THE RELATIONSHIP BETWEEN HUMAN RESOURCE EMPOWERMENT
AND BUSINESS PERFORMANCE IN GREEK FITNESS CLUBS

της

Βαμβουκάκη Μαρίας Ειρήνης

**Μεταπτυχιακή Διπλωματική Εργασία που υποβάλλεται
στο καθηγητικό σώμα για την μερική εκπλήρωση των υποχρεώσεων
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DEDICATION

To my son…………......

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ABSTRACT

Maria Irini Vamvoukaki: The relationship between human resource empowerment and business performance in Greek fitness clubs
(Directed by Mr.Athanasios Kriemadis, Professor)

The primary purposes of this study were: (a) to determine the extent to which the human resource empowerment is being used in Greek fitness clubs and (b) to examine the relationship between human resource empowerment and the selected variables: (a) business performance (profit, ROI, sales volume and market share), (b) managers' educational background (c) managers' position of responsibility, and (d) managers' gender in the fitness clubs.

The Questionnaire developed Vogt & Murrell (1990), focused on the issue of empowerment, was modified and simplified by Kriemadis (2011) and Papaioannou (2011). The modified questionnaire consisted of 30 questions related to empowerment, demographic characteristics of the respondents and their managers' perceptions related to the performance of the fitness club. All 250 «big» Greek fitness clubs, which had at least four managers, were surveyed. Responses were received from 187 Greek fitness clubs for a response rate of 73.5 percent.

The findings of this study were as follows:

1. Human Resource Empowerment process is applied to a mediocre extent by Greek fitness clubs, as sixty percent of Greek Fitness Clubs were using the "empowerment style" of management.

2. There was a strong and positive relationship between the level of human resource empowerment and business performance of fitness clubs.

3. The levels of human resource empowerment were related to managers' educational background.

4. The levels of human resource empowerment were related to managers' position of responsibility.

5. The levels of human resource empowerment were related to managers' gender.

Keywords: Human resource empowerment, business performance, fitness clubs, sport organizations.

ΠΕΡΙΛΗΨΗ

Μαρία Ειρήνη Βαμβουκάκη: Η σχέση της ενδυνάμωσης ανθρώπινου δυναμικού
και της επιχειρησιακής επίδοσης σε Ελληνικά γυμναστήρια
(Με την Επίβλεψη του κ. Αθανάσιου Κριεμάδη, Καθηγητή)

Οι πρωταρχικοί σκοποί αυτής της έρευνας ήταν: (α) να καθοριστεί ο βαθμός στον οποίο η ενδυνάμωση ανθρώπινου δυναμικού χρησιμοποιείται στα Ελληνικά γυμναστήρια και (β) να εξεταστεί η σχέση ανάμεσα στους παράγοντες της ενδυνάμωσης και (α) τους δείκτες επιχειρησιακής επίδοσης των γυμναστηρίων (κέρδος, απόδοση της επένδυσης, πωλήσεις και μερίδιο αγοράς), (β) το εκπαιδευτικό επίπεδο, (γ) τη θέση ευθύνης και (δ) το φύλο των διευθυντών.

Το ερωτηματολόγιο δημιουργήθηκε από τους Vogt & Murell (1990), επικεντρώνοντας στο θέμα της ενδυνάμωσης, και τροποποιήθηκε & απλοποιήθηκε από τους Κριεμάδη (2011) & Παπαϊωάννου (2011). Το τροποποιημένο ερωτηματολόγιο αποτελούνταν από 30 ερωτήσεις σχετικά με την ενδυνάμωση, δημογραφικά χαρακτηριστικά των συμμετεχόντων και τις αντιλήψεις των μάνατζερ σε σχέση με την επιχειρησιακή επίδοση των γυμναστηρίων τους. Διακόσια πενήντα γυμναστήρια, που είχαν τουλάχιστον τέσσερις μάνατζερ , ερευνήθηκαν. Στην έρευνα ανταποκρίθηκαν εκατό ογδόντα επτά γυμναστήρια με βαθμό ανταπόκρισης 73.5%.

Τα αποτελέσματα της έρευνας ήταν τα ακόλουθα:

1. Η ενδυνάμωση ανθρώπινου δυναμικού εφαρμόζεται σε μέτριο βαθμό από τα Ελληνικά γυμναστήρια, καθώς το 60% των Ελληνικών γυμναστηρίων χρησιμοποιούσαν το ενδυναμωμένο στυλ διοίκησης.

