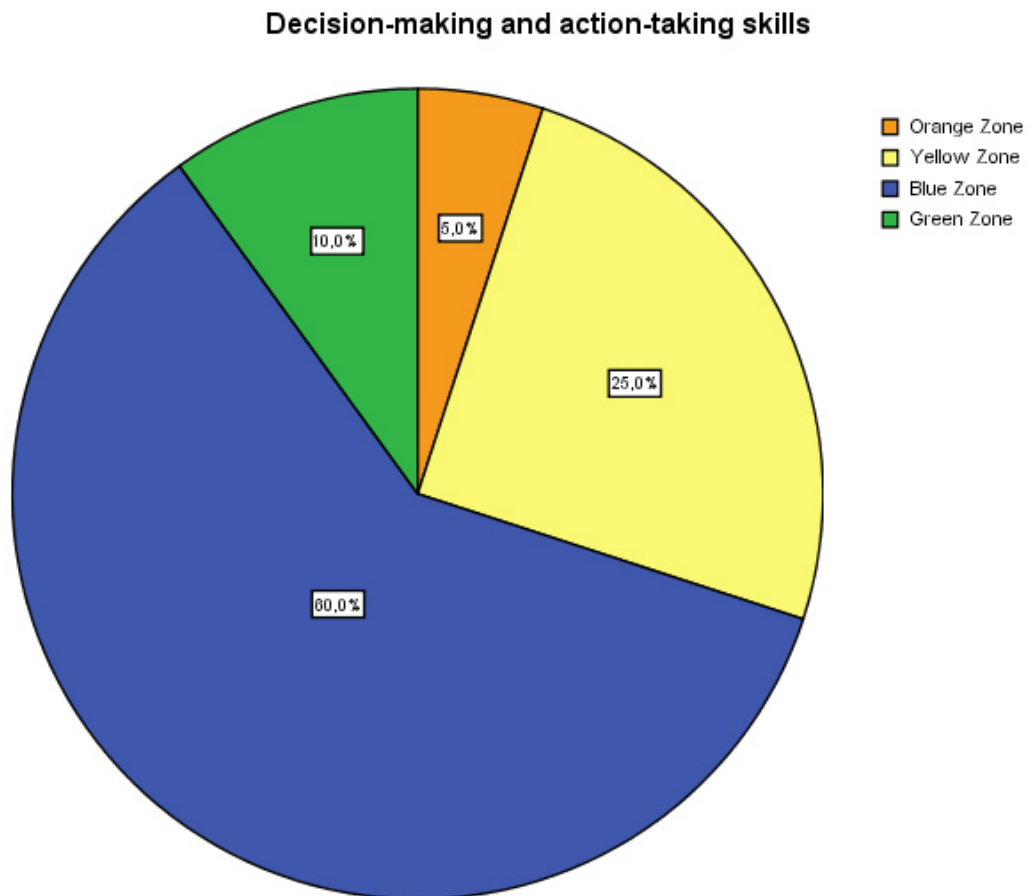


*Figure 23. The extent of empowerment in sport federations, in relation to key factor: Management–information /communication-system skills.*

Figure 24 shows that 5 (25%) of sport federations used “middle-ground style” (yellow zone) and 1 (5%) used “controlling style” (orange zone). On the



other hand, 12 (60%) used “empowerment style” (blue zone), and another two (10%) used the “most empowering style” (green zone), in the key factor: Decision-making and action-taking skills (Figure 24).



*Figure 24. The extent of empowerment in sport federations, in relation to key factor: Decision-making and action-taking skills.*

Eleven (55%) of sport federations used “empowerment style” (blue zone), whereas eight (40%) used “middle-ground style” (yellow zone), and one (5%) used “controlling style” (orange zone), in the key factor: Project-planning, organizing, and system-integration skills. (Figure 25).

### Project-planning, organizing, and system-integration skills

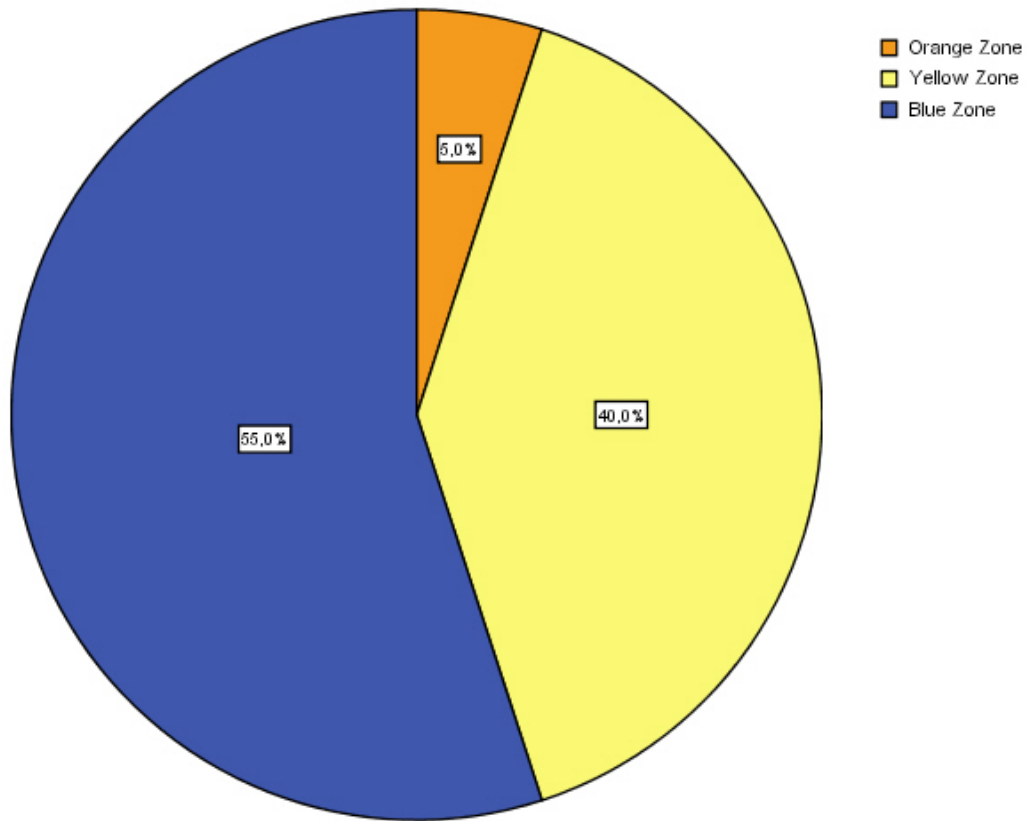


Figure 25. The extent of empowerment in sport federations, in relation to key factor: Project-planning, organizing and system-integration skills.

Sixteen (80%) of the responding sport federations indicated that they used “empowerment style” (blue zone), one sport federation (5%) used the “most empowering style” (green zone), and three of them (15%) used “middle-ground style” (yellow zone) in the key factor: Systems-evaluation and internal-control skills (Figure 26).

### Systems-evaluation and internal-control skills

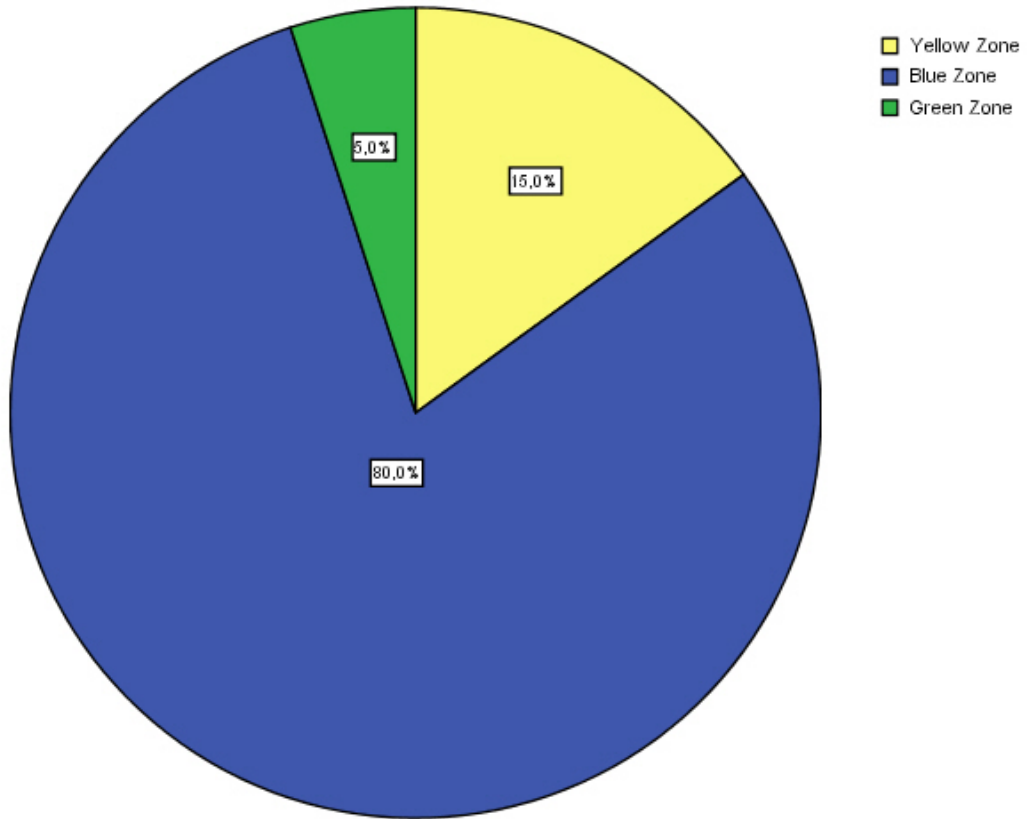


Figure 26. The extent of empowerment in sport federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 27 indicates that 12 (60%) of sport federations used “middle-ground style” (yellow zone), whereas 6 (30%) used “empowerment style” (blue zone), and 2 (10%) used the “most empowering style” (green zone), in the key factor: Leadership, motivation, and reward-system skills.

### Leadership, motivation, and reward-systems skills

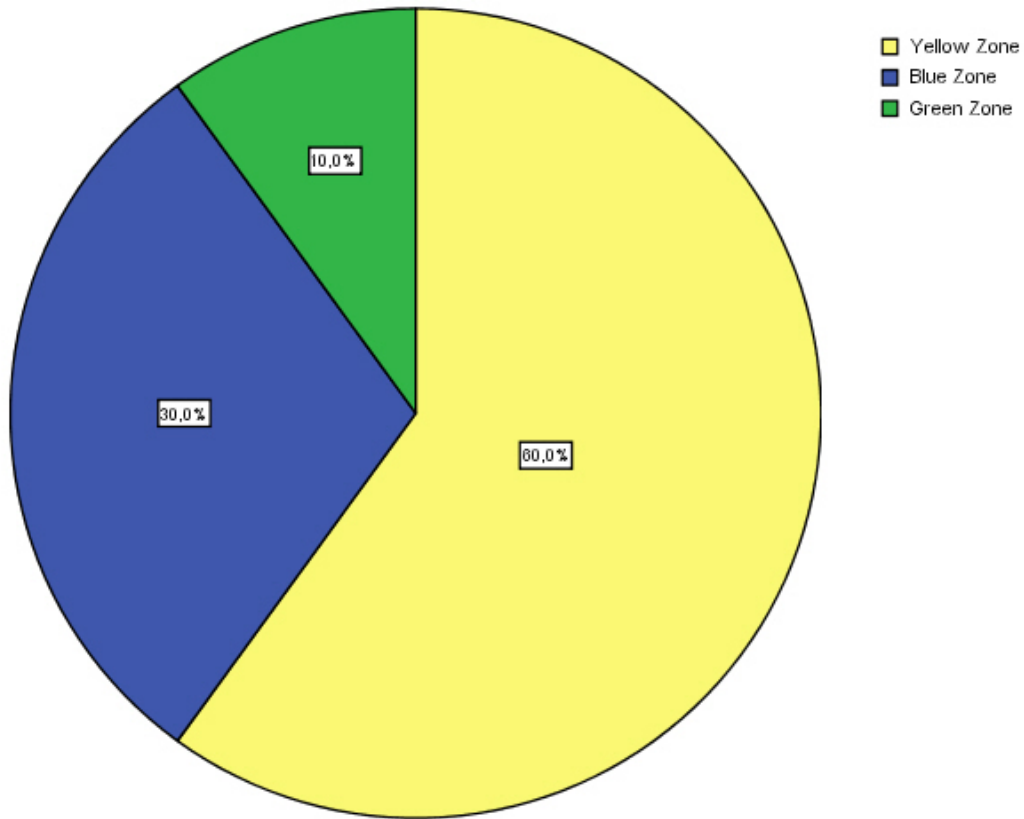
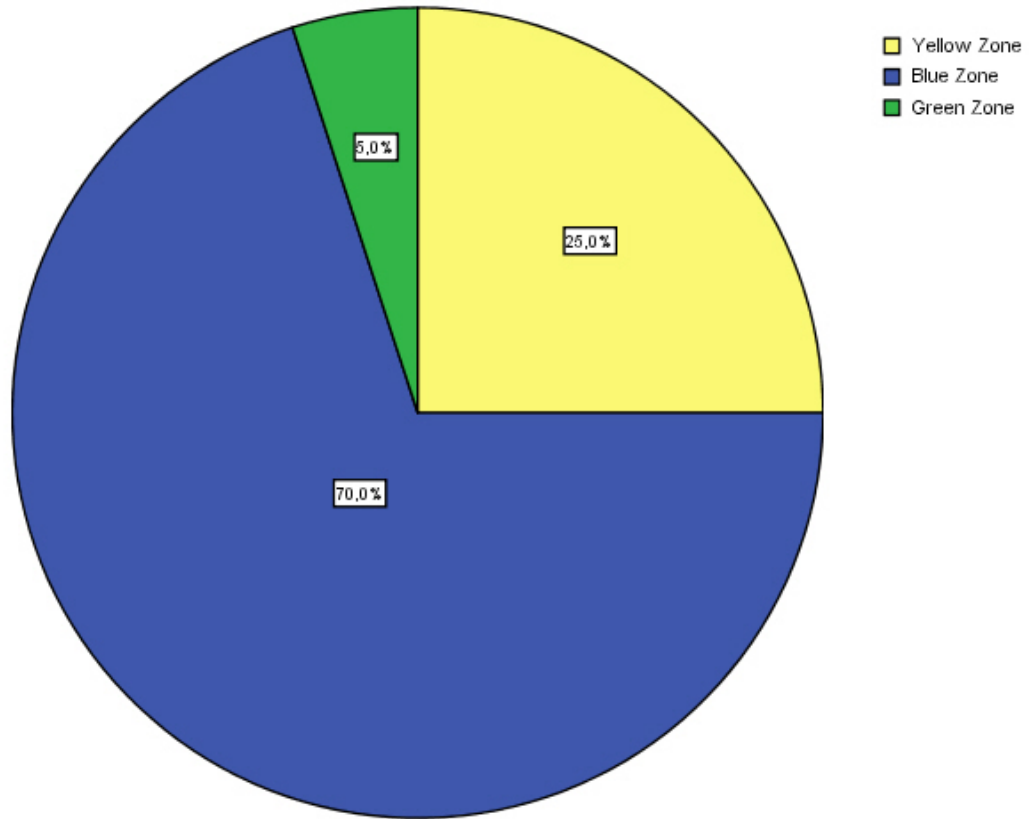


Figure 27. The extent of empowerment in sport federations, in relation to key factor: Leadership, motivation, and reward system skills.

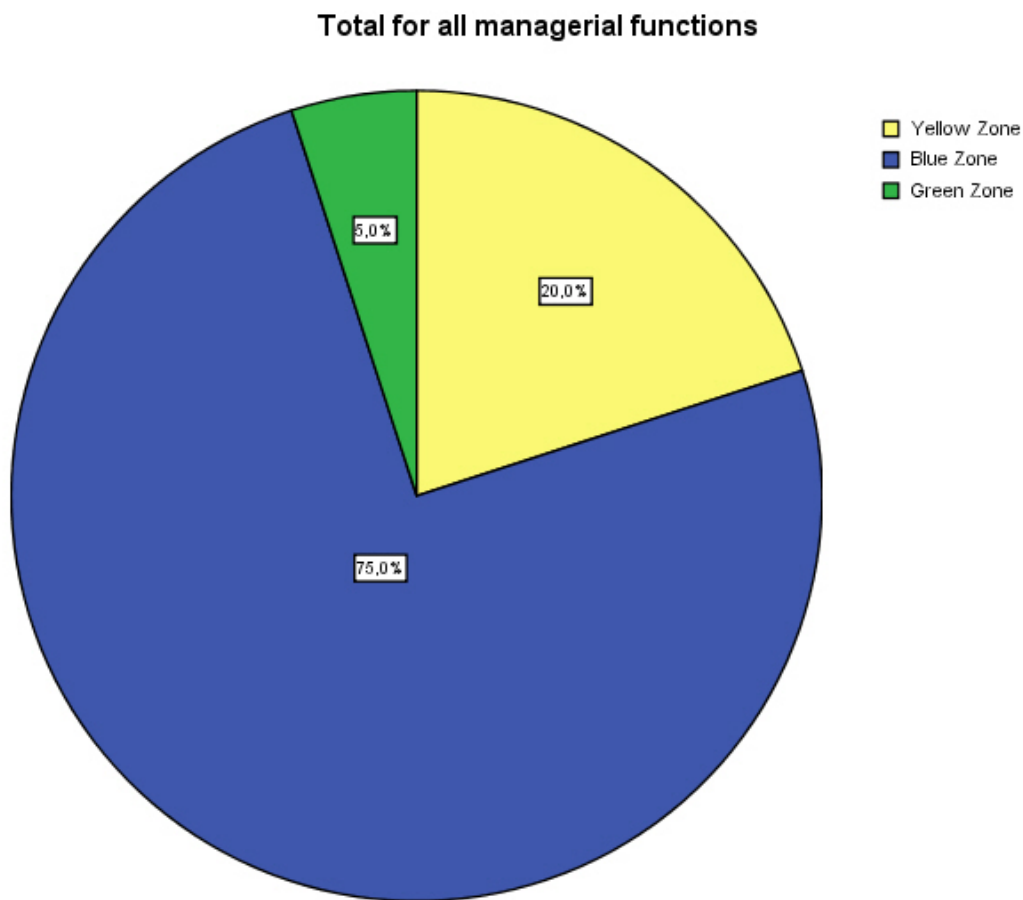
Five (25%) of sport federations used “middle-ground style” (yellow zone) while fourteen (70%) used “empowerment style” (blue zone), and one (5%) used the “most empowering style” (green zone) in the key factor: Selection, placement, and development of people skills (Figure 28).

### Selection, placement, and development of people skills



*Figure 28. The extent of empowerment in sport federations, in relation to key factor: Selection, placement, and development of people skills.*

Finally 4 (20%) of sport federations used “middle-ground style” (yellow zone) while 15 (75%) used “empowerment style” (blue zone), and 1 (5%) used the “most empowering style” (green zone) in the key factor: Total for all managerial functions (Figure 29).



*Figure 29. The extent of empowerment in sport federations, in relation to key factor: Total for all managerial functions.*

With regard to government funding, the data from the responding most wealthy federations, (see Figure 30), indicate that 5 (71.4%) of them used “empowerment style” (blue zone), whereas 2 (28.6%) used “middle-ground style” (yellow zone) in the key factor: Management–information /communication system skills.

## Management-Information/Communication-system skills

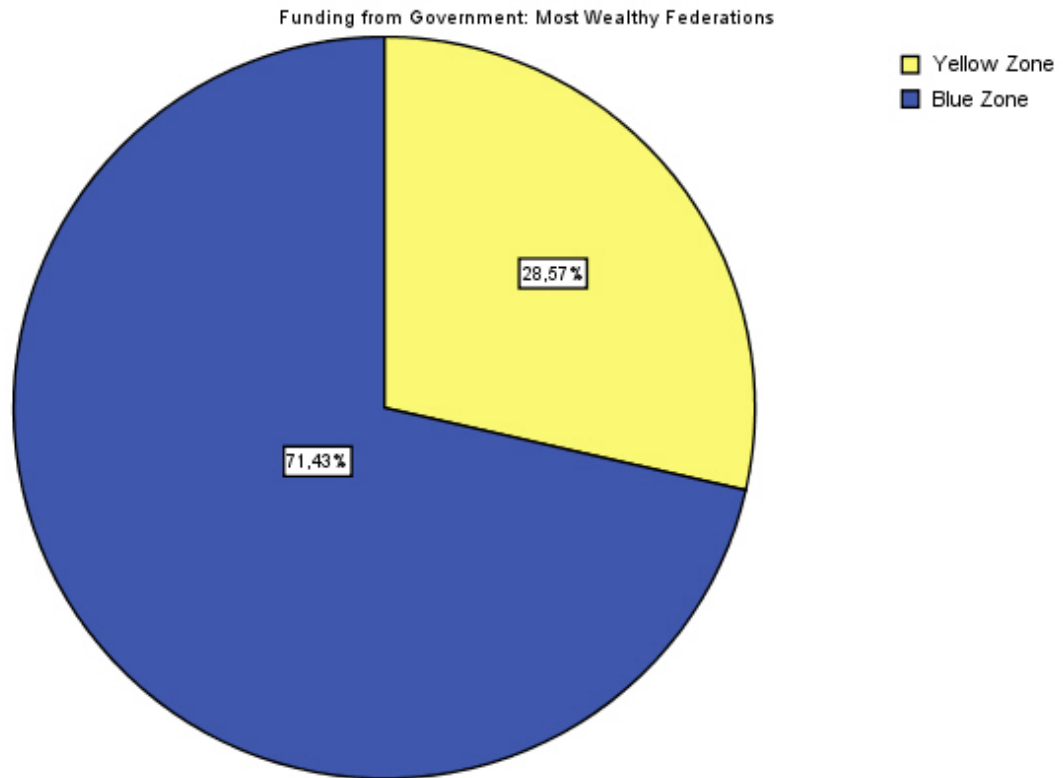


Figure 30. The extent of empowerment in most wealthy federations, in relation to key factor: Management-information /communication-system skills.

Furthermore, five (71.4%) of most wealthy federations used “empowerment style” (blue zone), whereas two (28.6%) used “middle-ground style” (yellow zone) in the key factor: Decision-making and action-taking skills (Figure 31).

## Decision-making and action-taking skills

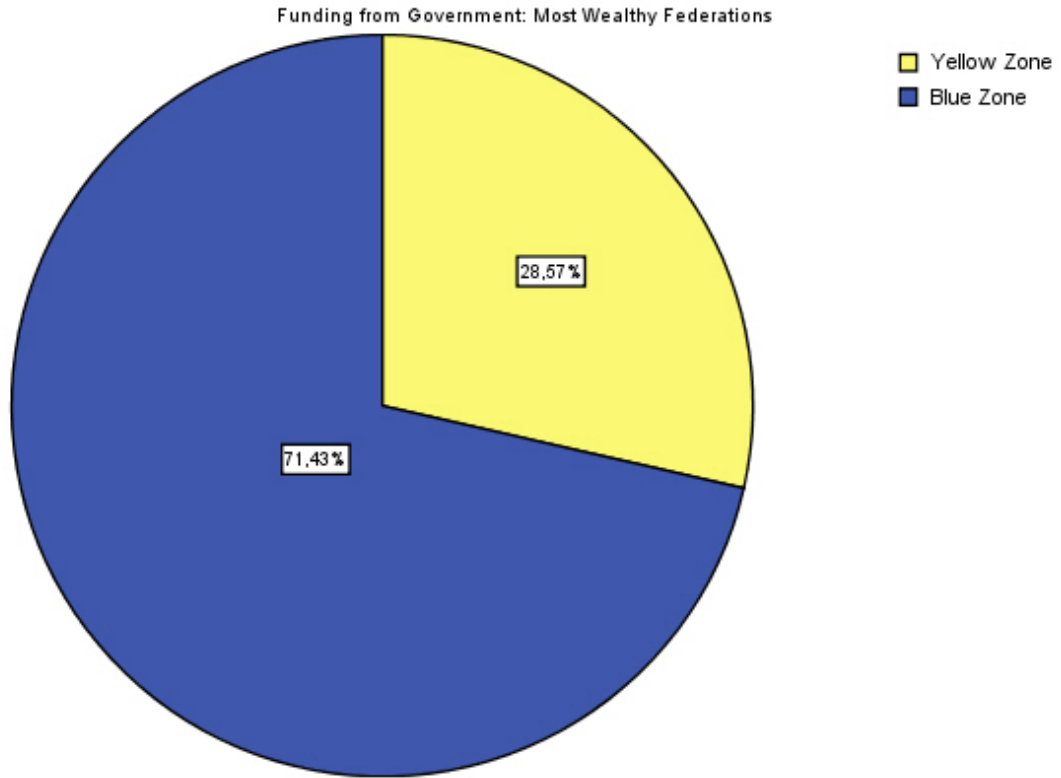


Figure 31. The extent of empowerment in most wealthy federations, in relation to key factor: Decision-making and action-taking skills.

Figure 32 shows that 4 (57.1%) of most wealthy federations used “empowerment style” (blue zone), while 3 (42.9%) used “middle-ground style” (yellow zone) in the key factor: in the key factor: Project-planning, organizing, and system-integration skills.



## Project-planning, organizing, and system-integration skills

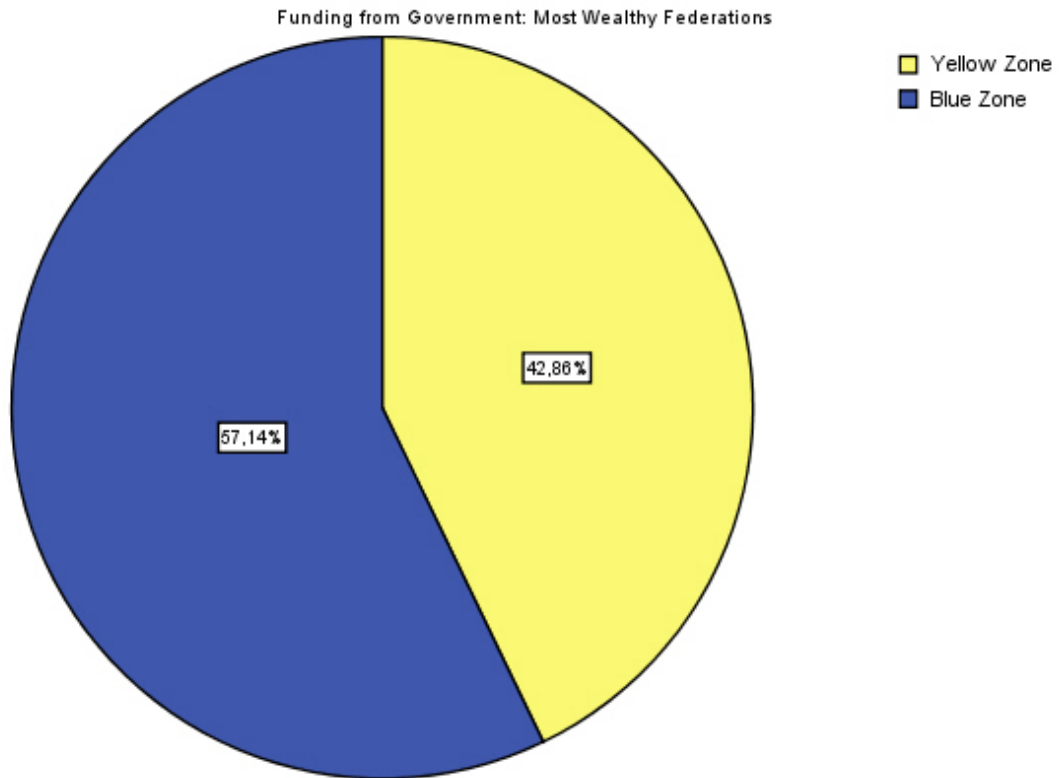


Figure 32. The extent of empowerment in most wealthy federations, in relation to key factor: Project-planning, organizing and system-integration skills.

Six (85.7%) of the responding most wealthy federations indicated that they used “empowerment style” (blue zone), and 1 (14.3%) used “middle-ground style” (yellow zone) in the key factor: Systems-evaluation and internal-control skills (Figure 33).

## Systems-evaluation and internal-control skills

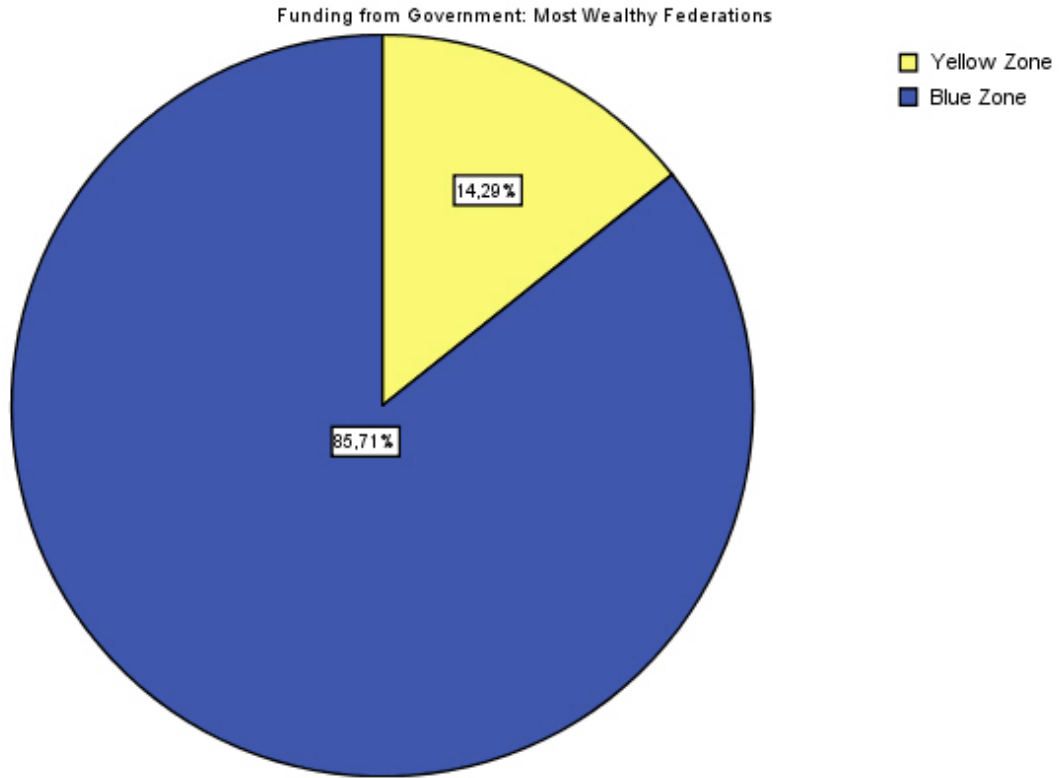


Figure 33. The extent of empowerment in most wealthy federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 34 indicates that 5 (71.4%) of most wealthy federations used “middle-ground style” (yellow zone), whereas 1 (14.3%) used “empowerment style” (blue zone), and another 1 (14.3%) used the “most empowering style” (green zone), in the key factor: Leadership, motivation, and reward-system skills.

## Leadership, motivation, and reward-systems skills

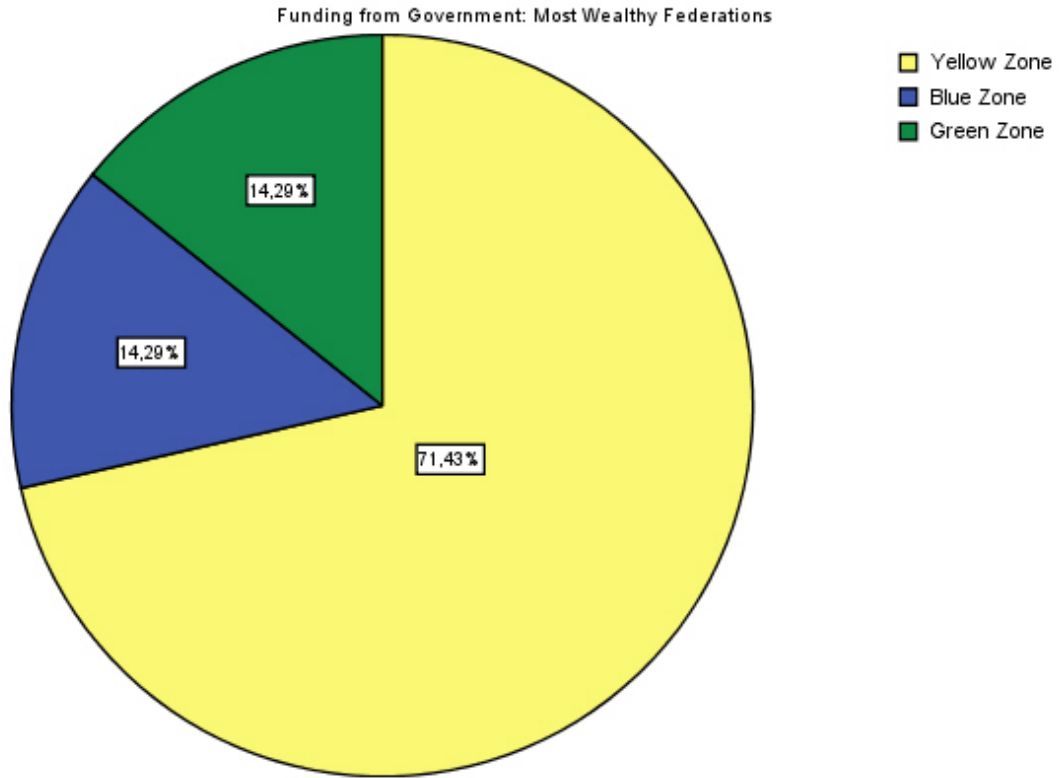


Figure 34. The extent of empowerment in most wealthy federations, in relation to key factor: Leadership, motivation, and reward system skills.

Six (85.7%) of the responding most wealthy federations indicated that they used “empowerment style” (blue zone), and 1 (14.3%) used “middle-ground style” (yellow zone) in the key factor: Selection, placement, and development of people skills (Figure 35).

## Selection, placement, and development of people skills

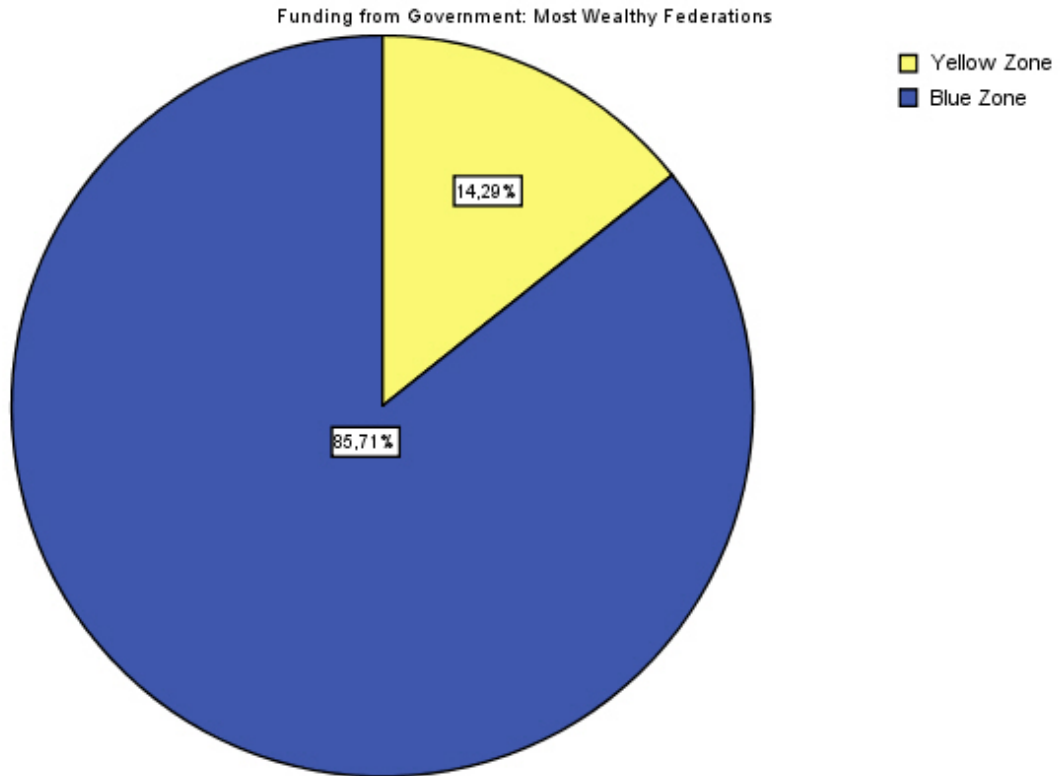


Figure 35. The extent of empowerment in most wealthy federations, in relation to key factor: Selection, placement, and development of people skills.

Moreover, five (71.4%) of most wealthy federations indicated that they used “empowerment style” (blue zone), and two (28.6%) used “middle-ground style” (yellow zone) in the key factor: Total for all managerial functions (figure 36).

### Total for all managerial functions

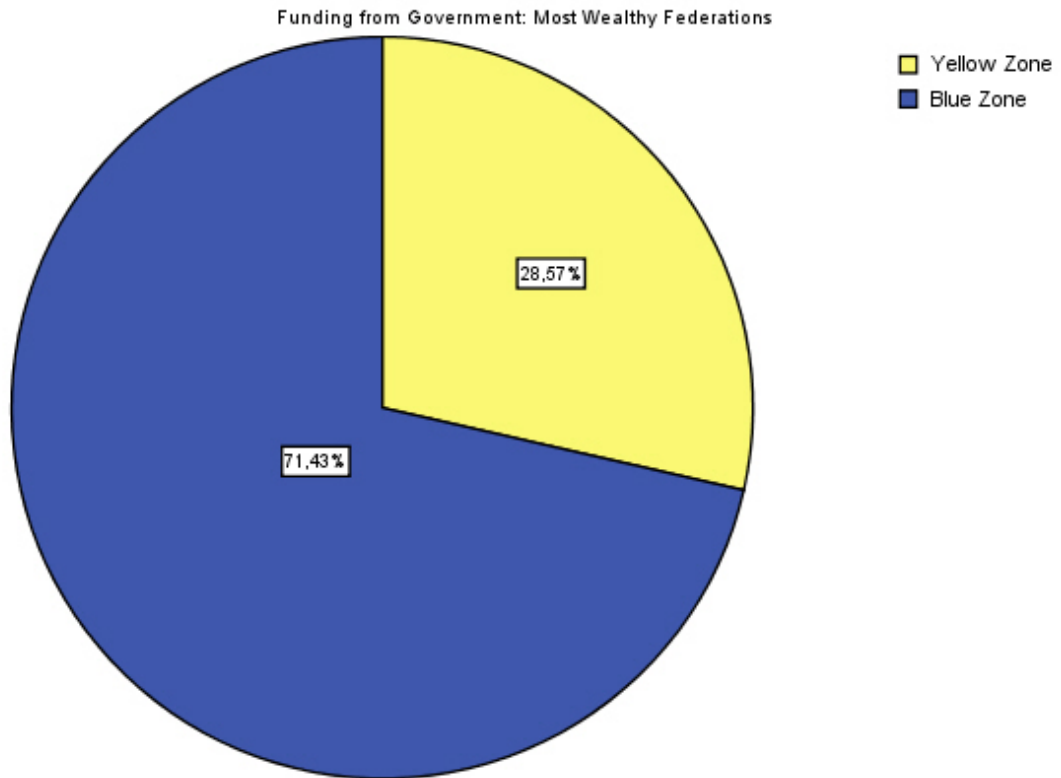


Figure 36. The extent of empowerment in most wealthy federations, in relation to key factor: Total for all managerial functions.

Also, the data from the responding wealthy federations, (see Figure 37), indicate that 4 (66.7%) of them used “empowerment style” (blue zone), whereas 2 (33.3%) used “middle-ground style” (yellow zone) in the key factor: Management–information /communication system skills.

## Management-Information/Communication-system skills

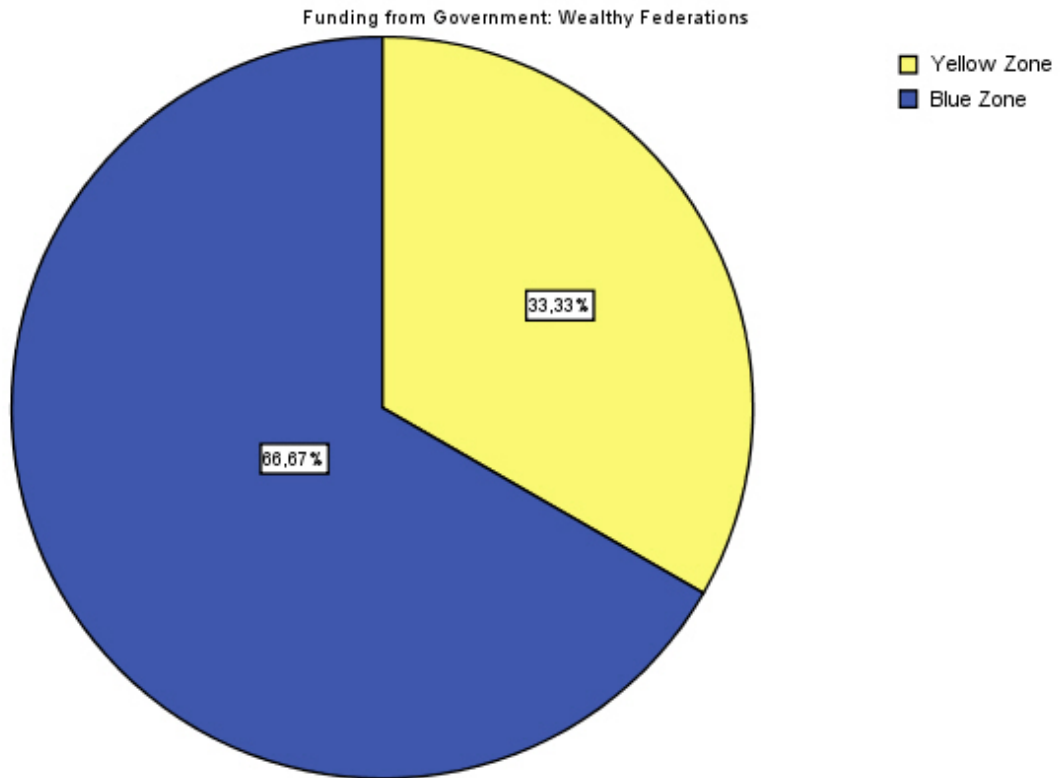


Figure 37. The extent of empowerment in wealthy federations, in relation to key factor: Management-information /communication-system skills.

Furthermore, two (33.3%) of wealthy federations used “empowerment style” (blue zone), while three (50%) used “middle-ground style” (yellow zone) and one (16.7%) used the “controlling style” (orange zone), in the key factor: Decision-making and action-taking skills (Figure 38).

## Decision-making and action-taking skills

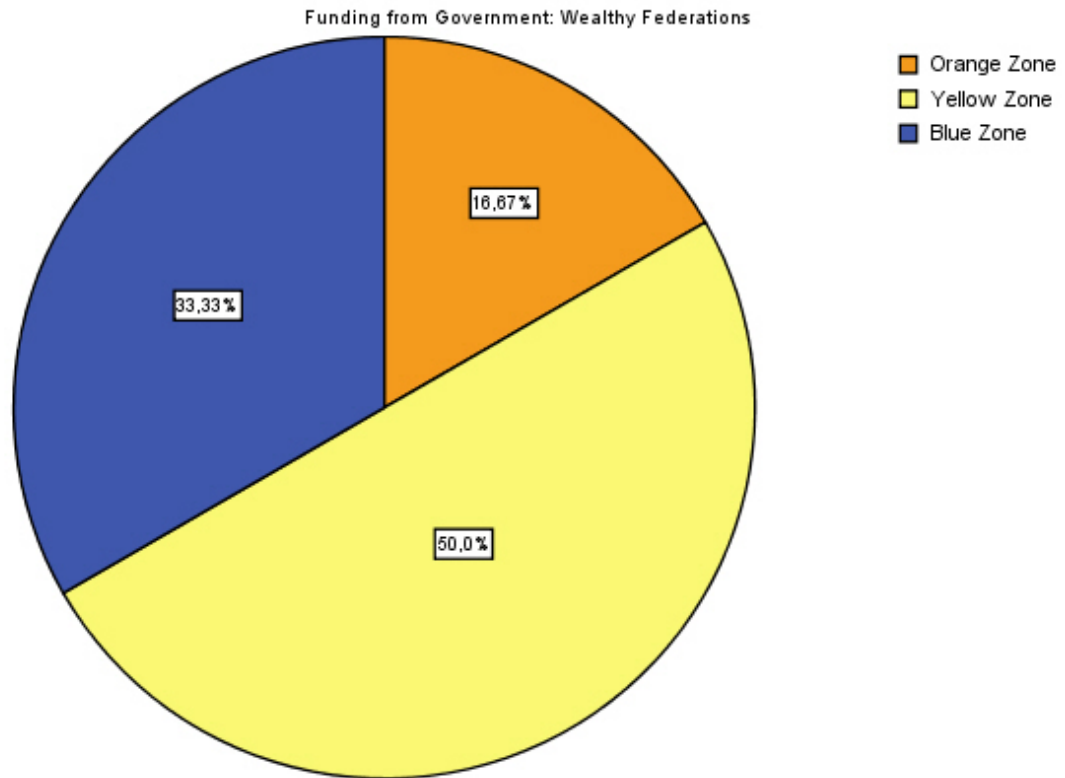


Figure 38. The extent of empowerment in wealthy federations, in relation to key factor: Decision-making and action-taking skills.

Figure 39 shows that 3 (50%) of wealthy federations used “empowerment style” (blue zone), while 2 (33.3%) used “middle-ground style” (yellow zone) and 1 (16.7%) used the “controlling style” (orange zone), in the key factor: Project-planning, organizing, and system-integration skills.

## Project-planning, organizing, and system-integration skills

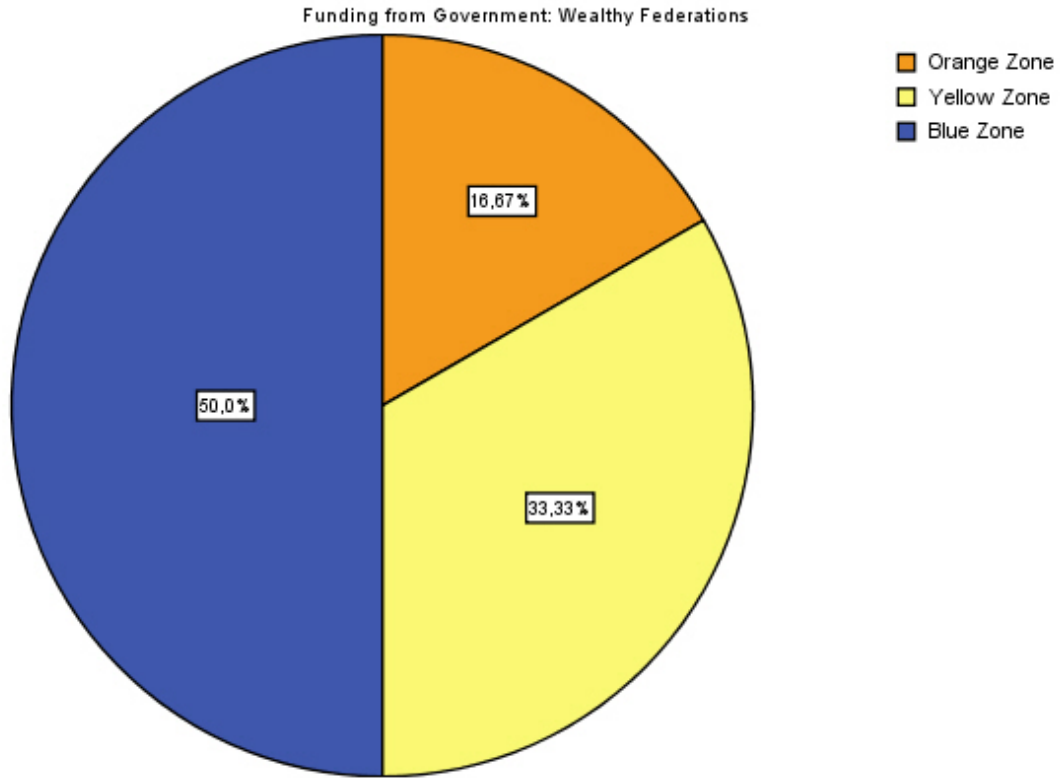


Figure 39. The extent of empowerment in wealthy federations, in relation to key factor: Project-planning, organizing and system-integration skills.

Four (66.7%) of the responding wealthy federations indicated that they used “empowerment style” (blue zone), and 2 (33.3%) used “middle-ground style” (yellow zone) in the key factor: Systems-evaluation and internal-control skills (Figure 40).



### Systems-evaluation and internal-control skills

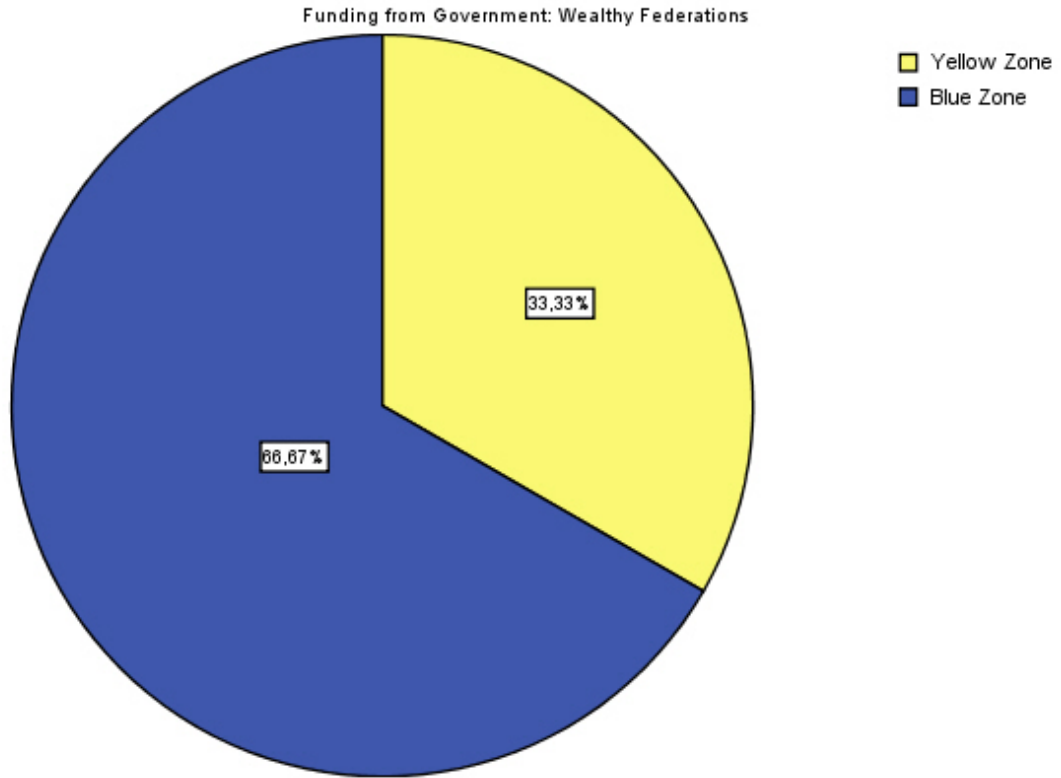


Figure 40. The extent of empowerment in wealthy federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 41 indicates that 5 (83.3%) of wealthy federations used “middle-ground style” (yellow zone), whereas 1 (16.7%) used “empowerment style” (blue zone), in the key factor: Leadership, motivation, and reward-system skills.

## Leadership, motivation, and reward-systems skills

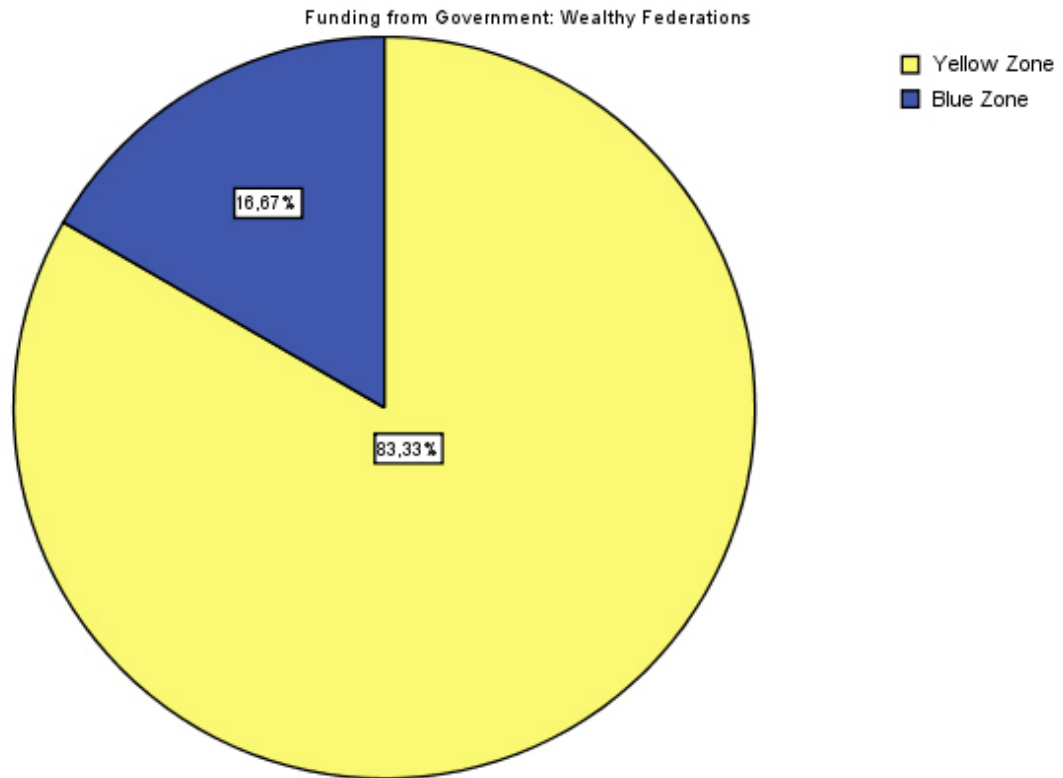


Figure 41. The extent of empowerment in wealthy federations, in relation to key factor: Leadership, motivation, and reward system skills.

Three (50%) of the responding wealthy federations indicated that they used “empowerment style” (blue zone), and the other 3 (50%) used “middle-ground style” (yellow zone) in the key factor: Selection, placement, and development of people skills (Figure 42).

## Selection, placement, and development of people skills

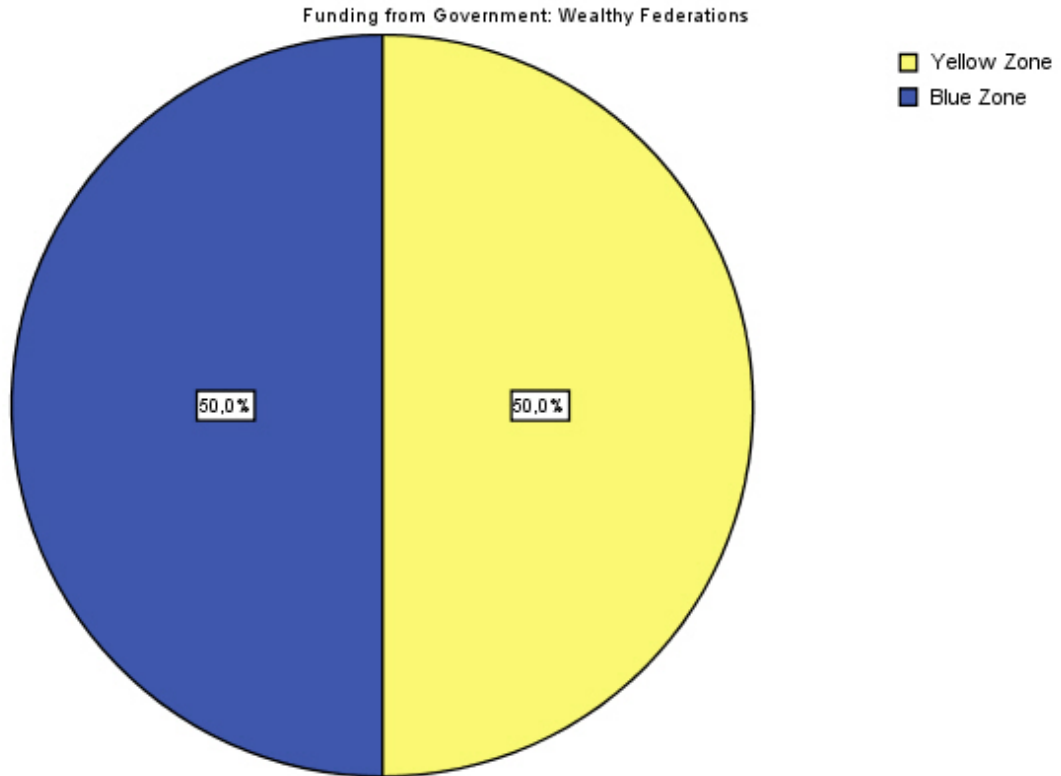


Figure 42. The extent of empowerment in wealthy federations, in relation to key factor: Selection, placement, and development of people skills.

Moreover, 4 (66.7%) of wealthy federations indicated that they used “empowerment style” (blue zone), and 2 (33.3%) used “middle-ground style” (yellow zone) in the key factor: Total for all managerial functions (figure 43).

### Total for all managerial functions

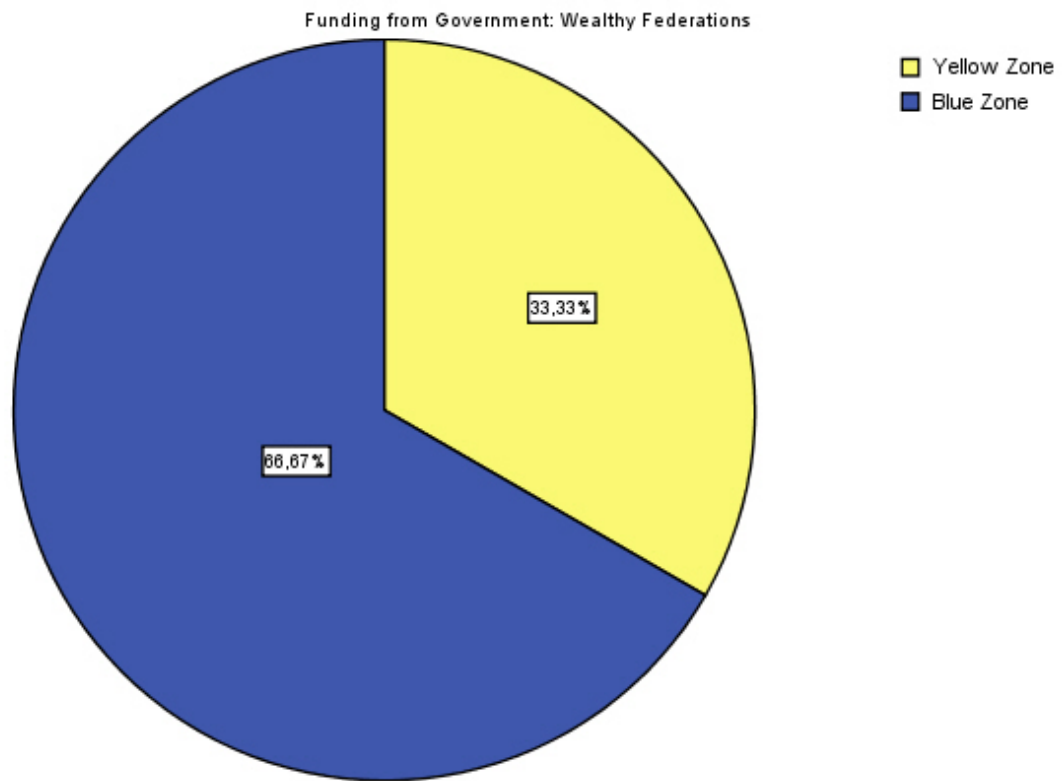


Figure 43. The extent of empowerment in wealthy federations, in relation to key factor: Total for all managerial functions.

In addition, the data from the responding less wealthy federations, (see Figure 44), indicate that 5 (71.4%) of them used “empowerment style” (blue zone), while 1 (14.3%) used “middle-ground style” (yellow zone), and another 1 (14.3%) used the “controlling style” (orange zone), in the key factor: Management–information /communication system skills.

## Management-Information/Communication-system skills

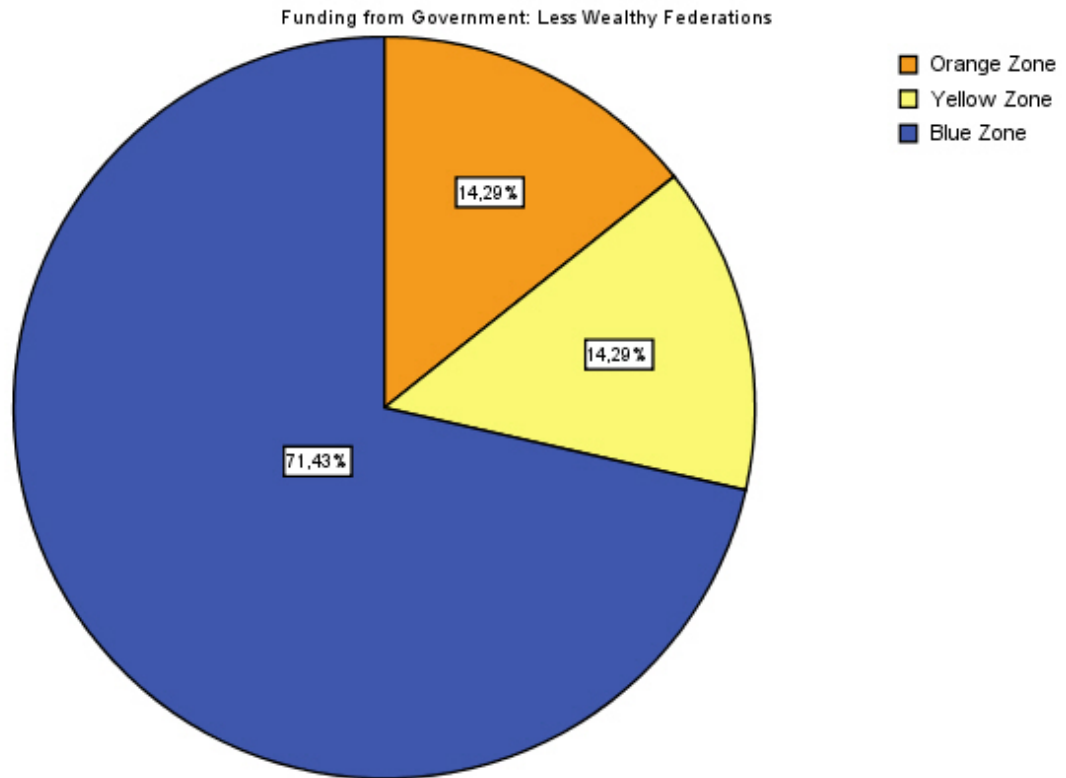


Figure 44. The extent of empowerment in less wealthy federations, in relation to key factor: Management-information /communication-system skills.

Furthermore, 5 (71.4%) of less wealthy federations used “empowerment style” (blue zone), while 2 (28.6%) used the “most empowering style” (green zone), in the key factor: Decision-making and action-taking skills (Figure 45).

## Decision-making and action-taking skills

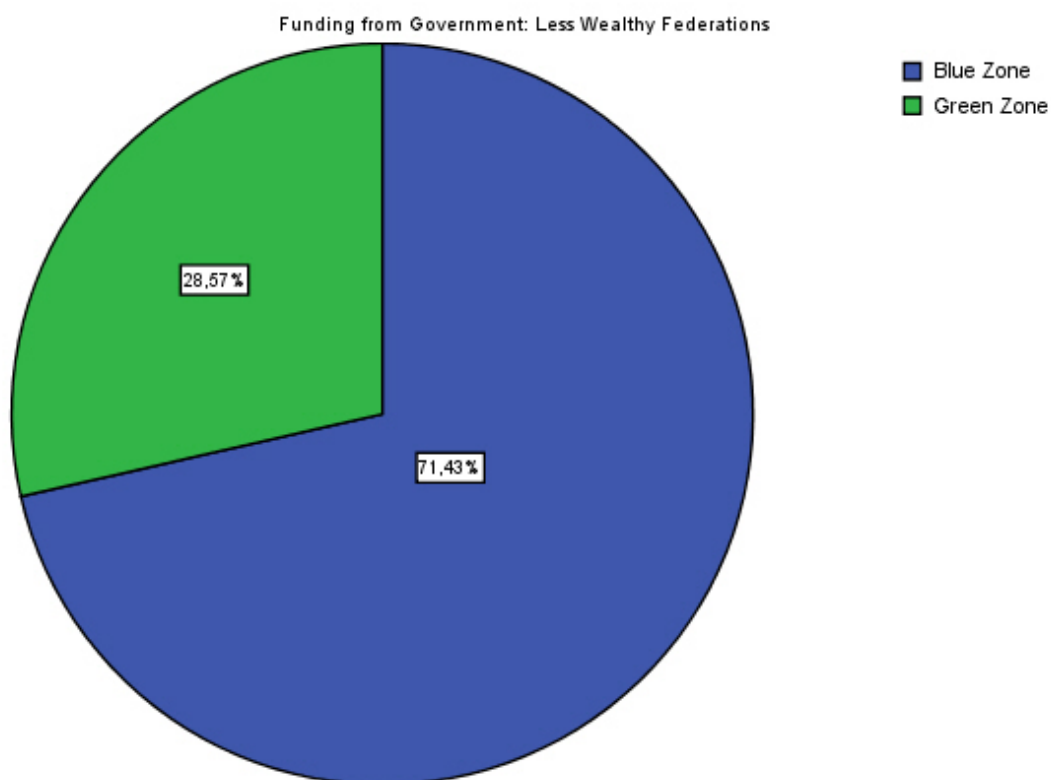


Figure 45. The extent of empowerment in less wealthy federations, in relation to key factor: Decision-making and action-taking skills.

Figure 46 shows that 4 (57.1%) of less wealthy federations used “empowerment style” (blue zone), and 3 (42.9%) used “middle-ground style” (yellow zone), in the key factor: Project-planning, organizing, and system-integration skills.

## Project-planning, organizing, and system-integration skills

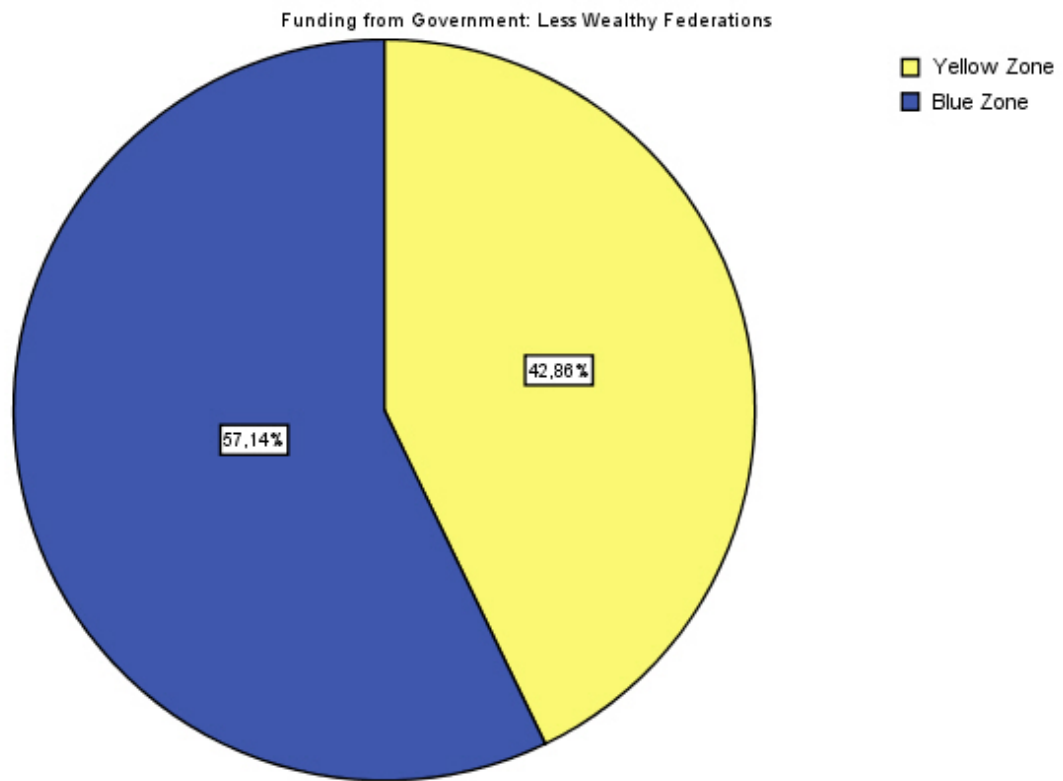


Figure 46. The extent of empowerment in less wealthy federations, in relation to key factor: Project-planning, organizing and system-integration skills.

Six (85.7%) of the responding less wealthy federations indicated that they used “empowerment style” (blue zone), and one (14.3%) used the “most empowering style” (green zone), in the key factor: Systems-evaluation and internal-control skills (Figure 47).

## Systems-evaluation and internal-control skills

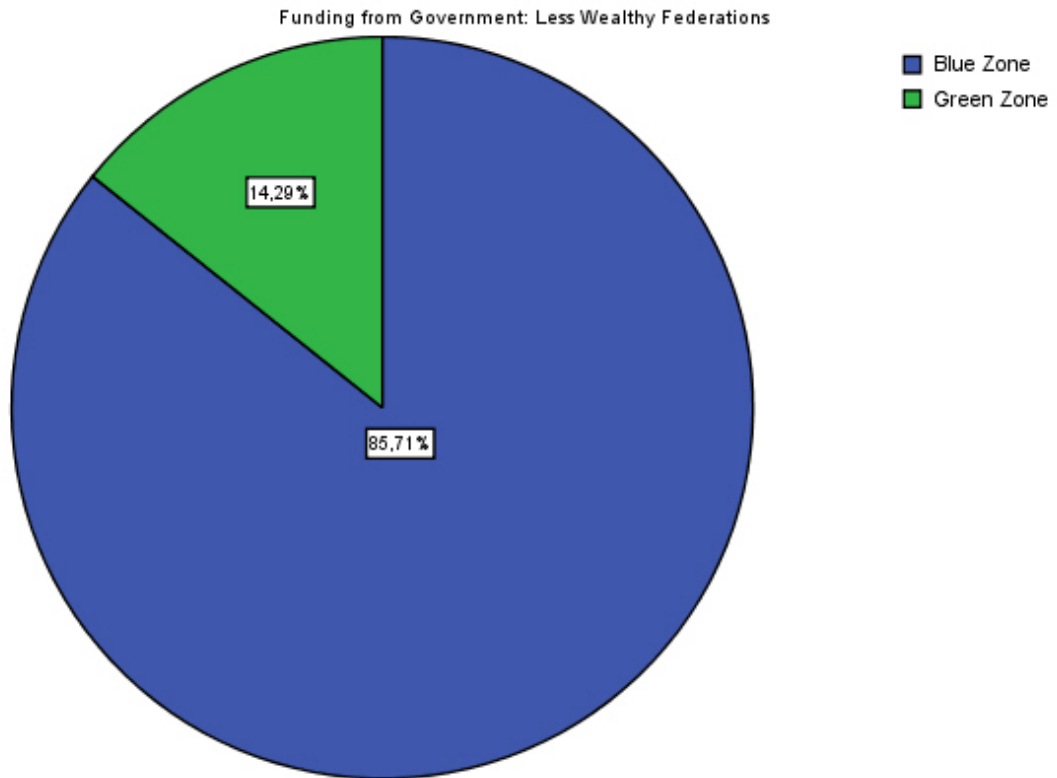


Figure 47. The extent of empowerment in less wealthy federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 48 indicates that 2 (28.6%) of less wealthy federations used “middle-ground style” (yellow zone), while 4 (57.1%) used “empowerment style” (blue zone), and 1 (14.3%) used the “most empowering style” (green zone), in the key factor: Leadership, motivation, and reward-system skills.



## Leadership, motivation, and reward-systems skills

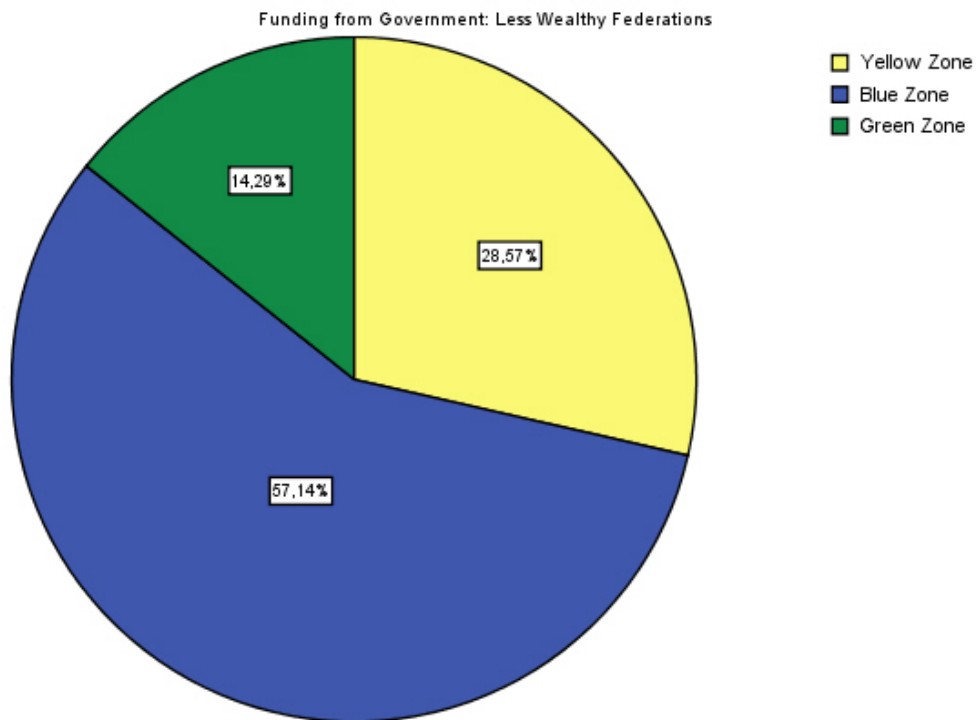


Figure 48. The extent of empowerment in less wealthy federations, in relation to key factor: Leadership, motivation, and reward system skills.

One (14.3%) of less wealthy federations used “middle-ground style” (yellow zone), while 5 (71.4%) used “empowerment style” (blue zone), and 1 (14.3%) used the “most empowering style” (green zone), in the key factor: Selection, placement, and development of people skills (Figure 49).

## Selection, placement, and development of people skills

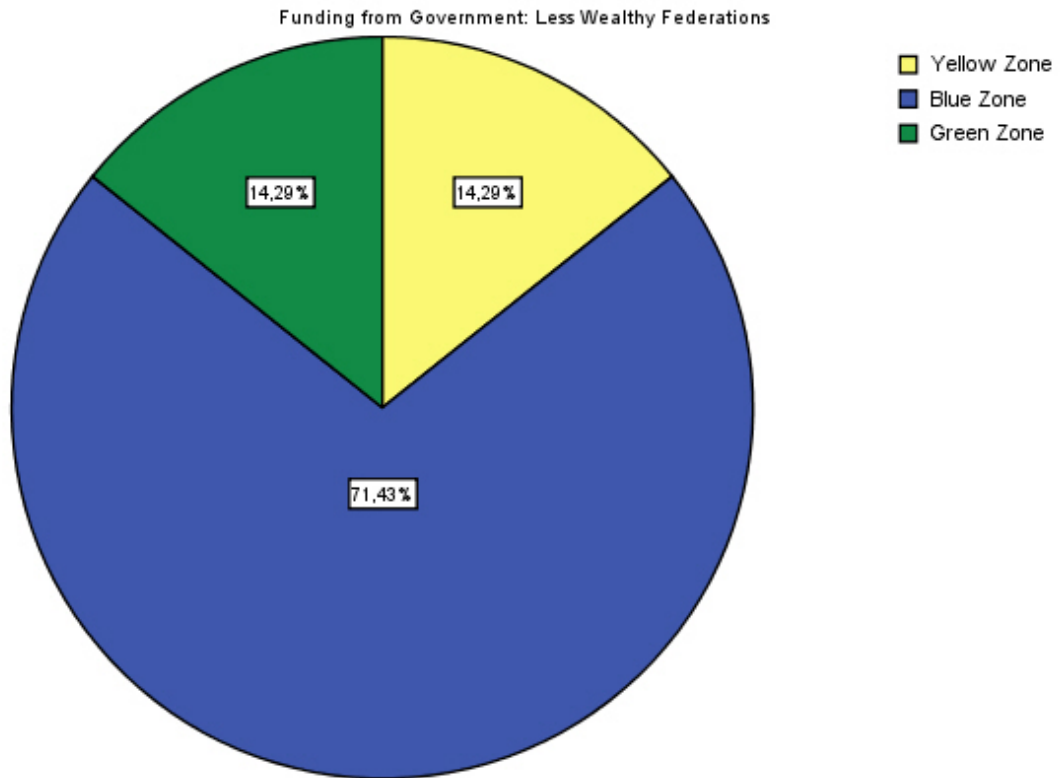


Figure 49. The extent of empowerment in less wealthy federations, in relation to key factor: Selection, placement, and development of people skills.

Finally, 6 (85.7%) of less wealthy federations indicated that they used “empowerment style” (blue zone), and 1 (14.3%) used the “most empowering style” (green zone), in the key factor: Total for all managerial functions (figure 50).

### Total for all managerial functions

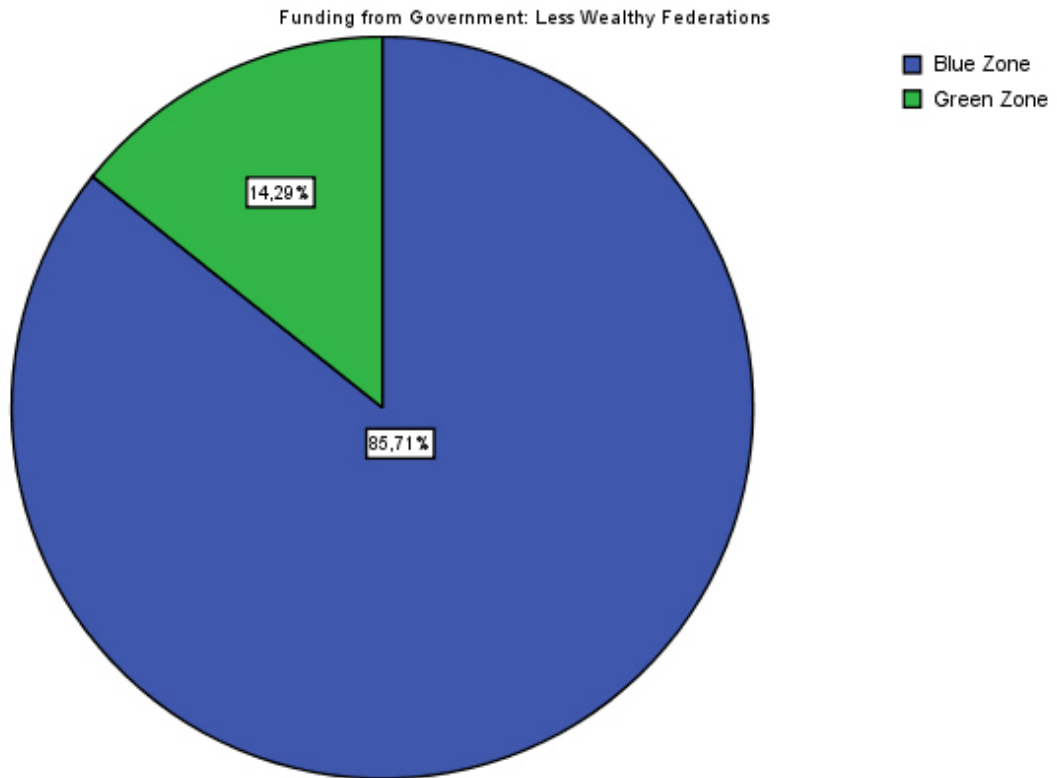


Figure 50. The extent of empowerment in less wealthy federations, in relation to key factor: Total for all managerial functions.

Referring to Olympic distinctions, the data from the responding most successful federations, (see Figure 51), indicate that 3 (60%) of them used “empowerment style” (blue zone), whereas 2 (40%) used “middle-ground style” (yellow zone) in the key factor: Management–information /communication system skills.

## Management-Information/Communication-system skills

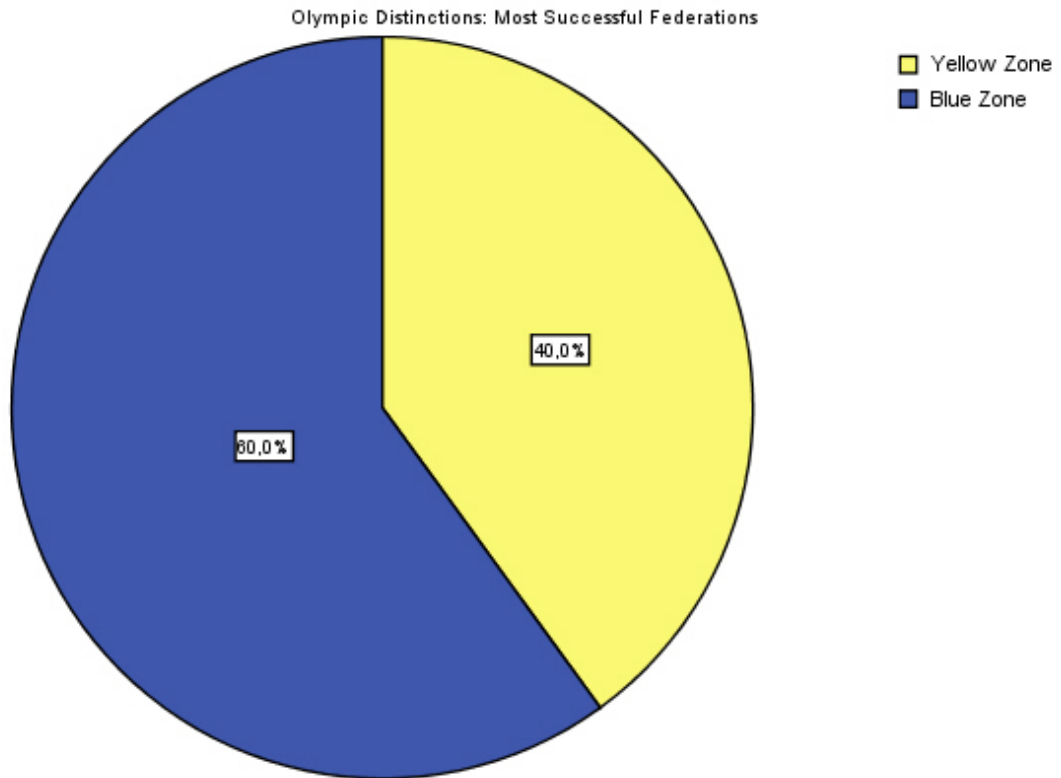


Figure 51. The extent of empowerment in most successful federations, in relation to key factor: Management-information /communication-system skills.

Furthermore, all 5 (100%) of most successful federations used “empowerment style” (blue zone), in the key factor: Decision-making and action-taking skills (Figure 52).

## Decision-making and action-taking skills

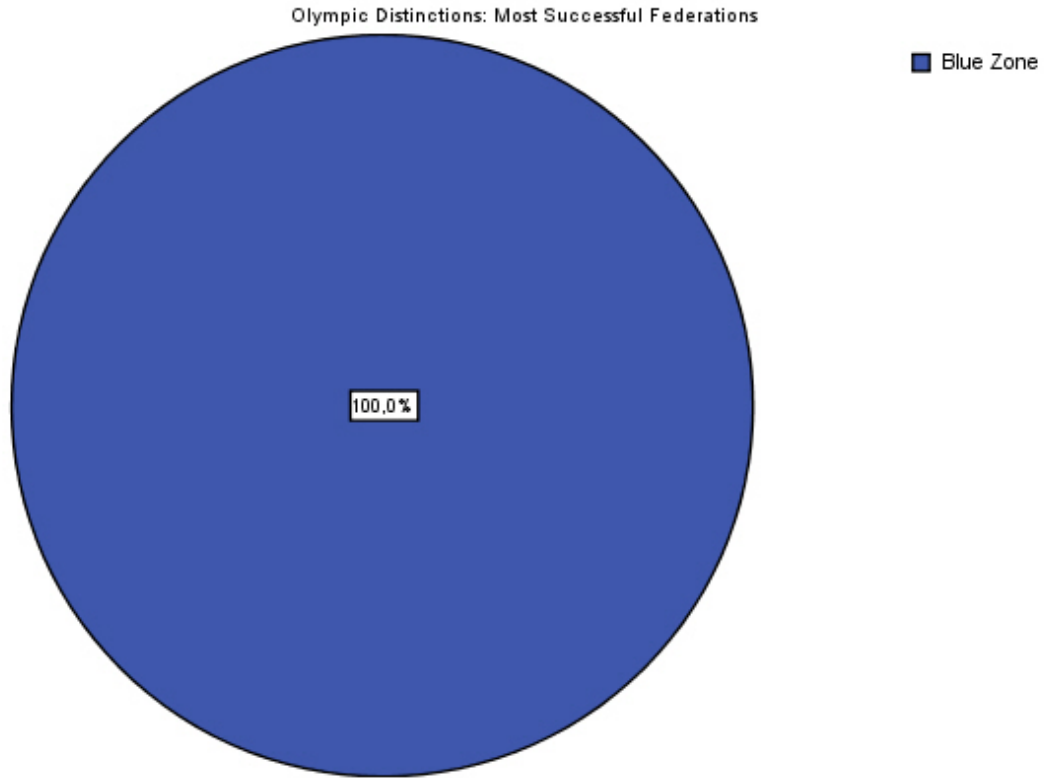


Figure 52. The extent of empowerment in most successful federations, in relation to key factor: Decision-making and action-taking skills.

Figure 53 shows that 4 (80%) of most successful federations used “empowerment style” (blue zone), and 1 (20%) used “middle-ground style” (yellow zone), in the key factor: Project-planning, organizing, and system-integration skills.

## Project-planning, organizing, and system-integration skills

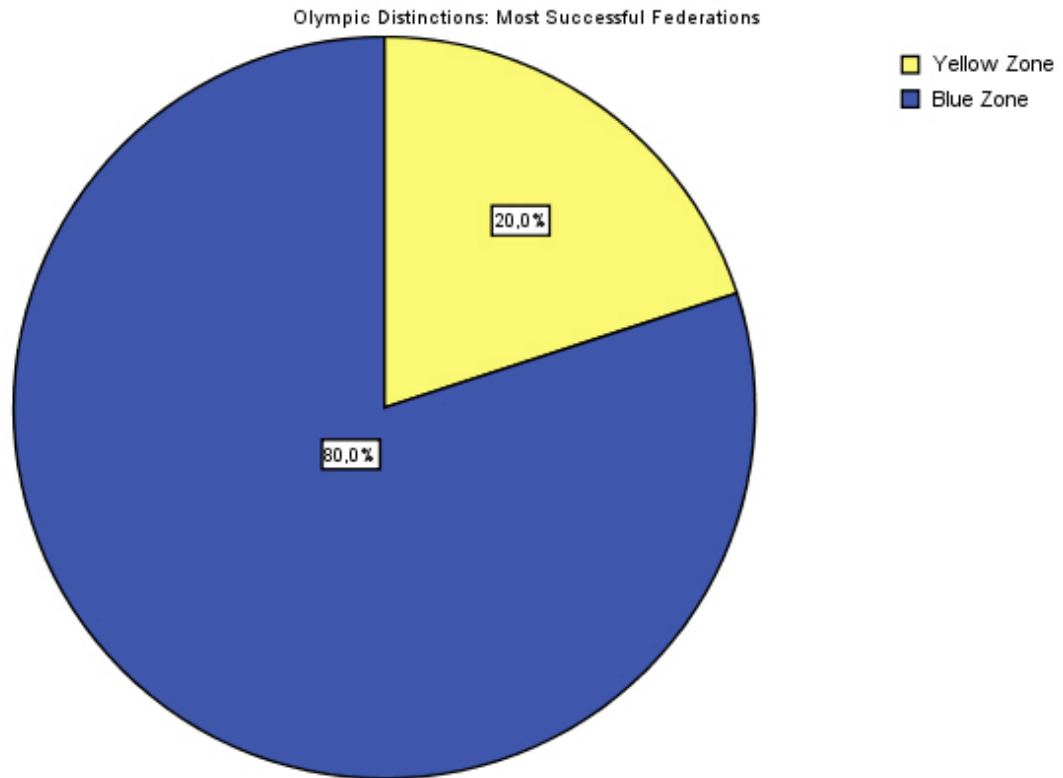


Figure 53. The extent of empowerment in most successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.

Four (80%) of the responding most successful federations indicated that they used “empowerment style” (blue zone), and one (20%) used “middle-ground style” (yellow zone), in the key factor: Systems-evaluation and internal-control skills (Figure 54).

## Systems-evaluation and internal-control skills

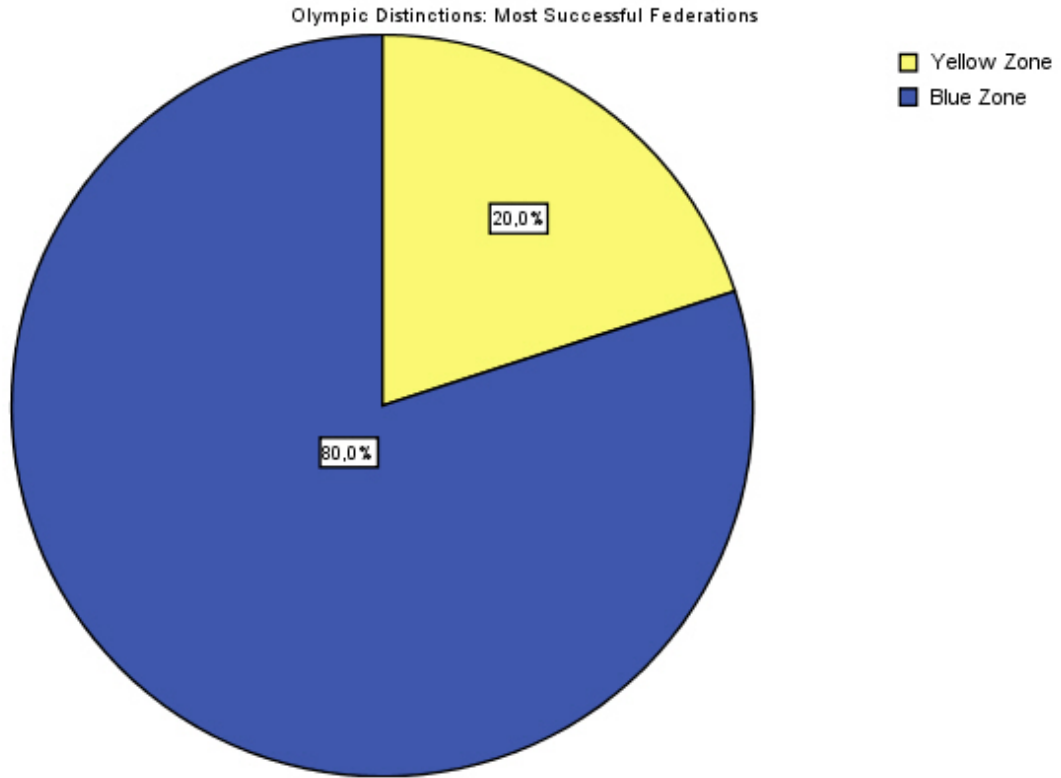


Figure 54. The extent of empowerment in most successful federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 55 indicates that 3 (60%) of most successful federations used “middle-ground style” (yellow zone), while 1 (20%) used “empowerment style” (blue zone), and another 1 (20%) used the “most empowering style” (green zone), in the key factor: Leadership, motivation, and reward-system skills.

## Leadership, motivation, and reward systems skills

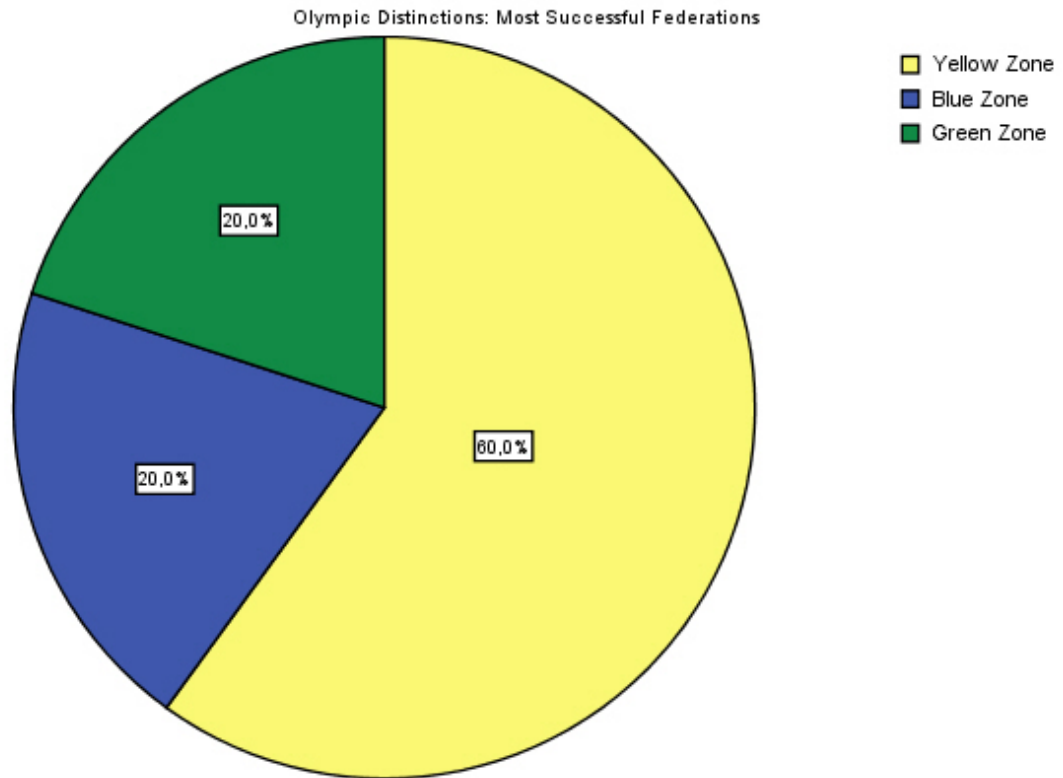


Figure 55. The extent of empowerment in most successful federations, in relation to key factor: Leadership, motivation, and reward system skills.

Four (80%) of most successful federations used “empowerment style” (blue zone), while one (20%) used “middle-ground style” (yellow zone), in the key factor: Selection, placement, and development of people skills (Figure 56).



## Selection, placement, and development of people skills

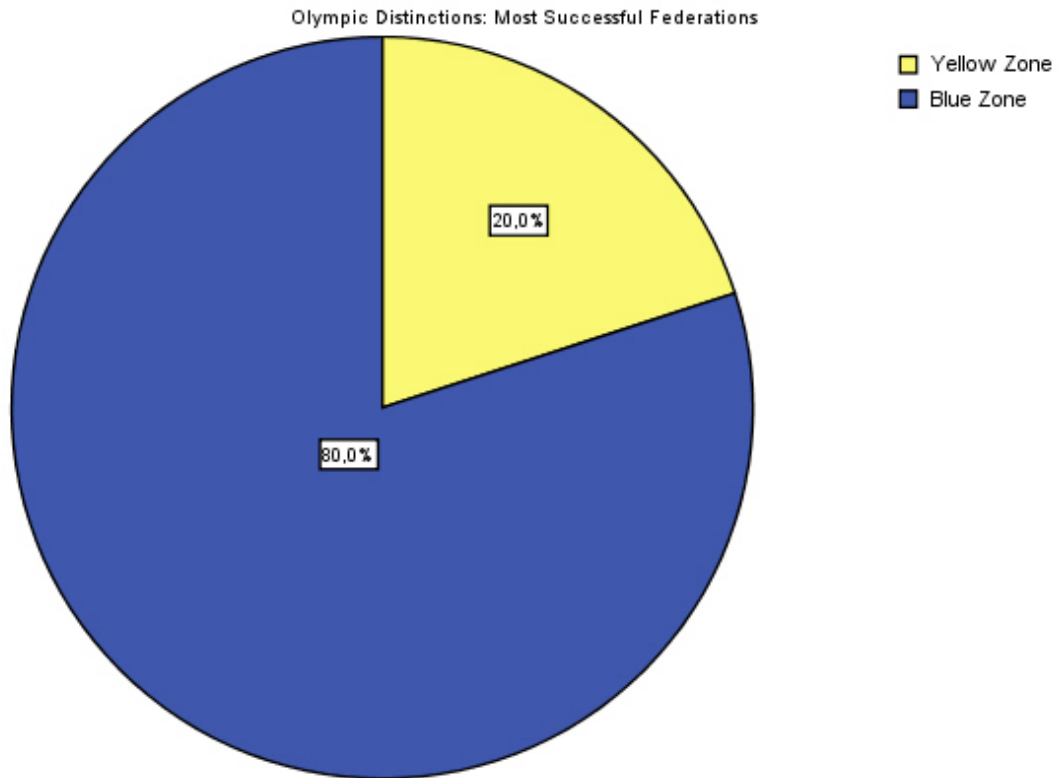


Figure 56. The extent of empowerment in most successful federations, in relation to key factor: Selection, placement, and development of people skills.

Moreover, all 5 (100%) of most successful federations used “empowerment style” (blue zone), in the key factor: Total for all managerial functions (figure 57).

### Total for all managerial functions

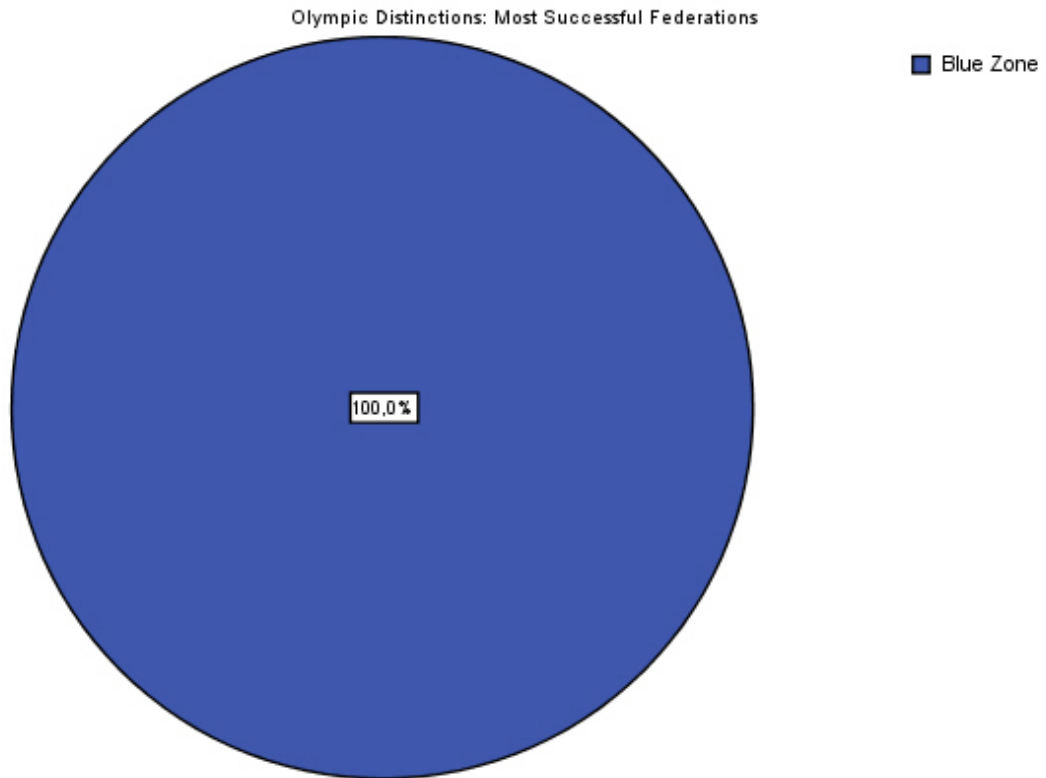


Figure 57. The extent of empowerment in most successful federations, in relation to key factor: Total for all managerial functions.

In addition, the data from the responding successful federations, (see Figure 58), indicate that 6 (75%) of them used “empowerment style” (blue zone), while 2 (25%) used “middle-ground style” (yellow zone), in the key factor: Management–information /communication system skills.

## Management-Information/Communication-system skills

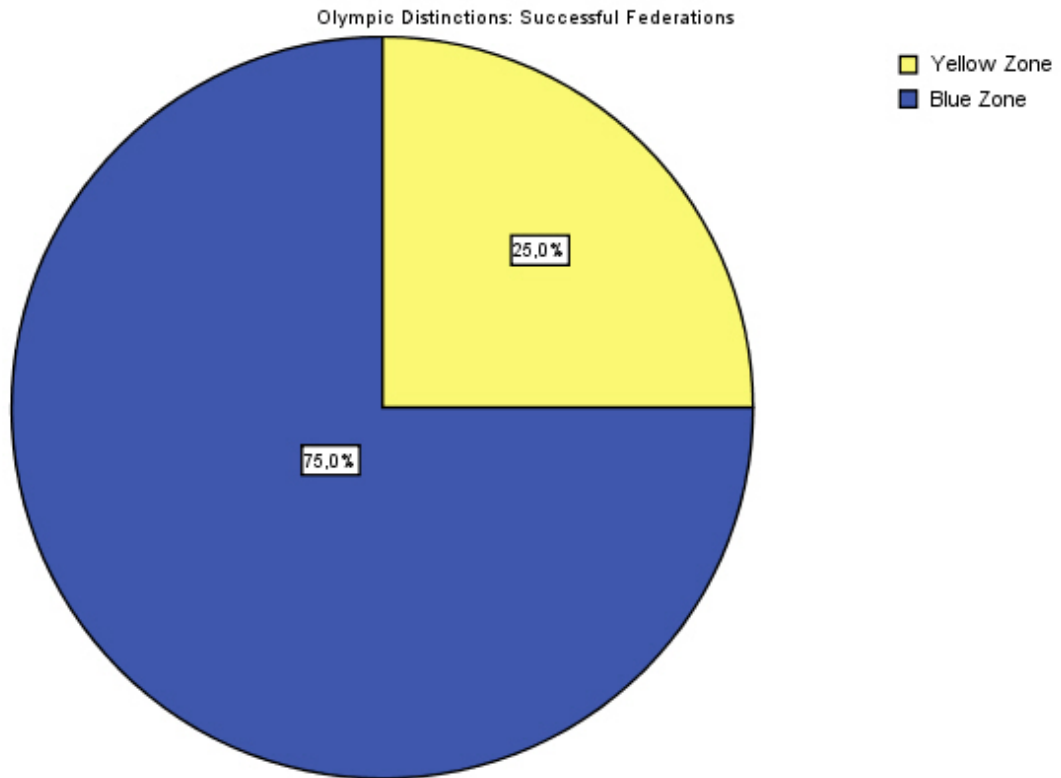


Figure 58. The extent of empowerment in successful federations, in relation to key factor: Management-information /communication-system skills.

Furthermore, 4 (50%) of successful federations used “empowerment style” (blue zone), while 3 (37.5%) used “middle-ground style” (yellow zone), and 1 (12.5%) used the “controlling style” (orange zone), in the key factor: Decision-making and action-taking skills (Figure 59).

## Decision-making and action-taking skills

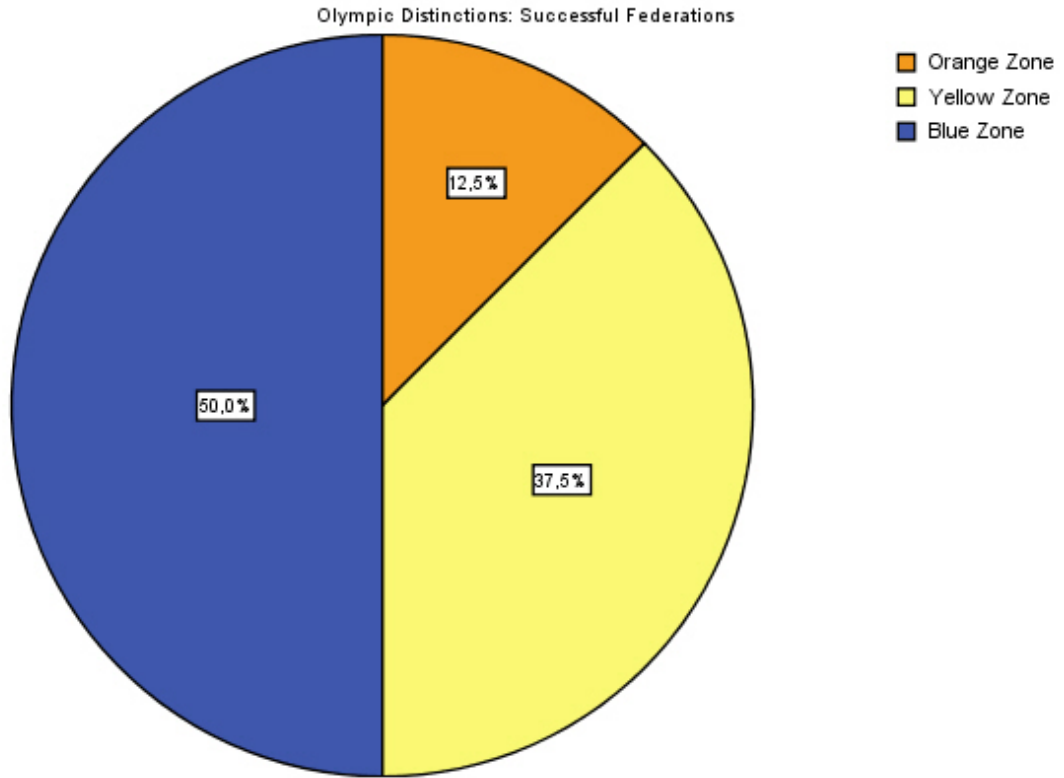


Figure 59. The extent of empowerment in successful federations, in relation to key factor: Decision-making and action-taking skills.