2. Υπήρξε μία δυνατή και θετική συσχέτιση ανάμεσα στα επίπεδα της ενδυνάμωσης ανθρώπινου δυναμικού και στους δείκτες επιχειρησιακής επίδοσης των γυμναστηρίων.

3. Τα επίπεδα της ενδυνάμωσης ανθρώπινου δυναμικού σχετίζονται με το μορφωτικό επίπεδο των μάνατζερ.

4. Τα επίπεδα της ενδυνάμωσης ανθρώπινου δυναμικού σχετίζονται με τη θέση ευθύνης των μάνατζερ.

5. Τα επίπεδα της ενδυνάμωσης ανθρώπινου δυναμικού σχετίζονται με το φύλο των μάνατζερ.

Λέξεις κλειδιά: Ενδυνάμωση ανθρώπινου δυναμικού, επιχειρησιακή επίδοση, γυμναστήρια, αθλητικοί οργανισμοί.

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CHAPTER I

INTRODUCTION

In a globalized, economical, social and technological environment, every organization can function efficiently only if it has at its disposal the required resources. These resources grouped into material resources, facilities and equipment, and human resources that include employees and managers (Kriemadis & Papaioannou, 2006). The managers and the organizations should consider three elements which are vital for their development. These elements are: 1) precise goals to be achieved, 2) limited resources and 3) the contribution of people to achieve the organizational goals (Certo, 1992; Papaioannou, 2009).

Human resource management (HRM) has become vital to organizations of the twenty first century. The heightened levels of global competitiveness have alerted all organizations to the fact that all their resources must be utilized well. Nowadays, HRM has received great attention recently because of the recognition that much more could be gained from a better handling of this resource. Consequently academicians and HRM professionals have begun to devote more attention in this field, have identified several human resource (HR) activities that are critical for the survival of the organization (Rangriz, 2010; Papaioannou, 2009).

The effective HRM should attract, retain, motivate and train employees. These goals have become particularly important because of the rapidly changing environmental forces. For HR to be effective, however, requires that not only the several HR activities needed to be performed effectively, but also that the HR departments in organizations should play several roles and they should be more widely and thoroughly enhanced (Rangriz, 2010; Papaioannou, 2009).

Many managers and scholars recognize that an organization's only true sustainable competitive advantage is its people, and that all organizational members need to be involved and active for the firm to succeed (Siegall & Gardner, 2000).

There is no single nor simple definition of empowerment. Its prescriptive dimensions cannot be directly traced to any dominant theoretical construction (Cunningham & Hyman, 1999).

Empowerment can trace its ancestry to the neo-human relations and systems orientated analyses of organisational behaviour which are founded upon an assumption that devolution of aspects of control or responsibility from senior to more junior members of the organisation will confer benefits to all parties (Cunningham & Hyman, 1999). A major human-relations impetus to the surge of interest in empowerment has been provided by Walton (1985), who claimed that the key to transforming organisational performance could be found in shifting direction from employee compliance associated with Western management employment control systems to securing employee commitment to the organisation and its goals. Empowerment of employees was cited as a powerful means to engender commitment (Cunningham & Hyman, 1999).

In the bibliography and in the practice, empowerment has become the basic essence of management (Geroy, Wright & Anderson, 1998). The empowerment has become a strategic concern for managers, human resource professionals and consultants alike (Collins, 1995).

To empower is to give power, to open up, to release potential of people. In these terms it can be viewed as a commonsense activity. Typically, it embraces job involvement, job enrichment, participation in various forms, including suggestions schemes. Essentially, the main thrust of empowerment is to have greater autonomy over 'how' jobs are done, carrying with it immense potential for improving productivity (Smith, 1997).

Οι Geroy, Wright & Anderson (1998) defined the empowerment as the process of providing employees autonomous decision making within acceptable parameters, that are part of an organizational culture.

. Most organizations which depend on group planning, empowerment is necessary both on an individual and group basis. Unfortunately most programmes of empowerment do not prove effective, so there is a need for better understanding of underlying factors which contribute to its successful use (Cunningham & Hyman, 1999).

Managers and organizations alike need to enhance and promote their employees to perform better using work more effective means. Empowerment has been defined as a means to allow employees to take decisions on their own and take responsibility for their actions (Kriemadis & Papaioannou, 2006).

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 (Bowen & Lawler, 1992). As a matter of fact human resources represent an important capital, which should be managed effectively in order to constitute for organization a source of competitive advantage (Bowen & Lawler, 1992; Siegall & Gardner, 2000).