Figure 60 shows that 2 (25%) of successful federations used “empowerment style” (blue zone), while 5 (62.5%) used “middle-ground style” (yellow zone), and 1 (12.5%) used the “controlling style” (orange zone), in the key factor: Project-planning, organizing, and system-integration skills.

## Project-planning, organizing, and system-integration skills

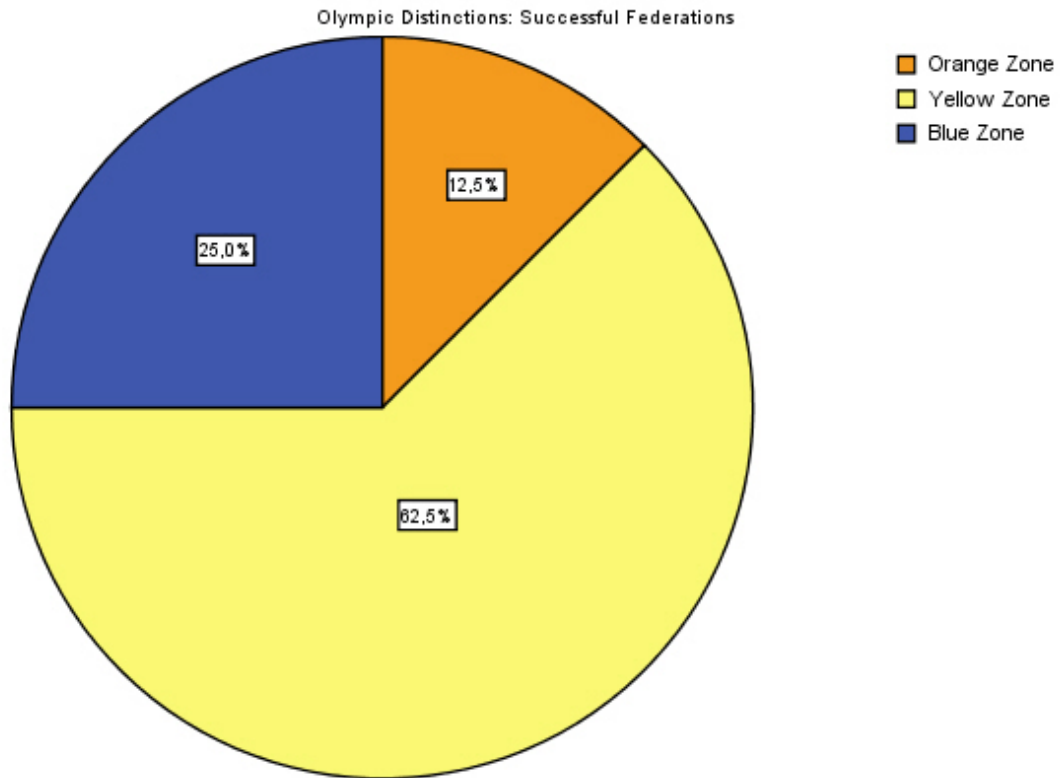


Figure 60. The extent of empowerment in successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.

Seven (87.5%) of the responding successful federations indicated that they used “empowerment style” (blue zone), and one (12.5%) used “middle-ground style” (yellow zone), in the key factor: Systems-evaluation and internal-control skills (Figure 61).

## Systems-evaluation and internal-control skills

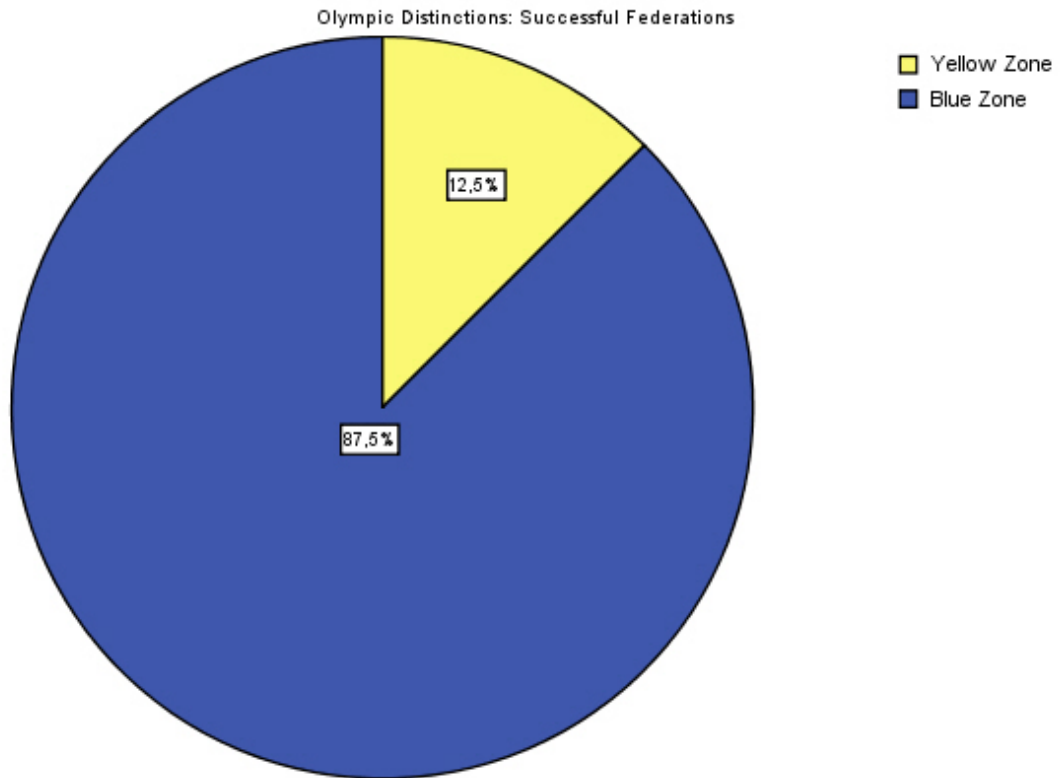


Figure 61. The extent of empowerment in successful federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 62 indicates that 7 (87.5%) of successful federations used “middle-ground style” (yellow zone), while 1 (12.5%) used “empowerment style” (blue zone), in the key factor: Leadership, motivation, and reward-system skills.

## Leadership, motivation, and reward-systems skills

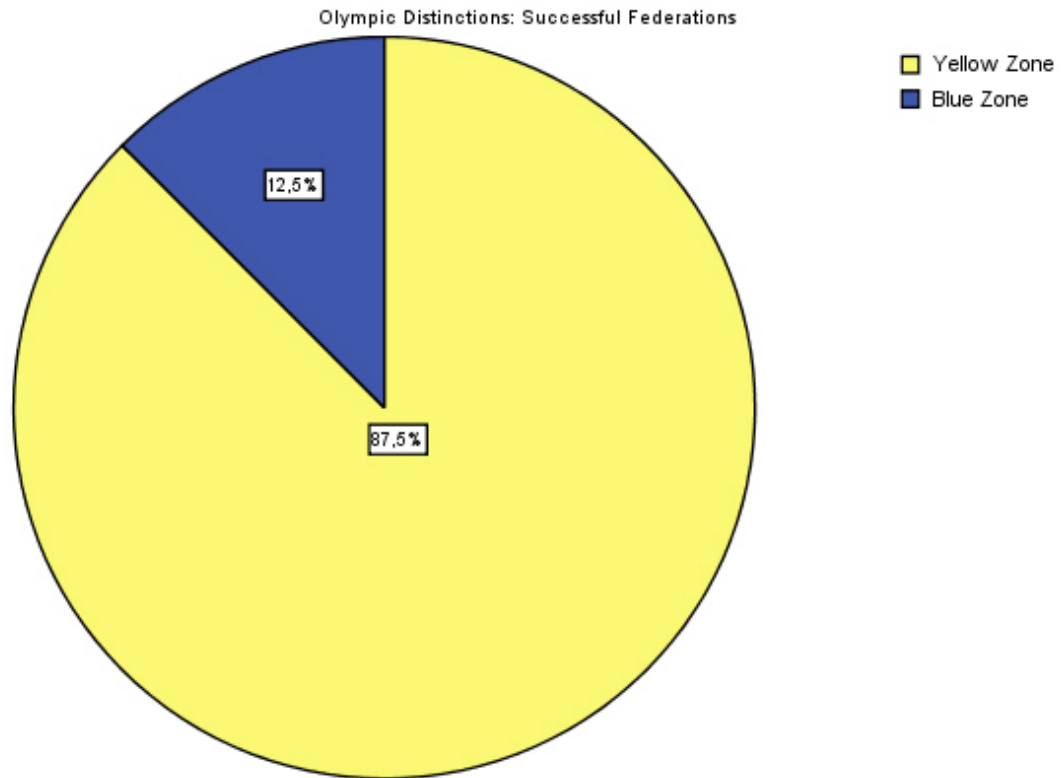


Figure 62. The extent of empowerment in successful federations, in relation to key factor: Leadership, motivation, and reward system skills.

Four (50%) of successful federations used “empowerment style” (blue zone), while the other four (50%) used “middle-ground style” (yellow zone), in the key factor: Selection, placement, and development of people skills (Figure 63).

## Selection, placement, and development of people skills

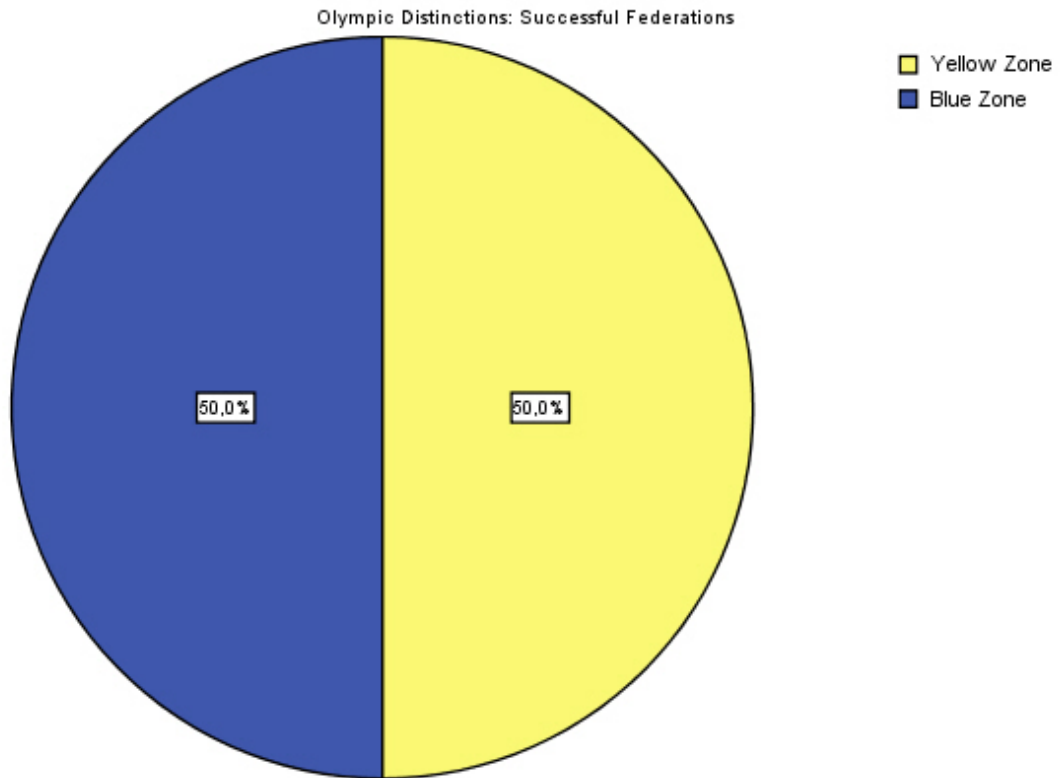


Figure 63. The extent of empowerment in successful federations, in relation to key factor: Selection, placement, and development of people skills.

Moreover, 5 (62.5%) of successful federations used “empowerment style” (blue zone), and three (37.5%) used “middle-ground style” (yellow zone), in the key factor: Total for all managerial functions (figure 64).



### Total for all managerial functions

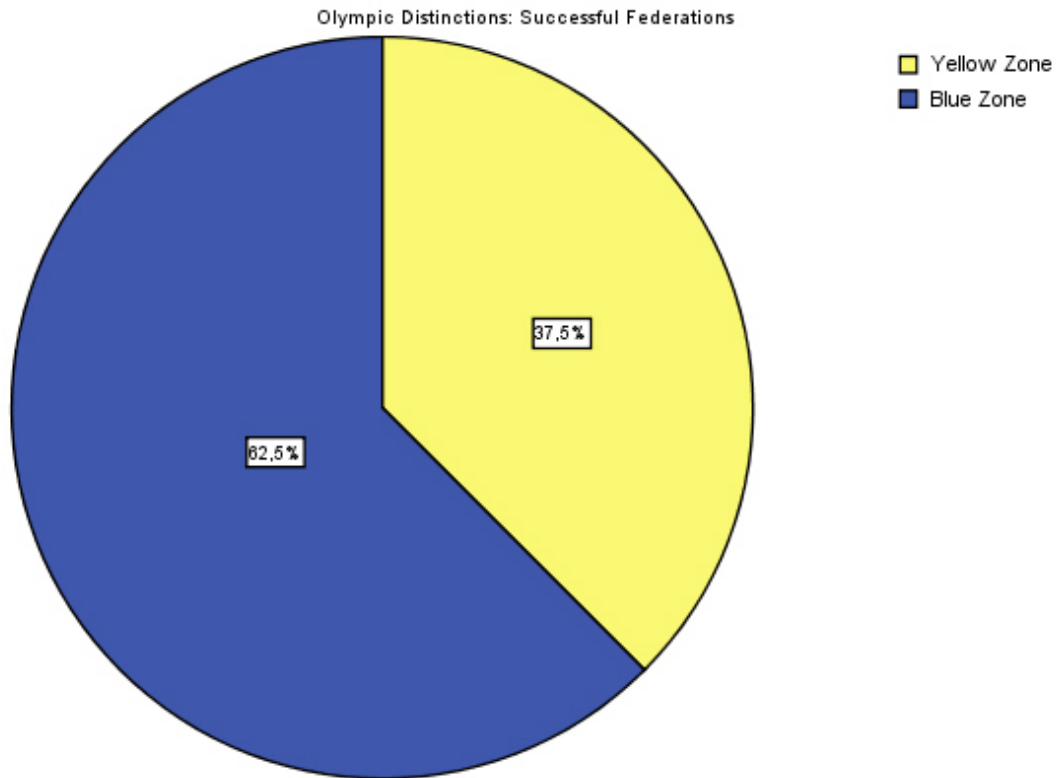


Figure 64. The extent of empowerment in successful federations, in relation to key factor: Total for all managerial functions.

Also, the data from the responding less successful federations, (see Figure 65), indicate that 5 (71.4%) of them used “empowerment style” (blue zone), while 1 (14.3%) used “middle-ground style” (yellow zone), and another 1 (14.3%) used the “controlling style” (orange zone), in the key factor: Management–information /communication system skills.

## Management-Information/Communication-system skills

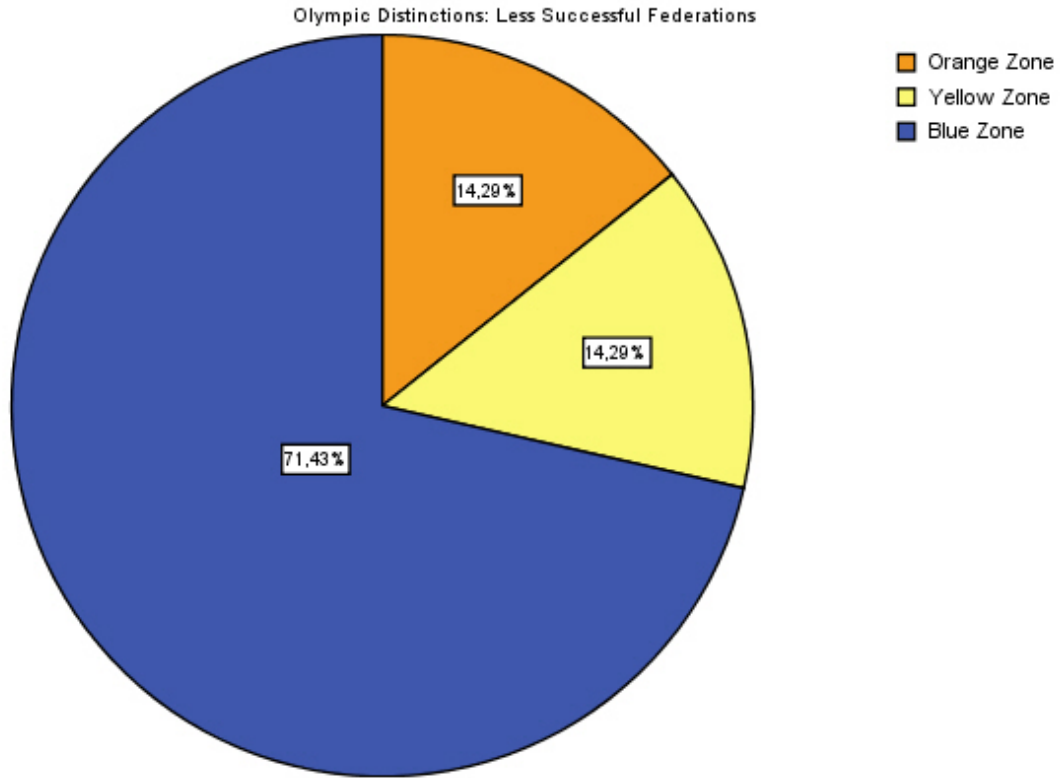


Figure 65. The extent of empowerment in less successful federations, in relation to key factor: Management-information /communication system skills.

Furthermore, 2 (28.6%) of less successful federations used “middle-ground style” (yellow zone), while 3 (42.9%) used “empowerment style” (blue zone), and 2 (28.6%) used the “most empowering style” (green zone), in the key factor: Decision-making and action-taking skills (Figure 66).

## Decision-making and action-taking skills

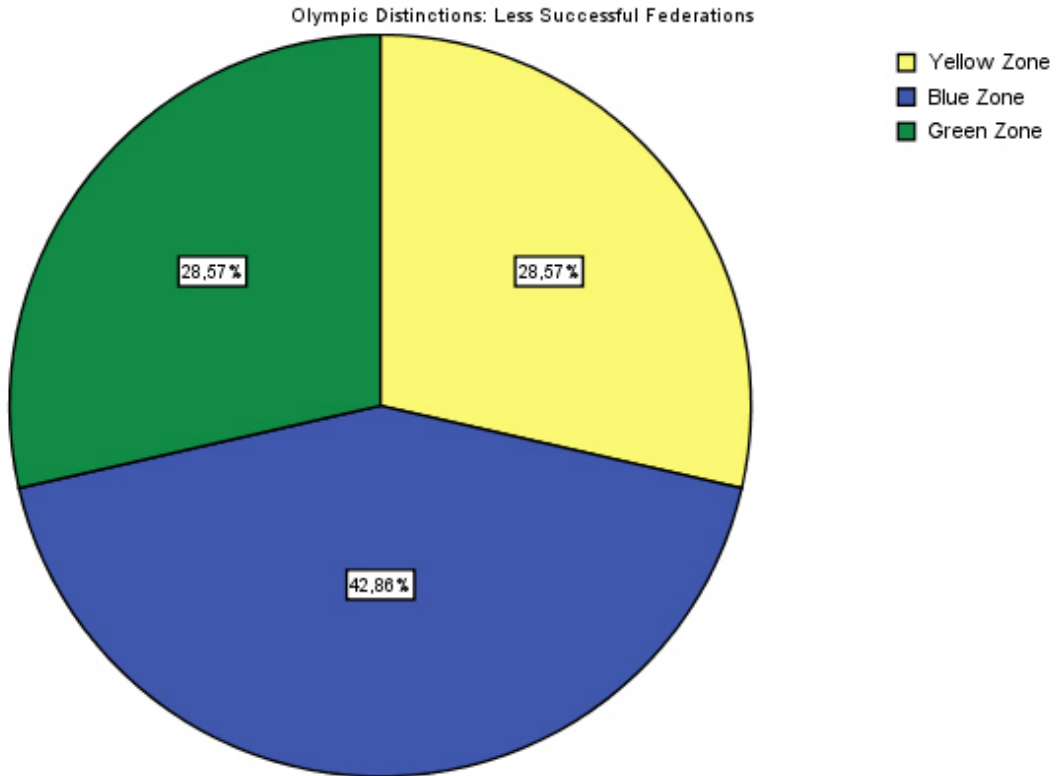


Figure 66. The extent of empowerment in less successful federations, in relation to key factor: Decision-making and action-taking skills.

Figure 67 shows that 5 (71.4%) of less successful federations used “empowerment style” (blue zone), while 2 (28.6%) used “middle-ground style” (yellow zone), in the key factor: Project-planning, organizing, and system-integration skills.

## Project-planning, organizing, and system-integration skills

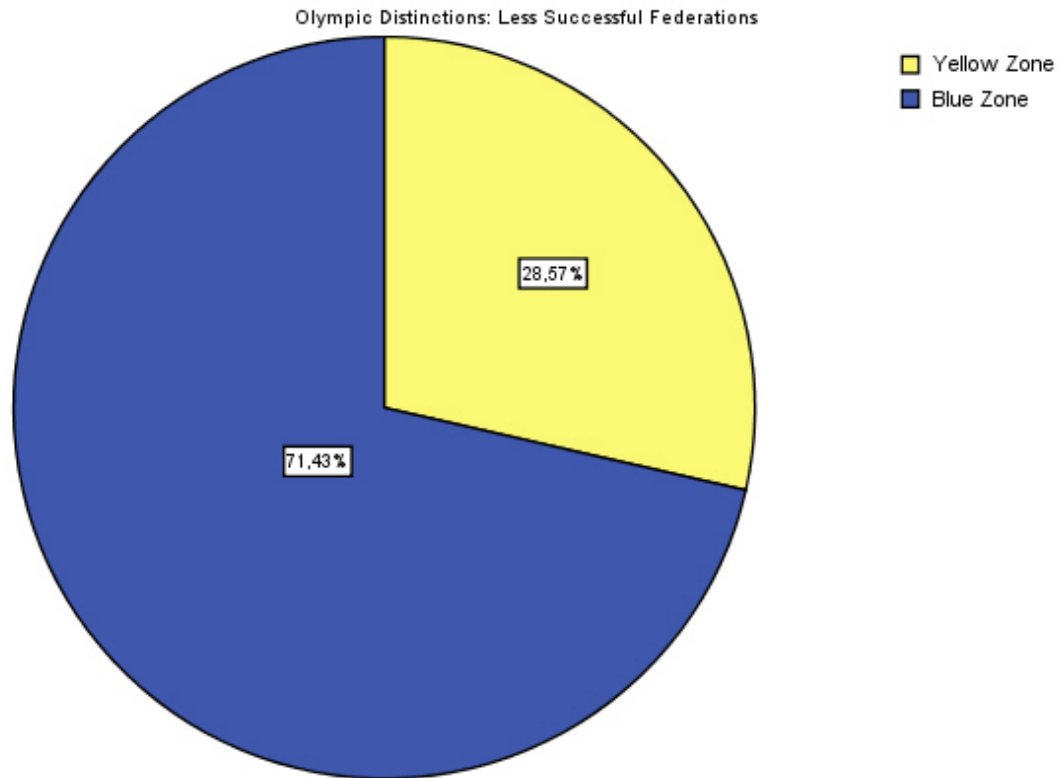


Figure 67. The extent of empowerment in less successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.

One (14.3%) of the responding less successful federations indicated that they used “middle-ground style” (yellow zone), while 5 (71.4%) used “empowerment style” (blue zone), and 1 (14.3%) used the “most empowering style” (green zone), in the key factor: Systems-evaluation and internal-control skills (Figure 68).

## Systems-evaluation and internal-control skills

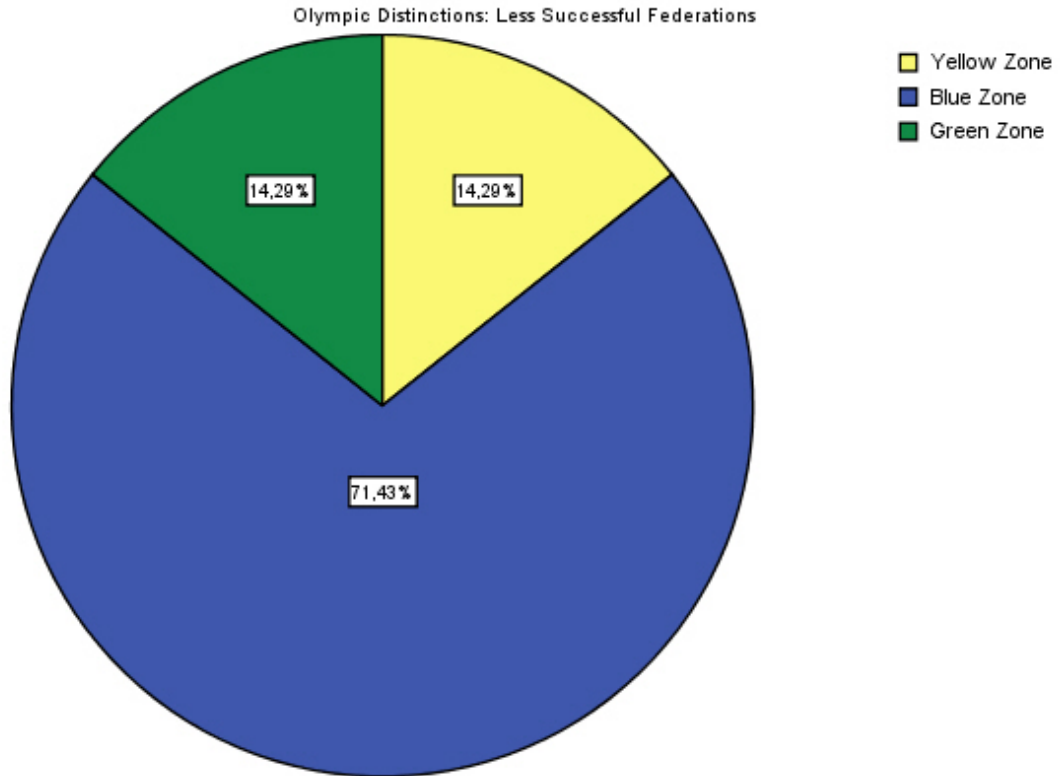


Figure 68. The extent of empowerment in less successful federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 69 indicates that 2 (28.6%) of less successful federations used “middle-ground style” (yellow zone), while 4 (57.1%) used “empowerment style” (blue zone), and 1 (14.3%) used the “most empowering style” (green zone), in the key factor: Leadership, motivation, and reward-system skills.

## Leadership, motivation, and reward-systems skills

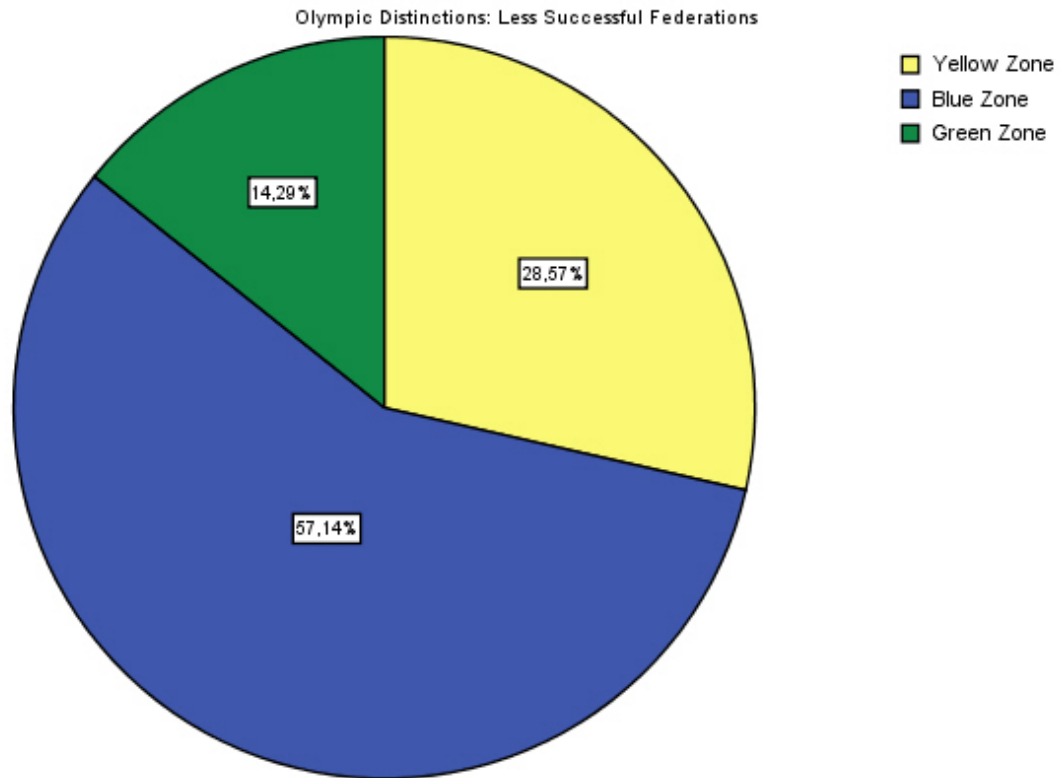


Figure 69. The extent of empowerment in less successful federations, in relation to key factor: Leadership, motivation, and reward system skills.

Six (85.7%) of less successful federations used “empowerment style” (blue zone), and one (14.3%) used the “most empowering style” (green zone), in the key factor: Selection, placement, and development of people skills (Figure 70).

## Selection, placement, and development of people skills

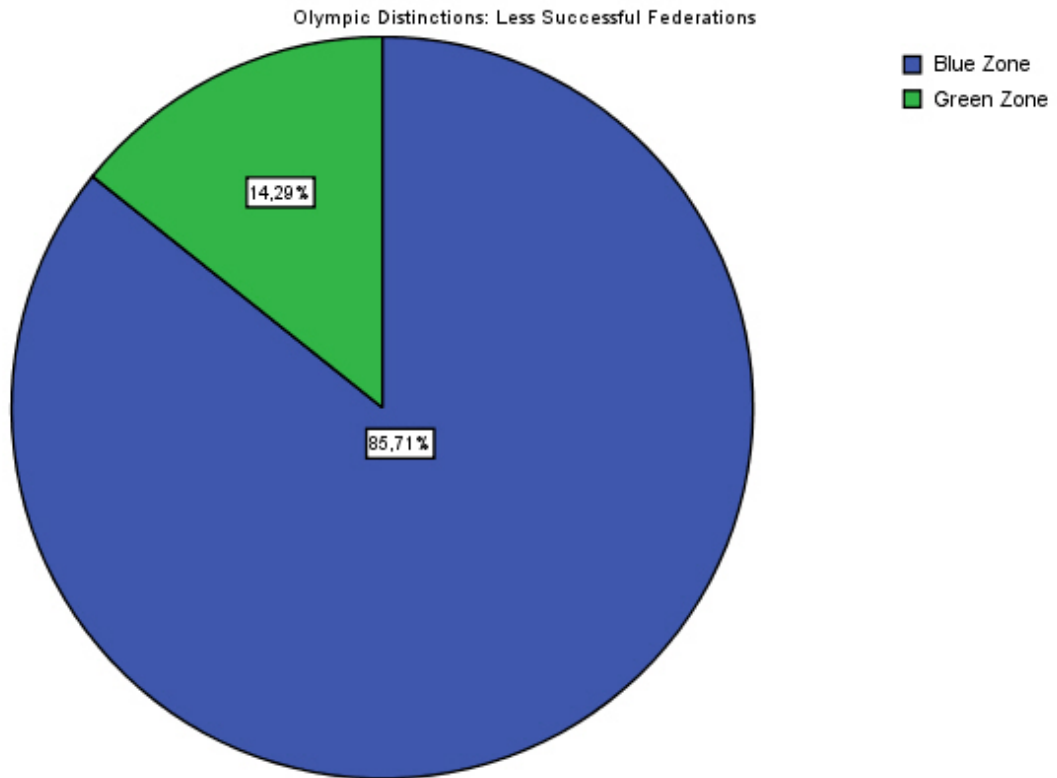


Figure 70. The extent of empowerment in less successful federations, in relation to key factor: Selection, placement, and development of people skills.

Finally, 1 (14.3%) of less successful federations used “middle-ground style” (yellow zone), while 5 (71.4%) used “empowerment style” (blue zone), and 1 (14.3%) used the “most empowering style” (green zone), in the key factor: Total for all managerial functions (figure 71).

### Total for all managerial functions

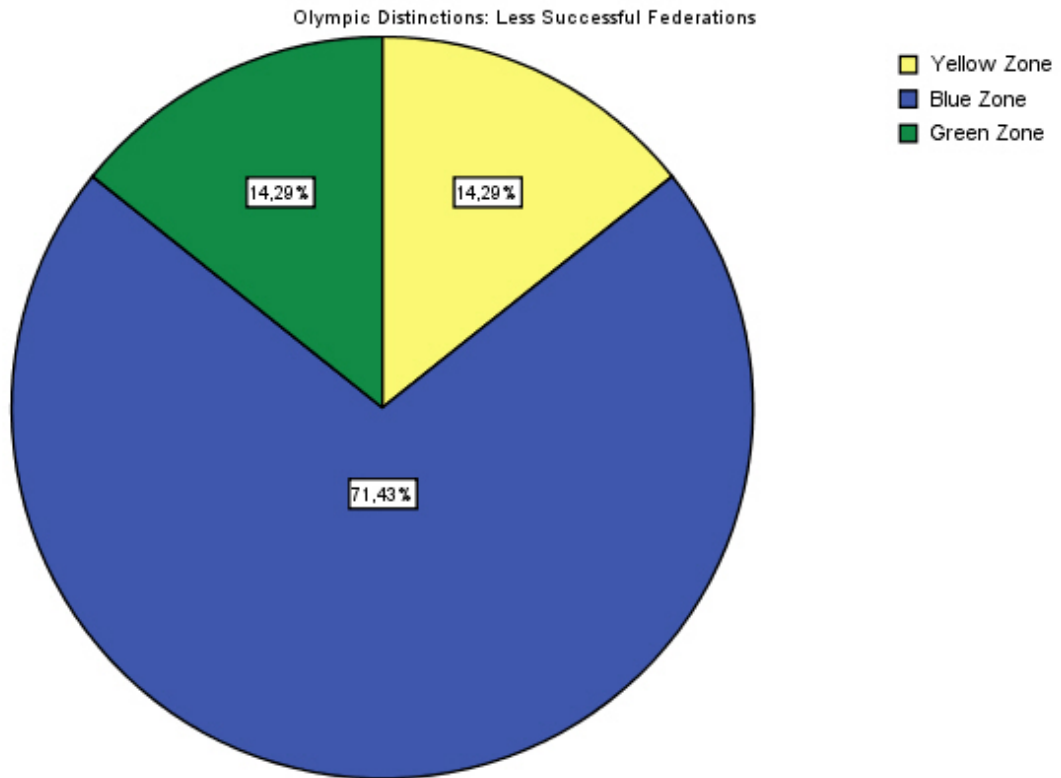


Figure 71. The extent of empowerment in less successful federations, in relation to key factor: Total for all managerial functions.

Concerning World distinctions, the data from the responding most successful federations, (see Figure 72), indicate that 5 (71.4%) of them used “empowerment style” (blue zone), whereas 2 (28.6%) used “middle-ground style” (yellow zone) in the key factor: Management–information /communication system skills.



## Management-Information/Communication-system skills

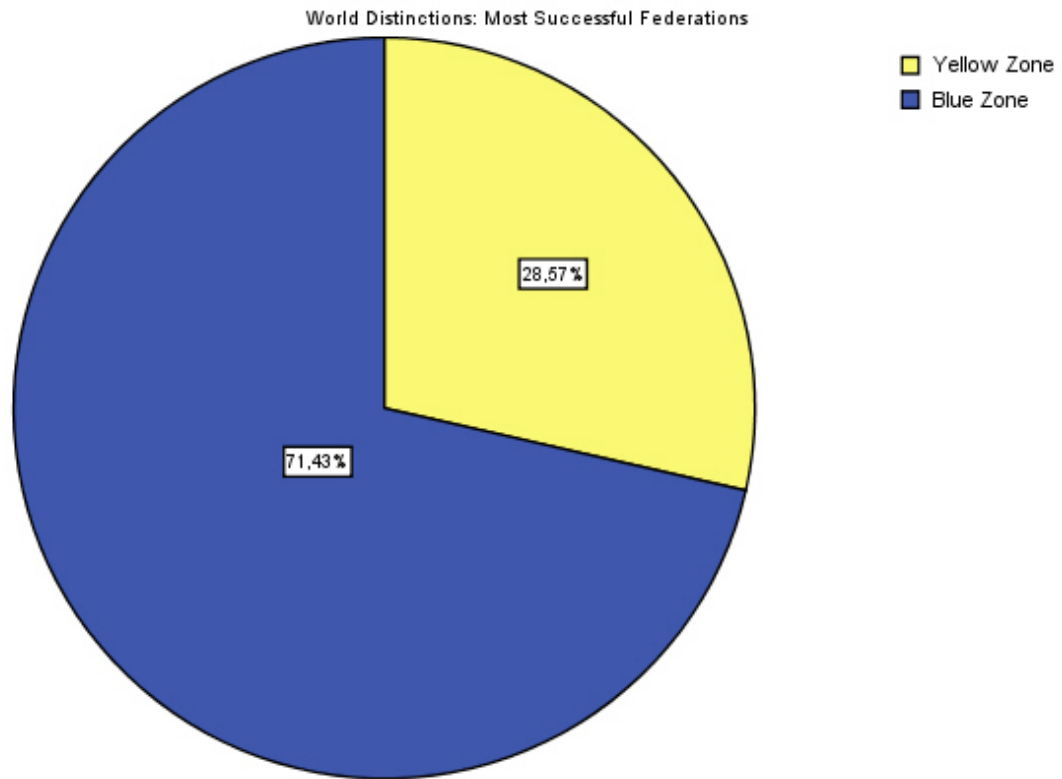


Figure 72. The extent of empowerment in most successful federations, in relation to key factor: Management-information /communication system skills.

Furthermore, 5 (71.4%) of most successful federations used “empowerment style” (blue zone), while 1 (14.3%) used “middle-ground style” (yellow zone), and another 1 (14.3%) used the “controlling style” (orange zone), in the key factor: Decision-making and action-taking skills (Figure 73).

## Decision-making and action-taking skills

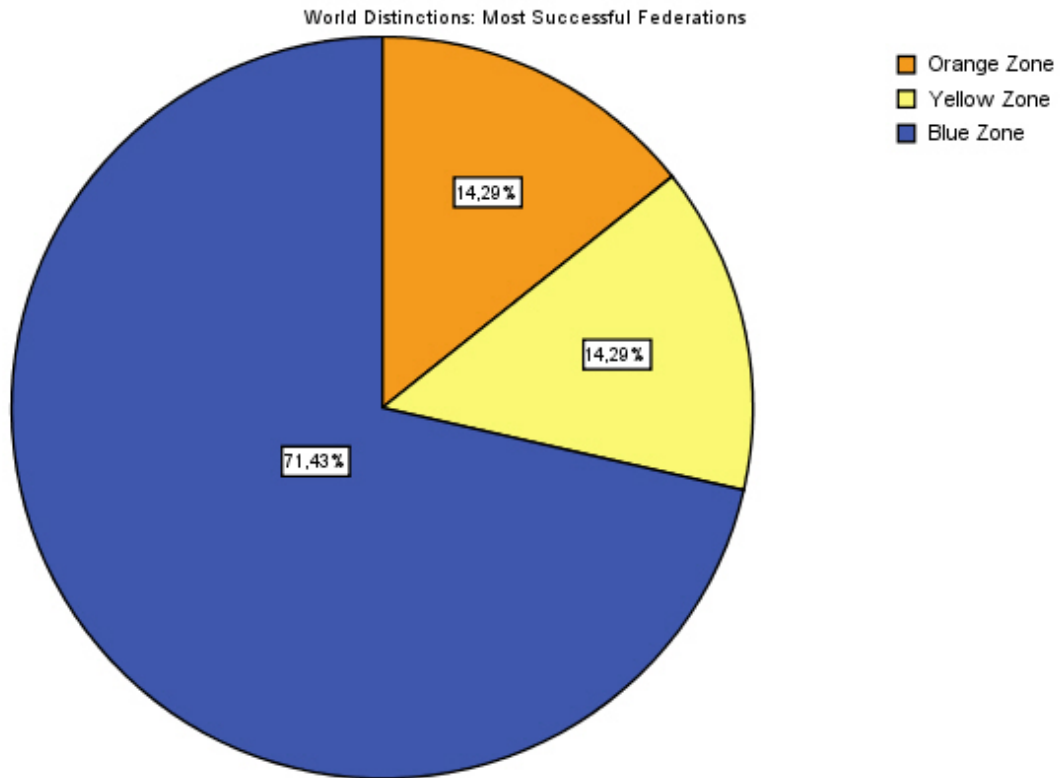


Figure 73. The extent of empowerment in most successful federations, in relation to key factor: Decision-making and action-taking skills.

Figure 74 shows that 4 (57.1%) of most successful federations used “empowerment style” (blue zone), while 3 (42.9%) used “middle-ground style” (yellow zone), in the key factor: Project-planning, organizing, and system-integration skills.

## Project-planning, organizing, and system-integration skills

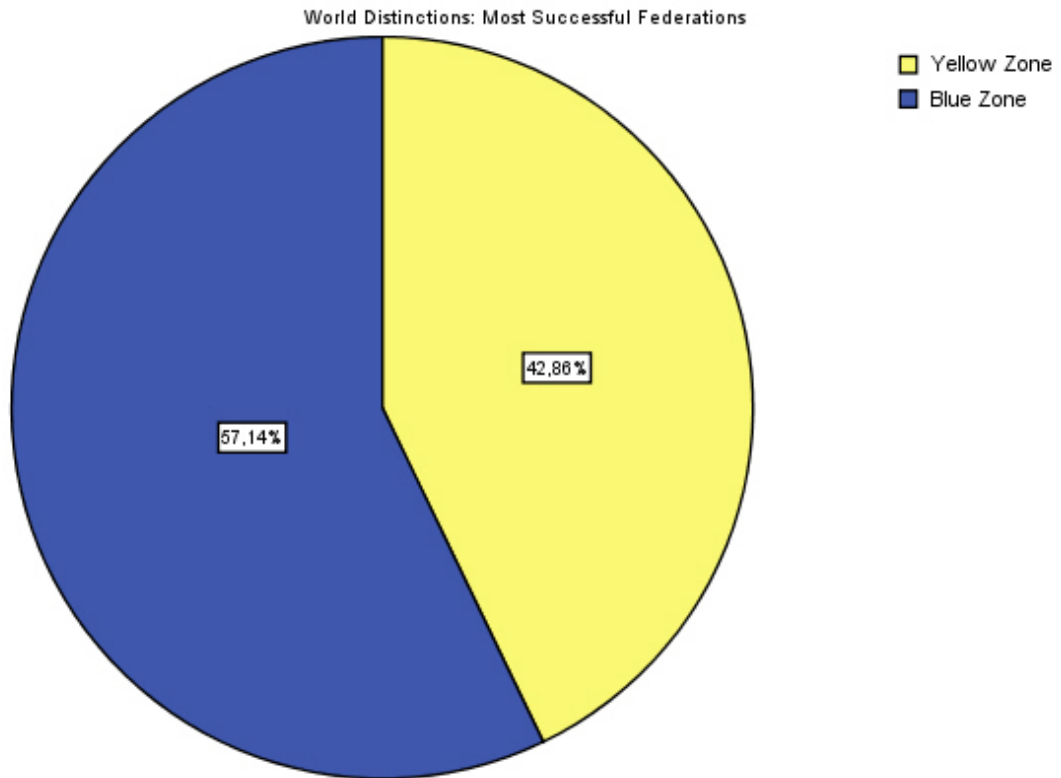


Figure 74. The extent of empowerment in most successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.

Five (71.4%) of the responding most successful federations indicated that they used “empowerment style” (blue zone), while 2 (28.6%) used “middle-ground style” (yellow zone), in the key factor: Systems-evaluation and internal-control skills (Figure 75).

## System-evaluation and internal-control skills

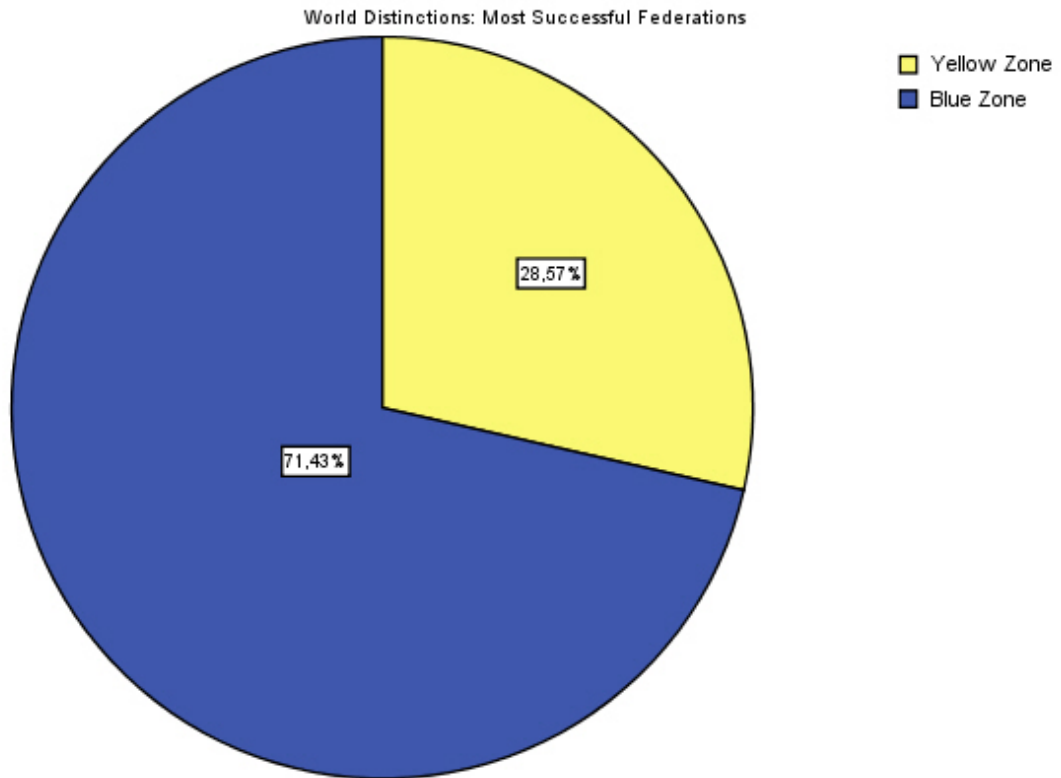


Figure 75. The extent of empowerment in most successful federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 76 indicates that 5 (71.4%) of most successful federations used “middle-ground style” (yellow zone), while 1 (14.3%) used “empowerment style” (blue zone), and 1 (14.3%) used the “most empowering style” (green zone), in the key factor: Leadership, motivation, and reward-system skills.

## Leadership, motivation, and reward-systems skills

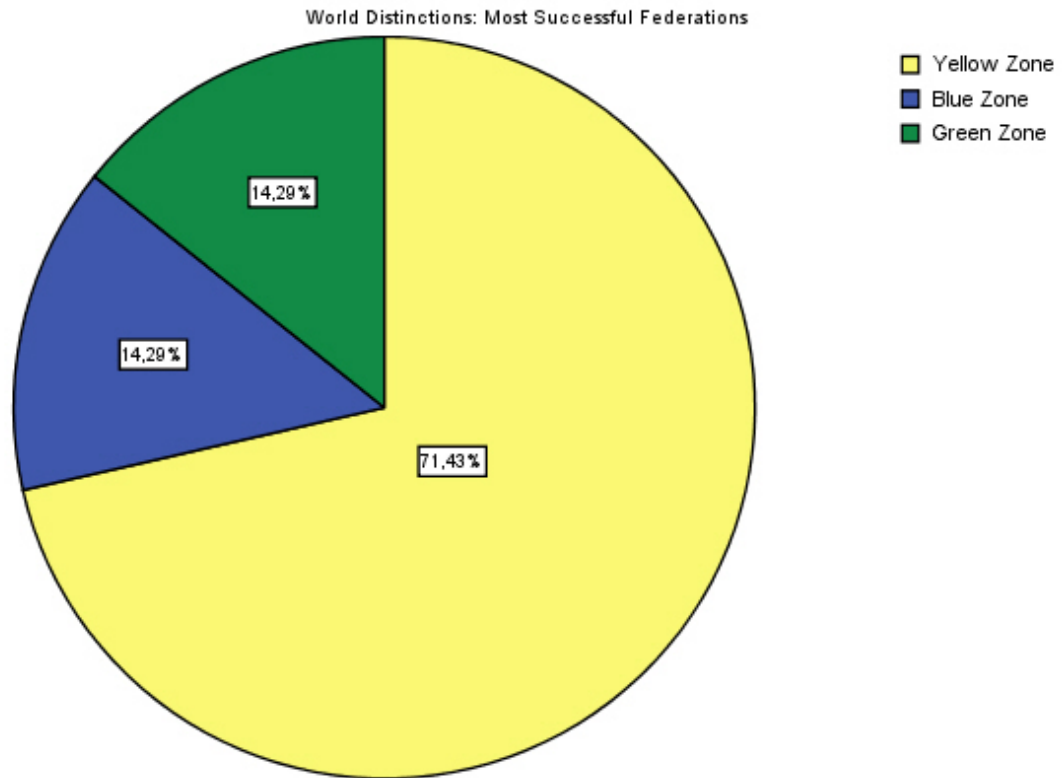


Figure 76. The extent of empowerment in most successful federations, in relation to key factor: Leadership, motivation, and reward system skills.

Five (71.4%) of most successful federations used “empowerment style” (blue zone), whereas one (28.6%) used “middle-ground style” (yellow zone), in the key factor: Selection, placement, and development of people skills (Figure 77).

## Selection, placement, and development of people skills

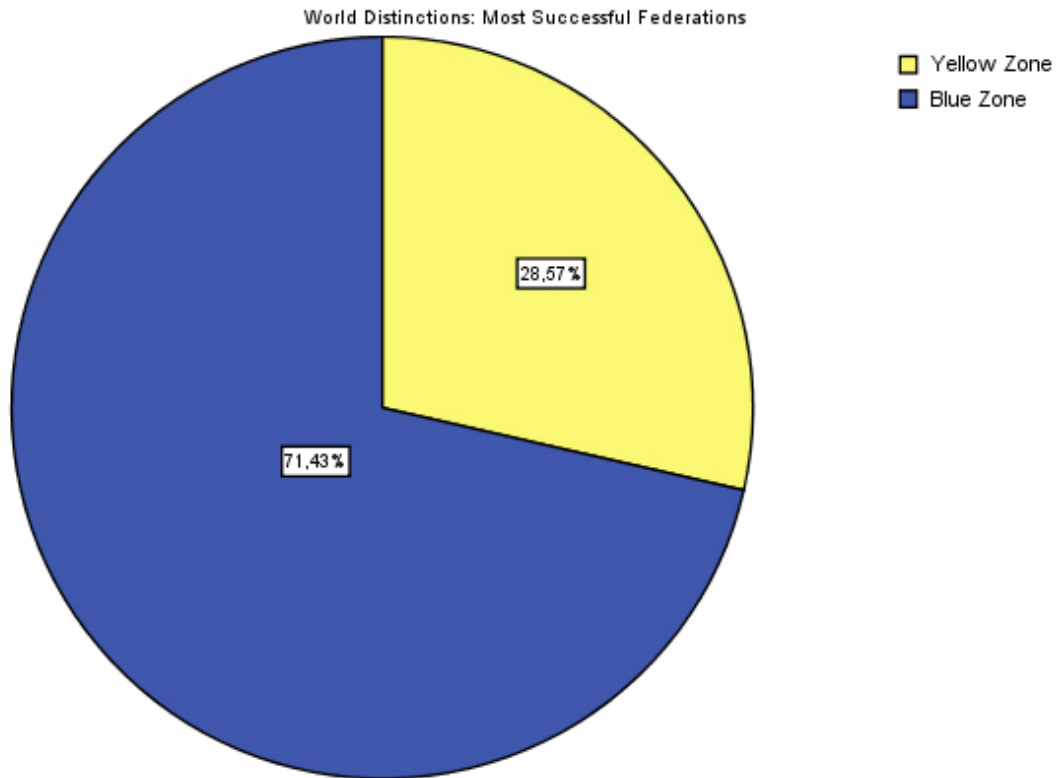


Figure 77. The extent of empowerment in most successful federations, in relation to key factor: Selection, placement, and development of people skills.

Similarly, 6 (85.7%) of most successful federations used “empowerment style” (blue zone), while 1 (14.3%) used “middle-ground style” (yellow zone), in the key factor: Total for all managerial functions (figure 78).

### Total for all managerial functions

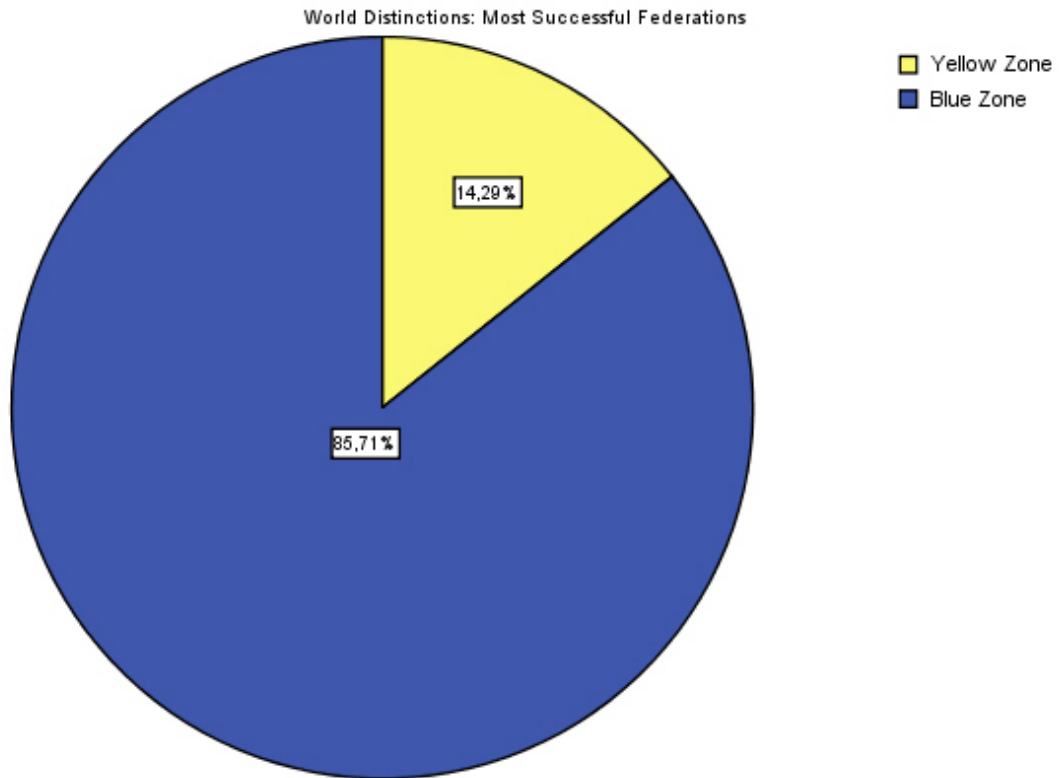


Figure 78. The extent of empowerment in most successful federations, in relation to key factor: Total for all managerial functions.

Also, the data from the responding successful federations, (see Figure 79), indicate that 5 (62.5%) of them used “empowerment style” (blue zone), while 2 (25%) used “middle-ground style” (yellow zone), and 1 (12.5%) used the “controlling style” (orange zone), in the key factor: Management–information /communication system skills.

## Management-Information/Communication-system skills

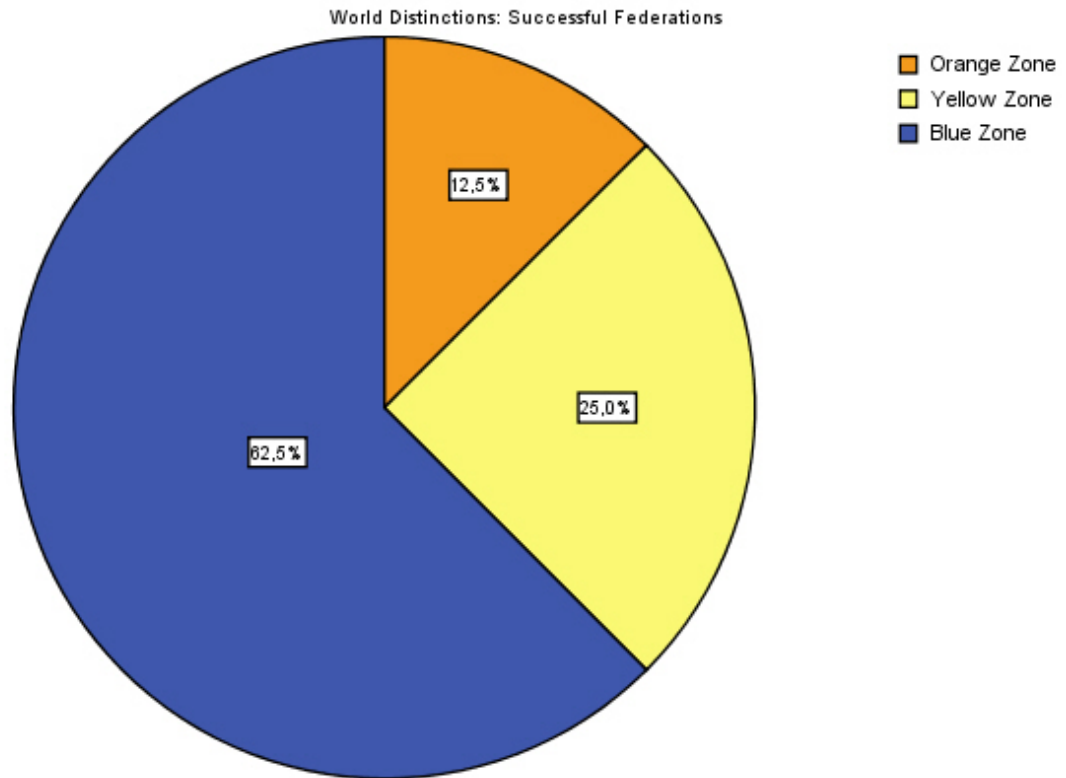


Figure 79. The extent of empowerment in successful federations, in relation to key factor: Management-information /communication-system skills.

In addition, 1 (12.5%) of successful federations used “middle-ground style” (yellow zone), while 6 (75%) used “empowerment style” (blue zone), and another 1 (12.5%) used the “most empowering style” (green zone), in the key factor: Decision-making and action-taking skills (Figure 80).



## Decision-making and action-taking skills

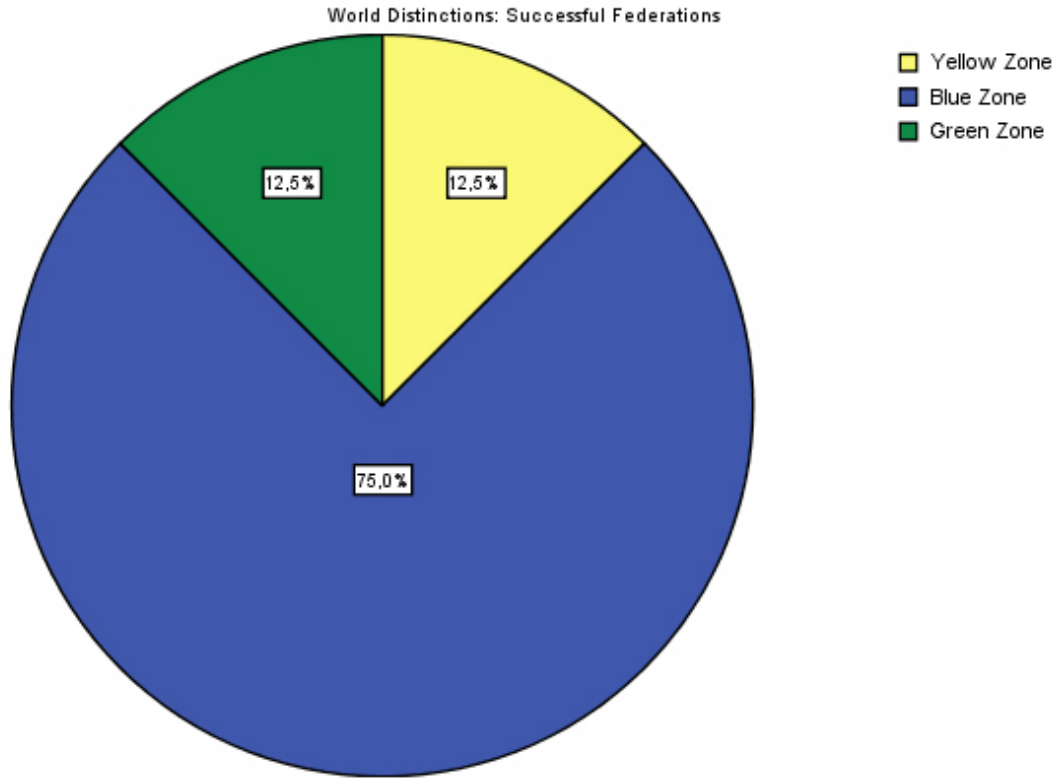


Figure 80. The extent of empowerment in successful federations, in relation to key factor: Decision-making and action-taking skills.

Figure 81 shows that 5 (62.5%) of successful federations used “middle-ground style” (yellow zone), while 3 (37.5%) used “empowerment style” (blue zone), in the key factor: Project-planning, organizing, and system-integration skills.

## Project-planning, organizing, and system-integration skills

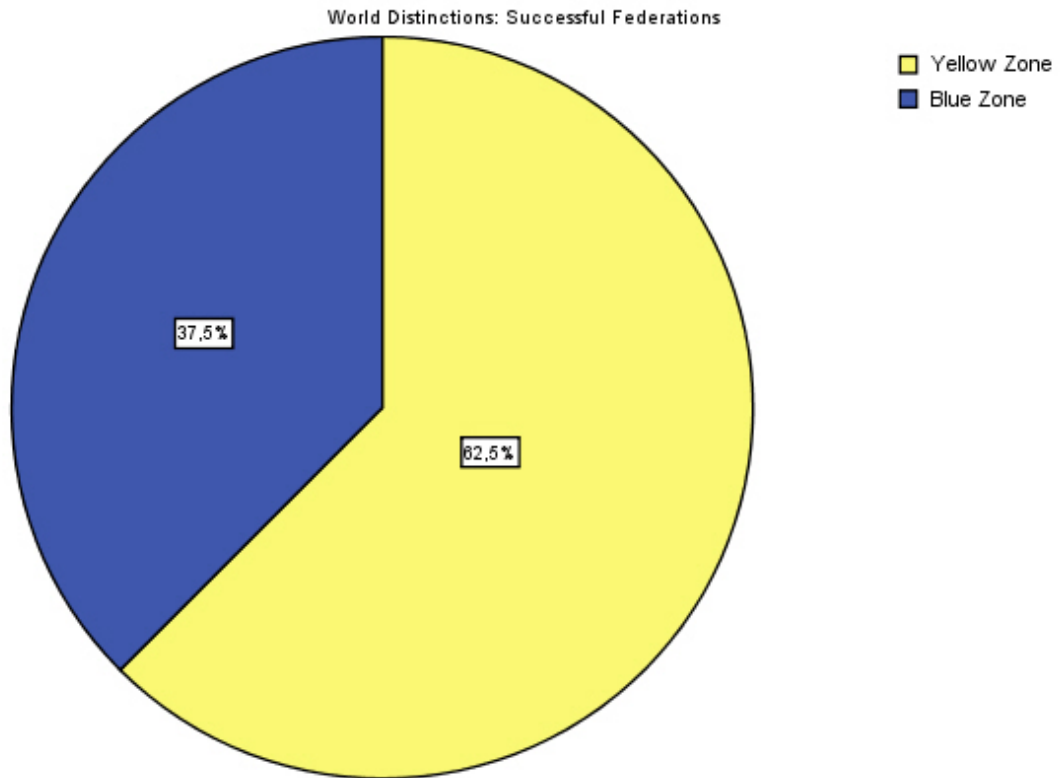
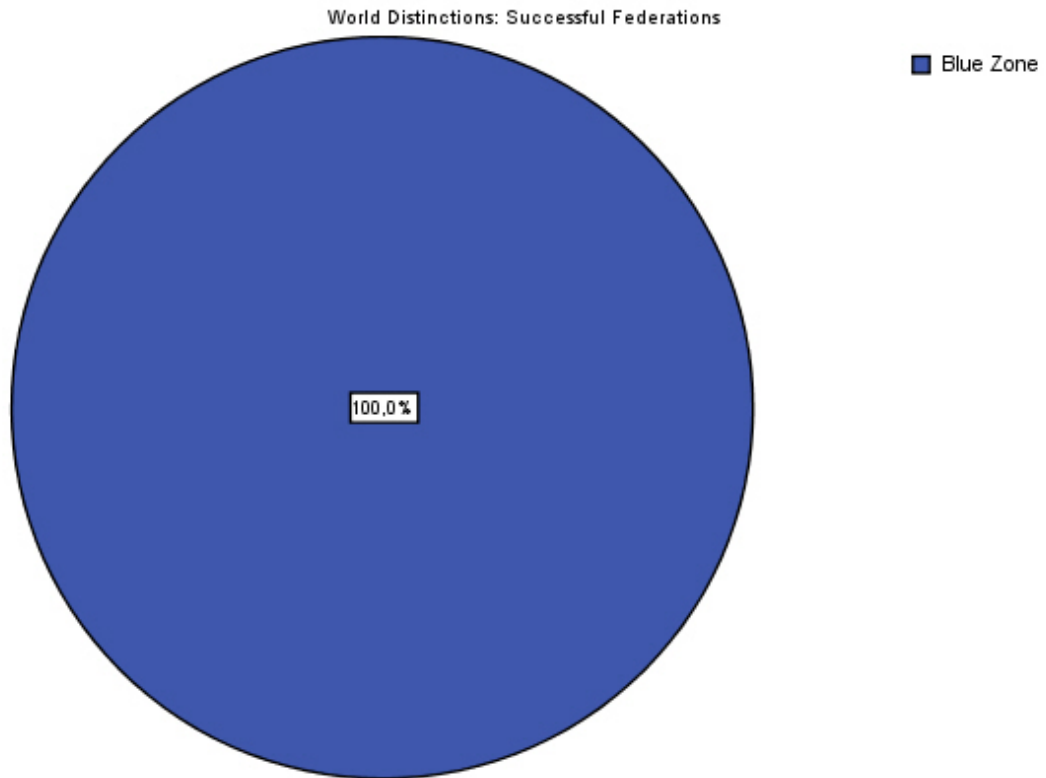


Figure 81. The extent of empowerment in successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.

All 8 (100%) of the responding successful federations indicated that they used “empowerment style” (blue zone), in the key factor: Systems-evaluation and internal-control skills (Figure 82).

## Systems-evaluation and internal-control skills



*Figure 82. The extent of empowerment in successful federations, in relation to key factor: Systems-evaluation and internal-control skills.*

Figure 83 indicates that 5 (62.5%) of successful federations used “middle-ground style” (yellow zone), while 3 (37.5%) used “empowerment style” (blue zone), in the key factor: Leadership, motivation, and reward-system skills.

## Leadership, motivation, and reward-systems skills

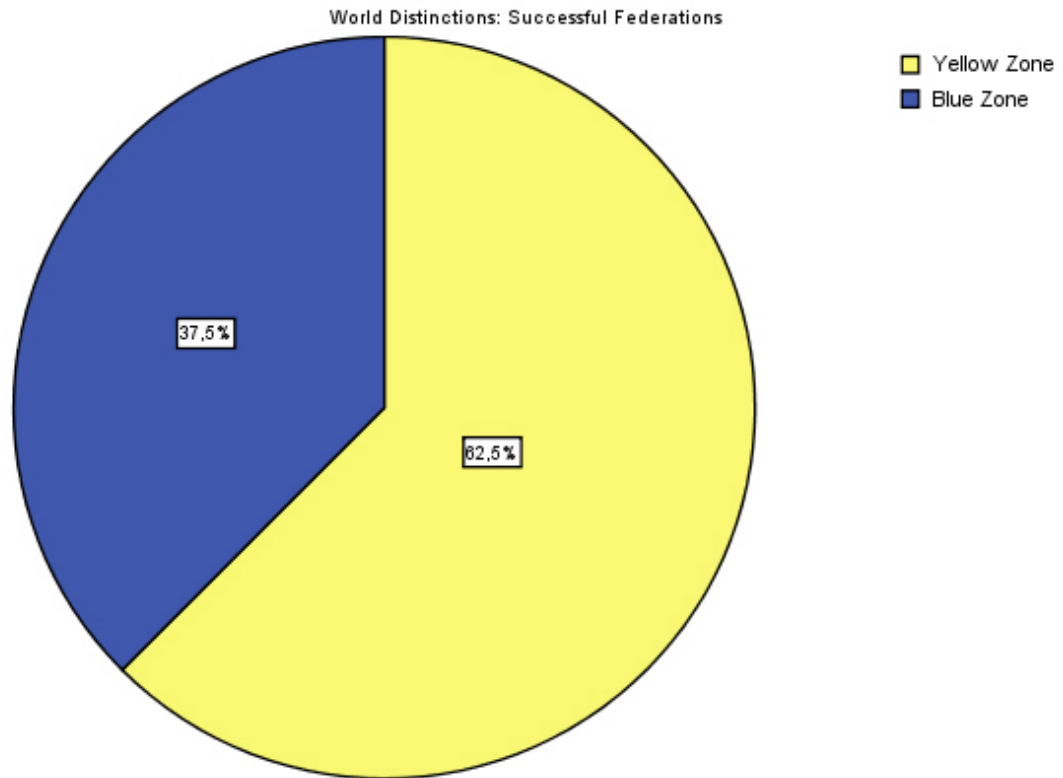
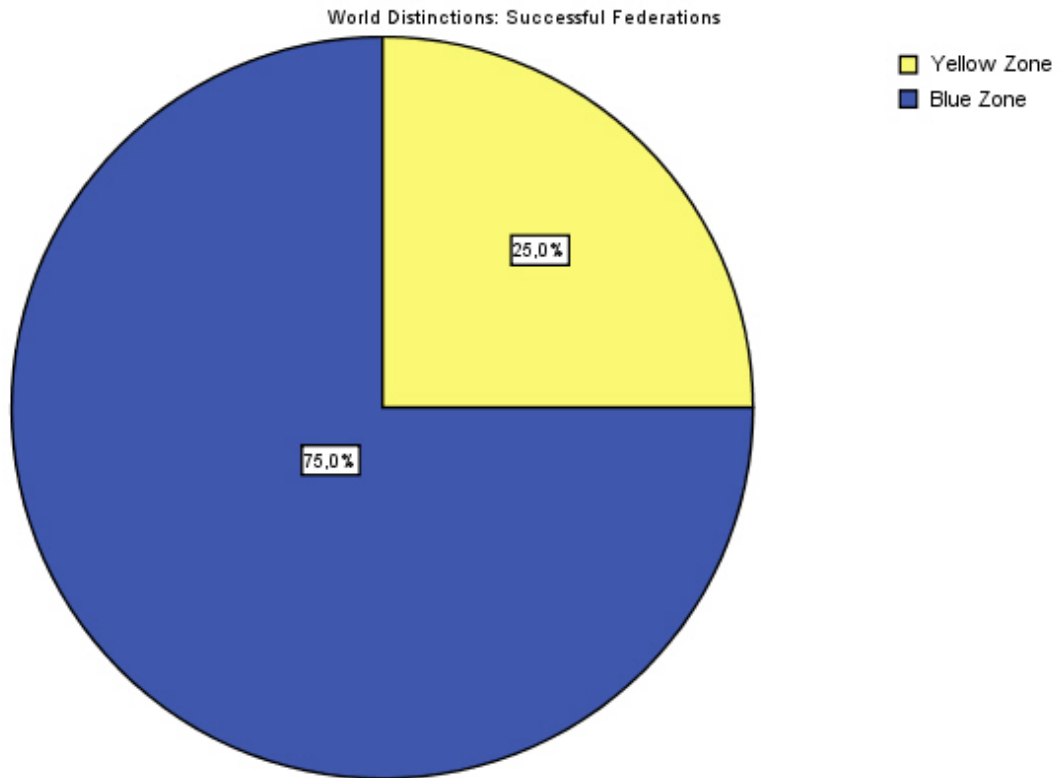


Figure 83. The extent of empowerment in successful federations, in relation to key factor: Leadership, motivation, and reward system skills.

Six (75%) of successful federations used “empowerment style” (blue zone), whereas two (25%) used “middle-ground style” (yellow zone), in the key factor: Selection, placement, and development of people skills (Figure 84).

## Selection, placement, and development of people skills



*Figure 84. The extent of empowerment in successful federations, in relation to key factor: Selection, placement, and development of people skills.*

Likewise, 7 (87.5%) of successful federations used “empowerment style” (blue zone), while 1 (12.5%) used “middle-ground style” (yellow zone), in the key factor: Total for all managerial functions (figure 85).

### Total for all managerial functions

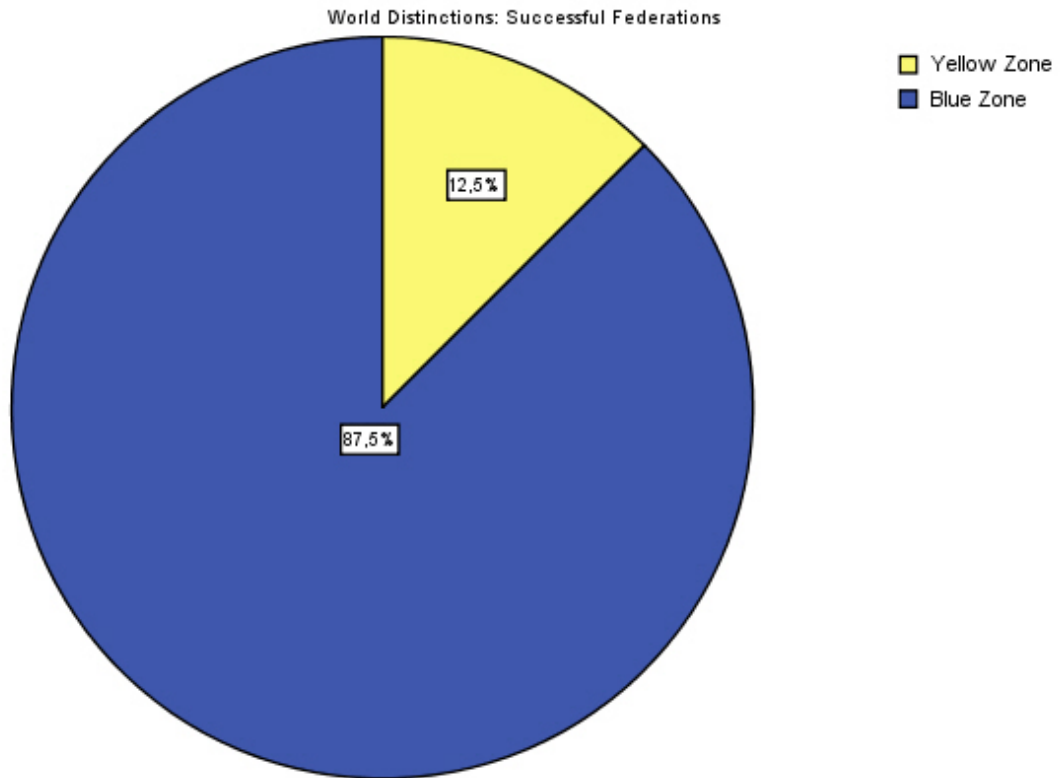


Figure 85. The extent of empowerment in successful federations, in relation to key factor: Total for all managerial functions.

Ultimately, 1 (20%) of the responding less successful federations used “middle-ground style” (yellow zone), while 4 (80%) used “empowerment style” (blue zone), in the key factor: Management–information /communication system skills (figure 86).

## Management-Information/Communication-system skills

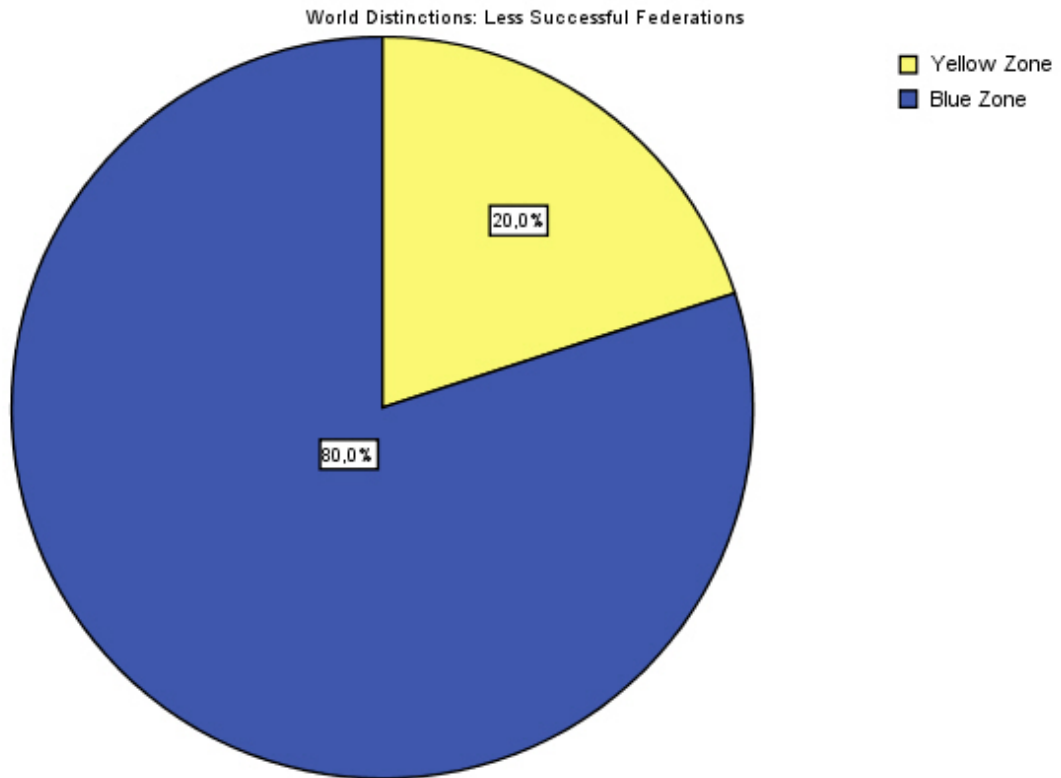


Figure 86. The extent of empowerment in less successful federations, in relation to key factor: Management-information /communication-system skills.

Additionally, 3 (60%) of less successful federations used “middle-ground style” (yellow zone), while 1 (20%) used “empowerment style” (blue zone), and another 1 (20%) used the “most empowering style” (green zone), in the key factor: Decision-making and action-taking skills (Figure 87).

## Decision-making and action-taking skills

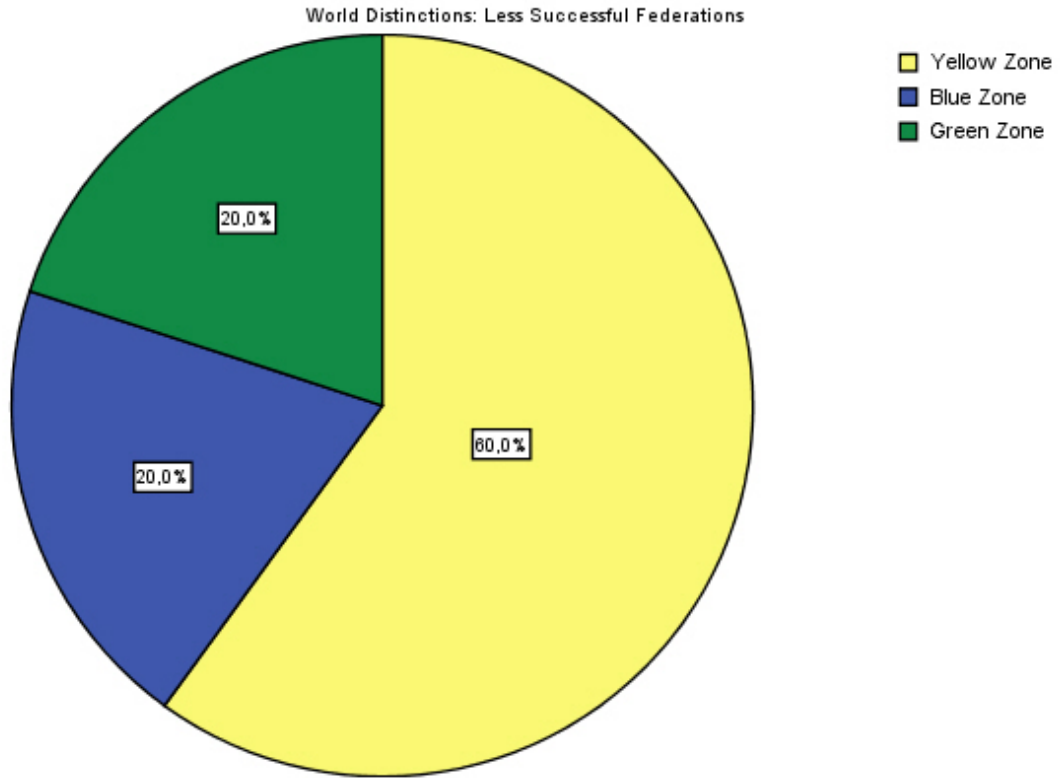


Figure 87. The extent of empowerment in less successful federations, in relation to key factor: Decision-making and action-taking skills.

Figure 88 shows that 4 (80%) of less successful federations used “empowerment style” (blue zone), while 1 (20%) used the “controlling style” (orange zone), in the key factor: Project-planning, organizing, and system-integration skills.



## Project-planning, organizing, and system-integration skills

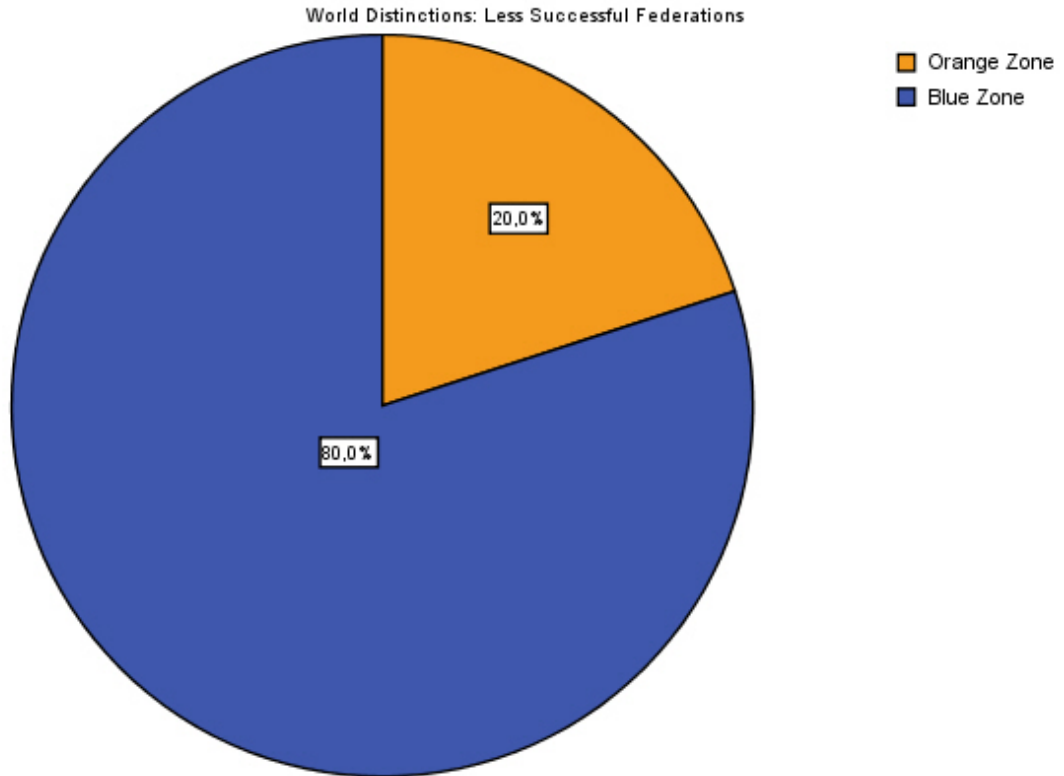


Figure 88. The extent of empowerment in less successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.

One (20%) of the responding less successful federations used “middle-ground style” (yellow zone), while three (60%) used “empowerment style” (blue zone), and one (20%) used the “most empowering style” (green zone), in the key factor: Systems-evaluation and internal-control skills (Figure 89).

## Systems-evaluation and internal-control skills

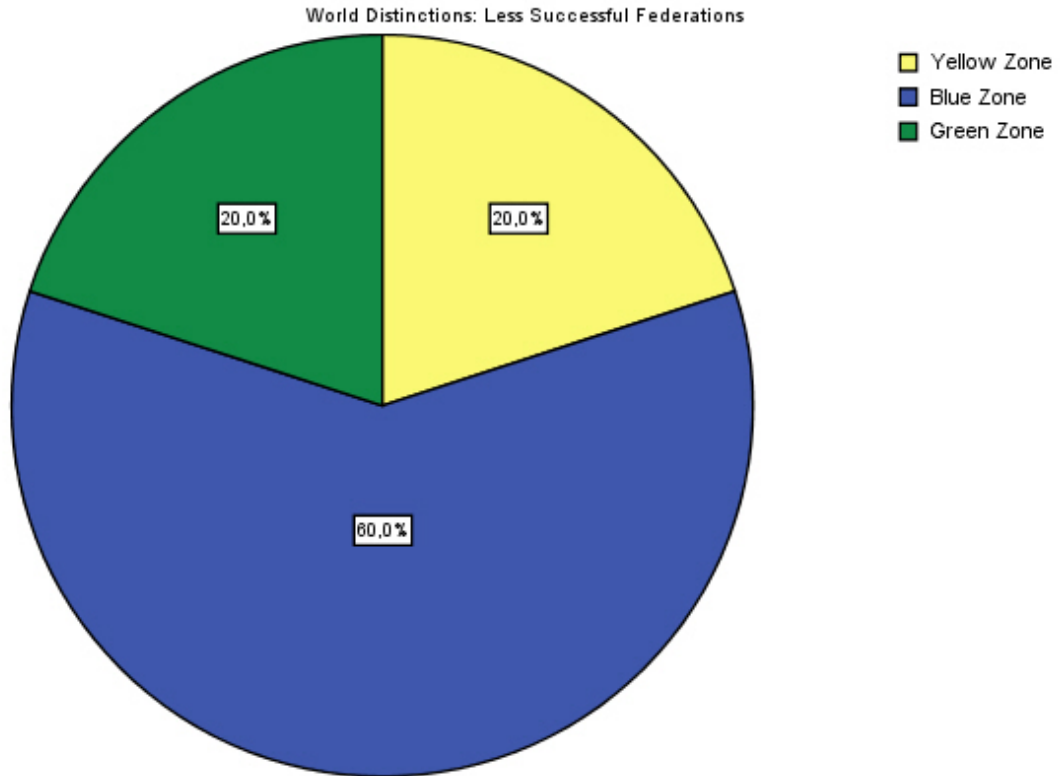


Figure 89. The extent of empowerment in less successful federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 90 indicates that 2 (40%) of less successful federations used “middle-ground style” (yellow zone), whereas another 2 (40%) used “empowerment style” (blue zone), and 1 (20%) used the “most empowering style” (green zone), in the key factor: Leadership, motivation, and reward-system skills.

## Leadership, motivation, and reward-systems skills

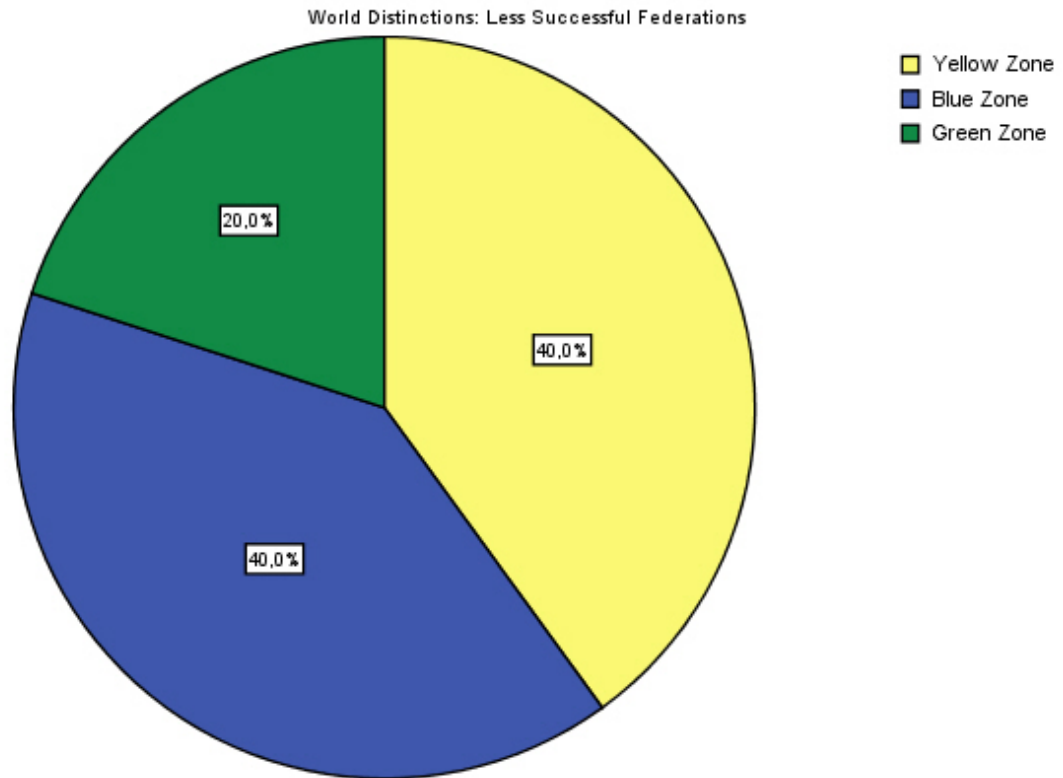


Figure 90. The extent of empowerment in less successful federations, in relation to key factor: Leadership, motivation, and reward system skills.

One (20%) of less successful federations used “middle-ground style” (yellow zone), while 3 (60%) used “empowerment style” (blue zone), and 1 (20%) used the “most empowering style” (green zone), in the key factor: Selection, placement, and development of people skills (Figure 91).

## Selection, placement, and development of people skills

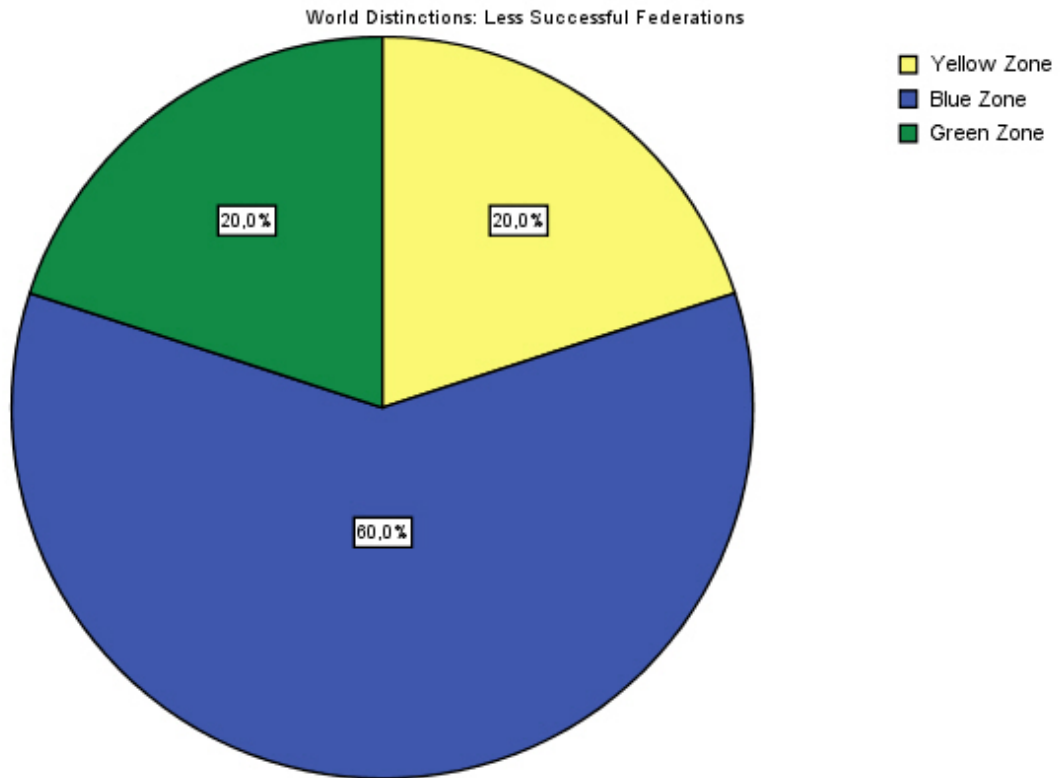


Figure 91. The extent of empowerment in less successful federations, in relation to key factor: Selection, placement, and development of people skills.

Likewise, 2 (40%) of less successful federations used “middle-ground style” (yellow zone), whereas another 2 (40%) used “empowerment style” (blue zone), and 1 (20%) used the “most empowering style” (green zone), in the key factor: Total for all managerial functions (figure 92).

### Total for all managerial functions

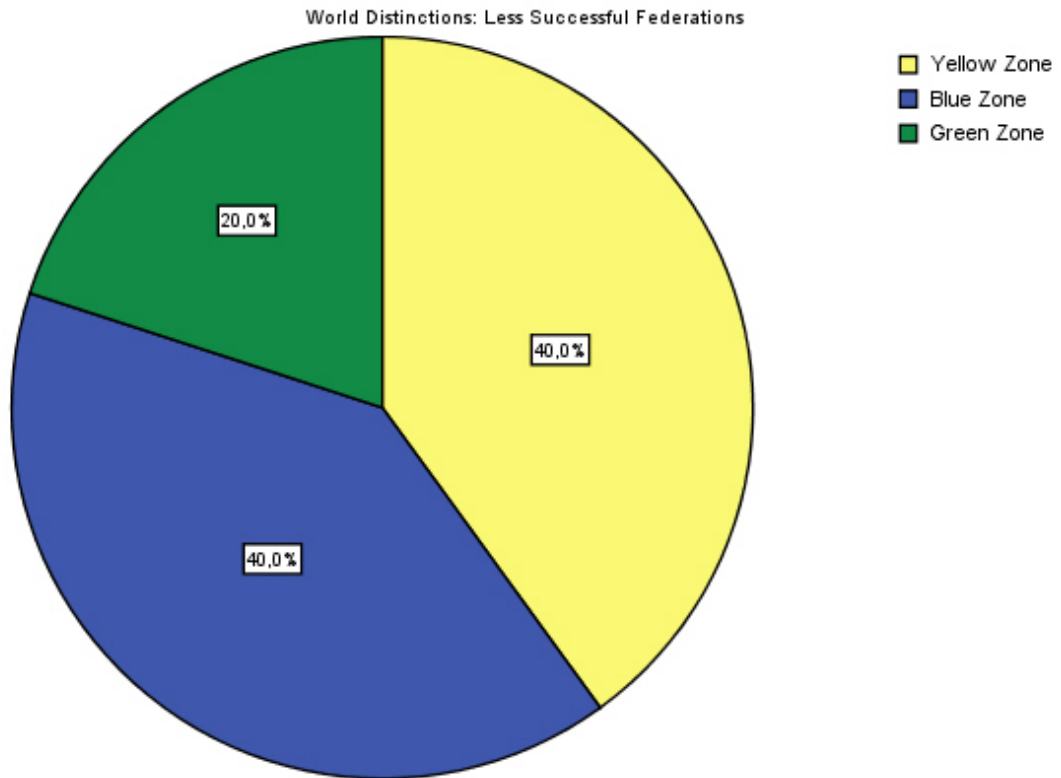


Figure 92. The extent of empowerment in less successful federations, in relation to key factor: Total for all managerial functions.

As to European distinctions, the data from the responding most successful federations, (see Figure 93), indicate that 4 (66.7%) of them used “empowerment style” (blue zone), whereas 2 (33.3%) used “middle-ground style” (yellow zone) in the key factor: Management–information /communication system skills.

## Management-Information/Communication-system skills

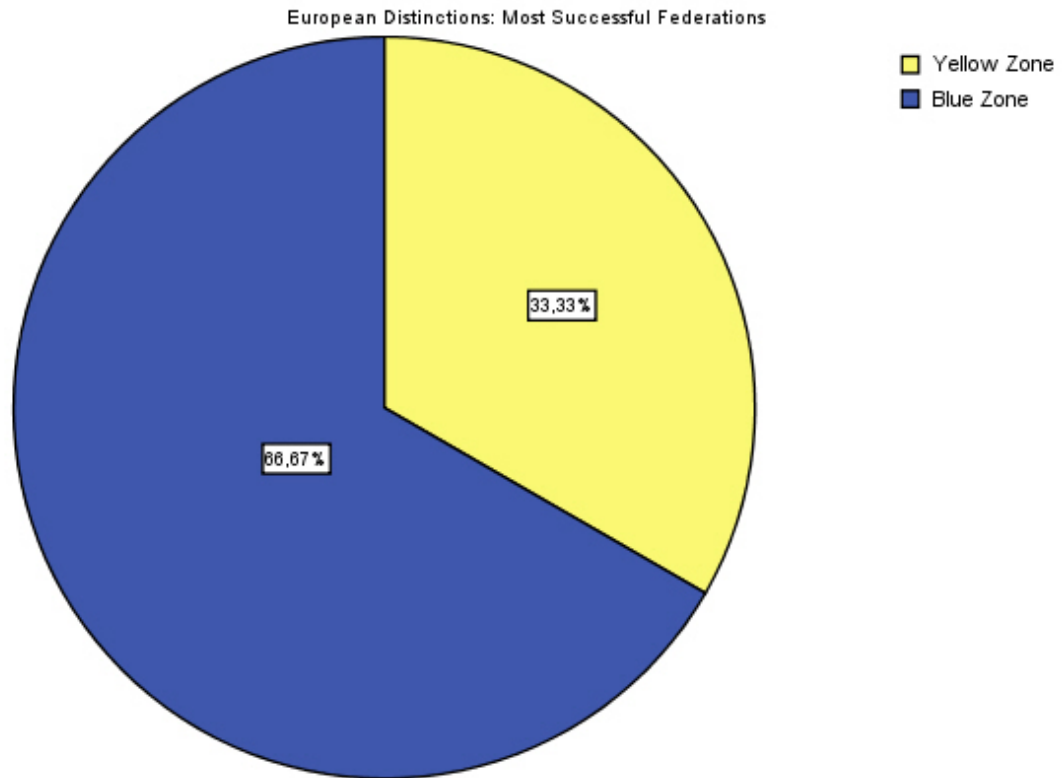


Figure 93. The extent of empowerment in most successful federations, in relation to key factor: Management-information /communication-system skills.

As well as, 5 (83.3%) of most successful federations used “empowerment style” (blue zone), while 1 (16.7%) used “middle-ground style” (yellow zone), in the key factor: Decision-making and action-taking skills (Figure 94).

## Decision-making and action-taking skills

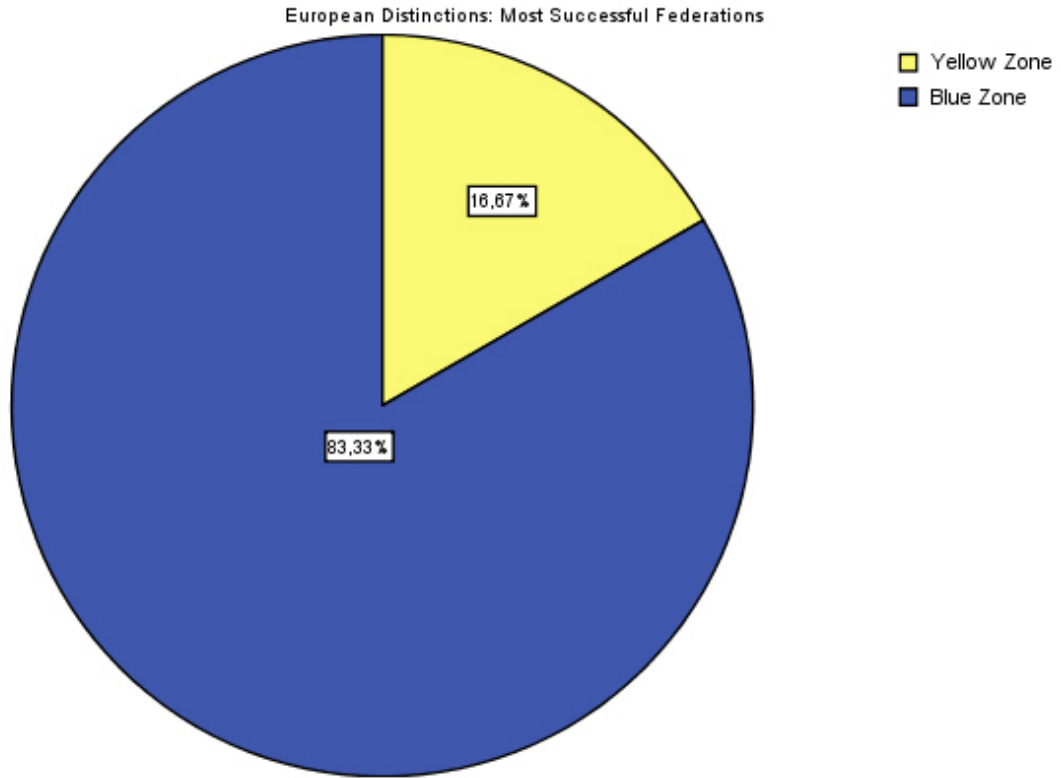


Figure 94. The extent of empowerment in most successful federations, in relation to key factor: Decision-making and action-taking skills.

Figure 95 shows that 4 (66.7%) of most successful federations used “empowerment style” (blue zone), while 2 (33.3%) used “middle-ground style” (yellow zone), in the key factor: Project-planning, organizing, and system-integration skills.

## Project-planning, organizing, and system-integration skills

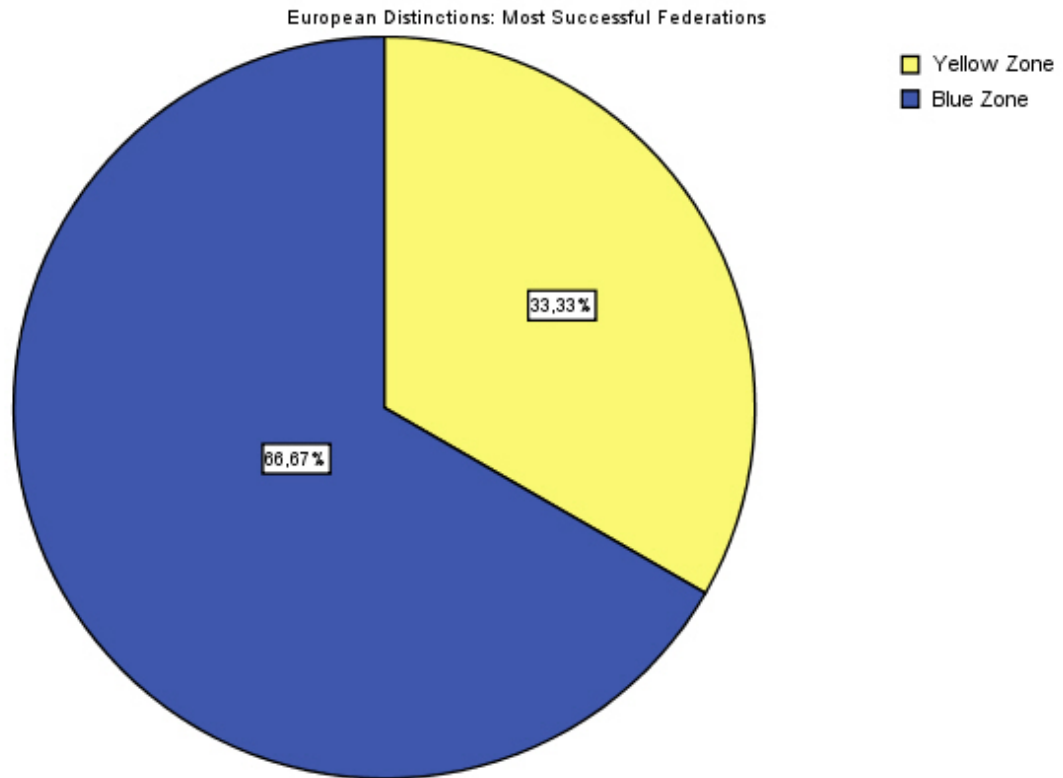


Figure 95. The extent of empowerment in most successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.