Purpose of study

The primary purpose of this study was to determine the extent to which the human resource empowerment is being used in Greek fitness clubs. This study also examined the relationship between the key factors human resource 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 of all managerial functions) and business performance of fitness clubs (profit, ROI, sales volume and market share).

Lastly, this study examined the relationship between human resource empowerment and the selected variables: (a) managers' educational background (b) managers' position of responsibility, and (c) managers' gender in the fitness clubs.

The study addressed the following research questions:

Research Questions

The research questions to be examined for the descriptive part of study were as follows:
1. To what extend is the human resource empowerment process being used in fitness clubs?

2. Is there a relationship between the key factors of human resource empowerment (Management-information/communication system skills, Decision-making and action-taking skills, Project-planning, organising, 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 business performance of fitness clubs (profit, ROI, sales volume & market share as measured by satisfaction levels in relation to their current years' objectives, in

relation to their last financial years' objectives and finally, in relation to their major market competitors) ?

Hypotheses tested

The hypotheses to be tested were the following: (a) The levels of human resource empowerment are independent of the managers' educational background, (b) The levels of human resource empowerment are independent of the managers' position of responsibility, and (c) The levels of human resource empowerment are independent of the managers' gender.

Definition of Important Terms

Murrell (Vogt & Murell, 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 & Murell, 1990).

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

However, Vogt & Murell (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

Nowadays business environment is characterized by rapid changes in knowledge development, technological advances and intense competition. Some theorists demand major changes in the way organizations run, and experts demand a higher organizational involvement of members of the work-force in the organizations than in the past (Eyon, 1998).

Like all corporations, sports organizations keep changing or are under the influence of changes (Slack, 1997) due to the rapid development in the so-called markets and the on-going influences of competition in the world-market (Aghazadeh, 1999), changes in economic cycles, an increase group transaction, higher levels of mass production and the demand for a more specialized work-force (Gibb, 2000b; Slack, 1997). The external and internal pressure of the global scene has led to changes in sport organizations and to their use of power with their work-force. A strategic method such as the use of human resource empowerment provides a way in which organizations can compete or can promote efficacy/efficiency and maintain a position in the world-competitive market (Wright, McMahan, MrCormick & Sherman, 1998). . Empowerment is the means by which the work-force is given a) control over its work, forcing rapid improvement and b) satisfaction promoting better quality products and services to the clientele and this way keeping its competitive position in the market (Yip, 2001).

A human resource management strategy such as human resource 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 resource management programmes, since human resource 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 (Papaioannou, 2009).

Moreover, the role of athletics is a key mechanism for development, it is minimimally referred in the bibliography of social studies. None the texts in magazines refer to the international development of athletics. Moreover, over the last 15years and

from the 70,000 references on international development only 12 referred to athletics (Levermore, 2008). Thus it is deemed necessary for research to be carried out on sport and management of sport organizations.

Consequently, the need for empowerment is of direct consequence of the organization's efforts to increase efficiency and performance, meanwhile, competing against a competitive market and the changes of technology (Smith, 1997).

This study is useful in extending the concept of human resource empowerment to Greek sport sector. The study will be useful in helping managers to their further understanding of the human resource empowerment process in their respective sport organizations. More specifically, the present study of human resource empowerment process in Greek fitness clubs provided information concerning the extent of the human resource empowerment process currently being used in these sport organizations.

Furthermore, the study provides further investigation into the relationship between human resource empowerment used by fitness clubs and the following variables: (a) business performance of the clubs (as measured by satisfaction levels on both market and financial criteria), (b) managers' educational background, (c) managers' position of responsibility and (d) managers' gender.

CHAPTER II

LITERATURE REVIEW

Human Resource Empowerment in the Business Sector

The essence of empowerment is closely linked to the organizational efficacy using the proper use of human resources. Conger and Kanungo (1988) focused on the fact that empowerment is the key to administrative and organizational efficacy and any technical enhancement of empowerment play a crucial role in the development and maintenance of a group.

The results of research indicated that the degree of perceived empowerment explains some of the variation in employee attitudes, specifically loyalty, concern for others and job satisfaction and the empowerment varies by employment status, but not by position in the organization (Fulford & Enz, 1995). Jain (1998) in his exploratory study investigated and identified perceived barriers to empowerment and productivity in six academic and six public libraries in Botswana, through an examination of the perceptions of library personnel, using questionnaires which were personally distributed to 111 respondents out of a population of 174. The findings suggested that variables such as empowerment of employees, job satisfaction, well-equipped library, training, proper communication, good relationship among staff, motivation, observable work ethics, doing good for the clients, team work, responsibility, quality of service, availability of new technology, work commitment, user-orientation are factors which influence higher productivity and variables such as absenteeism, lateness, time wasting, being on phone, staff unco-operativeness, hierarchy/officialdom, chatting at work, lack of time management, lack of training, job dissatisfaction are factors which influence lower productivity. This study recommends a three-way communication process, works teams, active participation of librarians in the productivity movement, regular training in information technology and good work ethics which should help improve productivity in both academic and public libraries in Botswana.

Savery and Luks (2001) in their study examined whether or not empowerment of employees can in fact increase productivity and reduce the amount of perceived stress resulting from organizational events, such as change, particular "downsizing". The data were collected by the federal government from workplaces across Australia and released in late 1997. Particularly, the sample was a population of 2001 workplaces with 20 or more employees representing an estimated population of above 37,200 workplaces employing 3.6 million people. Workplaces selected were from all states and Territories and all industries with the exception of agriculture, forestry, fishing and defence. In the

survey examined demographics of the employee, working hours, conditions of work, training, work and family, influence at work, job satisfaction, occupational health and safety, changes at the workplace, consultation over the workplace changes, effects of change, changes to pay, education occupation and income. The findings suggested 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. It seems that the amount of influence is an important variable in job satisfaction and feeling of stress caused by the job.

Liu, Chiu, and Fellows (2007) investigated the perception of work empowerment of quantity surveyors and examined whether perceived work empowerment is an antecedent of commitment in 350 quantity surveyors in four different types of construction industry organizations in Hong Kong (consultancy firms, construction firms, government department, particular Architectural Services Department, and real estate developers), using questionnaires. According to the results the valid number of responses was 136. The findings suggested that when the perception of work empowerment increases, organizational commitment increases accordingly. Of the two dimensions (affective and continuance) of organizational commitment, work empowerment is related to affective commitment rather than continuance commitment. Professional qualification and nationality are positively correlated with both dimensions of organizational commitment. Chinese chartered quantity surveyors show more commitment to their organizations. Furthermore, male quantity surveyors show less continuance and the longer the quantity surveyors has worked for the organization (particularly in consultancy firms), the less continuance commitment one has.

Finally, Yang and Choi (2008) in their research examined the effect of employee empowerment on team performance in the context of municipal work teams. The population of the study was 176 municipal employees in the USA and the four different dimensions of empowerment, which are: autonomy, responsibility, information, and creativity. The researchers hypothesized that (a) team members' autonomy in decision making is positively related to team performance, (b) team members' shared responsibility is positively related to team performance, (c) information necessary to do team work is positively related to team performance, and (d) team members' creativity on the job is positively related to team performance. Results suggested that autonomy, responsibility, information, and creativity each have positive and significant effects on

team performance. These findings indicated that empowerment is indeed composed of multiple dimensions and each dimension of empowerment has significantly related to team performance.

Human Resource Empowerment in the Health Care Sector

Increased competition in domestic and overseas markets and government deregulation, have led health organizations increasingly to turn to employees as a source of competitive advantage (Storey, 1992; Sisson, 1994; Cunningham & Hyman, 1996). Laschinger, Finegan & Shamian (2001a) suggested that 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 stag nurses (Papaioannou, 2009).

Lloyd, Braithwaite and Southon (1999) addressed the issue of empowerment and its possible role in promoting the effectiveness of health services and explored some of these implications in health service organizations, and their consequences for health policy. The conclusion was that many health policies may well act to degrade the empowerment of health service workers, and hence the performance of health organizations. Moreover, empowerment of National Health Service (NHS) Trust employees has been given substantial political and managerial support. Cunningham & Hyman (1996) examined the extent to which the commitment and morale of staff in two NHS Trust hospitals has altered following the introduction of a raft of techniques under the empowerment label through interviews with substantial numbers of staff with managerial responsibilities, personnel specialists and conducted written surveys seeking employee opinion. The results suggested that ,under empowerment, the work of both managers and staff has become more intensive, but managers claim that their commitment has risen, while for non-managerial employees, severe problems of commitment to the Trust, declining morale and high stress were exposed. The reasons for these difficulties which were: the salience of budgetary and operational priorities; lack of training; resistance to the implementation of empowerment; and recognition that little real authority was being devolved to employees. In conclusion, the limited effects attributable to empowerment could be explained by its association with harder edged

manpower policies introduced to meet financial and competitive pressures. Under favorable contextual conditions, empowerment may exert more positive effects.