Four (66.7%) of the responding most successful federations used “empowerment style” (blue zone), while two (33.3%) used “middle-ground style” (yellow zone), in the key factor: Systems-evaluation and internal-control skills (Figure 96).



## Systems-evaluation and internal-control skills

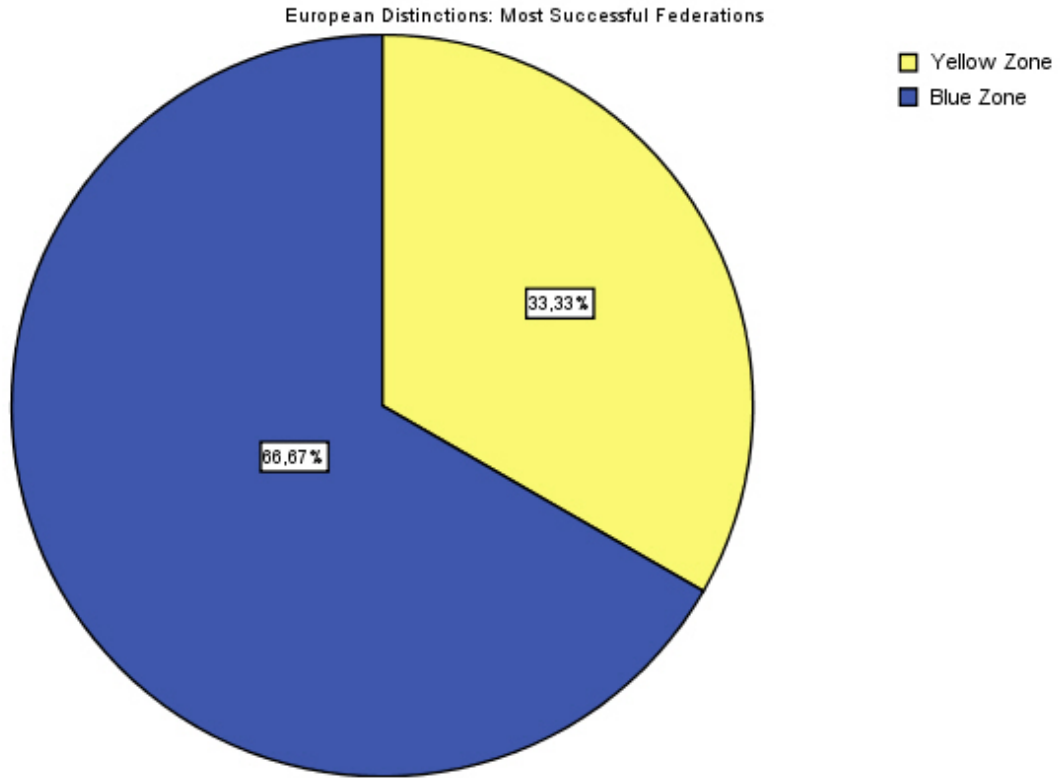


Figure 96. The extent of empowerment in most successful federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 97 indicates that 4 (66.7%) of most successful federations used “middle-ground style” (yellow zone), whereas 1 (16.7%) used “empowerment style” (blue zone), and another 1 (16.7%) used the “most empowering style” (green zone), in the key factor: Leadership, motivation, and reward-system skills.

## Leadership, motivation, and reward-systems skills

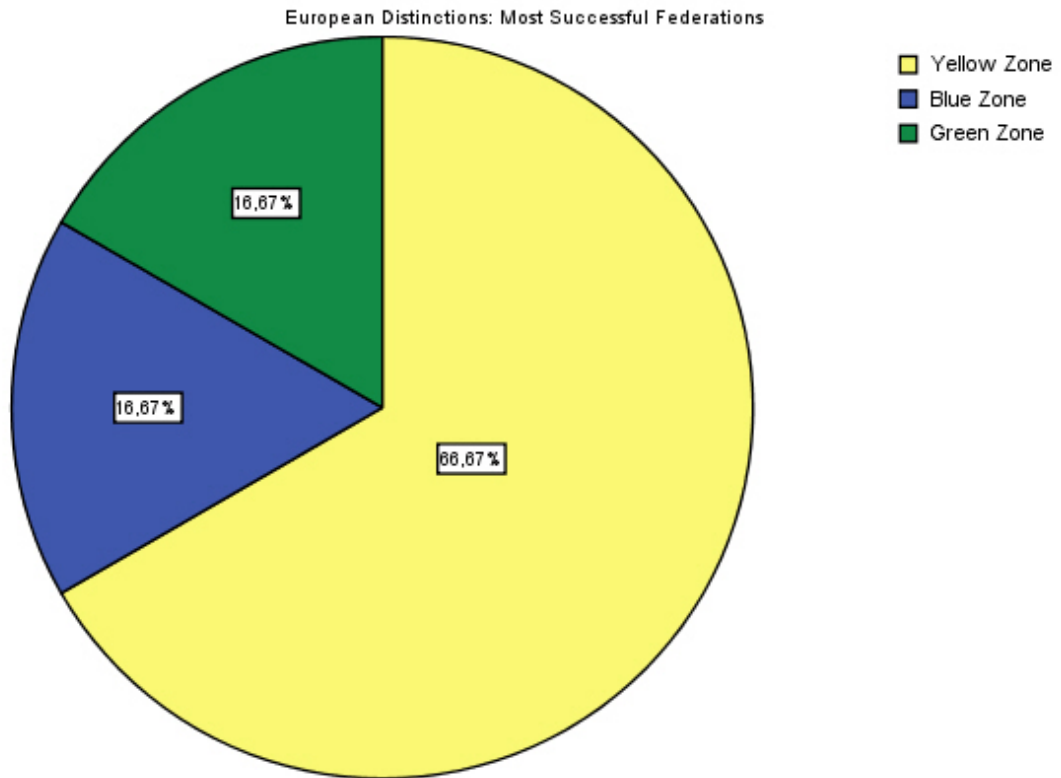


Figure 97. The extent of empowerment in most successful federations, in relation to key factor: Leadership, motivation, and reward system skills.

Four (66.7%) of most successful federations used “empowerment style” (blue zone), while 2 (33.3%) used “middle-ground style” (yellow zone), in the key factor: Selection, placement, and development of people skills (Figure 98).

## Selection, placement, and development of people skills

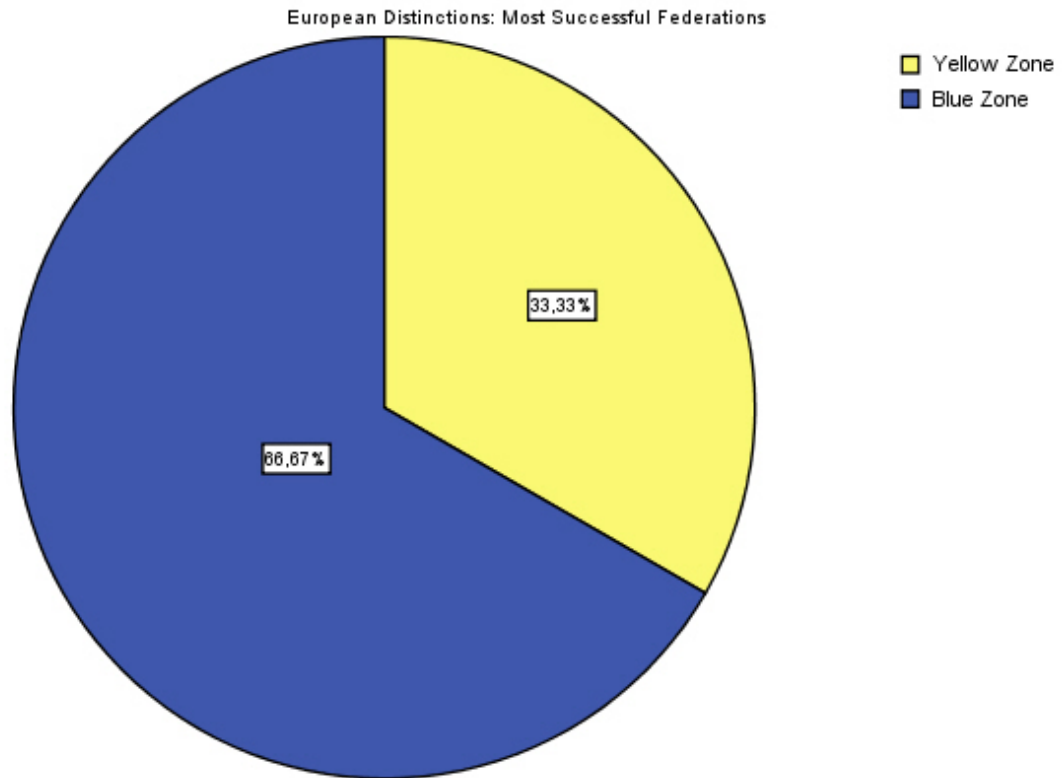


Figure 98. The extent of empowerment in most successful federations, in relation to key factor: Selection, placement, and development of people skills.

Moreover, 5 (83.3%) of most successful federations used “empowerment style” (blue zone), whereas 1 (16.7%) used “middle-ground style” (yellow zone), in the key factor: Total for all managerial functions (figure 99).

### Total for all managerial functions

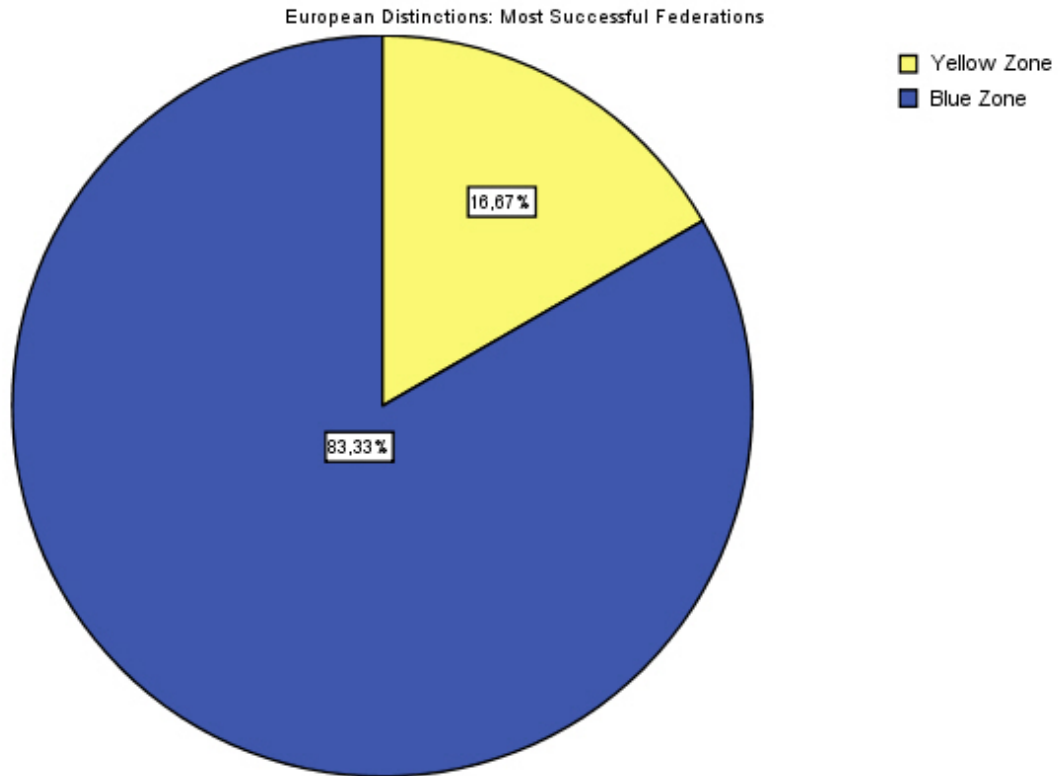


Figure 99. The extent of empowerment in most successful federations, in relation to key factor: Total for all managerial functions.

Also, the data from the responding successful federations, (see Figure 100), indicate that 4 (57.1%) of them used “empowerment style” (blue zone), while 2 (28.6%) used “middle-ground style” (yellow zone), and 1 (14.3%) used the “controlling style” (orange zone), in the key factor: Management–information /communication system skills.

## Management-Information/Communication-system skills

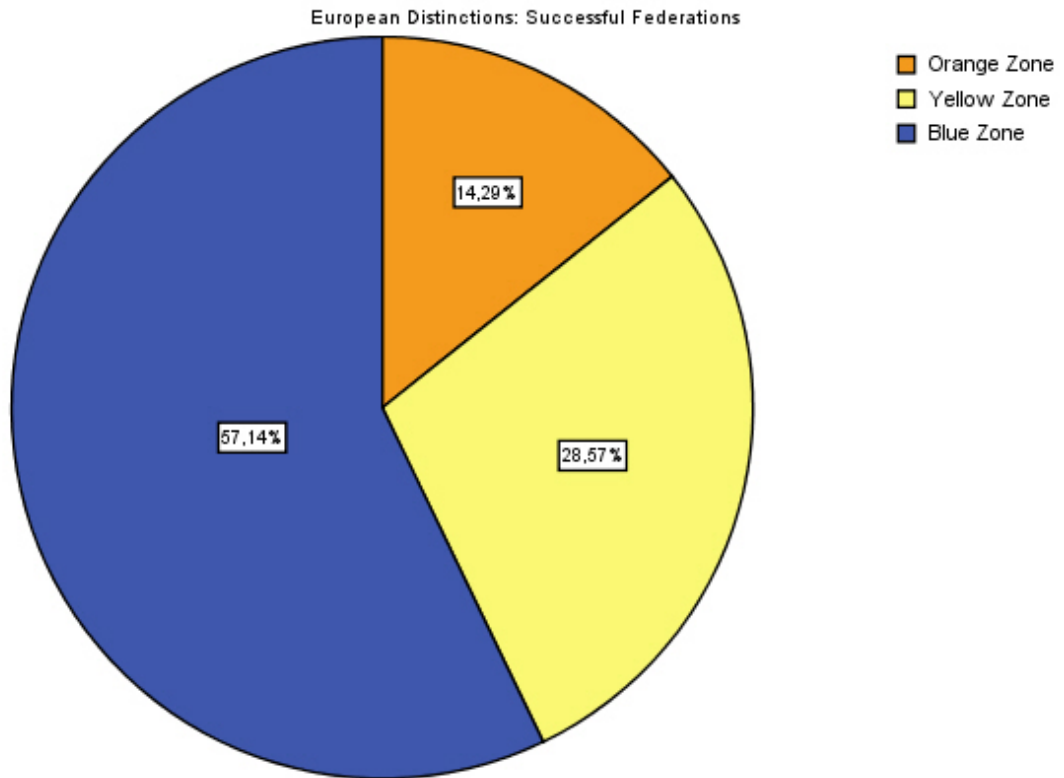


Figure 100. The extent of empowerment in successful federations, in relation to key factor: Management-information /communication-system skills.

In addition, 5 (71.4%) of successful federations used “empowerment style” (blue zone), while 2 (28.6%) used “middle-ground style” (yellow zone), in the key factor: Decision-making and action-taking skills (Figure 101).

## Decision-making and action-taking skills

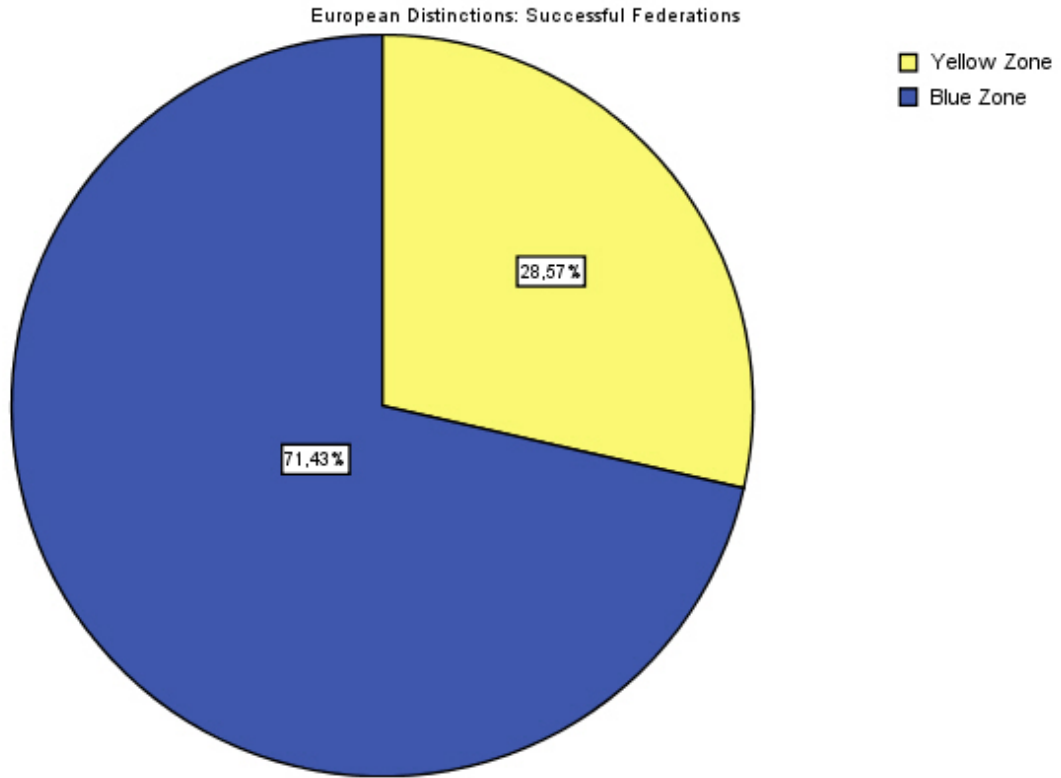


Figure 101. The extent of empowerment in successful federations, in relation to key factor: Decision-making and action-taking skills.

Figure 102 shows that 4 (57.1%) of successful federations used “middle-ground style” (yellow zone), while 3 (42.9%) used “empowerment style” (blue zone), in the key factor: Project-planning, organizing, and system-integration skills.

## Project-planning, organizing, and system-integration skills

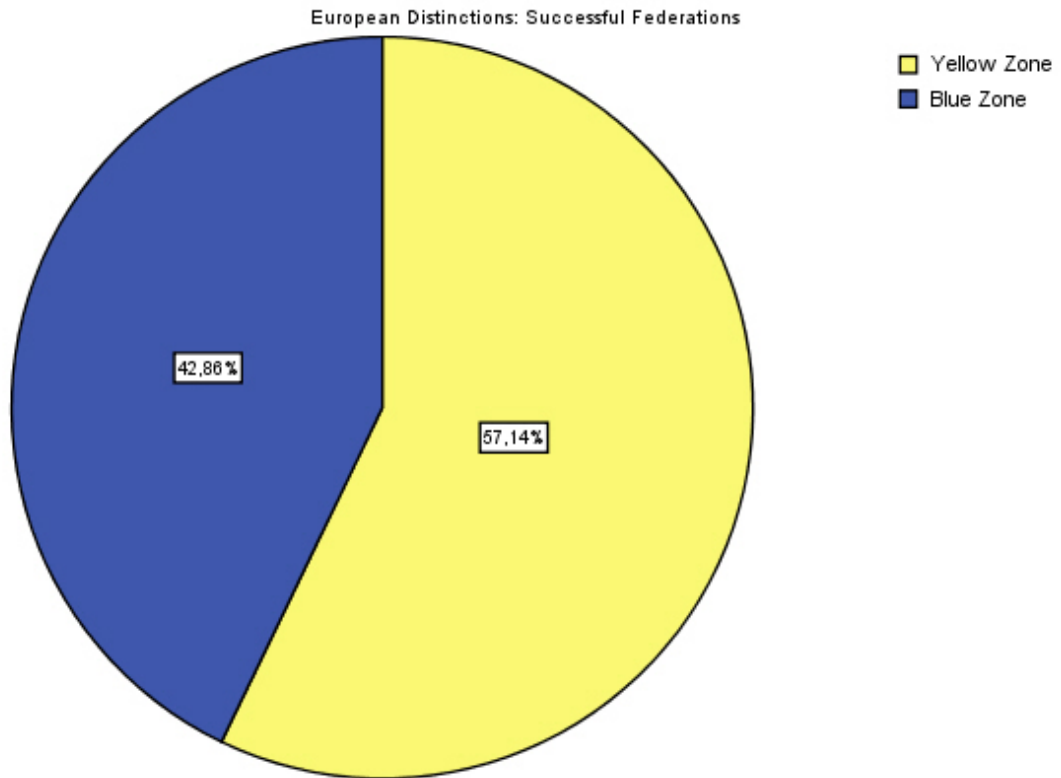


Figure 102. The extent of empowerment in successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.

All 7 (100%) of the responding successful federations indicated that they used “empowerment style” (blue zone), in the key factor: Systems-evaluation and internal-control skills (Figure 103).

## Systems-evaluation and internal-control skills

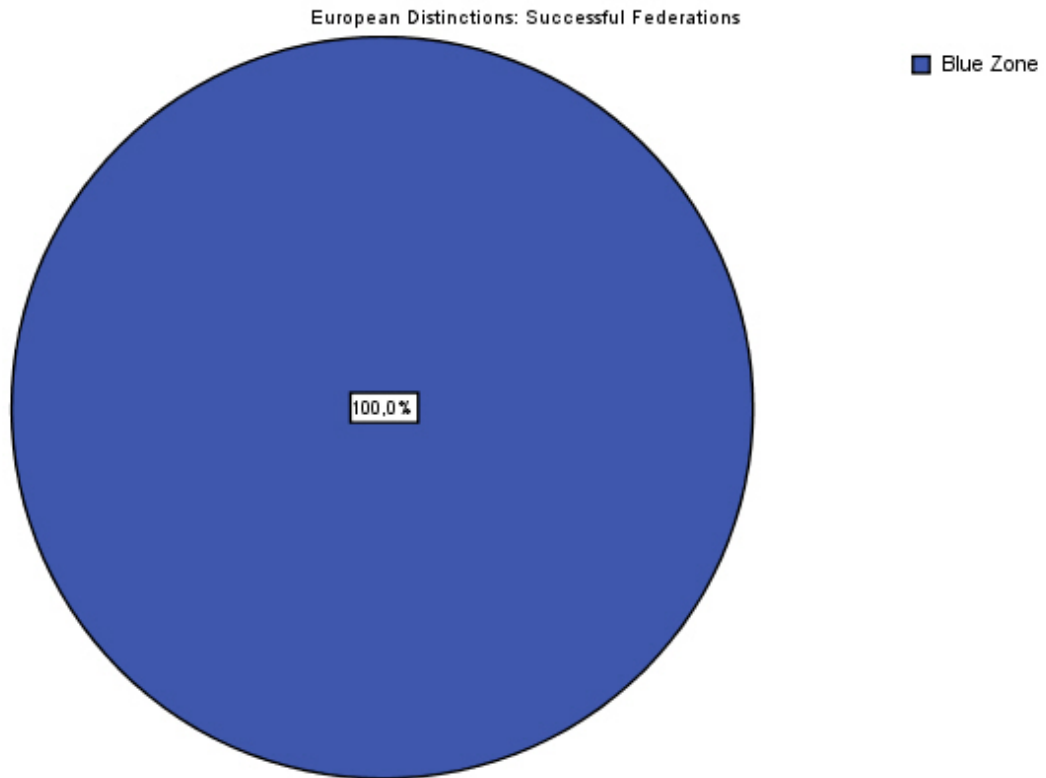


Figure 103. The extent of empowerment in successful federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 104 indicates that 5 (71.4%) of successful federations used “middle-ground style” (yellow zone), while 2 (28.6%) used “empowerment style” (blue zone), in the key factor: Leadership, motivation, and reward-system skills.



## Leadership, motivation, and reward-systems skills

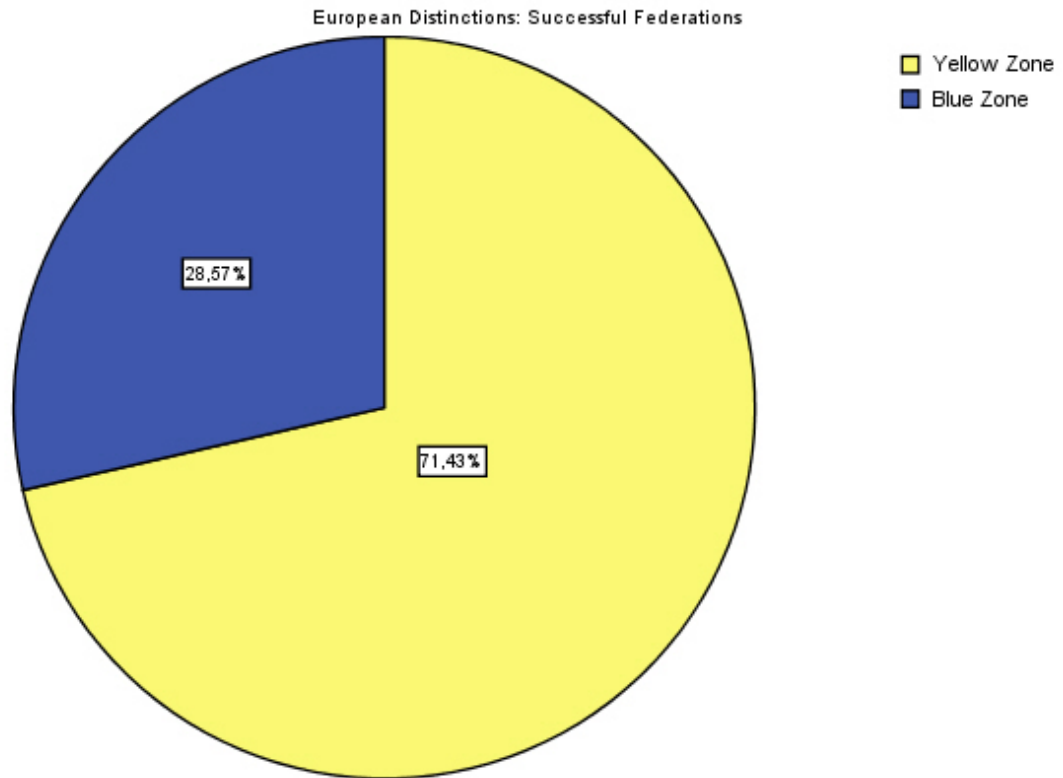


Figure 104. The extent of empowerment in successful federations, in relation to key factor: Leadership, motivation, and reward system skills.

Five (71.4%) of successful federations used “empowerment style” (blue zone), whereas two (28.6%) used “middle-ground style” (yellow zone), in the key factor: Selection, placement, and development of people skills (Figure 105).

## Selection, placement, and development of people skills

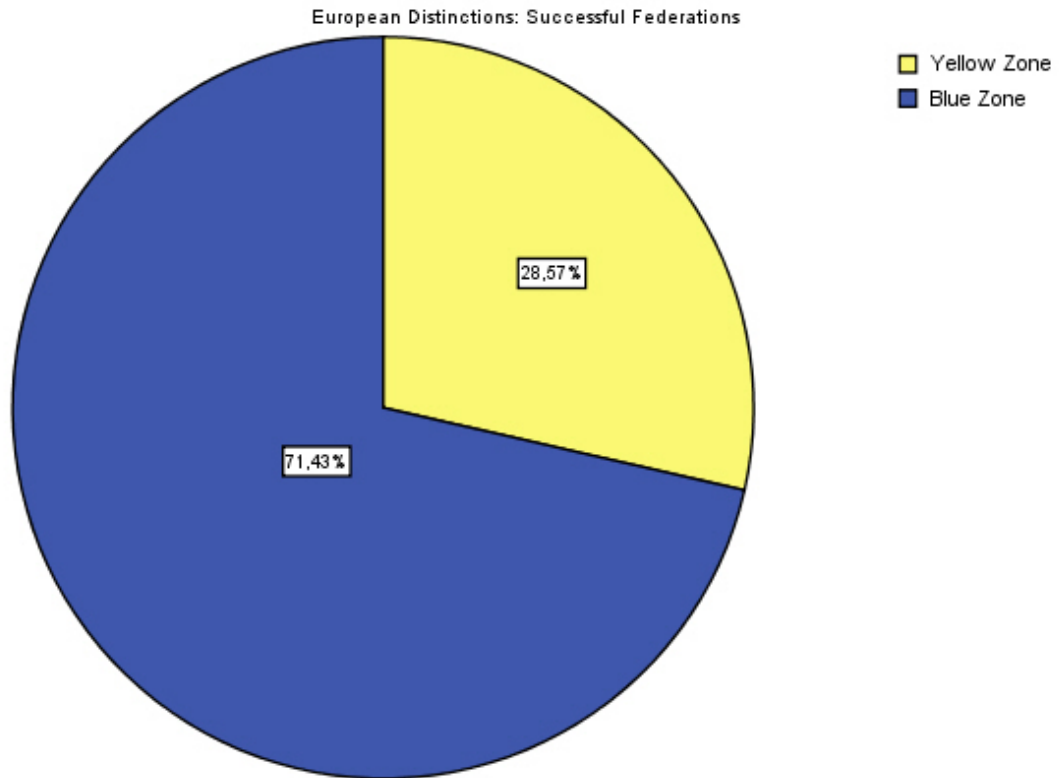


Figure 105. The extent of empowerment in successful federations, in relation to key factor: Selection, placement, and development of people skills.

Furthermore, 7 (85.7%) of successful federations used “empowerment style” (blue zone), while 1 (14.3%) used “middle-ground style” (yellow zone), in the key factor: Total for all managerial functions (figure 106).

### Total for all managerial functions

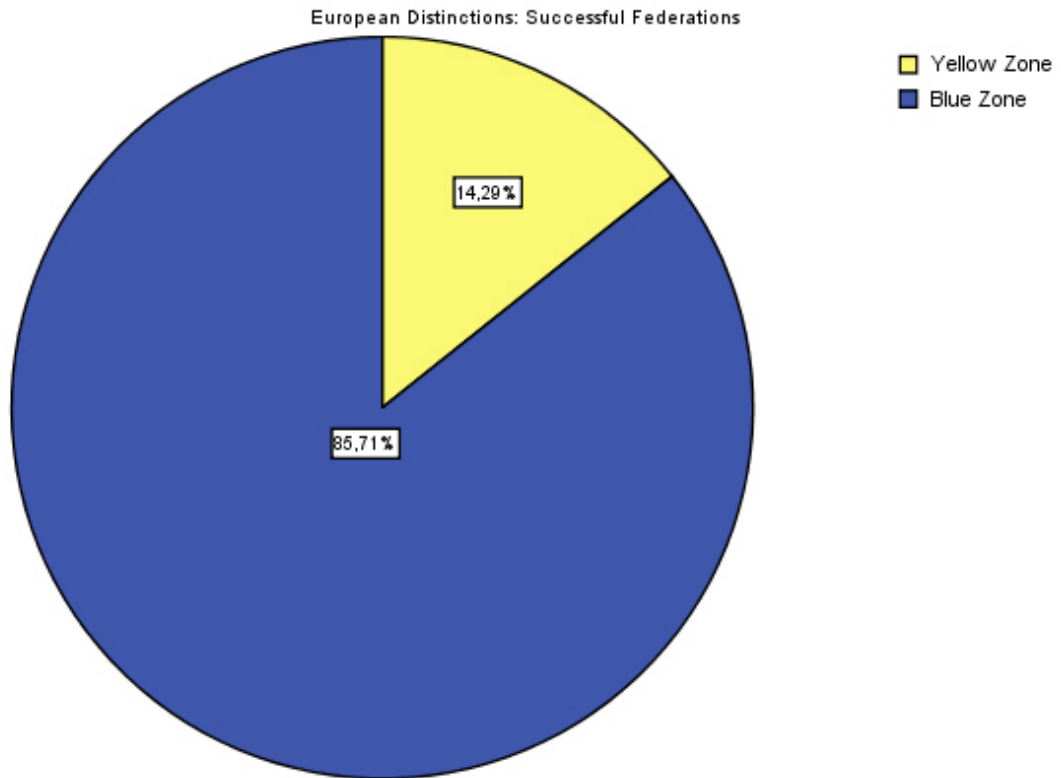


Figure 106. The extent of empowerment in successful federations, in relation to key factor: Total for all managerial functions.

Eventually, 6 (85.7%) of the responding less successful federations used “empowerment style” (blue zone), while 1 (14.3%) used “middle-ground style” (yellow zone), in the key factor: Management–information /communication-system skills (figure 107).

## Management-Information/Communication-system skills

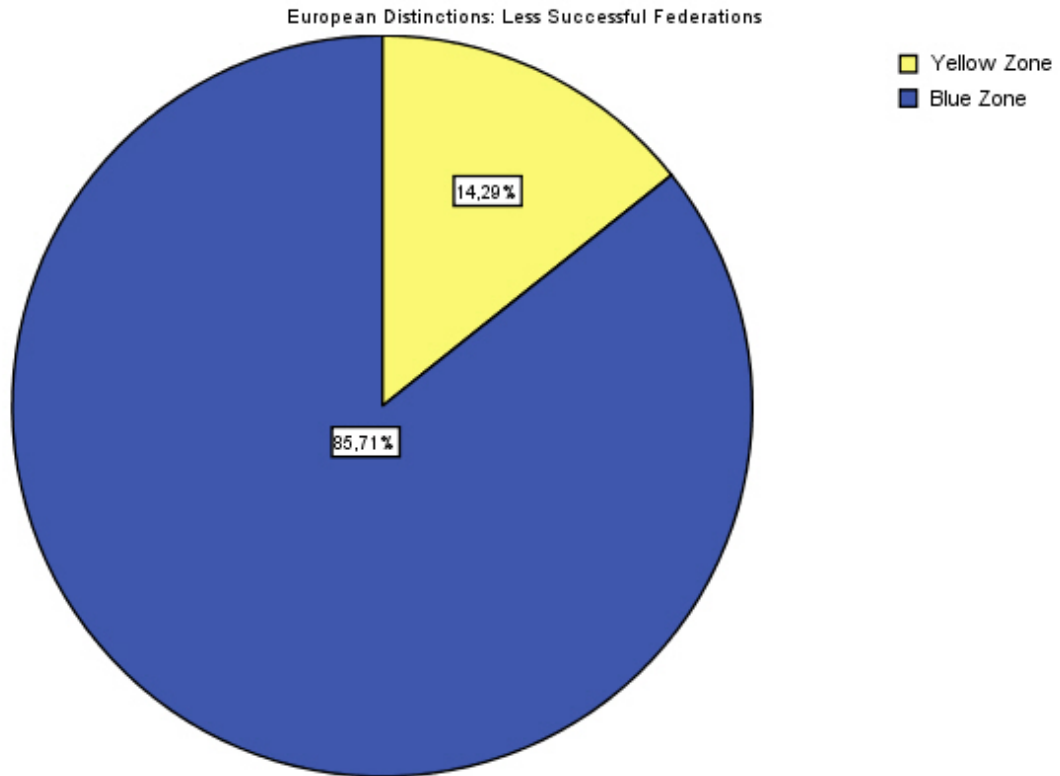


Figure 107. The extent of empowerment in less successful federations, in relation to key factor: Management-information /communication-system skills.

Furthermore, 2 (28.6%) of less successful federations used “middle-ground style” (yellow zone), and 1 (14.3%) used “controlling style” (orange zone). On the other hand, 2 (28.6%) used “empowerment style” (blue zone), and another 2 (28.6%) used the “most empowering style” (green zone), in the key factor: Decision-making and action-taking skills (Figure 108).

## Decision-making and action-taking skills

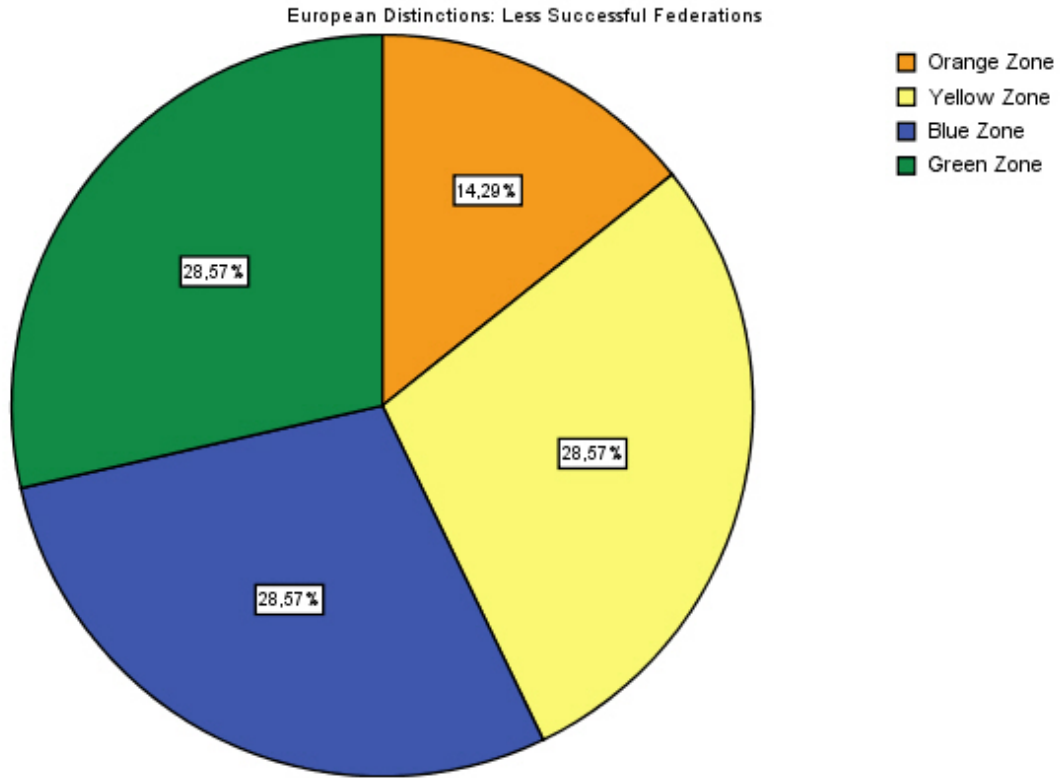


Figure 108. The extent of empowerment in less successful federations, in relation to key factor: Decision-making and action-taking skills.

Figure 109 shows that 4 (57.1%) of less successful federations used “empowerment style” (blue zone), while 2 (28.6%) used “middle-ground style” (yellow zone), and 1 (14.3%) used the “controlling style” (orange zone), in the key factor: Project-planning, organizing, and system-integration skills.

## Project-planning, organizing, and system-integration skills

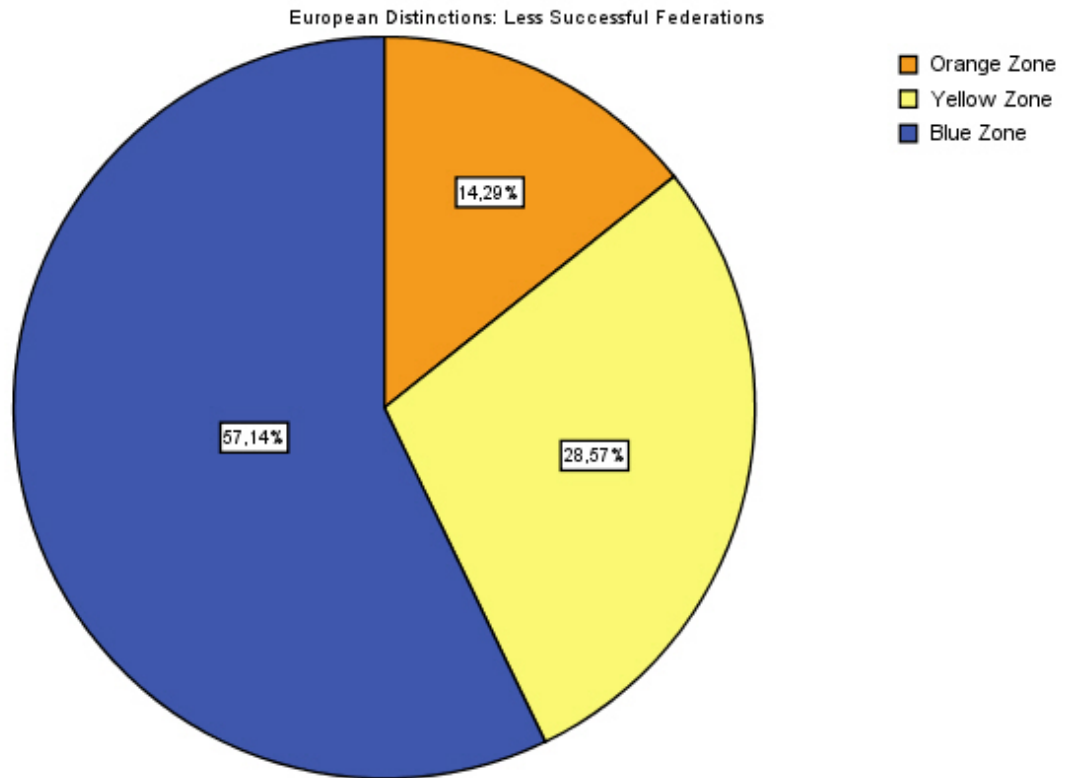


Figure 109. The extent of empowerment in less successful federations, in relation to key factor: Project-planning, organizing and system-integration skills.

One (14.3%) of the responding less successful federations used “middle-ground style” (yellow zone), while five (71.4%) used “empowerment style” (blue zone), and one (14.3%) used the “most empowering style” (green zone), in the key factor: Systems-evaluation and internal-control skills (Figure 110).

## Systems-evaluation and internal-control skills

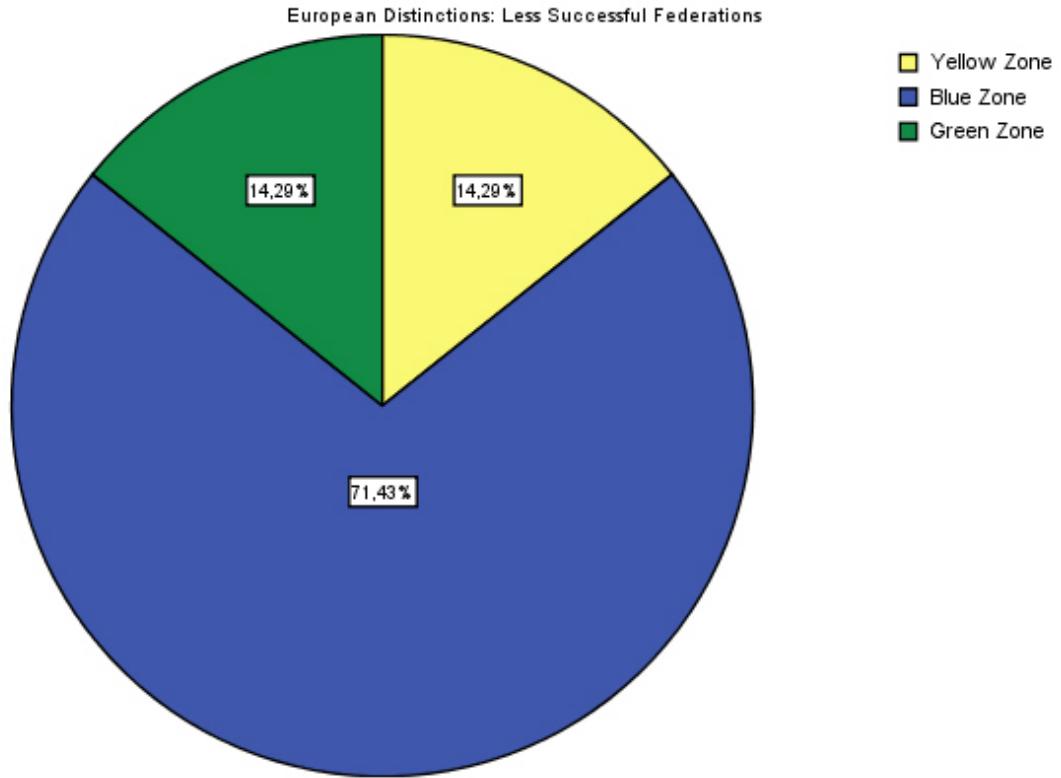


Figure 110. The extent of empowerment in less successful federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 111 indicates that 3 (42.9%) of less successful federations used “middle-ground style” (yellow zone), whereas another 3 (42.9%) used “empowerment style” (blue zone), and 1 (14.3%) used the “most empowering style” (green zone), in the key factor: Leadership, motivation, and reward-system skills.

## Leadership, motivation, and reward-systems skills

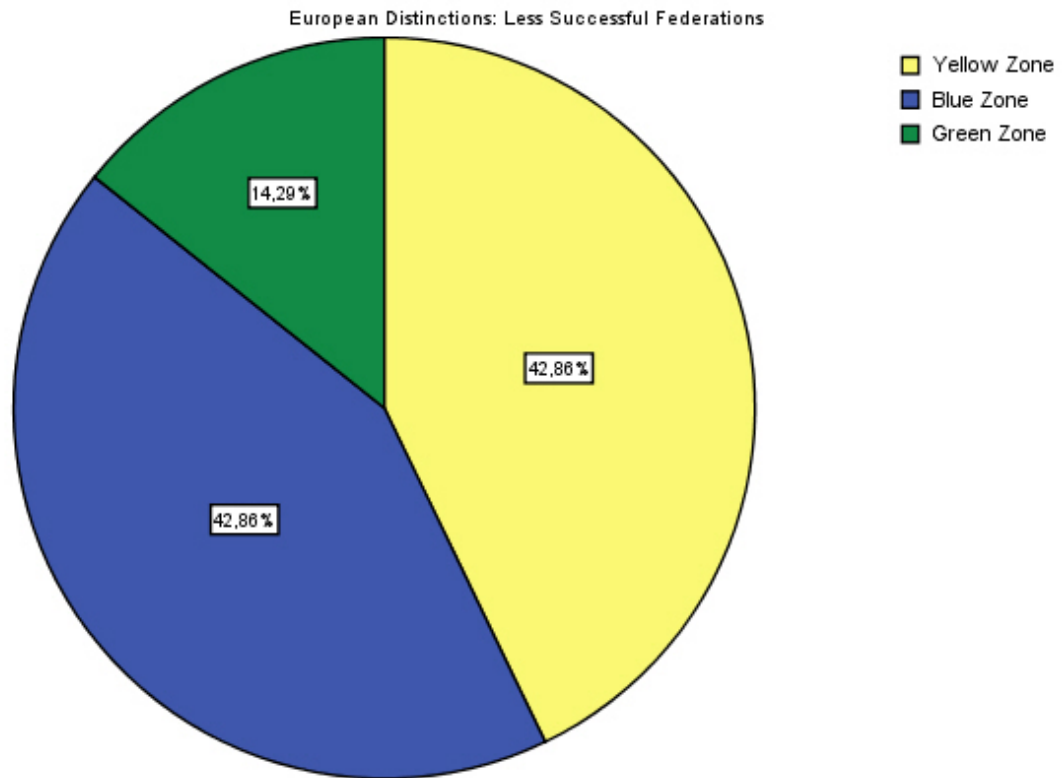


Figure 111. The extent of empowerment in less successful federations, in relation to key factor: Leadership, motivation, and reward system skills.

One (14.3%) of less successful federations used “middle-ground style” (yellow zone), while 5 (71.4%) used “empowerment style” (blue zone), and 1 (14.3%) used the “most empowering style” (green zone), in the key factor: Selection, placement, and development of people skills (Figure 112).



## Selection, placement, and development of people skills

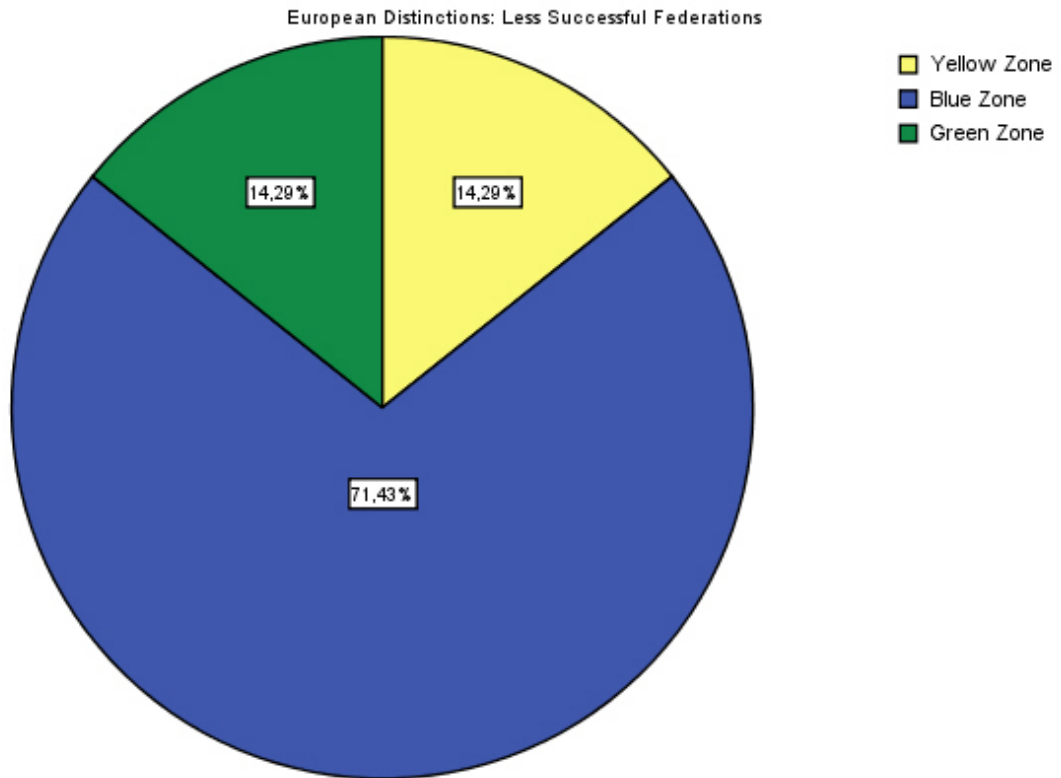


Figure 112. The extent of empowerment in less successful federations, in relation to key factor: Selection, placement, and development of people skills.

In addition, 2 (28.6%) of less successful federations used “middle-ground style” (yellow zone), while 4 (57.1%) used “empowerment style” (blue zone), and 1 (14.3%) used the “most empowering style” (green zone), in the key factor: Total for all managerial functions (figure 113).

### Total for all managerial functions

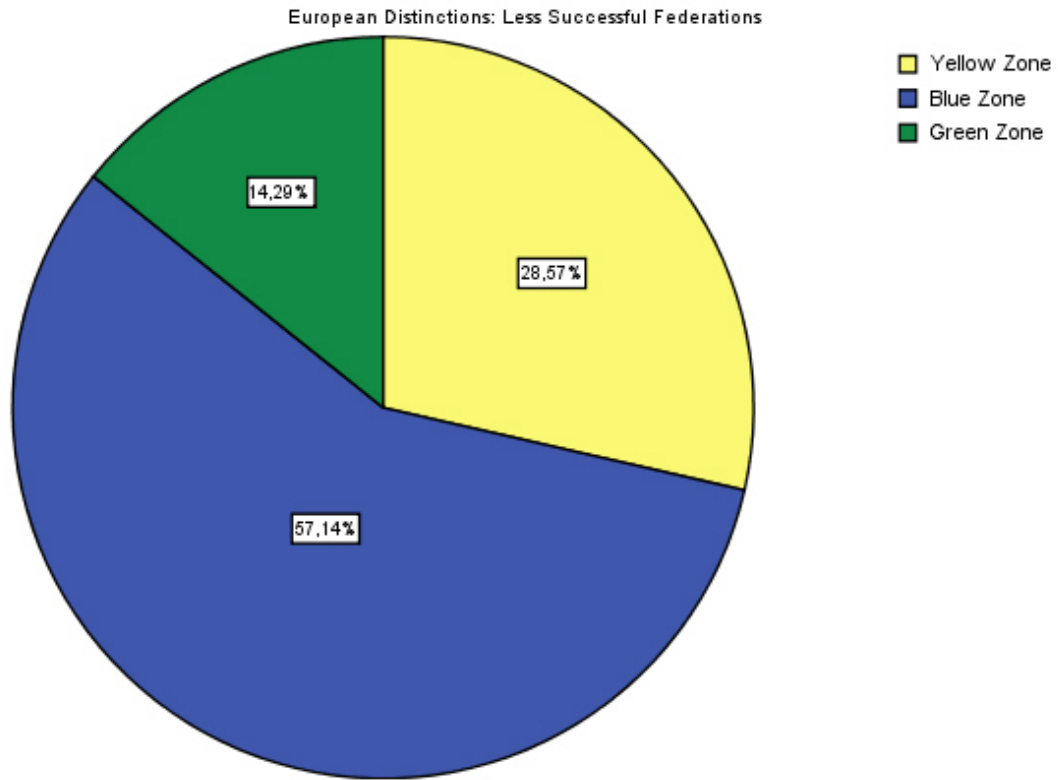


Figure 113. The extent of empowerment in less successful federations, in relation to key factor: Total for all managerial functions.