Hancock, Campbell, Bignell & Kilgour (2005), in their study, sought to evaluate the impact and sustainability of the Leading Empowered Organisations (LEO) programme on the role of G Grade Nurse Managers, their colleagues and therefore on patient care at CHS. The findings showed that there was evidence of a sustained impact of the LEO programme on G Grade Nurse Managers in relation to competence, action plans, delegation, communication strategies, problem solving, risk taking, leadership and management. The study also revealed a number of significant personal and contextual factors that affected the implementation of the LEO principles. Empowerment, or a lack of it, underpinned much of what occurred in the implementation of the LEO principles by the G Grades into practice.

Furthermore, Erkutlu & Chafra (2012) investigated the relationship between team empowerment and team proactivity and the moderating roles of a team leader's emotional intelligence (EI) and a team member's proactive personality with 910 certified nurses in 82 teams from 12 university hospitals in Turkey. The results suggested that proactivity is positively associated with team empowerment. In addition, team leader's EI and team members' proactive personality influence the relationship between team empowerment and team proactivity. Specifically, teams exhibit the highest proactivity when team leaders' EI and team members' proactive personality are high.

Ashill, Carruthers and Krisjanous (2005) suggested that 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 (Papaioannou, 2009).

Finally, Loughman, Snipes and Pitts (2009) examined factors that may contribute to physicians' dissatisfaction with their work environment, and subsequently, their likelihood to recommend a hospital to their peers. The results indicated that physicians'

communication satisfaction and perceptions of empowerment contribute both directly and indirectly to their likelihood to recommend their organization to peers. Also, the findings suggested that hospitals that facilitate positive workplace

communications and provide work environments that allow professional discretion and autonomy are more likely to have satisfied physicians and positive word-of-mouth referrals.

Human Resource Empowerment in the Tourism & Hospitality Sector

Hubrecht and Teare (1993) suggested that managerial interest in employee empowerment in the hospitality industry has generally been associated with concern to gain competitive advantage through improvements in service quality (Lashley, 1995). The use of empowerment as a strategy for the management of employees is suggested for improvements in service quality in hospitality operations. Empowerment should develop a sense of personal efficacy in employees. TGI Fridays is an organization that makes a service offer to customers that can be described as ``mass customization''. The successful service encounter requires employees to provide customers with both advice and counseling in the way they construct their meal experience, and a personalized service performance. To make this happen, employees are managed through a cluster of approaches which are defined as ``empowerment through involvement''. That is, they include some development of personal efficacy and engagement in service performance, but which involves limited decision making apart from that required of their role in service performance (Lashley, 2000).

Furthermore, Ashness and Lashley (1995) explored employee empowerment in Harvester Restaurants, focused on the managerial intentions of empowerment. The results showed that overall organizational performance has improved. The empowerment of employees in service organizations has been shown to produce positive outcomes in the form of increased job satisfaction and self-efficacy.

Employee turnover has lately considerably increased in the Lithuanian hospitality industry. Given the fact that organizational commitment is negatively related to employee turnover, Kazlauskaite, Buciuniene and Turauskas ((2006) tested the level of employee organizational commitment as well as empowerment, which can be viewed as a possible

means of stimulating employee commitment, as well as interrelationship between employee commitment and empowerment. The results showed that the levels of both organizational commitment and organizational empowerment in Lithuanian upscale hotels are rather low, while the correlation between them is rather strong. This implies that improvement of conditions that foster empowerment would lead to a higher level of employee organizational commitment, especially the level of affective commitment that is of greater importance for the organization, as in this case commitment rests on common values and stimulates emotional attachment to the organization.

Blum (2003) suggested that the dynamic and rapidly changing environment that the hospitality sector operates, there was the need to become and stay competitive take on a new urgency (Connoly & McGing, 2007). Klidas, Berg and Wilderom (2007) examined the behavior of empowered employees during the delivery of services to customers. Employee empowerment has been identified as an important means to increase customer satisfaction. In particular, a questionnaire measuring employees' perceptions of training, performance-related rewards, customer-oriented culture, empowering management style, and empowered behavior was filled out by 356 frontline employees of 16 luxury hotels in seven European countries. The results pointed out that customer-oriented and empowering management style correlated significantly with empowered behavior.

Ireland (2005) argues that high performance work practices provide the Irish tourist industry with the necessary competitive edge (Connoly & McGing, 2007 Connoly & McGing, 2007). So, Connoly & McGing (2007) explored the extent of these practices in the Irish hospitality industry with particular emphasis on the practices of staff empowerment and participation. The results showed that the human resource practices associated with high performing work practices in Durbin hotels. There are, however, very low levels of employee participation, which many authors argue are the cornerstone of high performance practices.

In their study of six four- and five-star hotels in the Macau Special Administrative Region of China, Humborstad and Parry (2011) found that there was statistically significant relationship between perceived empowerment practices and turnover intention. The mediating effect of job attitudes is a mechanism that helps empowerment lead to lower turnover intention among Chinese service employees. Managers use empowerment to allow workers to solve problems themselves but they must also include

actions that foster job satisfaction and organizational commitment, to ensure that empowerment would affect turnover intention among Chinese service employees.

Another study examined the impact of employee empowerment on job satisfaction. Empowerment is taken into consideration as two dimensions – i.e. behavioral and psychological – and the effect of employee empowerment on the level of job satisfaction was examined by taking these two dimensions into consideration as a whole and separately. The data were 1,854 participants employed at five-star hotels in Turkey. The results showed that the most positive aspects related to job satisfaction are relations with the colleagues and physical conditions, while the most negative aspect is the wage issue, i.e. unfair payment. Furthermore, psychological and behavioral empowerment has a significant effect on job satisfaction, and the effect is much greater when psychological and behavioral empowerment are taken as a whole (Pelit, Öztürk & Arslantürk, 2011).

Furthermore Kazlauskaite, Buciuniene and Turauskas (2012) explored the meaning of empowerment concept and its role in the HRM-performance linkage in 211 customer-contact employees at 30 upscale hotels in Lithuania which was conducted to study organizational empowerment, as a bundle of HRM activities, and its association with employee attitudes and behavior. The results suggested that a distinction was made between organizational empowerment, as a bundle of HRM activities, and psychological empowerment, as an employee work-related attitude, and their role in the HRM-performance linkage was defined. Organizational empowerment was positively related to psychological empowerment, job satisfaction, and affective commitment. Psychological empowerment and affective commitment were found to mediate the impact of organizational empowerment on customer-oriented behavior.

Finally, Rizos, Papaioannou and Kriemadis (2012), in their study, examined the extent to which human resource empowerment is applied to five-star hotels in Greece and the relationship between human resource empowerment and business performance (profit, ROI, sales volumes and market share). The results showed that the five-star hotels were using the "empowerment style" of management and there were significant and positives relationships between empowerment and business performance of five-star hotels.

Human Resource Empowerment in Education Sector

Studies of empowerment have suggested that empowering teachers is a key factor in managerial and organizational effectiveness (Moye, Henkin & Egley, 2005). In recent decades, the teacher effectiveness has continued to attract the attention of researchers, educators and professional organizations. So, teacher effectiveness is often a major issue in current movements of education reform and school improvement (Cheng, 1996). Also, as increasing concern has been given to reshaping teaching and learning processes in schools, empowering teachers has become an important means of implementing school reform (Heck & Brandon, 1995).

Teacher empowerment has been liked to participation in decision making. In a study by Rice & Schneider (1994), involvement in decision making had continued to be related to teacher' job satisfaction and empowerment. In particular, technical domain issues (specifying the learning objectives for each unit of instruction, developing procedures for reporting student progress to parents and assessing student achievement in course, assigning students to instructional groups within team, preparing the budget for instructional team, planning student record-keeping procedures and practices, selecting textbooks and other instructional materials and determining grading procedures for evaluating the progress of students) and managerial issues (determining the administrative and organizational structure of school, establishing disciplinary policies, developing in-service programmes for teachers and procedures for involving parents in planning the students' learning programme, planning the student advisory programme, resolving problems or issues in school-community relations, setting and revising the goals of school, determining the procedures to be used for the evaluation of teachers, allocating materials and equipment to subject departments or teams, selecting department chairpersons or team leaders, evaluating how well team is operating and hiring a new faculty member to teach in instruction team) relate positively with job satisfaction (administration/supervision, co-workers, career future, school identification financial aspects, work conditions, amount of work, pupil-teacher relations & community relations) in middle and junior high schools in Wisconsin.