Lastly, relating to active clubs, the data from the responding large federations, (see Figure 114), indicate that 3 (42.9%) of them used “empowerment style” (blue zone), whereas another 3 (42.9%) used “middle-ground style” (yellow zone), and 1 (14.3%) used the “controlling style” (orange zone), in the key factor: Management–information /communication-system skills.

## Management-Information/Communication-system skills

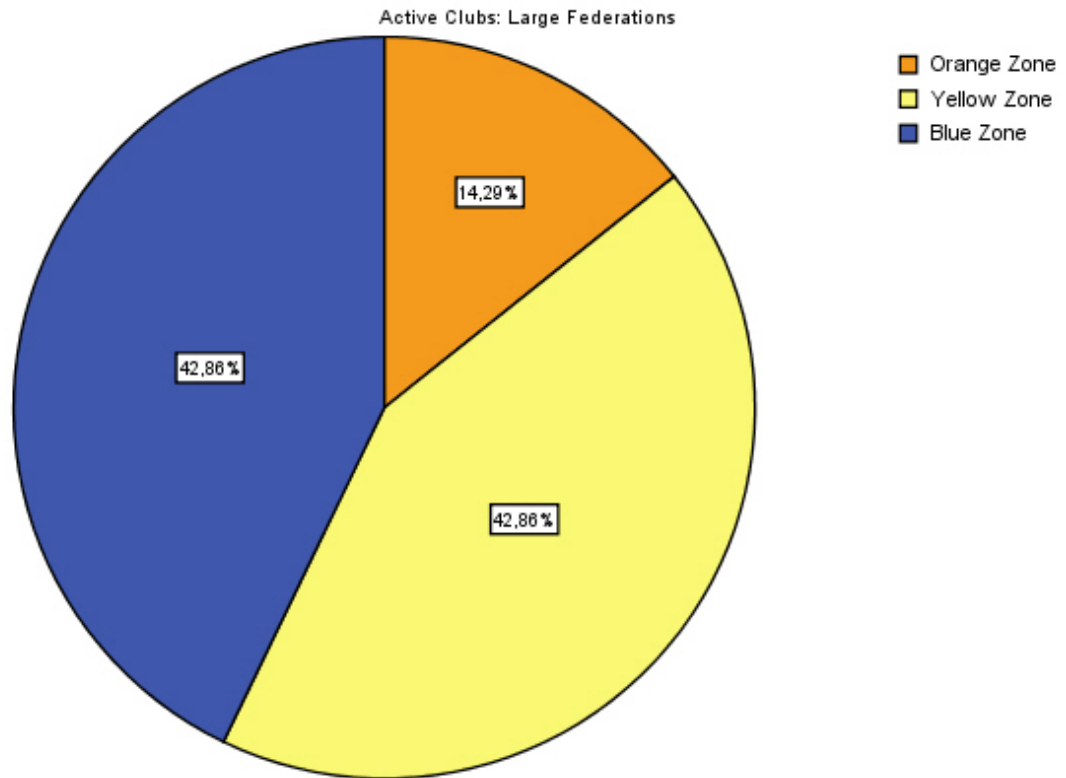


Figure 114. The extent of empowerment in large federations, in relation to key factor: Management-information /communication-system skills.

As well as, 5 (71.4%) of large federations used “empowerment style” (blue zone), while 2 (28.6%) used “middle-ground style” (yellow zone), in the key factor: Decision-making and action-taking skills (Figure 115).

## Decision-making and action-taking skills

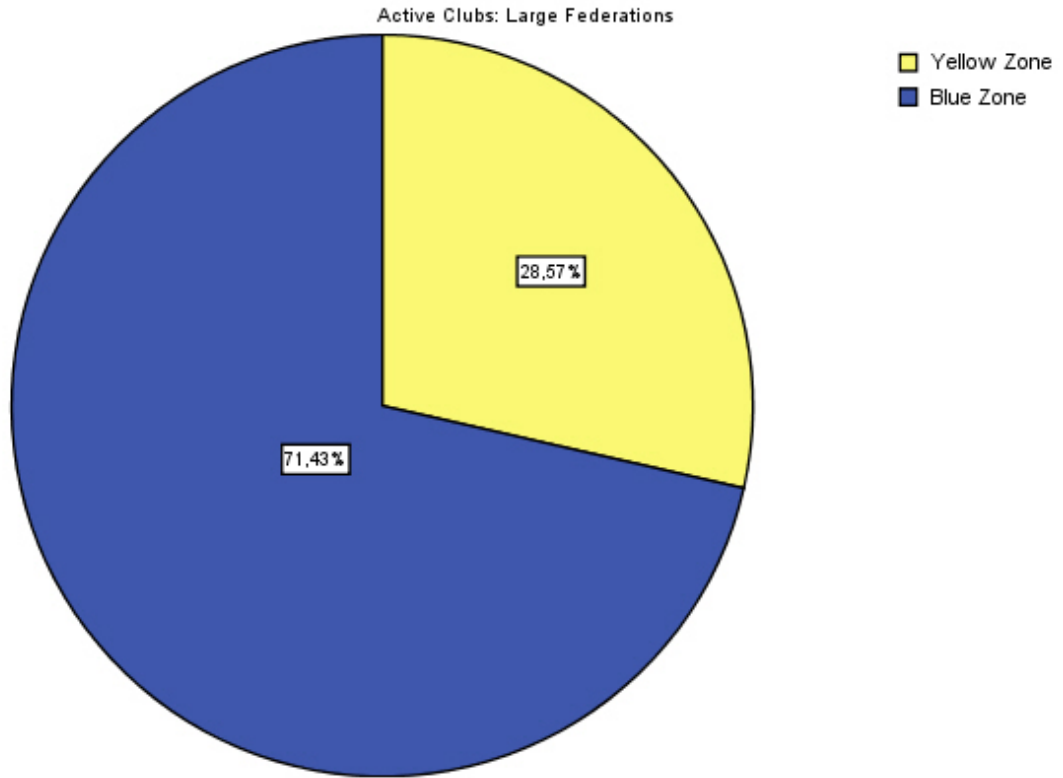


Figure 115. The extent of empowerment in large federations, in relation to key factor: Decision-making and action-taking skills.

Figure 116 shows that 4 (57.1%) of large federations used “middle-ground style” (yellow zone), while 3 (42.9%) used “empowerment style” (blue zone), in the key factor: Project-planning, organizing, and system-integration skills.

## Project-planning, organizing, and system-integration skills

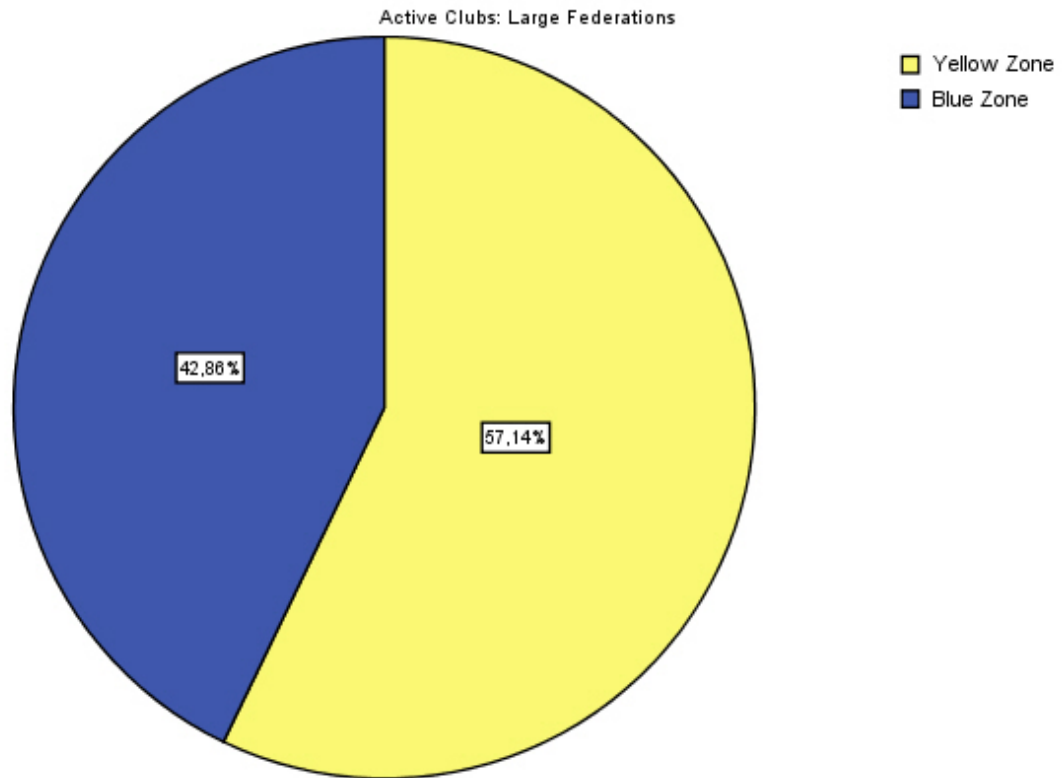


Figure 116. The extent of empowerment in large federations, in relation to key factor: Project-planning, organizing and system-integration skills.

Five (71.4%) of the responding large federations used “empowerment style” (blue zone), while two (28.6%) used “middle-ground style” (yellow zone), in the key factor: Systems-evaluation and internal-control skills (Figure 117).

### Systems-evaluation and internal-control skills

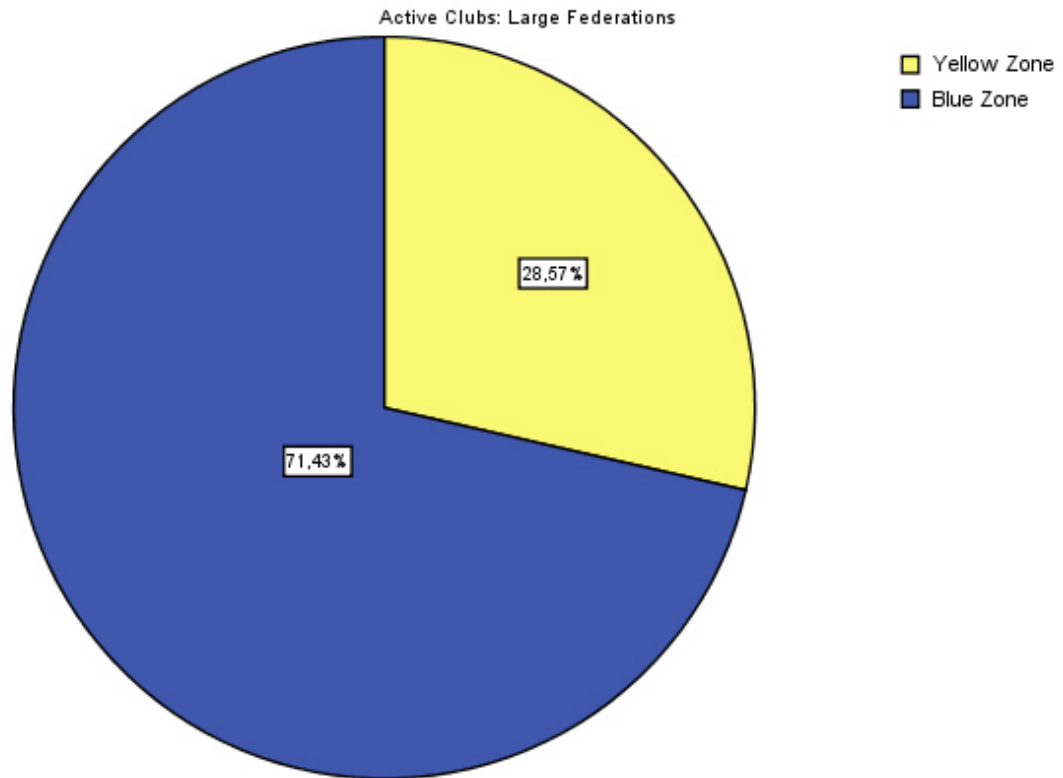


Figure 117. The extent of empowerment in large federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 118 indicates that all 7 (100%) of large federations used “middle-ground style” (yellow zone), in the key factor: Leadership, motivation, and reward-system skills.

## Leadership, motivation, and reward-systems skills

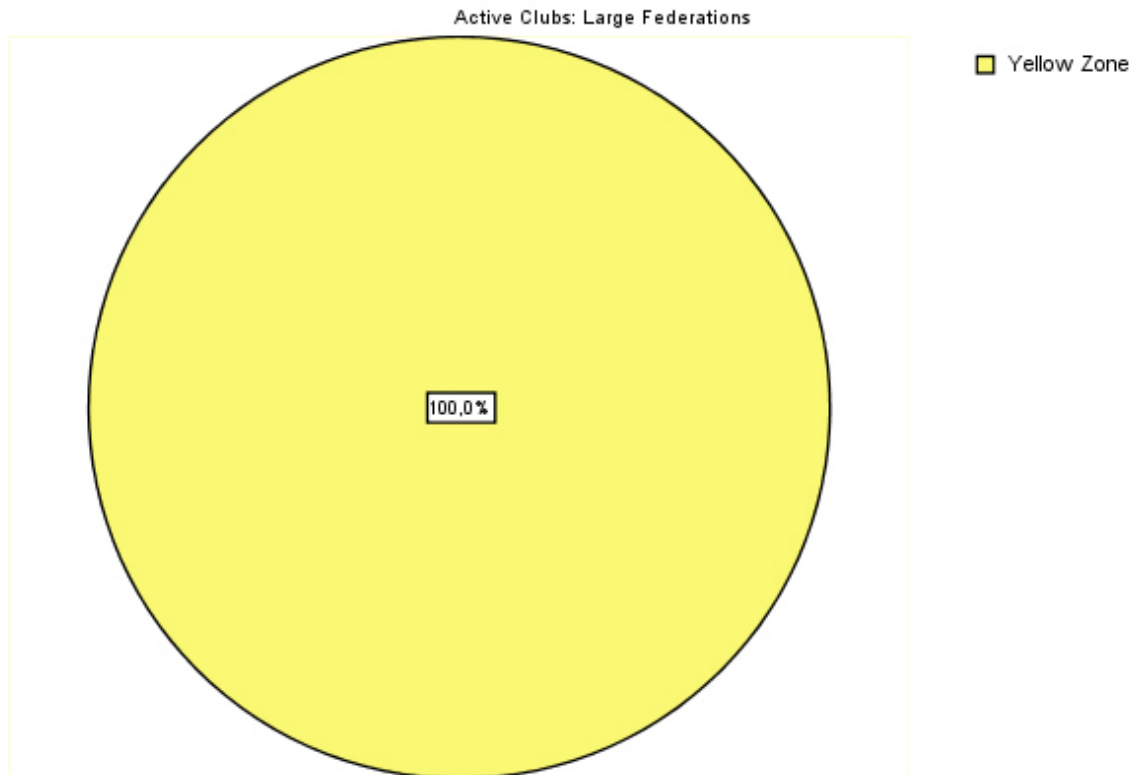


Figure 118. The extent of empowerment in large federations, in relation to key factor: Leadership, motivation, and reward system skills.

Five (71.4%) of large federations used “empowerment style” (blue zone), while 2 (28.6%) used “middle-ground style” (yellow zone), in the key factor: Selection, placement, and development of people skills (Figure 119).

### Selection, placement, and development of people skills

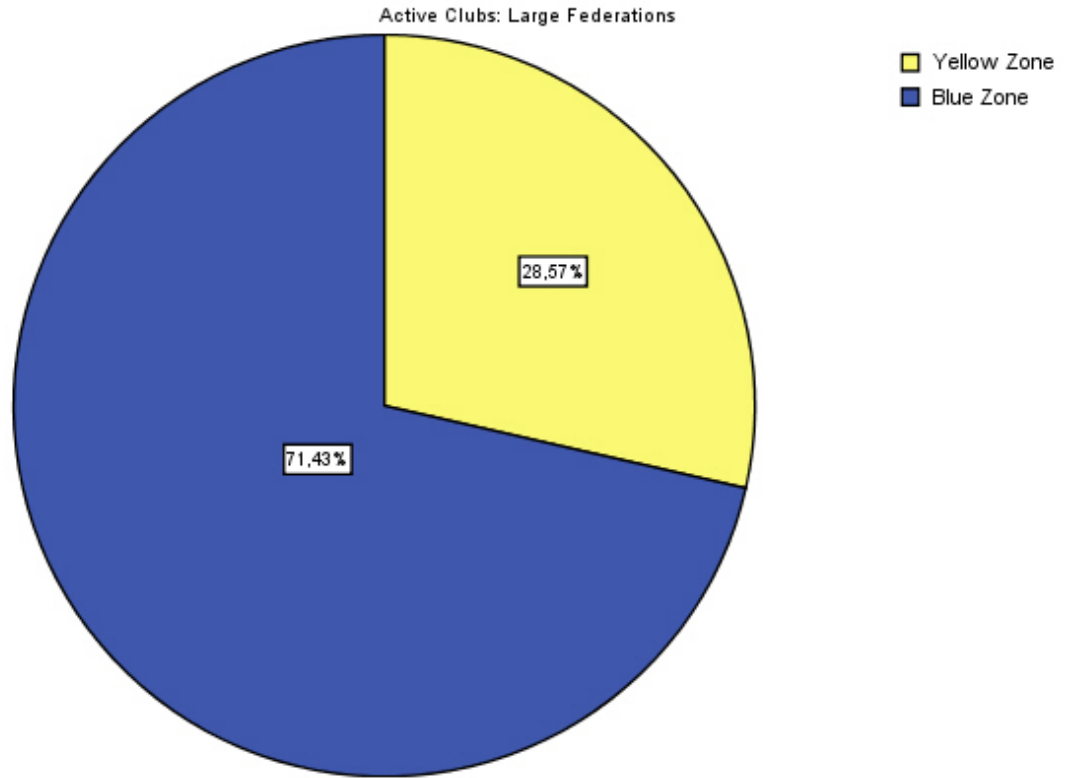


Figure 119. The extent of empowerment in large federations, in relation to key factor: Selection, placement, and development of people skills.

Additionally, 5 (71.4%) of most large federations used “empowerment style” (blue zone), whereas 2 (28.6%) used “middle-ground style” (yellow zone), in the key factor: Total for all managerial functions (figure 120).



### Total for all managerial functions

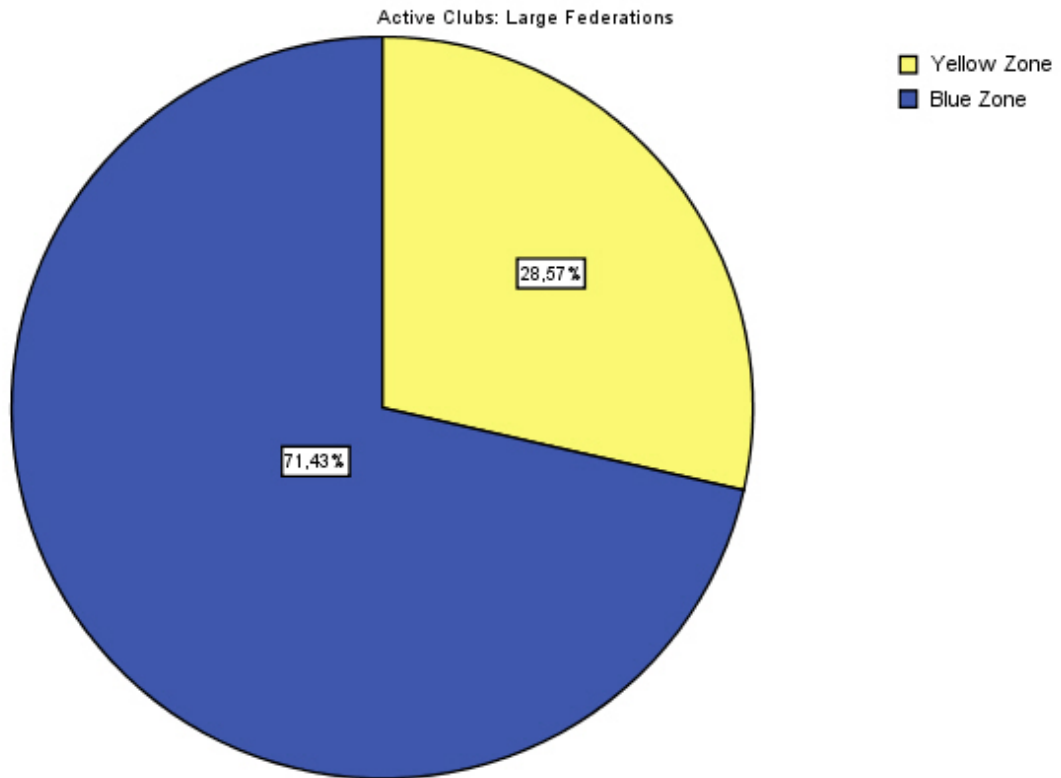


Figure 120. The extent of empowerment in large federations, in relation to key factor: Total for all managerial functions.

Also, the data from the responding medium sized federations, (see Figure 121), indicate that all 6 (100%) of them used “empowerment style” (blue zone), in the key factor: Management–information /communication system skills.

## Management-Information/Communication-system skills

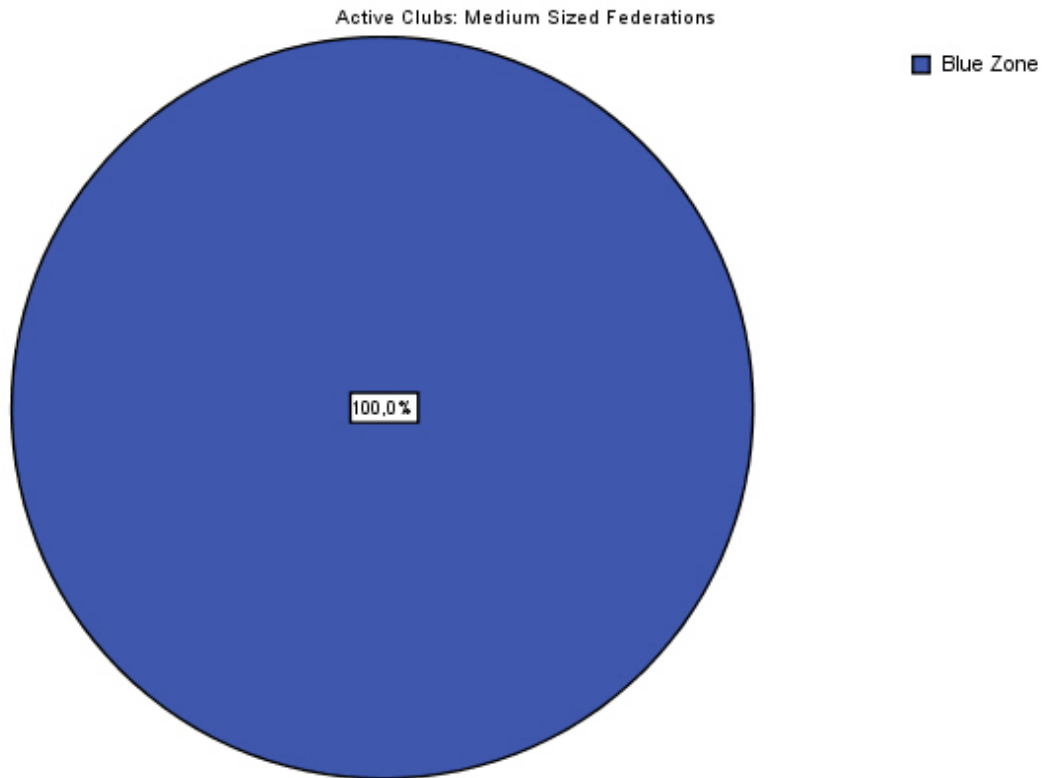


Figure 121. The extent of empowerment in medium sized federations, in relation to key factor: Management-information /communication-system skills.

Moreover, 1 (16.7%) of medium sized federations used “middle-ground style” (yellow zone), while 4 (66.7%) used “empowerment style” (blue zone), and 1 (16.7%) used the “most empowering style” (green zone), in the key factor: Decision-making and action-taking skills (Figure 122).

## Decision-making and action-taking skills

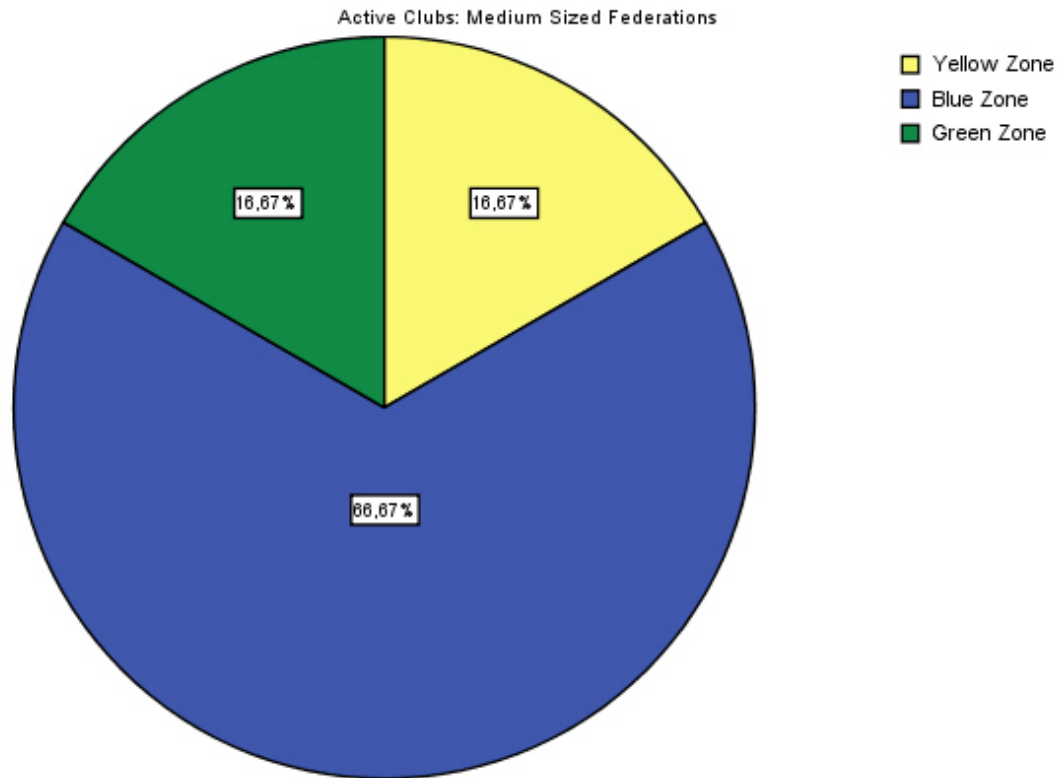


Figure 122. The extent of empowerment in medium sized federations, in relation to key factor: Decision-making and action-taking skills.

Figure 123 shows that 5 (83.3%) of medium sized federations used “empowerment style” (blue zone), while 1 (16.7%) used “middle-ground style” (yellow zone), in the key factor: Project-planning, organizing, and system-integration skills.

## Project planning, organizing, and system-integration skills

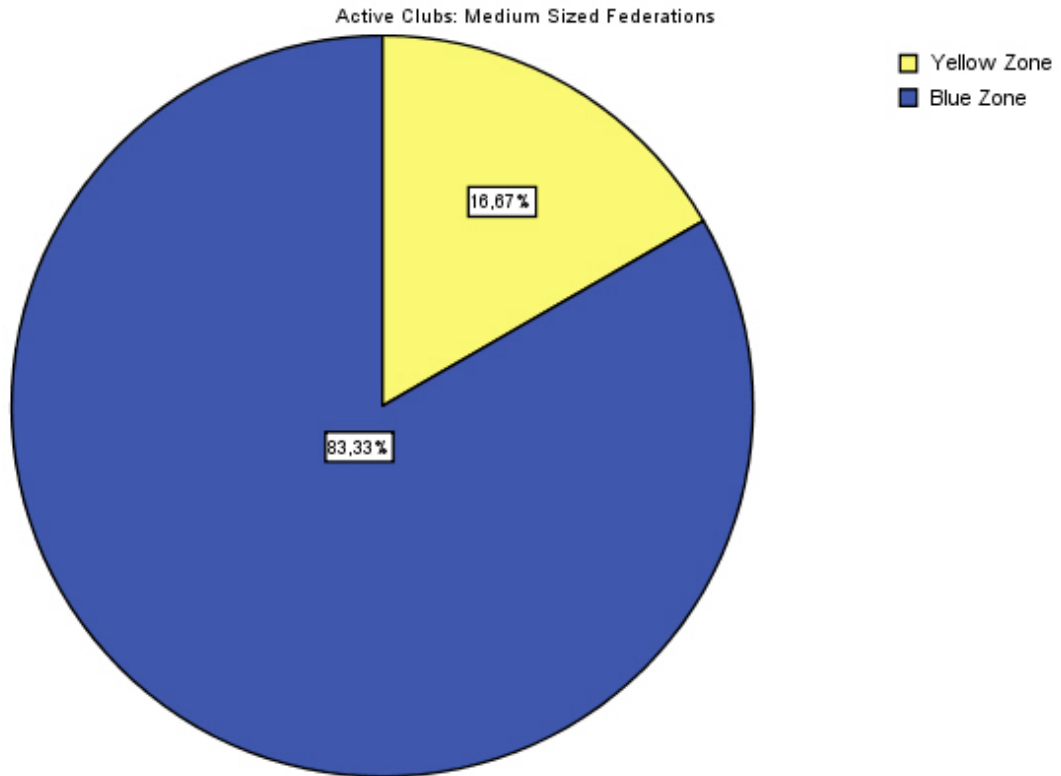


Figure 123. The extent of empowerment in medium sized federations, in relation to key factor: Project-planning, organizing and system-integration skills.

Five (83.3%) of the responding medium sized federations indicated that they used “empowerment style” (blue zone), and one (16.7%) used the “most empowering style” (green zone), in the key factor: Systems-evaluation and internal-control skills (Figure 124).

### Systems-evaluation and internal-control skills

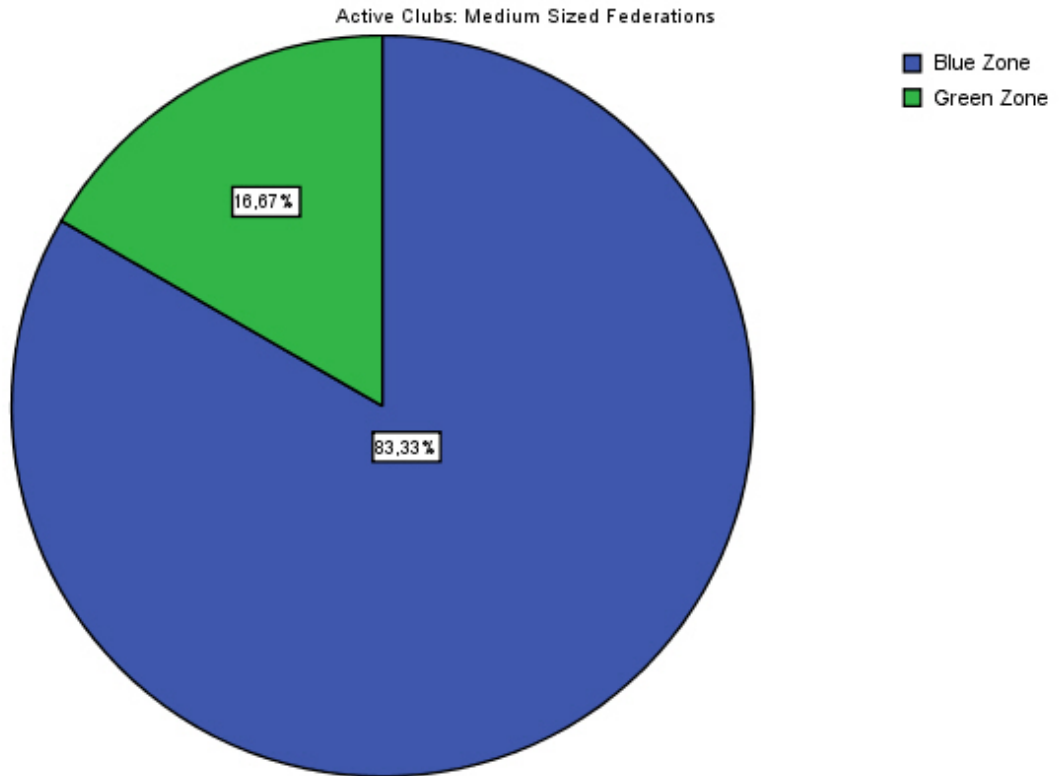


Figure 124. The extent of empowerment in medium sized federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 125 indicates that 2 (33.3%) of medium sized federations used “middle-ground style” (yellow zone), while another 2 (33.3%) used “empowerment style” (blue zone), and the other 2 (33.3%) used the “most empowering style” (green zone), in the key factor: Leadership, motivation, and reward-system skills.

## Leadership, motivation, and reward-systems skills

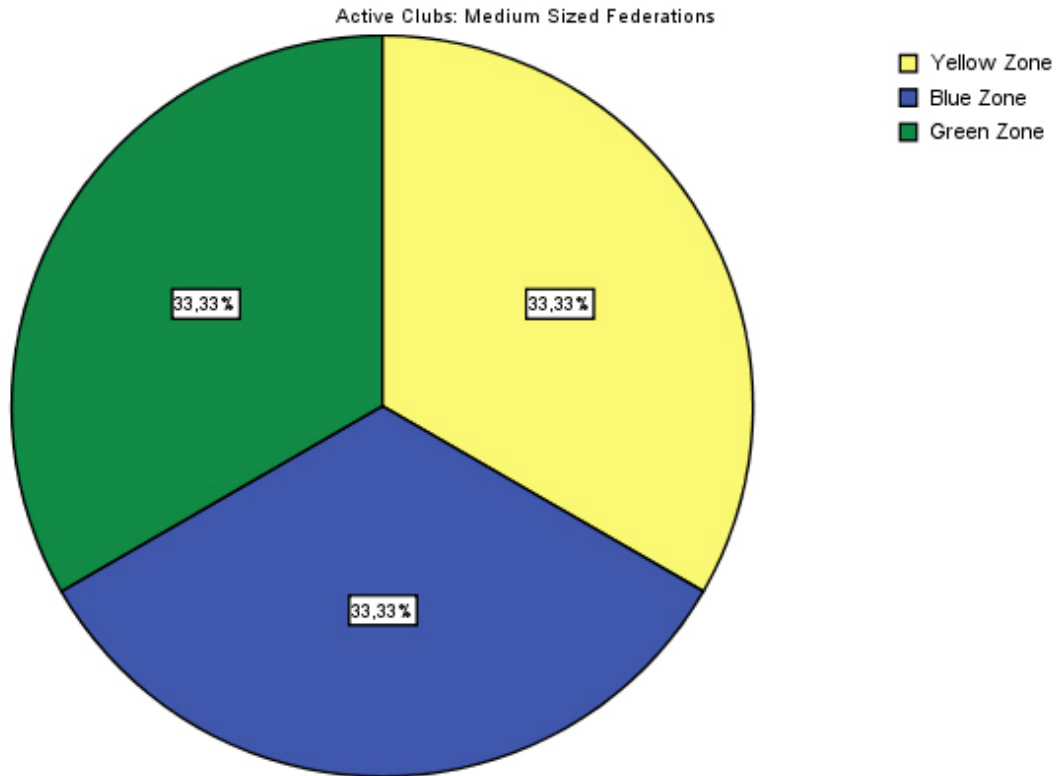


Figure 125. The extent of empowerment in medium sized federations, in relation to key factor: Leadership, motivation, and reward system skills.

One (16.7%) of medium sized federations used “middle-ground style” (yellow zone), while 4 (66.7%) used “empowerment style” (blue zone), and 1 (16.7%) used the “most empowering style” (green zone), in the key factor: Selection, placement, and development of people skills (Figure 126).

## Selection, placement, and development of people skills

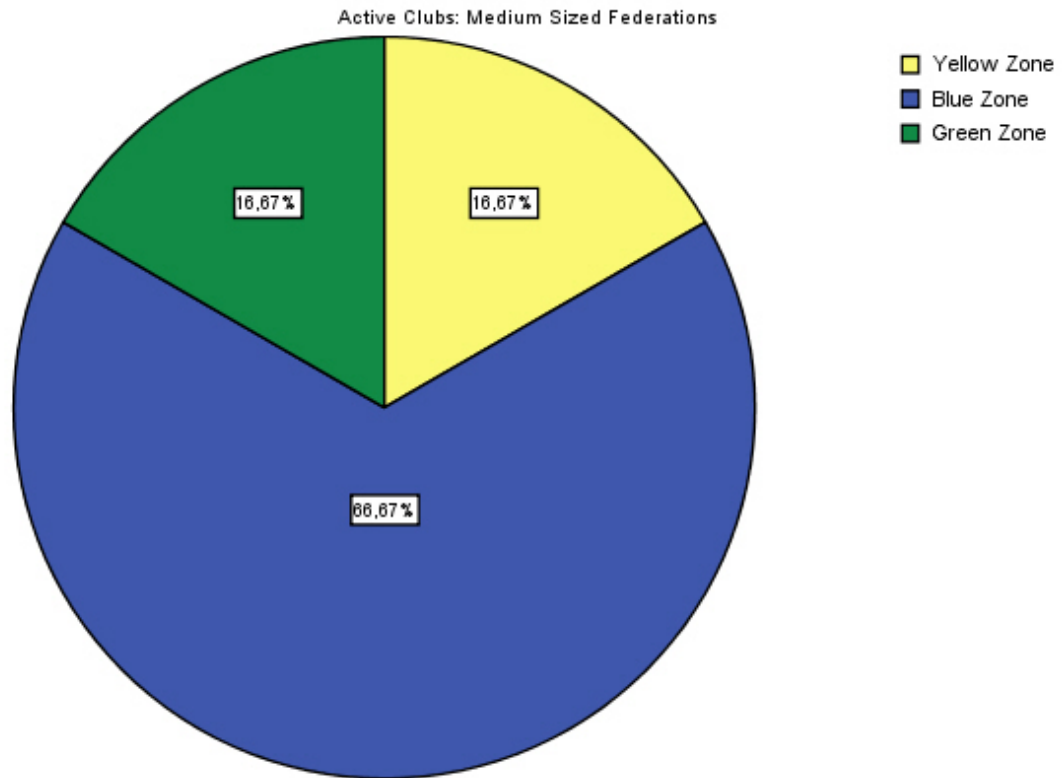


Figure 126. The extent of empowerment in medium sized federations, in relation to key factor: Selection, placement, and development of people skills.

Furthermore, 5 (83.3%) of medium sized federations used “empowerment style” (blue zone), and one (16.7%) used the “most empowering style” (green zone), in the key factor: Total for all managerial functions (figure 127).

### Total for all managerial functions

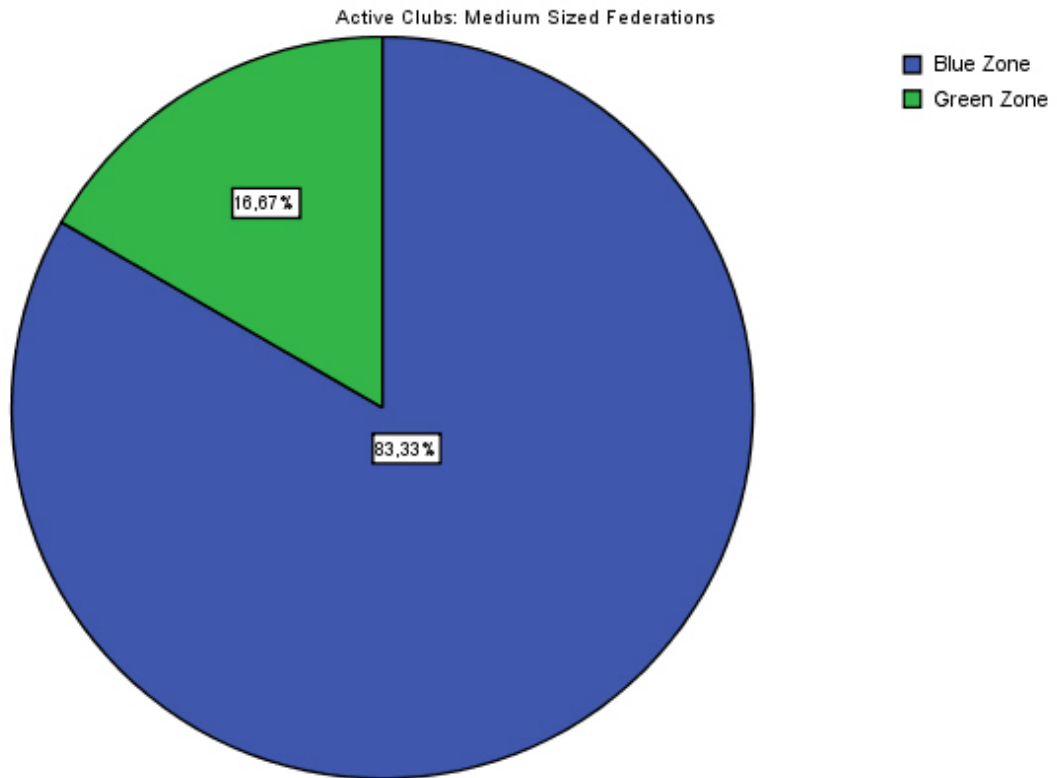


Figure 127. The extent of empowerment in medium sized federations, in relation to key factor: Total for all managerial functions.

Eventually, 5 (71.4%) of the responding small federations used “empowerment style” (blue zone), while 2 (28.6%) used “middle-ground style” (yellow zone), in the key factor: Management–information /communication system skills (figure 128).



## Management-Information/Communication-system skills

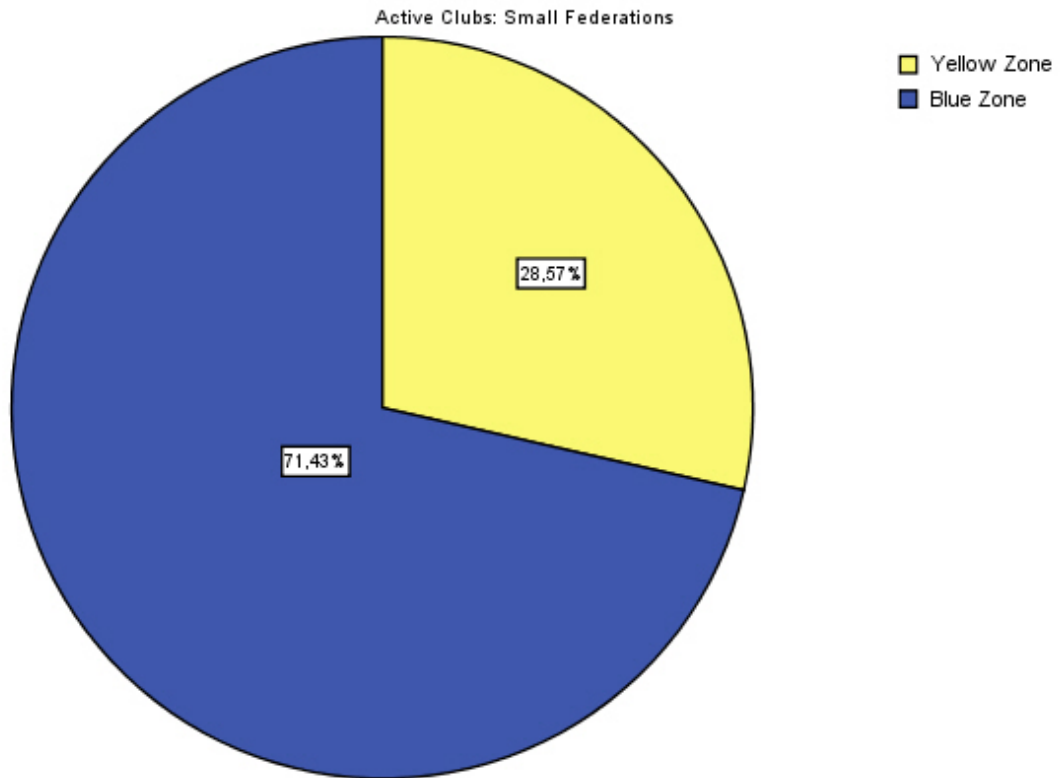


Figure 128. The extent of empowerment in small federations, in relation to key factor: Management-information /communication-system skills.

Moreover, 2 (28.6%) of small federations used “middle-ground style” (yellow zone), and 1 (14.3%) used “controlling style” (orange zone). On the other hand, 3 (42.9%) used “empowerment style” (blue zone), and 1 (14.3%) used the “most empowering style” (green zone), in the key factor: Decision-making and action-taking skills (Figure 129).

## Decision-making and action-taking skills

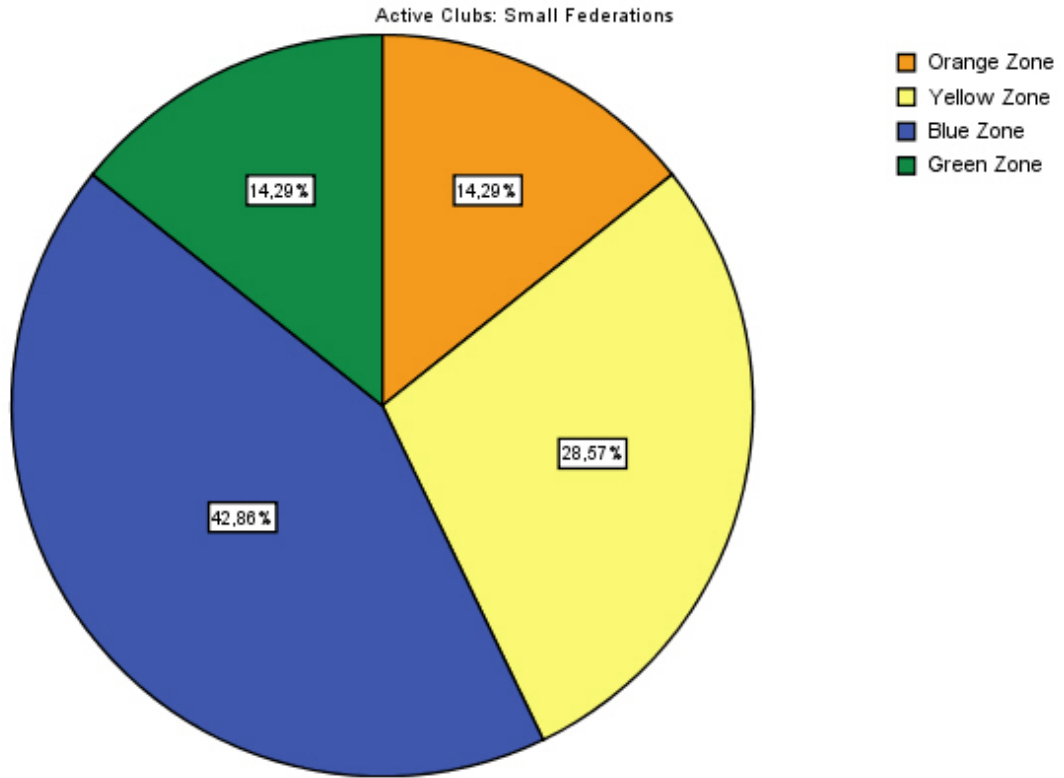


Figure 129. The extent of empowerment in small federations, in relation to key factor: Decision-making and action-taking skills.

Figure 130 shows that 3 (42.9%) of small federations used “empowerment style” (blue zone), while another 3 (42.9%) used “middle-ground style” (yellow zone), and 1 (14.3%) used the “controlling style” (orange zone), in the key factor: Project-planning, organizing, and system-integration skills.

### Project-planning, organizing, and system-integration skills

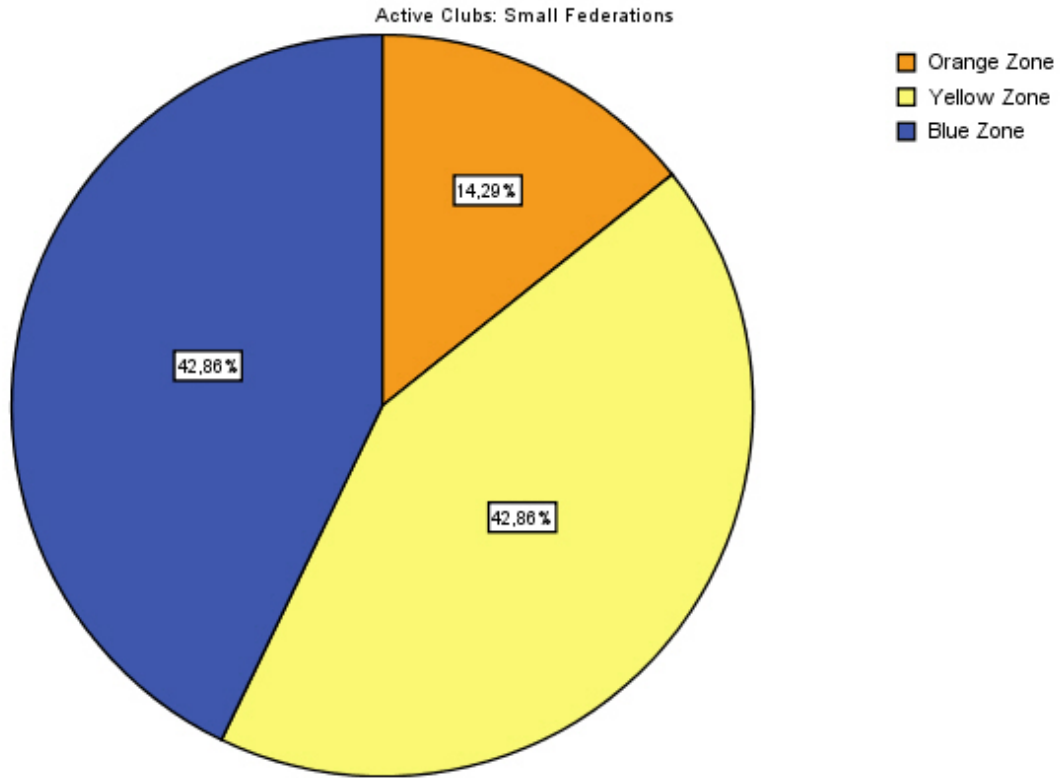


Figure 130. The extent of empowerment in small federations, in relation to key factor: Project-planning, organizing and system-integration skills.

Six (85.7%) of the responding small federations used “empowerment style” (blue zone), while one (14.3%) used “middle-ground style” (yellow zone), in the key factor: Systems-evaluation and internal-control skills (Figure 131).

### Systems-evaluation and internal-control skills

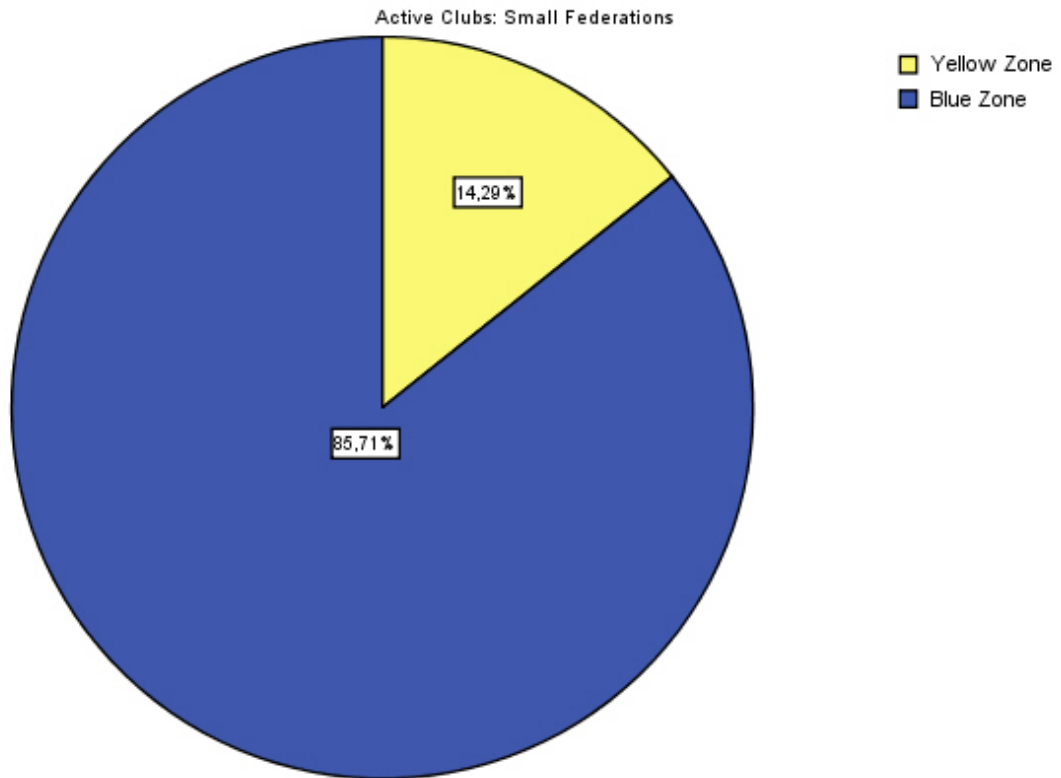


Figure 131. The extent of empowerment in small federations, in relation to key factor: Systems-evaluation and internal-control skills.

Figure 132 indicates that 4 (57.1%) of small federations used “empowerment style” (blue zone), while 3 (42.9%) used “middle-ground style” (yellow zone), in the key factor: Leadership, motivation, and reward-system skills.

### Leadership, motivation, and reward-systems skills

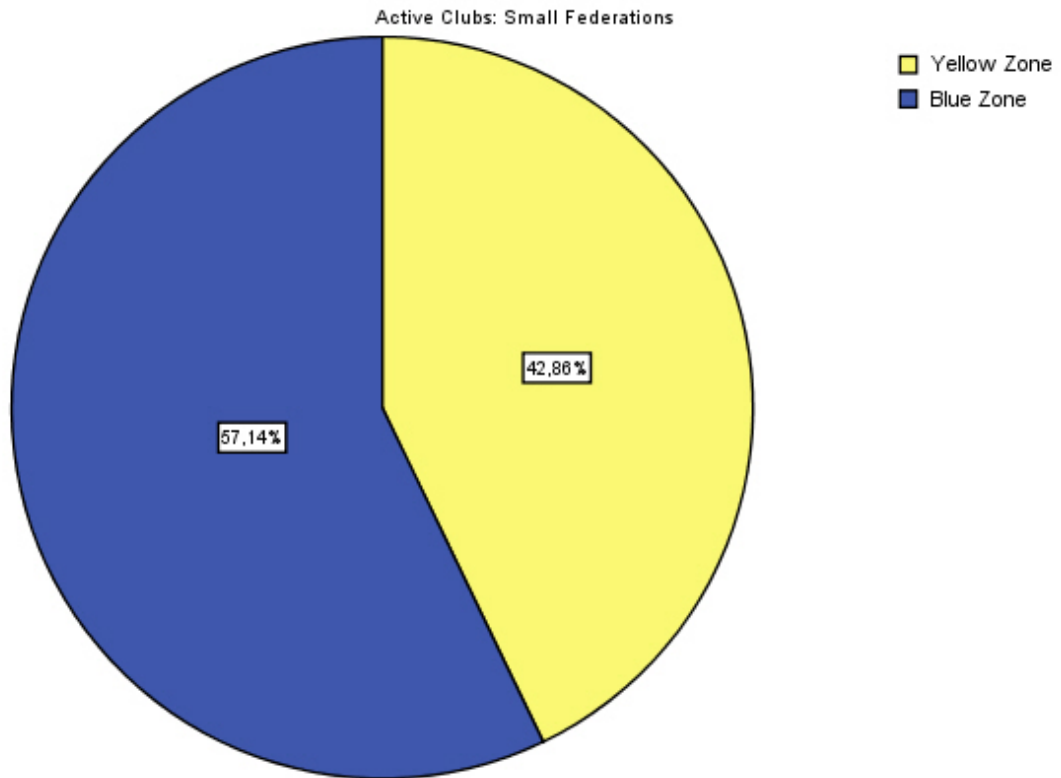


Figure 132. The extent of empowerment in small federations, in relation to key factor: Leadership, motivation, and reward system skills.

Five (71.4%) of small federations used “empowerment style” (blue zone), while two (28.6%) used “middle-ground style” (yellow zone), in the key factor: Selection, placement, and development of people skills (Figure 133).

### Selection, placement, and development of people skills

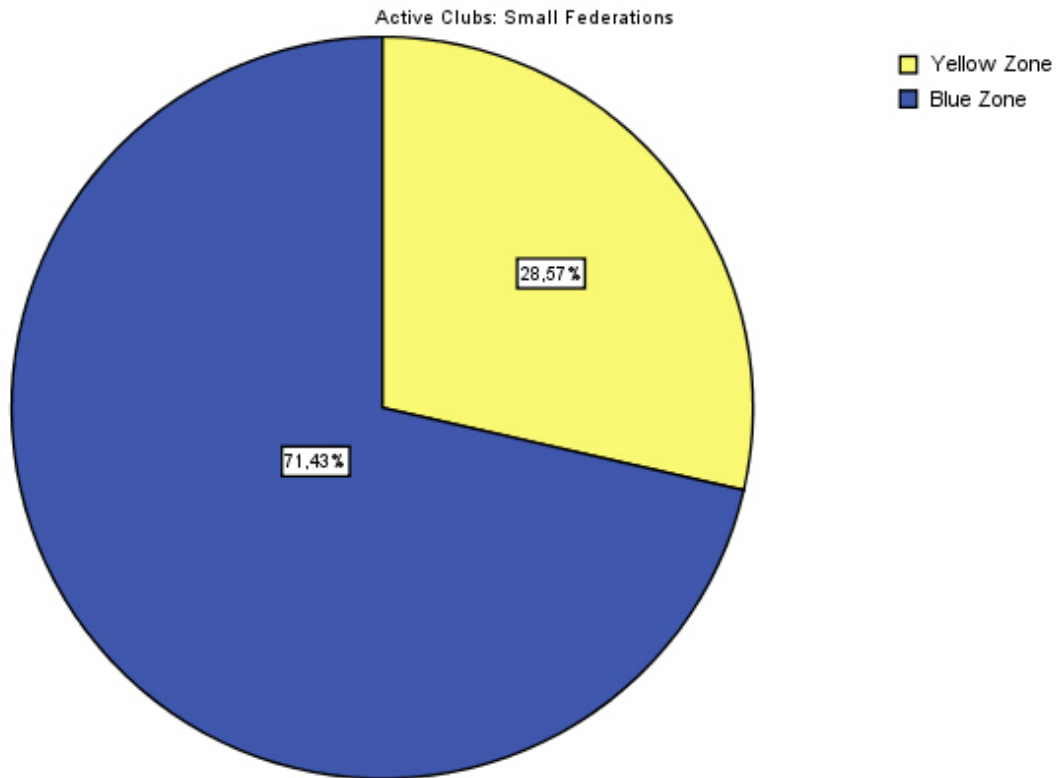


Figure 133. The extent of empowerment in small federations, in relation to key factor: Selection, placement, and development of people skills.

At last, 5 (71.4%) of small federations used “empowerment style” (blue zone), while two (28.6%) used “middle-ground style” (yellow zone), in the key factor: Total for all managerial functions (figure 134).

### Total for all managerial functions

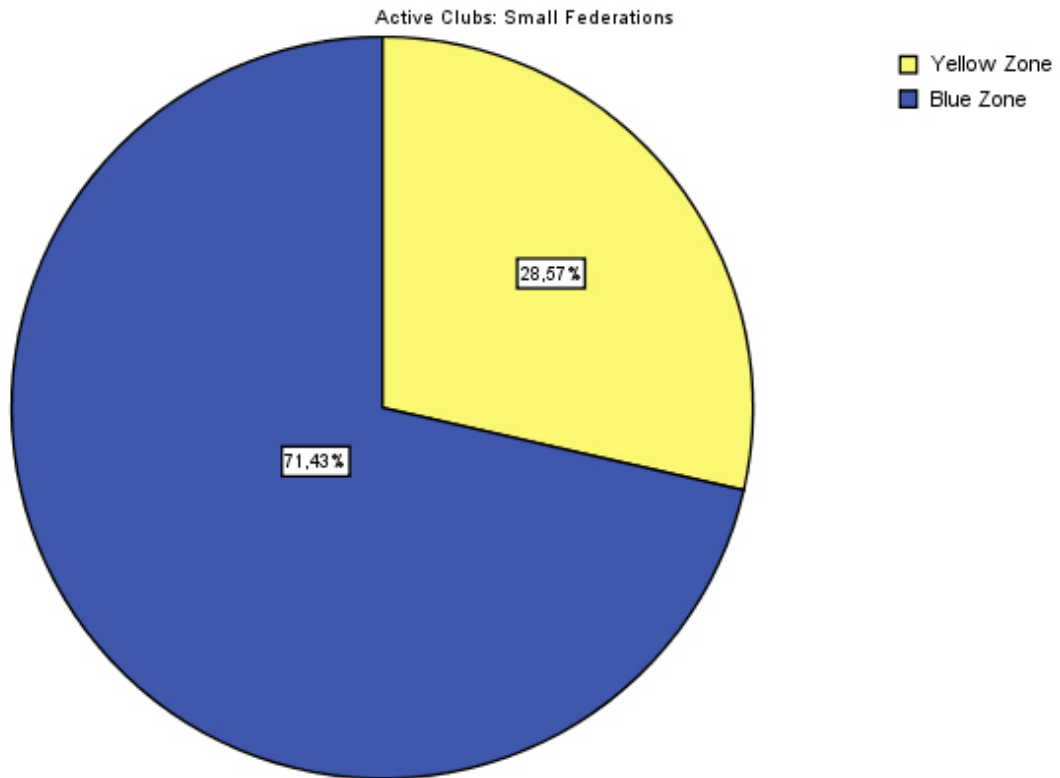


Figure 134. The extent of empowerment in small federations, in relation to key factor: Total for all managerial functions.

### Research Question Five

Is there a significant difference among the most wealthy federations, wealthy federations and less wealthy federations, as shown by government funding, in terms of the key factors of empowerment ?

To determine if differences existed among the above groups/federations on key factors of empowerment, an one-way analysis of variance was conducted. Government funding served as the independent variable, and empowerment was the dependent variable. The results showed

that there is a significant difference among the most wealthy federations, wealthy federations and less wealthy federations, in one key factor of empowerment: Decision-making and action-taking skills ( $F_{(2, 17)} = 4.00, p < .05$ ). The LSD Post Hoc test showed that the wealthiest federations ( $M = 34.16$ ) differ in the key factor: Decision-making and action-taking skills from the wealthy ( $M = 26.83, p < .05$ ). In addition, the wealthy federations differ from the less wealthy federations ( $M = 36.36, p < .05$ ). No other significant differences were found.

#### Research Question Six

Is there a significant difference among the most successful federations, successful federations and less successful federations, as shown by Olympic, world and European distinctions, in terms of the key factors of empowerment?

To determine if differences existed among the above groups/federations on key factors of empowerment, an one-way analysis of variance was again conducted. In the first case, Olympic distinctions served as the independent variable, and empowerment was the dependent variable. The results showed that there is a significant difference among the most successful federations, successful federations and less successful federations, in two key factors of empowerment: (a) Decision-making and action-taking skills ( $F_{(2, 17)} = 3.88, p < .05$ ), and (b) Project-planning, organizing and system-integration skills ( $F_{(2, 17)} = 4.18, p < .05$ ). The LSD Post Hoc test showed that successful federations ( $M = 27.93$ ) differ in the key factor: Decision-making and action-taking skills from most successful ( $M = 36.37$ ) and less successful federations ( $M = 35.62, p < .05$ ). No other significant



differences were found. Moreover, the LSD Post Hoc test showed that successful federations ( $\underline{M}$  =25.60) differ in the key factor: Project-planning, organizing and system-integration skills from most successful ( $\underline{M}$  = 32.17) and less successful federations ( $\underline{M}$  = 32.76,  $p < .05$ ). No other significant differences were found.

In the second case, World distinctions served as the independent variable, and empowerment was the dependent variable. The results showed that there is no significant difference among the most successful federations, successful federations and less successful federations, in key factors of empowerment ( $F_{(2, 17)} = .834, p > .05$ ). (Total for all managerial functions)

Lastly, in the third case, European distinctions served as the independent variable, and empowerment was the dependent variable. The results showed that there is no significant difference among the most successful federations, successful federations and less successful federations, in key factors of empowerment ( $F_{(2, 17)} = .334, p > .05$ ). (Total for all managerial functions)

#### Research Question Seven

Is there a significant difference among the large federations, medium sized federations and small federations, as shown by active clubs, in terms of the key factors of empowerment?

Again, a one-way analysis of variance was conducted to determine if differences existed among the above groups/federations on key factors of empowerment. Active clubs served as the independent variable, and

empowerment was the depended variable. The results showed that there is a significant difference among the large federations, medium sized federations and small federations in two key factors of empowerment: (a) Leadership, motivation, and reward system skills ( $F_{(2, 17)} = 4.35, p < .05$ ), and (b) Total for all managerial functions ( $F_{(2, 17)} = 4.40, p < .05$ ). Tukey Post Hoc test showed that large federations ( $M = 26.92$ ) differ in the key factor: Leadership, motivation, and reward system skills from medium sized federations ( $M = 36.39, p < .05$ ). No other significant differences were found. Moreover, Tukey Post Hoc test showed that medium sized federations ( $M = 217.72$ ) differ in the key factor: Total for all managerial functions from large federations ( $M = 182.50, p < .05$ ). No other significant differences were found.

## **CHAPTER 5**

### **Discussion, Implications and Recommendation**

This study is an attempt to assist the management of sport organizations by identifying empowerment activities utilized by Greek Professional football clubs and Greek Sport Federations. The empowerment process may help sport organizations to apply organizational strategy, meet organizational goals and missions, promote managerial efficiency, and remain competitive in the marketplace.

#### **Discussion**

##### **Empowerment in Greek Professional Football Clubs**

Based on the findings of this study the empowerment process is applied to a mediocre extent by Greek professional football clubs. Only fifty six percent of Greek professional football clubs are using the “empowerment style”. This consists a unique and original finding since there is no related supporting literature. Most of the literature encountering this issue has to do with the implementation and not with the extent to which empowerment is used (Ashness & Lashley, 1995; Randolph, 1995). Moreover, concerning the key factors of empowerment, Greek professional football clubs mostly used Systems-evaluation and internal-control skills, followed by Management-information /communication system skills, Total for all managerial functions, Leadership, motivation, and reward-systems skills, Decision-making and action-taking skills, Project-planning, organizing, and system-integration skills and Selection, placement, and development of people skills.

The findings of this study also suggested that empowerment is being used similarly in wealthy football clubs as well as in less wealthy ones (see, Figures 8-21). The basic difference between them can be found in the managerial styles they used (as previously mentioned the managerial styles define and measure the concept of empowerment applied in sport organizations). In wealthy football clubs directors used “empowerment style” (blue zone) of management, while in less wealthy football clubs directors used not only “empowerment style” (blue zone) of management, but also “most empowering style” (green zone) of management. This additional finding entails that the directors in less wealthy football clubs were sharing “sensitive” information relative to financial, organizational, and strategic issues, which constitute an important issue in understanding the challenges that the organization faces in to days turbulent environment.

In the key factor “Decision-making and action-taking skills”, the directors of less wealthy football clubs play a facilitative role, ensuring that decisions are made accurately and carried out effectively (Vogt & Murrell, 1990; Psoinos, Kern, & Smithson, 2000). The “most empowering style” (green zone) includes suggestions and ideas from employees, effective participation with sense of “ownership” and finally, establishing trust which in turn, ensures organizational commitment as literature suggests (e.g. Vogt & Murrell, 1990; Randolph, 1995;). Committed individuals usually contribute their expertise, often working together as teams to produce their best work towards their own development and the integrity and growth of the organization (Cook, 1994).

Referring to the key factor “project-planning, organizing, and system-integration skills”, it seems that in less wealthy football clubs the strategic plans were established in a collaborative and participative process, which provides subordinates opportunities to influence the system and redefine the general organization goals. The empowering directors served as facilitators, helping to coordinate the workflow of the responsible individuals and teams (Cook, 1994).

In the key factor “Systems-evaluation and internal-control skills”, the directors of less wealthy football clubs have the role of evaluator and counsellor to help individuals evaluate themselves. They assess the unit, division, or the club as a whole, seeking out excellence to praise, noticing previously unnoticed good deeds, and offering appreciation to those who are working hard for the common cause.

In the key factor “Leadership, motivation, and reward-system skills”, the directors also create a day to day motivational climate of the club in two categories: (a) they ensure safe, healthy, and fairly compensated conditions of employment, and (b) they assist and support the team work. (Bowen & Lawler, 1992; Bridges, 1994; Lawler, 1994; Vogt & Murrell, 1990). Like a good coach, the directors ensure that the team is playing on a level field with fair rules and the right equipment. Empowered teams produce their own motivation and are very different from participative teams, quality circles, or semi-autonomous teams. They recommend ideas, make decisions, implement them, and are held accountable (Cook, 1994).

Finally, in the key factor “Selection, placement, and development of people skills”, the directors spend considerable time to reflect on how well

they helped develop the individual's, teams' and club's abilities to work effectively. They support and encourage the growth capacity of individuals. They use intrinsic incentives to encourage all the members of the club to maintain a developmental perspective. The developmental goals of individuals and the club as a whole are reviewed, evaluated and either affirmed or redesigned (Cook, 1994; Vogt & Murrell, 1990).

The findings also confirmed the Research Question if there is a relationship between empowerment and the performance indicators of less wealthy football clubs (revenues, profit/loss, and classification in relation to annual performance given by Super League of football clubs). More specifically, the key factors "Total for all managerial skills" and "Management-information /communication system skills" had a strong and positive relationship with average revenues of less wealthy football clubs. This finding is consistent with previous studies on empowerment and organizational performance, in services sectors (Ashness & Lashley, 1995; Geralis & Terziovski, 2003), and shows that the level of empowering style which technical and managerial directors exercised in less wealthy football clubs is related to the club performance (see Table 6.). The present findings add credence to the argument that investment in the human capital is a particularly important factor to achieve competitive advantage (Becker & Gerhart, 1996; Bowen & Lawler, 1992). However, the findings of the present study did not reveal that empowerment had a significant and positive relationship with performance concerning wealthy football clubs (see Table 5.). This finding is contradicting to the literature which supports that empowerment is related to the improvement of performance indicators (Ashness & Lashley, 1995; Geralis

and Terziovski, 2003), and shows that the level of empowering style which technical and managerial directors exercised in wealthy football clubs is not related to the club performance.

### **Empowerment in Greek Sport Federations**

Based on the findings of this study the empowerment process is applied to a mediocre extent by Greek sport federations. This consists a unique and original finding since there is no related supporting literature. Most of the literature encountering this issue has to do with the implementation and not with the extent to which empowerment is used (Ashness & Lashley, 1995; Randolph, 1995). Moreover, concerning the key factors of empowerment, Greek sport federations mostly used Systems-evaluation and internal-control skills, followed by Total for all managerial functions, Selection, placement, and development of people skills, Management–information /communication system skills, Decision-making and action-taking skills, Project-planning, organizing, and system-integration skills and Leadership, motivation, and reward-systems skills.

As shown from the findings (see Figures 29-49) in wealthiest and wealthy federations directors used “empowerment style” (blue zone) of management, while in less wealthy federations directors used not only “empowerment style” (blue zone) of management, but also “most empowering style” (green zone) of management. Furthermore, the findings of this study confirmed the Research Question if there is a significant difference among the aforementioned groups/federations (as shown by government funding), and the key factors of empowerment. More specifically in the key factor: “Decision-

making and action-taking skills”, the managerial and technical directors of less wealthy federations are more likely to apply empowerment to a greater extent as well as implement the “most empowering style” (green zone), of management in comparison with wealthiest and wealthy ones. This finding is not supported by the literature which leads us to believe that although on a theoretical level government funding is based on performance, on a practical level funding is awarded based on political and personal relationships, individual persuasive and political power, level of sport visibility, and personal managerial effectiveness.

More particularly, in decision making the directors of less wealthy federations institute an open decision making process where power and responsibility for a decision are shared openly by all those who will be implementing it. The final decision move to the point that is most appropriate in terms of information, expertise and need. This process on the one hand enhances the federations’ ability to reach their goals and on the other hand encourages subordinates to work as a team and take on new responsibilities for developing a successful result and improved service quality in service organizations (Baetson, 1985; Sweetland & Hoy, 2000), like sport federations. Furthermore, the directors of less wealthy federations play a facilitative role, helping to develop effective guidelines delineating not only the decision participants but also the method of decision making, providing significant amounts of training which concern teamwork and increased responsibilities and ensuring that decisions are made accurately and carried out effectively (Psoinos et al., 2000; Vogt & Murrell, 1990).



Referring to Olympic distinctions, the directors of most successful and successful federations used “empowerment style” (blue zone) of management, while in less successful federations directors used not only “empowerment style” (blue zone) of management, but also “most empowering style” (green zone) of management (see Figures 50-70).

In addition the findings of this study confirmed the research question that there is a significant difference among the aforementioned groups/federations (as shown by Olympic distinctions), and the key factors of empowerment. More specifically in the key factor “Decision-making and action-taking skills”, the managerial and technical directors of most successful federations are more likely to apply empowerment to a greater extent in comparison with successful and less successful ones. This finding is consistent with other findings which suggest that more empowering staff usually improve the performance and productivity of its organizations (e.g. Ashness & Lashley, 1995; Dickmeyer & Williams, 1995; Leslie et al., 1998).

Also, the findings of this study confirmed the Research Question if there is a significant difference among the aforementioned groups/federations (as shown by Olympic distinctions), and the key factors of empowerment. More particular in the key factor “Project-planning, organizing, and system-integration skills”, the managerial and technical directors of less successful federations are more likely to apply empowerment to a greater extent as well as implement the “most empowering style” of management, in comparison with most successful and successful ones. This finding is contradicting to the literature which supports that empowerment is related to the improvement of performance indicators (Ashness & Lashley, 1995; Geralis & Terziovski,

2003), and shows that the extent of empowerment and the level of empowering style which technical and managerial directors exercised in less successful federations is not related to their performance.

Less successful federations could be characterized as small organizations since they have fewer employees than most successful and successful federations. Since, throughout the literature it is asserted that the flat structure of smaller organizations and fewer departmental interfaces result in a more flexible work environment (Younger, 1990) which offers the manager the opportunity to build a strong personal relationship with employees, contrary to larger ones. The present study has indicated that teams are very much a part of the culture of smaller organizations (like less successful federations). In smaller organizations, informal teams are used because managerial and technical directors believed that the teams' capabilities and skills are needed to support the organization strategy (Craig & Moores, 2005). Additionally, the team approach in smaller organizations (like less successful federations) gives as many employees as possible a voice in processes, opportunities to influence the system and redefine the general organization goals, some autonomy, greater flexibility and a sense of being able to co-operate more effectively and readily with colleagues. Smaller organizations had crafted a unique approach to teams that suited their needs, technology and culture. The managerial and technical directors of smaller organizations (like less successful federations) have valuable interpersonal and leadership skills and are able to nurture groups and informal teams that foster the accomplishment of planning goals by showing to employees how their job fits into the overall organizational goals and encourage them to come

up with ideas for improving the organizational performance (Ashness & Lashley, 1995; Miller, 2003; Penzer, 1991; Vogt & Murrell, 1990).

Employees in smaller organizations (like less successful federations in this study) know clearly what is expected of them and how they can contribute to the attainment of their organizations' goals, have high morale, increased understanding and commitment to the organization objectives, as well as willingness to make attempts since they get involved in planning process. (Ashness & Lashley, 1995; Penzer, 1991).

Referring to World distinctions, the directors of most successful and successful federations used mainly "empowerment style" (blue zone) of management, while in less successful federations directors used not only "empowerment style" (blue zone) of management, but also "most empowering style" (green zone) of management (see Figures 71-91).

However, the present study did not confirm the Research Question if there is a significant difference among the aforementioned groups/federations (as shown by World distinctions), and the key factors of empowerment.

Referring to European distinctions, the directors of most successful and successful federations used "empowerment style" (blue zone) of management, while in less successful federations directors used not only "empowerment style" (blue zone) of management, but also "most empowering style" (green zone) of management (see Figures 92-112).

However, the present study did not confirmed the Research Question if there is a significant difference among the aforementioned groups/federations (as shown by European distinctions), and the key factors of empowerment.

Concerning these findings there is no related supporting literature. This study used multiple performance indicators strictly to qualification system of sport federations (Olympic, European, and World distinction) but it seems that Greek sport federations pay attention only to Olympic distinctions.

Lastly, relating to active clubs, the directors of large and small federations used “empowerment style” (blue zone) of management, while in medium-sized federations directors used not only “empowerment style” (blue zone) of management, but also “most empowering style” (green zone) of management (see Figures 113-133).

In addition the findings of this study confirmed the Research Question if there is a significant difference among the aforementioned groups/federations (as shown by active clubs), and the key factors of empowerment. More specifically in the key factors: “Leadership, motivation, and reward system skills”, and “Total for all managerial functions” the managerial and technical directors of medium-sized federations are more likely to apply empowerment to a greater extent as well as implement the “most empowering style” of management, in comparison with large and small ones. This finding is contradicting to the literature which supports that larger firms tend to adopt more HRM best practice than smaller ones (Merrilees & Miller, 1996; Wood & de Menezes, 1998), and shows that the extent of empowerment and the level of empowering style which technical and managerial directors exercised in medium-sized federations is not related to their size (number of active clubs). However, other findings suggest that managers in smaller business are increasingly aware of new management approaches such as team working, devolved management, performance appraisals, etc. and that innovative HR

practices are no longer restricted to large companies, since smaller businesses are in many ways the ideal site for the development of HRM because of the direct communication, flatter hierarchy, greater flexibility and clearer impact of each employee on organizational performance (Bacon et al., 1996).

More specifically, in the key factor "Leadership, motivation, and reward system skills", the directors of medium-sized federations does not rely on extrinsic incentives like pay or punishment but create a day to day motivational climate of the federation in two categories: (a) they ensure safe, healthy, and fairly compensated conditions of employment, (by helping structure the federations so that their reward systems are consistent with their goals) and (b) they assist and support the team work. (Bowen & Lawler, 1992; Bridges, 1994; Lawler, 1994; Vogt & Murrell, 1990). Moreover, they share a vision that inspires employees, look for the kind of work and the setting in which employees' can best perform and work collaboratively with them. Like a good coach, the directors of medium-sized federations ensure that the team is playing on a level field with fair rules and the right equipment, and has all the power needed to perform work activities. Empowered teams produce their own motivation and are very different from participative teams, quality circles, or semi-autonomous teams. They recommend ideas, make decisions, implement them, and are held accountable (Cook, 1994). Directors nurture a sense of mutual responsibility and a commitment to helping the federations achieve their goals. They also create an environment of appreciation, high expectations and support that allows employees/teams to perform their

assignments with confidence, and generate more power and more leadership potential in a large number of people.

Referring to the key factor “Total for all managerial functions” the directors of medium-sized federations on the one hand used collaborative process of decision making, and evaluative systems, which build on the process of “valuing” and not of “criticizing”. On the other hand they used participative planning process, and developmental plans that emphasize career goals but also set out the training, experience, and growth in skills needed to make a progress in the organization (Vogt & Murrell, 1990).

On the contrary the directors of large federations used a more formal/controlling style of management. More specifically they depend on extrinsic incentives like pay or punishment, made lone decisions regarding what team members should do and how they should do it. They also set the desired achievement standards and a working plan of action without the input of team members, and finally they focused on providing specific guidance and establishing work schedules and rules. Moreover, it seems that the directors of large federations have more explicit and impersonal rules and procedures associated with all managerial functions (decision making process, evaluative systems, planning process, and developmental plans), while they are more concerned with strategic planning, business formalisation and control, and human resource exploitation.

## **Implications**

The findings presented and discussed above have implications for the development and use of the empowerment process in sport organizations.

Considering that empowerment plays a vital role in ensuring that sport organizations will survive and prosper, the directors of sport organizations and more specifically of wealthy football clubs must move towards “most empowering style”, of management. This could happen by developing an empowering culture based on principles such as: (a) collaborative process of decision making, (b) evaluative systems, which build on the process of “valuing” and not of “criticizing”, c) participative planning process, d) reward systems which encourage teamwork and cooperation e) developmental plans that emphasize career goals but also set out the training, experience, and growth in skills needed to make a progress in the organization (Vogt & Murrell, 1990).

Since the key factor of empowerment “Decision-making and action-taking skills” play a pivotal role in meeting customer needs the directors of sport organizations and more specifically of wealthiest and wealthy sport federations should change organizational policies, processes, practices, and structures away from top-down control systems toward high involvement practices where power to make decisions, is shared with employees in the lower echelons of the organizational hierarch (Bowen & Lawler, 1995). Moreover, the directors of wealthiest and wealthy federations can change practices to allow employees to decide on their own how they will recover from a service problem and then surprise-and-delight customers by exceeding their expectations rather than waiting for approval from a supervisor (Bowen & Lawler, 1995). By sharing decision-making power, upper management may

thus have more free time to think strategically and innovatively about how to move the organization forward.

Also, the directors of successful and less successful sport federations should consider that the decentralization/devolution of decision authority to the employees is a central feature of empowerment, thus they should express more confidence and trust in their employees through delegation of significant decision making authority and encourage them to become more involved in the decisions and activities that influence not only their jobs, but also the federations' direction and performance.

Based on the notion that empowerment through employee involvement in service organizations has been shown to produce positive outcomes (as suggested by the literature), the directors of most successful and successful sport federations in Greece should empower employees through their involvement in planning process. This could happen by implementing a more collaborative and participative planning process, through the use of quality circles, or of suggestion schemes, or of team briefings. These attempts/initiatives, on one hand include the ideas and experiences of employees, and on the other hand enhance employees' contribution in formulating plans that shape the business vision. As more people understand the organization and where it is planning to go, the more they become involved in and committed to developing the organization's goals and objectives (Bemowski, 1997; Collins & Porras, 1994; Mumford & Hendricks, 1996; Oakland, 1997; Purser & Cabana, 1997; Storey, 1992; Pfeffer, 1994; Wood, 1995).



Since the most significant constraint to empowerment was controlling style of management, directors of sport organizations and more specifically of large sport federations need to recognize this constraint and must be willing to shift from a top-down control system and style to an empowering style of management, if they are to support the implementation of empowerment. According to the literature (Vogt & Murrell, 1990), this could happen by using the following strategies and activities:

(a) establishment of functional leadership which delegates employees to take on considerable responsibilities and look for constant and gradual improvement,

(b) development of a strategic vision from the bottom up in a participative manner where the vision and the process that produced it, communicated to all members of the organization, giving them an opportunity to be part of an overall plan and the ability to identify their contributions to its achievement,

(c) creation of a top-management team well-grounded in team work skills and values (acceptance of individual differences, trust building, collaborative process of decision making, communication skills, group problem solving skills, and group leadership skills),

(d) development of personnel and support systems that demonstrate correspondence between management behavior and the verbalized belief in people (i.e. fair and competitive reward system that includes all employees in the organization's success, a performance-review process that is consistent and growth oriented, programmes that encourage employee input in the organization, regular organization-effectiveness surveys, a selection and job-

placement process that allows for self-assertion and identification with the goals and the values of organization),

(e) form participative organization and communication structures by flattening the hierarchy, broadening the span of control, reducing staff personnel, installing systematic planning and budgeting programmes, and widening each employee's area of freedom.

### **Recommendations for Further Study**

The literature in the area of empowerment in sport organizations is very limited. There appears to be an ever increasing interest in this area, and further studies could prove to be beneficial. Based on the findings of this study, the following recommendations are offered for future research:

1. Follow-up studies should be done to the same sample in three to five years to investigate possible changes in the utilization of the empowerment process.

2. Research needs to be done to the same population (Greek Professional Football Clubs and Greek Sport Federations) to assess qualitatively the extent of empowerment. Qualitative case studies rely upon data obtained from interviews, and observations. Some of the interview and observation issues would address members of the board of directors, the style of management used in human resources, the type of leadership behavior which appears to be needed to ensure the success of the empowerment process, and the resistance that is encountered in gaining commitment to empowerment process.

3. Further studies should seek to include other divisions of the Greek

football league as well as other professional clubs such as basketball and volleyball clubs.

4. A useful investigation might also be undertaken to assess the relationship between the extent of empowerment activities used by amateur sport federations and the performance of these federations. It would be necessary to establish which measures of performance would be appropriate. A suggestion concerning a measure of performance for amateur sport federations might be the percentage of new athletes' registration, the number of participant athletes in Olympic Games, World, and European leagues. Another suggestion concerning a measure of performance of amateur sport federations might be the Olympic, World and European distinctions.

5. Areas of further research could also include measuring the impact of empowerment on the satisfaction and loyalty of spectators.

6. Finally, future research should be designed to establish the validity and reliability of an empowerment survey instrument which could be used in any sport organization to evaluate the quantity and quality of empowerment activities which occur, and the effectiveness of the implementation of the empowerment process.

### **Limitations of study**

The study yields interesting insights. However, possible limitations of this research need to be acknowledged. A total of 9 (90%) of Greek Football Clubs which belong to the first division (Super League) during the last five years (from 2003 to 2007), and 20 (77%) of Greek Sport Federations responded to the survey. According to Babbie (2004), a response rate of 50%

or more is generally considered an acceptable response rate in the surveys. Based on this fact and the high response rates, it appears that the results of the study could be generalized to the target population (Greek Football Clubs in particular division and all Greek Sport Federations).

Pilot studies are conducted for a range of different reasons. Furthermore, a pilot study can be the pre-testing or 'trying out' of a particular research instrument (Baker, 1999). According to Teijlingen van, Rennie, and Hundley (2001) one of the advantages of conducting a pilot study is that it might give advance warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate (testing adequacy) or too complicated.

In this study a pilot study was not conducted, because the size of the sample was small (9 of 10 Greek Football Clubs and 20 of 26 Greek Sport Federations participated in the study), and represented the population of interest. Thus, the conduction of a pilot study could produce serious methodological problems arising from contamination (e.g. when pilot participants are included in the main study, but new data are collected from these people). In addition, the reliability of the survey instrument (with the existing data of the main study) was found to be:  $\alpha = .85$ . Based on this fact, it is demonstrated that the decision for not conducting a pilot study was appropriate/suitable for this study.

## REFERENCES

- Aghazadeh, S. (1999). Human Resources Management: Issues and Challenges in the New Millenium. *Management Research News*, 22, 19-32.
- Ahire, S.L., & Golhar, D.Y. (1996). Quality management in large vs small firms. *Journal of Small Business Management*, 34, 1-13.
- Aiken, L.H., Clarke, S.P., Sloane, D.M., Sochalski, J.A., Busse, R., Clarke, H., Giovannetti, P., Hunt, J., Rafferty, A.M., & Shamian, J. (2001). Nurses' reports on hospital care in five countries. *Health Affairs*, 20, 43–53.
- Aiken, L.H., Clarke, S.P., Sloane, D.M., Sochalski, J., & Silber, J.H. (2002). Hospital nurse staffing and patient mortality, nurse burnout, and job dissatisfaction. *Journal of the American Medical Association*, 288, 1987–1993.
- Almost, J.M., & Laschinger, H.K.S. (2003, October). *The Impact of Empowerment and Collaboration on Nurse Practitioners' Job Satisfaction*. Paper presented at the National Nursing Administration Research Conference, Chapel Hill, NC.
- Ambroz, M. (2004). Total quality system as a product of the empowered corporate culture. *The TQM Magazine*, 16, 93-104.
- Anderson, J.C., Rungtusanatham, M, & Schroeder, R. (1994). A theory of quality management underlying the Deming management method. *Academy of Management Journal*, 19, 472-509.
- Argyris, C. (1998). Empowerment: the emperor's new clothes. *Harvard Business Review*, 76, 98-105.
- Ashforth, B.E. (1989). The experience of powerlessness in organizations. *Organizational Behavior and Human Decision Processes*, 43, 207-242.
- Ashill, N.J., Carruthers, J., & Krisjanous, J. (2005). Antecedents and outcomes of service recovery performance in a public health-care environment. *Journal of Services Marketing*, 19, 293–308.
- Ashness, D., & Lashley, C. (1995). Empowering service workers at Harvester Restaurants. *Personnel Review*, 24, 17-32.
- Babakus, E., Yavas, U., Karatepe, O.M., & Avci, T. (2003). The Effect of Management Commitment to Service Quality on Employees' Affective and Performance Outcomes. *Journal of the Academy of Marketing Science*, 31, 272-286.
- Babbie, E. (2004). *The Practice of Social Research* (10th Ed.). Belmont, CA: Wadsworth.
- Baker, T.L. (1999). *Doing Social Research* (3rd Ed.). New York: McGraw-Hill Inc.
- Babin B.J., & Boles J.S. (1996). The effects of perceived co-worker involvement and supervisor support on service provider role stress, performance, and job satisfaction. *Journal of Retailing*, 72, 57–75.
- Bacon, N.P., Ackers, J.S., & Coates, D. (1996). It's a small world: managing human resources in small business. *International Journal of Human Resource*, 7, 82-100.
- Bateson, J. (1985). Perceived control and the service encounter. In J.A. Czepiel, M.R. Solomon, & C.F. Surprenant (Eds.), *The service encounter: Managing employee/customer interaction in service businesses* (pp. 67–82). Lexington, MA: Lexington Books.

- Baker, C.M., Fredrickson, K.C., & Gallegos, E.C. (2003, October). *Empowerment among Latina Nurses in Indiana, Mexico, and New York: A Cross-National Pilot Study*. Paper presented at the National Nursing Administration Research Conference, Chapel Hill, NC.
- Bandura, A. (1986). *Social foundations of thoughts and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Barnes, L. B. (1981). Managing the paradox of trust. *Harvard Business Review*, 59, 107-116.
- Becker, B.E., & Gerhart, B. (1996). The impact of human resource management on organizational performance: Progress and prospects. *Academy of Management Journal*, 39, 779-801.
- Bemowski, K. (1997). How did they do that? *Quality Progress*, 30(3), 37- 42.
- Bennett, R.J., & McCoshan, A. (1993). *Enterprise and Human Resource Development: Local Capacity Building*. London: Paul Chapman.
- Bennett, R. (1999). *Corporate Strategy*. London: Financial Times/Pitman Publishing.
- Bennis, W.G. & Nanus, B. (1985). *Leaders: The strategies for taking charge*. New York: Harper & Row Publishers.
- Bernstein, A.J. (1992). Why empowerment programs often fail. *Executive Excellence*, 9, 5.
- Bishop, L.R. (1994). *Exemplary schools: a focus on visionary leadership and teacher empowerment*. Unpublished doctoral dissertation, University of Houston, Houston, TX.
- Blanchard, K., Carlos, J.P., & Randolph, A. (1996). *Empowerment takes more than a minute*. San Francisco: Berrett-Koehler.
- Blase, J., & Blase, J. (1996). Facilitative school leadership and teacher empowerment: Teachers' perspectives. *Social Psychology of Education*, 1, 117-145.
- Blase, J., & Blase, J. (1997). The micropolitical orientation of facilitative school principals and its effects on teachers' sense of empowerment. *Journal of Educational Administration*, 35, 138-64.
- Blitzer, R.J., Petersen, C., & Rogers, L. (1993). How to build self-esteem. *Training and Development*, 47, 58-60.
- Block, P. (1988). *The empowered manager: Positive political skills at work*. San Francisco: Jossey-Bass.
- Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education*, 20, 277-289.
- Bolin, F. (1989). Empowering leadership. *Teachers College Record*, 91(1), 81-96.
- Bond, M.H., & Smith, P.B. (1996). Cross-cultural social and organizational psychology. *Annual Review of Psychology*, 47, 205-235.
- Boren, R. (1994). Don't Delegate – Empower. *Supervisory Management* 39, 10.
- Bowen, D.E, Siehl, C, & Schneider, B. (1989). A framework for analyzing customer service orientations in manufacturing. *Academy of Management Journal*, 14, 75-95.
- Bowen, D.A., & Lawler, E.E. (1992). The Empowerment of the Service Workers: What, Why, How and When. *Sloan Management Review* 33, 31–9.
- Bowen, D.E., Lawler, III., & Edward, E. (1992). Total quality-oriented human resources management. *Organisational Dynamics*, 21, 29-41.

- Bowen, D.E., & Lawler, E.E. (1995). Empowering service employees. *Sloan Management Review*, 36, 73-84.
- Boyd, V., & Hord, S.M. (1997). Schools as learning communities. *Issues about Change*, 4, 1-8.
- Bridges, W., (1994). The end of the job. *Fortune*, 130, 46-51.
- Brower, M.J. (1994). Implementing TQM with self-directed teams. In: H.I. Costin (Ed.), *Total quality management* (pp. 403-420). New York, NY: Dryden Press.
- Brown, S.P., & Leigh, T.W. (1996). A new look at psychological climate and its relationship to job involvement, effort, and performance. *Journal of Applied Psychology*, 81, 358-368.
- Brown, W.A. (2005). Exploring the Association between Board and Organisational Performance in Nonprofit Organisations. *Nonprofit Management & Leadership*, 15, 317-339.
- Burke, W. (1986). Leadership as Empowering Others'. In S. Srivastara (Ed.) *Executive Power* (pp. 51-77). San Francisco: Jossey-Bass.
- Byham, W.C., & Cox, J. (1989). *Zapp! The lightening of empowerment*. Pittsburg: Development Dimensions International Press.
- Camp, R.C. (1989). *Benchmarking: the search for industry best practices that leads to superior performance*. Milwaukee, WI: Quality Press.
- Campion, M.A., Medsker, J.G., & Higgs, A.C. (1993). Relations between work group characteristics and effectiveness: implications for designing effective work groups. *Personnel Psychology*, 46, 823-850.
- Capozzoli, T.K., (1995). Managers and leaders: a matter of cognitive difference. *The Journal of Leadership Studies*, 2, 20-9.
- Carlson, G.F. (1994). *An analysis of Illinois teachers' perception of empowerment*. Unpublished doctoral dissertation, Northern Illinois University, DeKalb, IL.
- Certo, S.C. (1992). *Modern Management: Quality, Ethics, and the Global Environment* (5th ed.). Boston: Allyn and Bacon.
- Chaleoykitti, M.S., & Oumtanee, A. (2003, October). *Effects of Empowerment Program on Performance Feedback and Job Satisfaction of Staff Nurses*. Paper presented at the National Nursing Administration Research Conference, Chapel Hill, NC.
- Cleary, B.A. (1995). Supporting empowerment with Deming's PDSA cycle. *Empowerment in Organizations*, 3, 34-9.
- Cohen, S.G., Ledford, G.E., & Spreitzer, G.M. (1996). A predictive model of self-managing work team effectiveness. *Human Relations*, 49, 643-676.
- Collins, J. & Porras, J. (1994) *Built to Last: Successful Habits of Visionary Companies*. New York: Harper Collins.
- Conger, J.A. & Kanungo, R.N. (1988). The empowerment process: Integrating theory and practice. *Academy of Management Review*, 13, 471-482.
- Cook, S. (1994). The cultural implications of empowerment. *Empowerment in Organizations*, 2, 9-13.
- Coote, L.V., Price, E., & Ackfeldt, A.L. (2004). An investigation into the antecedents of goal congruence in retail-service settings. *Journal of Services Marketing*, 18, 547-559.
- Cordery, J.L. (1995). Work redesign: rhetoric vs reality, *Asia Pacific Journal of Human Resources*, 33, 3-19.

- Corsun, D.L., & Enz, C.A. (1999). Predicting psychological empowerment among service workers: The effect of support-based relationships. *Human Relations*, 52, 205-225.
- Crawford, C.B. (1995). Socially supportive transformational leaders: paradigm and prescription for organizational stress management. *The Journal of Leadership Studies*, 2, 75-85.
- Craig, J., & Moores, K. (2005). Balanced scorecards to drive the strategic planning of family firms. *Family Business Review*, 18, 105-22.
- Crow, M.G., & Pounder, D.G. (2000). Interdisciplinary teacher teams: Context, design, and process. *Educational Administration Quarterly*, 36, 216-254.
- Cunningham, I., Hyman, J., & Baldry, C. (1996). Empowerment: the power to do what? *Industrial Relations Journal*, 27, 143-54.
- Culbert, S.A., & McDonough, J.J. (1986). The politics of trust and organizational empowerment. *Public Administration Quarterly*, 10, 171-188.
- Deci, E.L., Connell, J.P., & Ryan, R.M. (1989). Self-determination in a work organization. *Journal of Applied Psychology*, 74, 580-590.
- Dee, J.R., Henkin, A.B., Duemer, L. (2003). Structural antecedents and psychological correlates of teacher empowerment. *Journal of Educational Administration*, 41, 257-277.
- Deming, W.E. (1982). *Quality, productivity, and competitive position*. Cambridge: MIT, Center for Advanced Engineering Study.
- Denhardt, R.B. (1993). *Theories of Public Organisations* (2nd ed.). Wadsworth: Belmont, CA.
- Dick, M.J., & McPeak, A.T. (2004, July). *Empowerment, Power, and Organizational Commitment: Identifying Nurses Planning to Quit Within Two Years*. Paper presented at the 15th International Nursing Research Congress, Dublin, Ireland.
- Dickmeyer, M., & Williams, B. (1995). Gordon Gecko versus Tom Sawyer: catalytic empowerment technique. *Empowerment in Organizations*, 3, 32-39.
- Dodd, P., & Gutierrez, L. (1990). Preparing students for the future: a power perspective on community practice. *Administration in Social Work*, 14, 63-78.
- Drucker, P.F. (1988). The coming of the new organization. *Harvard Business Review*, 66, 45-53.
- Dunphy, D., & Bryant, B. (1996). Teams: panaceas or prescriptions for improved performance? *Human Relations*, 49, 667-99.
- Edwards, J.L., Green, K.E., & Lyons, C.A. (2002). Personal empowerment, efficacy, and environmental characteristics. *Journal of Educational Administration*, 40, 67-86.
- Eisenberger, R., Fasolo, P., & Davis-LaMastro, V. (1990). Perceived organizational support and employee diligence, commitment, and involvement. *Journal of Applied Psychology*, 75, 51-59.
- Eubanks, P. (1991). Employee empowerment key to culture change. *Hospitals*, 65, 40.
- Eylon, D., & Au, K.Y. (1999). Exploring empowerment cross-cultural Differences along the power distance Dimension. *International Journal of Intercultural Relations*. 23, 373-385.
- Ezzamel, M., Gwilliam, D.R., & Holland, K.M. (1996). Some empirical evidence from publicly quoted UK companies on the relationship between the pricing of audit and non-audit services. *Accounting and Business Research*, 27, 3-16.



- Ferris, G.R., Hochwarter, W.A., Buckley, M.R., Harrell-Cook, G., & Frink, D.D. (1999). Human resources management: some new directions. *Journal of Management*, 25, 385-415.
- Fineman, S. (1993). *Emotion in organizations*. London: Sage.
- Firestone, W.A., & Pennell, J.R. (1993). Teacher commitment, working conditions, and differential incentive policies. *Review of Educational Research*, 63, 489-525.
- Freysinger, V., & Bedini, L.A. (1994). Teaching for empowerment. *Schole: A journal of leisure studies and recreation education*, 9, 1-11.
- Fulford, M.D., & Enz, C.A. (1995). The impact of empowerment on service employees. *Journal of Managerial Issues*, 7, 161-175.
- Gatewood, R.D., & Riordan, C.M. (1997). The Development and Test of a Model of Total Quality: Organizational Practices, TQ Principles, Employee Attitudes and Customer Satisfaction. *Journal of Quality Management*, 2, 41-65.
- Gaziel, H. (1998). School-based management as a factor in school effectiveness. *International Review of Education*, 44, 319-333.
- Geralis, M., & Terziovski, M. (2003). A quantitative analysis of the relationship between empowerment practices and service quality outcomes. *Total Quality Management*, 14, 45-62.
- Gerrard, W. (2005). A Resource-Utilization Model of Organizational Efficiency in Professional Sports Teams. *Journal of Sport Management*, 19, 143-169.
- Gibb, S. (2000a). Evaluating HRM effectiveness: the stereotype connection. *Employee Relations*, 22, 58-75.
- Gibb, S. (2000b). The state of human resource management: evidence from employees' views of HRM systems and staff. *Employee Relations*, 23, 318-336.
- Gist, M. (1987). Self-efficacy: Implications for organizational behavior and human resource management. *Academy of Management Review*, 12, 472-485.
- Godard, J. (2001). High performance and the transformation of work? The implications of alternative work practices for the experience and outcomes of work. *Industrial and Labor Relations Review*, 54, 776-805.
- Goodale, J.C., Koerner, M., & Roney, J. (1997). Analyzing the impact of service provider empowerment on perceptions of service quality inside an organization. *Journal of Quality Management*, 2, 191-215.
- Hackman J.R., & Oldham, G.R. (1980). *Work redesign*. Reading, MA: Addison-Wesley.
- Harari, O. (1994). Stop Empowering Your People. *Small Business Reports*, 19, 53-5.
- Hardy, C., & Leiba-O'Sullivan, S. (1998). The Power behind Empowerment: Implications for Research and Practice. *Human Relations*, 51, 451-483.
- Harrison, B. (1994). *Lean and Mean: The Changing Landscape of Corporate Power in the Age of Flexibility*. New York: Basic Books.
- Hartline, M.D., & Ferrell O.C. (1996). The management of customer-contact service employees: an empirical investigation. *Journal of Marketing*, 60, 52-70.
- Heskett, J.L. (1987). Lessons in the service sector. *Harvard Business Review*, 65, 118-126.
- Higginson, T.J., & Waxler, R.P. (1989). Developing a trust culture to survive in the 1990s. *Industrial Management*, 31, 27-28.

- Hilgert, R.L. & Ling, C.C. (1996). *Cases and Experiential Exercises in Human Resource Management*. New Jersey: Prentice Hall.
- Hocutt, M.A., & Stone, T.H. (1998). The Impact of Employee Empowerment on the Quality of a Service Recovery Effort. *Journal of Quality Management*, 3, 117-132.
- Howard, L.W., & Foster, S.T. (1999). The Influence of Human Resource Practices on Empowerment and Employee Perceptions of Management Commitment to Quality. *Journal of Quality Management*, 4, 5-22.
- Huang, T. (2001). The effects of linkage between business and human resource management strategies. *Personnel Review*, 30, 132-151.
- Inglis, S., Danylchuk, K.E., & Pastore, D.L. (2000). Multiple realities of women's work experiences in coaching and athletic management. *Women in Sport and Physical Activity Journal* 9, 1-26.
- Ivancevich, J. M. (1998). *Human Resource Management*. New York: Irwin/McGraw-Hill.
- Jun, M., Cai, S., & Shin, H. (2006). TQM practice in maquiladora: Antecedents of employee satisfaction and loyalty. *Journal of Operations Management*, 24, 791-812.
- Kanter, R. M. (1977). *Men and women of the corporation*. New York: Basic Books.
- Kanter, R.M. (1983). *The change masters*. New York: Simon and Schuster.
- Kappelman, L., & Prybutok, V. (1995). Empowerment, motivation, training, and TQM program implementation success. *Industrial Management*, 37, 12-15.
- Katzenmayer, M., & Moller, G. (2001), *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders* (2nd Ed.). Corwin Press, Thousand Oaks, CA.
- Keedy, J.L., & Finch, A.M. (1994). Examining teacher-principal empowerment: an analysis of power. *Journal of Research & Development in Education*, 27, 162-75.
- Keller, T., & Dansereau, F. (1995). Leadership and Empowerment: A Social Exchange Perspective. *Human Relations*, 48, 127-46.
- Keng, B.O., Arumugam, V., Loke, K.Y., & Lorraine, S.V. (2006). Relationships of TQM practices and employees' propensity to remain: an empirical case study. *The TQM Magazine*, 18, 528-541.
- Khan, S. (1997). The key to being a leader company: Empowerment. *Journal for Quality & Participation*, 20, 44-50.
- Kirby, P.C., & Colbert, R. (1994). Principals who empower teachers. *Journal of School Leadership*, 4, 39-51.
- Kirkman, B.L., & Rosen, B. (1996, April). *Toward a model of self-managing work team empowerment*. Poster session presented at the 11th Annual Conference of the Society for Industrial and Organizational Psychology, San Diego, CA.
- Kirkman, B.L., & Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management Journal*, 42, 58-75.
- Klagge, J. (1998). The empowerment squeeze – views from the middle management position. *Journal of Management Development*, 17, 548-558.
- Konczak, L.J., Stelly, D.J., & Trusty, M.L. (1996, April). *Measuring empowering behaviors of managers: Some preliminary construct validity evidence*. Poster session presented at the 11th Annual Conference of the Society for Industrial and Organizational Psychology, San Diego, CA.