Pashiardis (1994) also suggested that decision making is a fundamental process in schools and empowering teachers. The importance of decision making in educational organizations has been recognized as a key function required by administrators (Dawson, 1984). In schools where a clear commitment to student learning is apparent, more teacher

participatory decision making is crucial to the overall effective operation of the school (Ward & Pascarelli, 1987).

Furthermore, teacher involvement in decision making of schools found to be associated with gender, seniority and organizational responsibility, age and teaching experience, affiliation with the teacher association, the influence of the principal, the individual's sense of personal, political and professional efficacy, the individuals' confidence and trust in the organization and its administration, the conflicting demands, anxiety and pressure of time and the perceived effects of participation on curriculum and teaching practice (Chapman, 1988).

Moreover, empowered teachers participate in critical decisions that directly affect teaching and learning. Empowering work environments may enhance professionalism, facilitate teacher leadership, improve the quality of work life, and enable effective implementation of school reform. Process-based views of empowerment suggest associations between school organizational structures and teacher empowerment, while psychological perspectives on empowerment suggest potential relationships between the phenomenon and cognitive and affective outcomes. Empowerment is considered in terms of teams and teamwork in schools, and relationships between empowerment and commitment to the school are examined (Dee, Henkin & Duemer, 2003).

In another study teacher involvement in different domains of decision making was examined in Greek primary schools. Results revealed that quite high actual participation in decisions concerning students' and teachers' issues, but low levels of participation in managerial decisions. The stronger predictor of both teachers' sense of efficacy and job satisfaction was their participation in decisions concerning teacher issues (Sarafidou & Chaziioannidis, 2012). 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. Also, trust-in-supervisor and two dimensions of empowerment, including meaning and self-determination, were found to mediate the relationship between moral leadership and work performance. It is supported the interaction effect of moral and benevolent leadership and rejected the interaction effect of moral and authoritarian leadership on trust-in-supervisor (Wu, 2012).

Bogler & Nir (2012) in their study examined the mediating effect of teacher empowerment on the relationship between teachers' perception of their school support and their intrinsic and extrinsic job satisfaction in 2,565 teachers affiliated with 153

Israeli elementary schools. The results revealed that teacher empowerment mediated the relations between perceived organizational support and satisfaction, adding more than 30 per cent to the explained variance of each of the satisfaction types. Teacher empowerment showed different relationships when intrinsic versus extrinsic type of satisfaction is considered. The most influential dimension of empowerment predicting teacher intrinsic satisfaction is self-efficacy, a psychologically oriented variable, while the most powerful dimension of empowerment predicting extrinsic job satisfaction is earned status and respect, a sociologically oriented variable.

Finally, there is considerable consent among researchers and practitioners that empowerment is a major component of organizational efficiency and effectiveness (Crow & Pounder, 2000; Sweetland & Hoy, 2000). Empowerment offers a variety for potential benefits such as increased quality of decision, improved instructional practice and students' academic achievements, elevated quality of teachers' work life, and stronger teachers' motivation, commitment, and satisfaction (Papaioannou, 2009).

Human Resource Empowerment in the Banking sector

Bowen and Lawler (1992); Fulford and Enz (1995); Bowen and Lawler(1995) suggested that in competitive environment in which organizations must be faster, leaner, provide better service quality, be more efficient, and more profitable, an empowered and proactive service worker is thought to be essential (Melhem, 2004). Empowerment climate positively related to manager ratings of work-unit performance (Seibert, Silver & Randolph, 2004).

Furthermore, research, in which participated in 517 service workers of 14 retail banks in Jordan, showed positive and significant association between four empowerment antecedents (including trust, incentives, information and knowledge) and empowerment of customer-contact employees. Particularly, the findings in this research suggested that trust, communication, knowledge and skills of customer-contact employees may have a direct and strong impact on the empowerment of service employees. Empowerment antecedents (trust, incentives, communication, and knowledge) of customer-contact employees accounted for significant variation in the levels of empowerment among customer-contact employees in the banking industry (Melhem, 2004).

The empowerment theory of service workers is dependent on the characteristics of employee e.g. part-time or full-time workers, although there were mixed results. Customer service research in branch banks suggested that customers thought more highly above service quality when tellers reported positive feelings about their supervisor (Bowen & Lawler, 1992; Papaioannou, 2009).