- Kondo Y. (1997). Quality as a source of empowerment. *The TQM Magazine* 9, 357–363.
- Kouzes, J. M., & Posner, B.Z. (1987). *The leadership challenge*. San Francisco: Jossey-Bass.
- Kuokkanen, L. (2003). *Nurse Empowerment. A Model of Individual and Environmental Factors*. *Annales Universitatis Turkuensis, Series D* 558. Turku: Turun yliopisto.
- Laabs, J.J. (1993). Linking TQM and employee empowerment saves money and improves processes. *Personnel Journal*, 72, 21–24.
- Laschinger, H.K.S., Finegan, J., & Shamian, J. (2001a). The impact of workplace empowerment and organizational trust on staff nurses' work satisfaction and organizational commitment. *Health Care Management Review*, 26, 7–23.
- Laschinger, H.K.S., Finegan, J., Shamian, J. & Wilk, P. (2003, October). *Workplace Empowerment as a Predictor of Nurse Burnout in Restructured Health Care Settings*. Paper presented at the National Nursing Administration Research Conference Chapel Hill, NC.
- Laschinger, H.K.S., Finegan, J.E., Shamian, J. & Wilk, P. (2004). A longitudinal analysis of the impact of workplace empowerment on work satisfaction. *Journal of Organizational Behavior*, 25, 527–545.
- Laschinger, H.K.S., & Finegan, J.E. (2005). Using Empowerment to Build Trust and Respect in the Workplace: A Strategy for Addressing the Nursing Shortage. *Nursing Economics*, 23, 6-13.
- Lawler, E.E. (1994). Total quality management and employee involvement: are they compatible? *Academy of Management Executive*, 8, 68-76.
- Leslie, D.R., Holzhalm, C.M., & Holland, T.P. (1998). Measuring staff empowerment: development of a worker empowerment scale. *Research on Social Work Practice*, 8, 212–22.
- Lewis, K., & Lytton, S. (1995). *How to Transform Your Company and Enjoy It*. Chalford: Management Books 2000.
- Li, L.X. (2000). An analysis of sources of competitiveness and performance of Chinese manufacturers. *International Journal of Operations & Production Management*, 20, 299-315.
- Liden, R.C., & Arad, S. (1996). A power perspective of empowerment and work groups: Implication for HRM research. *Research in Personnel and Human Resource Management*, 14, 205-251.
- Likert, R. (1967). *The human organization: Its management and value*. New York: McGraw-Hill.
- Littrell, R.F. (2003). *Employee Empowerment in China, A Case Study*. Auckland, New Zealand: Auckland University of Technology, Faculty of Business, International Business.
- Logan, L. (1995). McGraw-Hill/London House studies the human side of TQM. *Empowerment in Organizations*, 3, 44-5.
- Luthans, F. (1995). *Organizational Behavior* (7th Ed.). New York: McGraw-Hill.
- Madsen, J., & Hipp, K.A. (1999). The impact of leadership style on creating community in public and private schools. *International Journal of Educational Reform*, 8, 260-273.
- Maeroff, G.I. (1988b). *The Empowerment of Teachers: Overcoming the Crisis of Confidence*. New York, NY: Teachers College Press.

- Mainiero, L.A. (1986). Copping with powerlessness: The relationship of gender and job dependency to empowerment-strategy usage. *Administrative Science Quarterly*, 31, 633-653.
- Manheim, B., & Papo, E. (2000). Differences in organizational commitment and its correlates among professional and non-professional occupational welfare workers. *Administration in Social Work*, 23, 119-137.
- Manz, C.E., & Sims, H.P. (1987). Leading workers to lead themselves: the external leadership of self-managed work teams. *Administrative Science Quarterly*, 32, 106-28.
- Manz, C.C. (1992). Self-leading work teams: Moving beyond self-management myths. *Human Relations*, 45, 1119–1140.
- Marks, H.M. & Louis, K.S. (1997). Does teacher empowerment affect the classroom? The implications of teacher empowerment for instructional practice and student academic performance. *Educational Evaluation and Policy Analysis*, 19, 245-275.
- Martin, O.L. (1990, November). *Instructional leadership behaviors that empower teacher effectiveness*. Paper presented at the Mid-South Educational Research Association, New Orleans, LA.
- Martin, B., & Crossland, B. (2000, October). *The relationships between teacher empowerment, teachers' sense of responsibility for student outcomes, and student achievement*. Paper presented at the Annual Meeting of the Mid-Western Educational Research Association, Chicago, IL.
- Massey, C. (2004). Employee practices in New Zealand SME's. *Employee Relations*, 26, 94 - 105.
- Mathis, R.L., & Jackson, J.H. (1991). *Personnel/Human Resource Management*. St. Paul, MN: West Publishing.
- Matlay, H. (1999). A micro-business perspective. *Employee Relations*, 21, 285-295.
- Maxwell, G.A. (1997). Empowerment in the UK hospitality industry. In Foley, M. et al (Ed.), *Hospitality, Tourism and Leisure Management* (pp. 295). London: Cassell.
- McClelland, D.C. (1975). *Power: The Inner Experience*. New York, NY: Irvington Press.
- McClure, M.L., Poulin, M.A., Sovie, M.D., & Wandelt, M.A. (1983). *Magnet hospitals: Attraction and retention of professional nurses*. Kansas City, MO: American Academy of Nursing.
- Melhem, Y. (2004). The antecedents of customer-contact employees' empowerment. *Employee Relations*, 26, 72-93.
- Mendelowitz, A.I. (1991). *Management practices: US companies improve performance through quality efforts*. Washington, DC: US General Accounting Office.
- Merrilees, B., & Miller, D. (1996). Best practice people management: a tool for developing SMEs. *Small Enterprise Research*, 4, 51 - 63.
- Miller, K., & Monge, P. (1986). Participation, satisfaction, and productivity: A meta-analytic review. *Academy of Management Journal*, 29, 727-753.
- Miller, S. (2003). Real teams in small Australian firms. *Journal of Management Development*, 22, 809-823
- Moye, M.J., Henkin, A.B., & Egley, R.J. (2005). Teacher – principal relationships Exploring linkages between empowerment and interpersonal trust. *Journal of Educational Administration*, 43, 260-277.

- Moye, J.M., & Henkin, B.A. (2006). Exploring associations between employee empowerment and interpersonal trust in managers. *Journal of Management Development, 25*, 101-117.
- Mumford, E. & Hendricks, R. (1996). Business process reengineering R.I.P. *People Management, 2*, 22- 27.
- Navran, F.J. (1992). Empowering employees to excel. *Supervisory Management, 37*, 4-5.
- Nelson, R.B. (1994). Empowering employees through delegation. *Small Business Reports, 19*, 56–58.
- Nooteboom, B. (1993). Firm size effects on transaction costs. *Small Business Economics 5*, 283-295.
- Nyhan, R.C. (2000). Changing the paradigm Trust and its role in public sector organizations. *American Review of Public Administration, 30*, 87-109.
- Oakland, J.S. (1997). Interdependence and co-operation: the essentials of total quality management. *Total Quality Management, 8*, 31- 35.
- Ottenbacher, M., Gnoth, J., & Jones, P. (2006). Identifying determinants of success in development of new high-contact services Insights from the hospitality industry. *International Journal of Service Industry Management 17*, 344-363.
- Park, B.J. (1998). *Teacher empowerment and its effects on teachers' lives and student achievement in US high schools*. Unpublished doctoral dissertation, University of Wisconsin, Madison, WI.
- Patterson, C.E.P. (1995). Transformational teaching: an examination of classroom leadership. *The Journal of Leadership Studies, 2(2)*, 42-50.
- Patterson, G.M., West, A.M., & Wall, D.T. (2004). Integrated manufacturing, empowerment, and company performance. *Journal of Organizational Behavior, 25*, 641-665.
- Paullay, I.M., Alliger, G.M., & Stone-Romero, E.F. (1994). Construct validation of two instruments designed to measure job involvement and work centrality. *Journal of Applied Psychology, 79*, 224-228.
- Penzer, E. (1991). Big ideas come in small packages. *Incentive, 165*, 34-37.
- Pfeffer, J. (1994). *Competitive Advantage Through People*. Boston: Harvard Business School Press.
- Pickle, J. (1991). Teacher empowerment and the disappearing act: making connections between empowerment and motivation. *Thresholds in Education, 17*, 8-10.
- Pounder, D.G. (1997). Teacher teams: Promoting teacher involvement and leadership in secondary schools. *High School Journal, 80*, 117-124.
- Price, J. (1997). Handbook of organizational measurement. *International Journal of Manpower, 18*, 305-558.
- Psoinos, A., Kern, T., & Smithson, S., (2000). An exploratory study of information systems in support of employee empowerment. *Journal of Information Technology, 15*, 211-230.
- Purser, R.E., & Cabana, S. (1997). Involve employees at every level of strategic planning. *Quality Progress, 30*, 66- 71.
- Quinn, R.E., & Spreitzer, G.M. (1997). The road to empowerment: Seven questions every leader should consider. *Organizational Dynamics, 26*, 37-51.
- Randolph, W.A. (1995). Navigating the journey to empowerment. *Organizational Dynamics, 23*, 19-32.

- Ransom, J.W. (1994). Empowerment leads to competitive success. *National Productivity Review*, 13, 321-5.
- Rice, E.M., & Schneider, G.T. (1994). A decade of teacher empowerment: An empirical analysis of teacher involvement in decision making, 1980-1991. *Journal of Educational Administration*, 32, 43-58.
- Rinehart, J.S., & Short, P.M. (1994). Job satisfaction and empowerment among teacher leaders, reading recovery teachers, and regular classroom teachers. *Education*, 114, 570-580.
- Rinehart, J.S., Short, P.M., & Johnson, P.E. (1997). Empowerment and conflict at school-based and non-school-based sites in the United States. *Journal of International Studies in Educational Administration*, 25, 77-87.
- Robert, C., Probst, T.M., Martocchio, J.J. Drasgow, F. & Lawler, J.J. (2000). Empowerment and continuous improvement in the United States, Mexico, Poland, and India: Predicting fit on the basis of the dimensions of power distance and individualism. *Journal of Applied Psychology*, 85, 643-658.
- Roberts, M.L. (1994). Becoming customer-oriented. In: H. I. Costin (Ed.), *Total quality management* (p. 311). New York, NY: Dryden Press.
- Ross, J.A., Cousins, J.B., & Gadalla, T. (1996). Within-teacher predictors of teacher efficacy. *Teaching and Teacher Education*, 12, 385-400.
- Roth, A.V., & Jackson, W. (1995). Strategic determinants of service quality performance: evidence from the banking industry. *Management Science*, 41, 1720-1733.
- Rothstein L.R. (1995). The Empowerment Effort that Came Undone. *Harvard Business Review*, 73, 20–31.
- Samat, N., Ramayah, T., & Saad, N.M. (2006). TQM practices, service quality, and market orientation: Some empirical evidence from a developing country. *Management Research News*, 29, 713-728.
- Samson, D., & Terziovski, M. (1999). The relationship between total quality management practices and operational performance. *Journal of Operations Management*, 17, 393- 409.
- Sarason, S.B. (1992). *The predictable failure of educational reform: Can we change course before it's too late?* San Francisco: Jossey-Bass.
- Savery, L.K. & Luks, J.A. (2001). The relationship between empowerment, job satisfaction and reported stress levels: some Australian evidence. *Leadership & Organization Development Journal* 22, 97-104.
- Schlesenger, L.A. & Heskett, J.L. (1991). Breaking the cycle of failure in services. *Sloan Management Review*, 32, 17-28.
- Scully, J.A., Kirkpatrick, S.A., & Locke, E.A. (1995). Locus of knowledge as a determinant of the effect of participation on performance, affect, and perceptions. *Organizational Behavior and Human Decision Processes*, 61, 276-288.
- Seashore-Louis, K.S., & Kruse, S.D. (1995). *Professionalism and community: Perspectives on reforming urban schools*. Thousand Oaks, CA: Corwin Press.
- Senge, P. (1994). Building learning organizations. In: H. I. Costin (Ed.), *Total quality management* (p. 67). New York, NY: Dryden Press.
- Shearer, B., & Fagin, R.F. (1994). Empowerment and accountability. *The Public Manager*, 23, 39-40.
- Short, P. (1992). *Dimensions of Teacher Empowerment* (Report No. SP035133). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED368701).

- Siegall, M. & Gardner, S. (2000). Contextual factors of psychological empowerment. *Personnel Review*, 29, 703-722.
- Sigler, T.H. & Pearson, C.M. (2000). Creating an empowering culture: examining the relationship between organizational culture and perceptions of empowerment. *Journal of Quality Management*, 5, 27-52.
- Slack, T. (1997). *Understanding sport organizations – the application of organization theory*. USA: Human Kinetics.
- Slye, G.L. (1999). *The relationship between teacher empowerment and teacher satisfaction for novice and veteran teachers*. Unpublished doctoral dissertation, University of Missouri, Columbia.
- Smart, D.L., & Wolfe, R.A. (2000). Examining Sustainable Competitive Advantage in Intercollegiate Athletics: A Resource-Based View. *Journal of Sport Management*, 14, 133-155.
- Smylie, M. A. (1994). Redesigning teachers' work: Connections to the classroom. In L. Darling-Hammond (Ed.), *Review of educational research* (pp. 129-177). Washington, DC: American Educational Research Association.
- Snipes, R.L., Oswald, S.L., LaTour, M., & Armenakis, A.A. (2005). The effects of specific job satisfaction on customer perceptions of service quality: an employee – level analysis. *Journal of Business Research*, 58, 1330–1339.
- Somech, A. (2002). Explicating the complexity of participative management: An investigation of multiple dimensions. *Educational Administration Quarterly*, 38, 341-371.
- Somech, A., & Bogler, R. (2002). Antecedents and consequences of teacher organizational and professional commitment. *Educational Administration Quarterly*, 38, 555-577.
- Somech, A. (2005). Teachers' Personal and Team Empowerment and Their Relations to Organizational Outcomes: Contradictory or Compatible Constructs? *Educational Administration Quarterly*, 41, 237-266.
- Soodak, L.C., & Podell, D.M. (1996). Teacher efficacy: Toward the understanding of a multi-faceted construct. *Teaching and Teacher Education*, 12, 401-411.
- Sparks, B.A., Bradley, G.L., & Callan, V.J. (1997). The impact of staff empowerment and communication style on customer evaluations: The special case of service failure. *Psychology & Marketing*, 14, 475–493.
- Spreizer, G.M. (1995). Individual Empowerment in the Workplace: Dimensions, Measurement, and Validation. *Academy of Management Journal*, 38, 1442–65.
- Speitzer, G.M. (1995a). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38, 1442-1465.
- Spreizer, G.M. (1996). Social Structural Characteristics of Psychological Empowerment. *Academy of Management Journal*, 39, 483–504.
- Staples, L.H., (1990). Powerful ideas about empowerment. *Administration in Social Work*, 14, 29-42.
- Steves, M.J., & Campion, M.A. (1994). The knowledge, skills, and ability requirement for teamwork: implications for Human Resources Management. *Journal of Management*, 20, 503-530.
- Storey, J. (1992). *Developments in the Management of Human Resources*. Oxford: Blackwell.
- Sundrom, E., De Meuse, K.P., & Futgrell, D. (1990). Work teams: Applications and effectiveness. *American Psychologists*, 15, 120-133.

- Sweetland, S.R., & Hoy W.K. (2000). School Characteristics and Educational Outcomes: Toward an Organizational Model of Student Achievement in Middle Schools. *Educational Administration Quarterly*, 36, 703-729.
- Teijlingen van, E., Rennie, A.M., Hundley, V., & Graham, W. (2001). The importance of conducting and reporting pilot studies: the example of the Scottish Births Survey. *Journal of Advanced Nursing* 34, 289-295.
- Thomas, D.B. (2001). The perceptions of power and empowerment among African American male sports managers. Eugene, OR, Microform Publications, University of Oregon.
- Thomas, R. & Dunkerley, D. (1999). Careering downwards? Middle managers' experiences in the downsizing organization. *British Journal of Management*, 10, 157-69.
- Thomas, K.W., & Velthouse, B.A. (1990). Cognitive elements of empowerment: An "interpretive" model of intrinsic task motivation. *Academy of Management Review*, 15, 666-681.
- Thorlakson, A.J.H., & Murray, R.P. (1996). An Empirical Study of Empowerment in the Workplace. *Group & Organization Management*, 21, 67-83.
- Tosi, H.L., Rizzo, J.R., & Carroll, S.J. (1986). *Managing organizational behavior*. Marshfield, MA: Pitman.
- Tzafir, S.S., Harel, G., Baruch, Y., & Dolan, L.S. (2004). The consequences of emerging HRM practices for employees' trust in their managers. *Personnel Review*, 33, 628-647.
- Ugboro, I.O., & Obeng, K. (2000). Top management leadership, employee empowerment, job satisfaction, and customer satisfaction in TQM organizations: an empirical study. *Journal of Quality Management*, 5, 247-272.
- Upnieks, V.V. (2003). The interrelationship of organizational characteristics of magnet hospitals, nursing leadership, and job satisfaction. *Health Care Manager*, 22, 83-98.
- Vogt, F.J., & Murrell L.K. (1990). *Empowerment in organizations: how to spark exceptional performance*. USA: University Associates, Inc.
- Vouzas, F. & Psychogios, A.G. (2007). Assessing managers' awareness of TQM. *The TQM Magazine*, 19, 62-75.
- Wagner, J. (1997). Firm size and job quality: a survey of the evidence from Germany. *Small Business Economics* 9, 411-425.
- Wall, R., & Rinehart, J.S. (1998). School-based decision making and the empowerment of secondary school teachers. *Journal of School Leadership*, 8, 49-64.
- Walley, K. (2000), TQM in non-manufacturing SMEs: evidence from the UK farming sector. *Total Quality Management*, 8, 46-61.
- Wellins, R.S., Byham, W.C., & Wilson, J.M. (1991). *Empowered teams, creating self managing working groups and the improvement of productivity and participation*. San Francisco: Jossey-Bass Publishers.
- Wheelan, S.A. & McKeage, R.L. (1993). Developmental patterns in small and large groups. *Small Group Research*, 24, 60-83.
- White, P.A. (1992). Teacher empowerment under 'ideal' school-site autonomy. *Educational Evaluation & Policy Analysis*, 14, 69-82.
- Wilkinson, A. (1998). Empowerment theory and practice. *Personnel Review*, 27, 40-56.



- Wilson, S., & Coolican, M.J. (1996). How high and low self-empowered teachers work with colleagues and school principals. *Journal of Educational Thought*, 30, 99-118.
- Wood, R., & Bandura, A. (1989). Social cognitive theory of organizational management. *Academy of Management Review*, 14, 361-384.
- Wood, S. (1995). The four pillars of human resource management: are they connected? *Human Resource Management Journal*, 5, 49- 59.
- Wood, S., & De Menezes, L. (1998). High Commitment Management in the U.K.: Evidence from the Workplace Industrial Relations Survey, and Employers' Manpower and Skills Practices. *Human Relations*, 51, 485-515.
- Wright, P. (1993). Team Wilson: a Shingo award-winning approach to golf ball manufacturing excellence. *National Productivity Review*, 13, 79-88.
- Wright, P.M., McMahan G.C., McCormick, B., & Sherman, W.S. (1998). Strategy, core competence, and HR involvement as determinants of HR effectiveness and refinery performance. *Human Resource Management* 37, 17-29.
- Wu, V., & Short, P.M. (1996). The relationship of empowerment to teacher job commitment and job satisfaction. *Journal of Instructional Psychology*, 25, 85-89.
- Wunder, K.M. (1997). *Empowerment and professional community: keys to teacher efficacy, motivation and morale?* Unpublished doctoral dissertation, The Pennsylvania State University, Malvern.
- Yammarino, F.J., & Naughton, T.J. (1992). Individualized and group-based views of participation in decision making. *Group & Organization Management*, 17, 398-413.
- Yavas, U., Karatepe, O.M., Avci, T., & Tekinkus, M. (2003). Antecedents and outcomes of service recovery performance: an empirical study of frontline employees in Turkish banks. *International Journal of Bank Marketing*, 21, 255-265.
- Yong-Ki L., Jung-Heon N., Dae-Hwan P., & Kyung A.L. (2006). What factors influence customer-oriented pro-social behavior of customer-contact employees? *Journal of Services Marketing* 20, 251–264.
- Yoo, D.K., Rao, S.S., & Hong, P. (2006). A comparative study on cultural differences and quality practices – Korea, USA, Mexico, and Taiwan. *International Journal of Quality & Reliability Management*, 23, 607-624.
- Yoon MH, Beatty SE, & Suh J. (2001). The effect of work climate on critical employee and customer outcomes: an employee-level analysis. *International Journal of Service Industry Management*, 12, 500–21.
- Younger, A. (1990). Q-Share – a share of TQM. *The TQM Magazine*, 2, 275-8.
- Zand, D. (1992). Trust and managerial problem solving. *Administrative Science Quarterly*, 17, 229-39.
- Zimmerman, M.A., Israel, B.A., Schulz, A., & Chekoway, B. (1992). Further explorations in empowerment theory: An empirical analysis of psychological empowerment. *American Journal of Community Psychology*, 20, 707-727.

## **APPENDICES**

## Appendix A: Questionnaire

### ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΕΝΔΥΝΑΜΩΣΗΣ ΑΝΘΡΩΠΙΝΟΥ ΔΥΝΑΜΙΚΟΥ

Η ακόλουθη έρευνα έχει σχεδιαστεί για να σας βοηθήσει να αναγνωρίσετε και να κατανοήσετε το δικό σας τρόπο διοίκησης. Δεν υπάρχουν σωστές και λάθος απαντήσεις· η καλύτερη απάντηση είναι εκείνη που περιγράφει με την μεγαλύτερη ακρίβεια την συμπεριφορά σας. Η έρευνα είναι πρωτίστως για δική σας χρήση· το όνομα σας δεν θα επισυνάπτεται στα αποτελέσματα σας. Θα θέλαμε, ωστόσο, να συγκρίνουμε τις απαντήσεις σας με αυτές άλλων. Αυτή η έρευνα θα είναι ιδιαίτερα χρήσιμη αν οι απαντήσεις σας είναι όσο το δυνατό πιο ειλικρινείς. Οι απαντήσεις στις ακόλουθες ερωτήσεις θα χρησιμοποιηθούν για λόγους σύγκρισης δεδομένων.

---

1) Όνομα ΟΜΟΣΠΟΝΔΙΑΣ / Π.Α.Ε: \_\_\_\_\_

2) Φύλο: Άνδρας       Γυναίκα

3) Ηλικία \_\_\_\_\_

4) Ποιο είναι το μεγαλύτερο επίπεδο εκπαίδευσης που έχετε ολοκληρώσει ;

α) Γυμνάσιο/Λύκειο

β) Α.Ε.Ι./Τ.Ε.Ι.

γ) Μεταπτυχιακός Τίτλος

5) Είστε τεχνικό στέλεχος της ΟΜΟΣΠΟΝΔΙΑΣ /Π.Α.Ε.;    ΝΑΙ       ΟΧΙ

Αν απαντήσατε ναι στην προηγούμενη ερώτηση τι είδους στέλεχος είστε:

α) Τεχνικός Διευθυντής

β) Τεχνικός Σύμβουλος

γ) Άλλο (διατυπώστε) \_\_\_\_\_

6) Είστε διοικητικό στέλεχος της ΟΜΟΣΠΟΝΔΙΑΣ / Π.Α.Ε.;    ΝΑΙ       ΟΧΙ

Αν απαντήσατε ναι στην προηγούμενη ερώτηση τι είδους στέλεχος

είστε (διατυπώστε) \_\_\_\_\_

Παρακαλώ απαντήστε σε κάθε επιμέρους στοιχείο όσο πιο ειλικρινά μπορείτε βασιζόμενοι στην δική σας θεώρηση της συμπεριφοράς σας και των πράξεών σας και όχι σε αυτά που εικάζετε ότι μπορεί να είναι η «σωστή απάντηση». Και πάλι, αυτή η έρευνα είναι πρωτίστως για να σας βοηθήσει να κατανοήσετε καλύτερα τον δικό σας τρόπο διοίκησης.

Κυκλώστε το γράμμα που ανταποκρίνεται καλύτερα στην συμπεριφορά σας, στο περιβάλλον που περιγράφεται. Τα δύο άκρα σημεία σε κάθε ενότητα, R, E και G, N καθορίζονται, ενώ τα τρία σημεία μεταξύ τους, όχι. Κυκλώστε το μέσο σημείο Y, L, μόνο αν συμπεριφέρεστε έτσι όπως περιγράφεται στο R, E και στο G, N το ίδιο συχνά, κυκλώστε O, A ή B, U εξαρτώμενοι από το ποιο άκρο σημείο (R, E ή G, N) περιγράφει καλύτερα τη συμπεριφορά σας. Όσο είναι δυνατόν, προσπαθήστε να καθορίσετε πού είναι πιο συχνή η συμπεριφορά σας ανάμεσα στα δύο άκρα σημεία.

R, E	O, A	Y, L	B, U	G, N
ΣΥΜΦΩΝΩ ΑΠΟΛΥΤΑ ΜΕ ΤΗΝ ΔΙΑΤΥΠΩΣΗ ΤΟΥ R, E	ΤΕΙΝΩ ΝΑ ΣΥΜΦΩΝΗΣΩ ΜΕ ΤΗΝ ΔΙΑΤΥΠΩΣΗ ΤΟΥ R, E	ΠΡΑΓΜΑΤΟΠΟΙΩ ΕΞΙΣΟΥ ΤΗΝ ΔΙΑΤΥΠΩΣΗ ΚΑΙ ΤΟ R, E ΚΑΙ ΤΟ G, N	ΤΕΙΝΩ ΝΑ ΣΥΜΦΩΝΗΣΩ ΜΕ ΤΗΝ ΔΙΑΤΥΠΩΣΗ ΤΟΥ G, N	ΣΥΜΦΩΝΩ ΑΠΟΛΥΤΑ ΜΕ ΤΗΝ ΔΙΑΤΥΠΩΣΗ ΤΟΥ G, N

**Παράδειγμα:** Για να παρακινήσω τους εργαζόμενους,

N	U	L	A	E
Διερευνώ το είδος και το περιβάλλον της εργασίας στο οποίο θα απέδιδαν καλύτερα.				Τους ανταμείβω και τιμωρώ όπως εγώ θεωρώ απαραίτητο.

1. Κατά την επικοινωνία με τους υφισταμένους μου, συνήθως παρέχω

R	O	Y	B	G
μόνο τις απαραίτητες πληροφορίες προκειμένου να ολοκληρωθεί η εργασία.				περισσότερες πληροφορίες από αυτές που απαιτούνται και προσπαθώ να τους βοηθήσω να αντιληφθούν την ευρύτερη εικόνα.

2. Εάν μπορούσα να δημιουργήσω το «τέλειο» σύστημα πληροφοριών αυτό θα μπορούσε,

N	U	L	A	E
Να δίνει σε όσο το δυνατόν περισσότερους ανθρώπους την πρόσβαση σε μη - εμπιστευτικές πληροφορίες.				Να παρέχει μόνο τις απαραίτητες πληροφορίες που χρειάζονται για να φέρουν εις πέρας τις εργασίες τους.

3. Όταν συζητώ για την εργασία μου με συναδέλφους, προσπαθώ να:

R	O	Y	B	G
αποκαλύπτω μόνο ό,τι κατά τη γνώμη μου δικαιούνται να γνωρίζουν				συζητώ ελεύθερα μαζί τους την εργασία μου και έτσι μπορεί να με βοηθήσουν ή εγώ να βοηθήσω εκείνους

4. Όταν επικοινωνώ με τον προϊστάμενό μου ή με υψηλόβαθμα στελέχη, είμαι

N	U	L	A	E
πρόθυμος να εξηγήσω οτιδήποτε ξέρω και σκέφτομαι για οποιοδήποτε σημαντικό θέμα.				είμαι προσεχτικός στο τι λέω φοβούμενος/η ότι θα δώσω λάθος εντύπωση ή θα φανώ φλύαρος/η

5. Όταν διοχετεύω πληροφορίες συνήθως:

G	B	Y	O	R
Κάνω ότι μπορώ για να διασφαλίσω ότι οι πληροφορίες κατευθύνονται εκεί που απαιτείται για να διεκπεραιωθεί η εργασία			Διασφαλίζω ότι οι πληροφορίες όντως χρειάζονται προτού τις διοχετεύσω.	

6. Όταν παίρνω μια απόφαση και ενεργώ:

N	U	L	A	E
Συνήθως είμαι σε συμφωνία με όσους εμπλέκονται και οι ενέργειές μου θεωρούνται μέρος ενός ευρύτερου συνόλου.			Είμαι ο μόνος υπεύθυνος, εξασκώντας την δύναμή μου όπως απαιτείται.	

7. Όταν πιέζομαι να πάρω μια γρήγορη απόφαση,

R	O	Y	B	G
Αμέσως παίρνω την απόφαση και αναλαμβάνω την ευθύνη γι' αυτήν.			Γρήγορα εκτιμώ την κατάσταση, αποφασίζω αν κάποιος άλλος πρέπει να συμπεριληφθεί, και αν ναι, καθυστερώ στη λήψη της απόφασης.	

8. Σε σχέση με τον τρόπο λειτουργίας, είμαι πεπεισμένος ότι

N	U	L	A	E
Η δύναμη της ομάδας ν' αποφασίζει και να δρά πρέπει να υπερισχύει αν οι συνθήκες είναι οι κατάλληλες και η ομάδα είναι επαρκώς αναπτυγμένη.			Η ατομική προσπάθεια έχει πολύ καλύτερα αποτελέσματα από ότι η ομαδική.	

9. Όταν ο προϊστάμενος μου αναθέτει μια εργασία, συνήθως

R	O	Y	B	G
Αναλαμβάνω πλήρη ευθύνη και εκτελώ την εργασία μόνος μου όπου δύναμαι.			Συνεργάζομαι με τους άλλους για να εκτελεστεί η εργασία, να διασφαλιστεί και να μοιραστεί η επιτυχία.	

10. Παρακινώ τους υφιστάμενούς μου

N	U	L	A	E
---	---	---	---	---

Να εργαστούν σαν μια ομάδα. Οι ομάδες είναι πιο ισχυρές από ανθρώπους που εργάζονται ατομικά και έτσι μπορούν να κάνουν περισσότερα χωρίς τη βοήθειά μου.

Να εργάζονται μόνοι τους και να αναφέρονται σε μένα.

11. Όταν σχεδιάζω, προτιμώ

R	O	Y	B	G
---	---	---	---	---

Να το κάνω πρώτα μόνος μου, μετά να το δείξω στον προϊστάμενο μου και τέλος να αναφέρω στους υφιστάμενους τι να περιμένουν.

Να συνεργάζομαι πρώτα με τους άλλους για να αναπτύξω ένα ευρύτερο σχέδιο και μετά να μοιράζομαι τη δραστηριότητα του σχεδιασμού με τους υφιστάμενους.

12. Όταν οργανώνω την εργασία μου και τους υφισταμένους μου,

N	U	L	A	E
---	---	---	---	---

εξηγώ προσεκτικά την ευρύτερη εικόνα και έπειτα εργάζομαι με τις εμπλεκόμενες ομάδες ώστε να καθοριστούν οι ευθύνες της κάθεμιας.

Περιγράφω με σαφήνεια την εργασία και τις ευθύνες και το σύστημα αναφοράς, κάθε ατόμου.

13. Για να ολοκληρωθεί επιτυχώς ένα έργο, είναι καλύτερα

R	O	Y	B	G
---	---	---	---	---

Να λες στους υφιστάμενους επακριβώς τι να κάνουν βήμα βήμα, και κατόπιν πόσο χρόνο έχουν στη διάθεσή τους για να ολοκληρώσουν κάθε βήμα.

Να συντονίσεις κατ' αρχήν το συνολικό έργο, κατόπιν να επανεξετάζεις κάθε βήμα ώστε ο καθένας να γνωρίζει τι απαιτείται και πως η εργασία του/της συμπεριλαμβάνεται στο σύνολο του έργου.

14. Όταν ένα έργο είναι πολύ περίπλοκο και σύνθετο, ο διευθυντής μου προτιμά

N	U	L	A	E
---	---	---	---	---

Να συνεργάζεται με μια ομάδα για να διασφαλίσει ότι όλα τα κομμάτια 'κολάνε' και ότι ο καθένας γνωρίζει τη συνεισφορά των υπολοίπων μελών της ομάδας.

Να αναλαμβάνει εξ' ολοκλήρου το έργο και να απλοποιεί κάθε τμήμα ώστε να διευκολυνθεί η διαχείρισή του, παρά να βασίζεται στην ικανότητα των ανθρώπων να

15. Ο καλύτερος τρόπος για να σχεδιάσεις ένα οργανισμό είναι

R	O	Y	B	G
---	---	---	---	---

Να συγκεντρώνεις τη δύναμη και εξουσία ώστε όλοι οι εργαζόμενοι να πληροφορούνται για τις διοικητικές αποφάσεις και δράσεις του οργανισμού.

Να ενθαρρύνεις την μεταβίβαση εξουσίας και δύναμης στο μέγιστο δυνατό ώστε να μεγιστοποιούνται οι ικανότητες των εργαζομένων.

16. Κατά την αξιολόγηση των υφισταμένων μου, συνήθως

N	U	L	A	E
---	---	---	---	---

Κοινοποιώ την αξιολόγηση μου δίνοντας την ευκαιρία στους υφισταμένους να ανταποκριθούν.

συμπληρώνω τα απαραίτητα έγγραφα, στέλνω ένα αντίγραφο στο τμήμα προσωπικού και προσπαθώ να μην δημιουργηθούν προβλήματα.

17. Οι υφιστάμενοι μου γνωρίζουν πάντα,

R	O	Y	B	G
---	---	---	---	---

ότι εγώ είμαι ο προϊστάμενος, και οι αξιολογήσεις μου για την απόδοσή τους θα καθορίσουν ζητήματα όπως οι αυξήσεις μισθών και οι προαγωγές.

Πως αποδίδουν, σε ποιους τομείς αποδίδουν πολύ καλά (δηλαδή τα δυνατά τους σημεία) και σε ποιους χρειάζονται βελτίωση (δηλαδή τα αδύνατα σημεία τους).

18. Η προσέγγισή μου στο θέμα του ελέγχου είναι να

N	U	L	A	E
---	---	---	---	---

Να βοηθώ τους υφισταμένους μου να αναπτύξουν αυτοέλεγχο και να επιτύχουν υψηλότερα επίπεδα υπευθυνότητας στον οργανισμό.

Να παρακολουθώ προσεχτικά τι συμβαίνει και να διασφαλίζω την ύπαρξη ενός συστήματος ελέγχων.

19. Ο καλύτερος τρόπος για να διασφαλιστεί ότι η εργασία γίνεται εμπρόθεσμα είναι:

R	O	Y	B	G
---	---	---	---	---

Να καθορίζεις συγκεκριμένες προθεσμίες, να παρακολουθείς συνεχώς την πρόοδο, και να επιβάλλεις κυρώσεις σε

Να διασφαλίζεις ότι ο καθένας αντιλαμβάνεται τις προθεσμίες και πως αυτές επηρεάζουν την εργασία των άλλων, να αμείβεις και να αναγνωρίζεις την έγκαιρη

όσους καθυστερούν.

απόδοση.

20. Όταν σε ένα εργαζόμενο πρέπει να επιβληθούν κυρώσεις - ποινές, προσπαθώ να

N	U	L	A	E
Συζητήσω το πρόβλημα, και να διερευνήσω μακροχρόνιες λύσεις, προτού επιβληθεί ποινή και καταγράψω την παρατυπία.				Διασφαλίσω ότι η τιμωρία είναι ανάλογη της παράβασης και ενημερώνω όλους τι θα συμβεί στους εργαζόμενους που δημιουργούν προβλήματα.

21. Ως ηγέτης, πάντα προσπαθώ

R	O	Y	B	G
Να κοιτάω τους ανθρώπους μου στα μάτια και να γνωρίζω περισσότερα για την εργασία τους απ' αυτούς τους ίδιους ώστε να διατηρώ την ηγετική μου θέση.				Να εμπνέω τους άλλους να αποτελούν παράδειγμα και να συνεργάζομαι συναδελφικά μαζί τους.

22. Για να παρακινήσω τους εργαζόμενους,

N	U	L	A	E
Διερευνώ το είδος και το περιβάλλον της εργασίας στο οποίο θα απέδιδαν καλύτερα.				Τους ανταμείβω και τιμωρώ όπως εγώ θεωρώ απαραίτητο.

23. Σύμφωνα με την εμπειρία μου, έχω δει ότι οι υφιστάμενοι παρακινούνται περισσότερο

R	O	Y	B	G
Με περισσότερα χρήματα, ελεύθερο χρόνο και υψηλότερη θέση στην ιεραρχία του οργανισμού.				Με αναγνώριση και ικανοποίηση που προέρχεται κάνοντας καλά τη δουλειά τους.

24. Στην ηγεσία είναι σημαντικότερο

N	U	L	A	E
Να συνεργάζεσαι με τους άλλους εργαζόμενους με τέτοιο τρόπο ώστε να γίνονται πιο δυνατοί και πιο επιτυχημένοι.				Να δείχνεις πάντα ότι γνωρίζεις που πηγαίνεις και να έχεις δύναμη και αυτοπεποίθηση στις δικές σου απόψεις.

25. Όταν εργάζομαι με προσωπικό χωρίς κίνητρο, συνήθως

R	O	Y	B	G
Προσπαθώ μα αντιληφθώ τι θα ήταν αυτό που θα τους έκανε να εργαστούν και τους παρακολουθώ στενά ώστε να τους				Συνεργάζομαι μαζί τους ώστε να τους γνωρίσω καλύτερα, κατόπιν τους βοηθώ να εντοπίσουν την εργασία που ταιριάζει περισσότερο στις



παρακινώ.

ικανότητές τους ή τους βοηθώ να βρουν μια άλλη δουλειά.

26. Όταν επιλέγω νέους εργαζόμενους

N	U	L	A	E
Προσπαθώ να ταιριάξω την εργασία στο άτομο ώστε να επιτευχθεί μακροχρόνια επιτυχία.				Προσπαθώ να αποκλείσω τους προβληματικούς εργαζόμενους, τους σκνηρούς και εκείνους που δεν μπορώ να διοικήσω αποτελεσματικά.

27. Όταν ένας υφιστάμενος δεν αποδίδει καλά σε μια εργασία, συνήθως

R	O	Y	B	G
Συμβουλεύω αυτό το άτομο και αν αυτό δεν λειτουργήσει, τον αντικαθιστώ πριν ολοκληρώσει την εργασία του.				Κάθομαι με το άτομο και προσπαθώ να καθορίσω τι χρειάζεται προκειμένου να κάνει την δουλειά του αποτελεσματικά.

28. Στην συνεργασία με άλλους εργαζόμενους προσπαθώ να συμπεριφερθώ με τη σκέψη ότι

N	U	L	A	E
οι εργαζόμενοι μπορούν να επιτύχουν περισσότερα, ότι μαζί μπορούμε να βελτιώσουμε κάθε κατάσταση, και ότι μπορούμε να μαθαίνουμε δουλεύοντας μαζί.				Οι εργαζόμενοι θ' αμειφθούν όταν εκτελούν την εργασία τους όπως τους υποδείχθηκε, σε αντίθετη περίπτωση θα τιμωρηθούν (υποστούν κυρώσεις).

29. Αν έχω συνεργαστεί με κάποιον για αρκετά χρόνια,

R	O	Y	B	G
Πιστεύω ότι θα έπρεπε να γνωρίζει τα όρια της εργασίας και τι περιμένω απ' αυτόν.				Θα έπρεπε να αντιλαμβάνεται πόσο έχει αναπτυχθεί μέσα από την δουλειά και να γίνει πιο πολύτιμος στον οργανισμό.

30. Αν κάποιος δεν αναπτύσσεται μέσα στη εργασία

N	U	L	A	E
Προσπαθώ να αντιληφθώ το πρόβλημα και κάνω ότι μπορώ για να βοηθήσω.				Πιστεύω ότι δεν υπάρχει πρόβλημα εφόσον το άτομο κάνει τη δουλειά του αποτελεσματικά και τα πάει καλά με τον προϊστάμενο του.

## Appendix B: Performance Indicators of Professional Football Clubs

ΟΝΟΜΑ Π.Α.Ε.:

ΑΚΑΔΗΜΙΕΣ

1. Αριθμός εγγραφών αθλητών στην κατηγορία ανά έτος:	2002/03	2003/04	2004/05	2005/06	2006/07
α) Κάτω των 11:					
β) Κάτω των 13					
γ) Κάτω των 15:					
δ) Κάτω των 17:					
ε) Νέων:					
στ) Επαγγελματική ομάδα:					
2. Αριθμός συμμετεχόντων αθλητών στους αγώνες των κατηγοριών ανά έτος:	2002/03	2003/04	2004/05	2005/06	2006/07
α) Κάτω των 11:					
β) Κάτω των 13					
γ) Κάτω των 15:					
δ) Κάτω των 17:					
ε) Νέων:					
Στ) Επαγγελματική ομάδα:					

ΑΓΩΝΙΣΤΙΚΟΣ ΑΘΛΗΤΙΣΜΟΣ

3. Κατάταξη ομάδας ανά κατηγορία Super League:	2002/03	2003/04	2004/05	2005/06	2006/07
α) Επαγγελματική ομάδα					
β) Νέων*					
4. Κατάταξη (1 <sup>η</sup> - 2 <sup>η</sup> θέση - εξασφάλιση συμμετοχής στο Champions League) στη Super League:	2002/03	2003/04	2004/05	2005/06	2006/07
α) Επαγγελματική ομάδα					
5. Κατάταξη (3 <sup>η</sup> - 6 <sup>η</sup> θέση, συμμετοχή στο κύπελλο Uefa) στη Super League :	2002/03	2003/04	2004/05	2005/06	2006/07
α) Επαγγελματική ομάδα					
6. Διάκριση (1 <sup>η</sup> - 2 <sup>η</sup> θέση- συμμετοχή στον τελικό) στο Κύπελλο Ελλάδας:	2002/03	2003/04	2004/05	2005/06	2006/07
α) Επαγγελματική ομάδα					
7. Διάκριση (1 <sup>η</sup> - 2 <sup>η</sup> θέση στον όμιλο Champions League που σημαίνει ότι	2002/03	2003/04	2004/05	2005/06	2006/07

περνάει στην επόμενη φάση)					
α) Επαγγελματική ομάδα					
Διάκριση (3 <sup>η</sup> θέση στον όμιλο Champions League που σημαίνει ότι συνεχίζει στο Κύπελλο Uefa)	2002/03	2003/04	2004/05	2005/06	2006/07
A) Επαγγελματική ομάδα					
Διάκριση (1 <sup>η</sup> -3 <sup>η</sup> θέση στον όμιλο του Κυπέλλου Uefa που σημαίνει ότι περνάει στην επόμενη φάση)	2002/03	2003/04	2004/05	2005/06	2006/07
A) Επαγγελματική ομάδα					

	2002/03	2003/04	2004/05	2005/06	2006/07
1. Έσοδα					
2. Κέρδη / Ζημίες					
3. % Εσόδων από Πωλήσεις εισιτηρίων					
4. % Εσόδων από Χορηγίες					
5. % Εσόδων από Τηλεοπτικά δικαιώματα					
6. % Πωλήσεις αυθεντικών ειδών					

## Appendix C: Performance Indicators of Sport Federations

ΟΜΟΣΠΟΝΔΙΑ:

ΑΝΑΠΤΥΞΙΑΚΟΣ ΑΘΛΗΤΙΣΜΟΣ - ΟΜΟΣΠΟΝΔΙΕΣ

1. Αριθμός ενεργών σωματείων (συμμετοχή σε 1 αγωνιστική περίοδο - 1 έτος έστω και σε έναν αγώνα:	2003	2004	2005	2006	2007
2. Αριθμός ενεργών αθλητών/τριών σε 1 αγώνα ανά έτος:	2003	2004	2005	2006	2007
2. Αριθμός εγγραφών αθλητών/τριών στην κατηγορία ανά έτος:	2003	2004	2005	2006	2007
α) Παμπαίδων:					
β) Παγκορασίδων:					
γ) Παίδων:					
δ) Κορασίδων:					
ε) Εφήβων:					
Στ) Νεανίδων:					
4. Αριθμός συμμετεχόντων αθλητών/τριών στους αγώνες των κατηγοριών ανά έτος:	2003	2004	2005	2006	2007
α) Παμπαίδων:					
β) Παγκορασίδων:					
γ) Παίδων:					
δ) Κορασίδων:					
ε) Εφήβων:					
Στ) Νεανίδων:					

ΑΓΩΝΙΣΤΙΚΟΣ ΑΘΛΗΤΙΣΜΟΣ

5. Αριθμός αθλητών/τριών Εθνικής ομάδας ανά κατηγορία:	2003	2004	2005	2006	2007
α) Ανδρών					
β) Γυναικών					
γ) Εφήβων:					
δ) Νεανίδων:					
ε) Παίδων:					
Στ) Κορασίδων:					
Διακρίσεις (1 <sup>η</sup> - 8 <sup>η</sup> θέση) σε κάθε κατηγορία	2003	2004	2005	2006	2007

σε Ευρωπαϊκά Πρωταθλήματα:					
α) Ανδρών					
β) Γυναικών					
γ) Εφήβων:					
δ) Νεανίδων:					
ε) Παίδων:					
Στ) Κορασίδων:					
7. Διακρίσεις(1 <sup>η</sup> - 8 <sup>η</sup> θέση) σε κάθε κατηγορία σε Παγκόσμια Πρωταθλήματα:	2003	2004	2005	2006	2007
α) Ανδρών					
β) Γυναικών					
γ) Εφήβων:					
δ) Νεανίδων:					
ε) Παίδων:					
Στ) Κορασίδων:					
8. Διακρίσεις (1 <sup>η</sup> - 8 <sup>η</sup> θέση) σε κάθε κατηγορία σε Διεθνή Meetings:	2003	2004	2005	2006	2007
α) Ανδρών					
β) Γυναικών					
γ) Εφήβων:					
δ) Νεανίδων:					
ε) Παίδων:					
Στ) Κορασίδων:					
9. Διακρίσεις (1 <sup>η</sup> - 8 <sup>η</sup> θέση) σε κάθε κατηγορία σε Μεσογειακούς Αγώνες:	2003	2004	2005	2006	2007
α) Ανδρών					
β) Γυναικών					
γ) Εφήβων:					
δ) Νεανίδων:					
ε) Παίδων:					
Στ) Κορασίδων:					
10. Διακρίσεις(1 <sup>η</sup> - 8 <sup>η</sup> θέση) σε κάθε κατηγορία σε Ολυμπιακούς Αγώνες:	2003	2004	2005	2006	2007
α) Ανδρών					
β) Γυναικών					
γ) Εφήβων:					
δ) Νεανίδων:					
ε) Παίδων:					
Στ) Κορασίδων:					
11. Αριθμός συμμετεχόντων αθλητών/τριών σε Ευρωπαϊκά Πρωταθλήματα:	2003	2004	2005	2006	2007
α) Ανδρών					
β) Γυναικών					
γ) Εφήβων:					

δ) Νεανίδων:					
ε) Παίδων:					
ΣΤ) Κορασίδων:					
12. Αριθμός συμμετεχόντων αθλητών/τριών σε Παγκόσμια Πρωταθλήματα:	2003	2004	2005	2006	2007
α) Ανδρών					
β) Γυναικών					
γ) Εφήβων:					
δ) Νεανίδων:					
ε) Παίδων:					
ΣΤ) Κορασίδων:					
13. Αριθμός συμμετεχόντων αθλητών/τριών σε Διεθνή Meetings:	2003	2004	2005	2006	2007
α) Ανδρών					
β) Γυναικών					
γ) Εφήβων:					
δ) Νεανίδων:					
ε) Παίδων:					
ΣΤ) Κορασίδων:					
14. Αριθμός συμμετεχόντων αθλητών/τριών σε Μεσογειακούς Αγώνες:	2003	2004	2005	2006	2007
α) Ανδρών					
β) Γυναικών					
γ) Εφήβων:					
δ) Νεανίδων:					
ε) Παίδων:					
ΣΤ) Κορασίδων:					
15. Αριθμός συμμετεχόντων αθλητών/τριών σε Ολυμπιακούς Αγώνες:	2003	2004	2005	2006	2007
α) Ανδρών					
β) Γυναικών					
γ) Εφήβων:					
δ) Νεανίδων:					
ε) Παίδων:					
ΣΤ) Κορασίδων:					

## Appendix D: COVER LETTER

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ



**ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΛΟΠΟΝΝΗΣΟΥ**

ΣΧΟΛΗ ΕΠΙΣΤΗΜΩΝ ΑΝΘΡΩΠΙΝΗΣ

**ΚΙΝΗΣΗΣ & ΠΟΙΟΤΗΤΑΣ ΖΩΗΣ  
ΤΜΗΜΑ ΟΡΓΑΝΩΣΗΣ ΚΑΙ ΔΙΑΧΕΙΡΙΣΗΣ ΑΘΛΗΤΙΣΜΟΥ**

Λυσσάνδρου 3-5, 231 00 Σπάρτη  
Τηλ. 27310 -89658  
Fax. 27310-89657  
E-mail: [thanosk@uop.gr](mailto:thanosk@uop.gr)

### ΣΥΝΟΔΕΥΤΙΚΗ ΕΠΙΣΤΟΛΗ

Αξιότιμε Κύριε/κυρία,

Το όνομά μου είναι Άλκηστις Παπαϊωάννου και πραγματοποιώ μια έρευνα σχετικά με την ενδυνάμωση του ανθρώπινου δυναμικού στους αθλητικούς οργανισμούς, για την απόκτηση του διδακτορικού τίτλου στην αθλητική διοίκηση στο Πανεπιστήμιο Πελοποννήσου. Ο σκοπός της έρευνας είναι να ερευνηθούν οι πρακτικές της ενδυνάμωσης του ανθρώπινου δυναμικού στους αθλητικούς οργανισμούς όπως ο δικό σας. Το όνομά σας και η αντίστοιχη διεύθυνση του ηλεκτρονικού ταχυδρομείου σας επιλέχτηκαν μέσω του καταλόγου της Γενικής Γραμματείας του αθλητισμού.

Δεδομένου ότι η ενδυνάμωση του ανθρώπινου δυναμικού χρησιμοποιείται ευρέως από τις επιχειρήσεις και τους οργανισμούς, η γνώση των πρακτικών της ενδυνάμωσης του ανθρώπινου δυναμικού θα βοηθούσε στην περαιτέρω ανάπτυξη του αθλητικού επαγγελματισμού, καθώς επίσης και θα παρείχε πληροφορίες σχετικά με τον βαθμό εφαρμογής της ενδυνάμωσης του ανθρώπινου δυναμικού στους αθλητικούς οργανισμούς.

Λόγω της αθλητικής σημασίας του οργανισμού σας, η συμμετοχή σας είναι πολύ σημαντική. Θα το εκτιμούσαμε πάρα πολύ εάν θα μπορούσατε να δαπανήσετε δέκα λεπτά από το χρόνο σας για να συμπληρώσετε το συνημμένο ερωτηματολόγιο.

Οι απαντήσεις σας θα κωδικοποιηθούν αριθμητικά για να εξασφαλιστεί η ανωνυμία και η εμπιστευτικότητα. Τα στοιχεία θα χρησιμοποιηθούν για ακαδημαϊκούς λόγους. Όλα τα ερωτηματολόγια θα καταστραφούν μετά την ολοκλήρωση της έρευνας.

Εάν έχετε οποιοσδήποτε ερωτήσεις σχετικά με το ερωτηματολόγιο ή την έρευνα, παρακαλώ μην διστάσετε να επικοινωνήσετε μαζί μας.

Άλκηστις Παπαϊωάννου, M.Sc.

Υποψήφια Διδάκτωρ

Τηλ: +306932954389

alkistisp@uop.gr

Επιβλέπων Καθηγητής: Dr. Αθανάσιος Κριεμάδης

Αναπληρωτής Καθηγητής

Τηλ.: +306977234055

thanosk@uop.gr

Σας ευχαριστώ για την συνεργασία και τη βοήθεια σας.

Με εκτίμηση,

Άλκηστις Παπαϊωάννου, M.Sc.

Υποψήφια Διδάκτωρ

Πανεπιστήμιο Πελοποννήσου