Geralis and Terziovski (2003) in their study suggested that empowerment practices (employee autonomy, access to information and resources and involvement practices) when simultaneously implemented in a holistic manner positively related on employee well being (job satisfaction and employee morale), productivity, performance and service quality in banking sector in Australia (Papaioannou, 2009). Moreover, another study suggested that empowerment improved organizational performance and job satisfaction of frontline employees working in several banks in two cities in Western Turkey, while role ambiguity had a unconstructive relationship with service recovery performance (Yavas, Karatepe, Avci, & Tekinkus, 2003).

Furthermore, Chaker and Jabnoun (2010) explored the major barriers to service quality in Islamic banks in Qatar. The results showed that three dimensions, which were lack of empowerment, centralization, and lack of transformational leadership, were found to be significant. The "No" culture was not found to be a significant barrier to service quality. Moreover, internal organizational orientation of service quality and its impact on service delivery performance of the employees have received considerable attention from financial management literature. Hence, Bhatti, Zafarullah, Awan and Bukhari (2011) explored the key determinants of internal organizational orientation of service quality from the employees' perspective on the Pakistani Islamic banking industry. The results suggested that the employee perceptions of organizational service quality orientation mainly depend upon four main predictors: employees' perception about training and development; development and positioning of Islamic banking products/service concept; customer service orientation; and employees' service quality performance.

Finally, Papaioannou, Kortesopoulou, Kriemadis and Dalakis (2012), in their case study, examined the extent to which human resource empowerment is applied to a Greek private Bank, and the relationship between human resource empowerment and banks' business performance (profit, ROI, sales volume and market share). The results showed that senior bank managers used 63.2% "empowering style", 10.5% "middle-ground style" and 26.3% "controlling style" in the six key factors of human resource empowerment

(Total of all Managerial functions) and there were significant relationships between the key factors of human resource empowerment and business performance of the private bank.

Human Resource Empowerment in the Sport sector

Human resource empowerment has been described as a means to enable employees to make decisions and as a personal phenomenon where individuals take responsibility for their own actions (Kriemadis & Papaioannou, 2006). Research has also demonstrated that there are effective methods and processes for human resource empowerment which top management of sport businesses and organizations may implement so that their goals are realized and their further development and viability is ensured. According to the literature human resource empowerment could happen by using the following techniques: (a) organizational culture, (b) vision statements, (c) organizational values, (d) teamwork, (e) the role of manager – leadership, (f) devolving responsibility – accountability, (g) information sharing, (h) continuous training, (i) appraisal rewards, (j) goal setting, and (k) performance appraisal process (Kriemadis & Papaioannou, 2006).

Regarding human resource empowerment in the sport sector Thomas (2001) examined the perceptions and symbolic meanings constructed by African American sport managers and how they make use of power and empowerment, via a phenomenological in-depth interview study. Five themes came into surface: a) the participant's perceptions of power (the need for the control of the human and natural resources), b) the participant's perceptions of empowerment (sharing power: providing leadership opportunities though decision-making), c) the participant's perceptions of the influence of race (acknowledging race and the actions needed to break the color barriers), d) the participant's perceptions 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). This particular research has shown that although African Americans male sport managers have varying perceptions of the social construct of power, the psychological construct, and the influence of race they agree on

the use of power and empowerment as a vital management vehicle for leadership development.

Moreover, another study 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 athletic programs were interviewed using a semi-structured approach. Three general categories are emerged- the support, the differences due gender and the change. The work experiences reflect in the problems which the women meet with at work, how the organizations can be empowered and the role of empowerment that women can play. Based on the findings, it is suggested individual research for empowerment come different forms, but recognize that the systemic changes should become in order to improve the work environment for the women. These findings are important, in identifying the experiences of women who contribute in their understanding of the employees' experiences who are often under represented and omitted in the levels of authority and power (Inglis, Danylchuk, & Pastore, 2000).

In addition, one more study placed under investigation the extent to which human resource empowerment is implemented in Greek Football Clubs on a professional level and the role that human resource empowerment plays on performance. Twenty seven administrators and technical managers and nine professional football clubs which have been professionally active in the first division (Super League) of Greek football league in the last five years, took part in the research. For analytical purposes, the football clubs were divided into two groups according to their budgets: 1) wealthy football clubs and 2) less wealthy football clubs. The results showed that human resource empowerment was used identically in both cases. The main difference was that managerial style of human resource empowerment was different. In wealthy football clubs, directors used "more empowering and less controlling style" of management and "controlling style" of management, while in less wealthy football clubs directors used not only "more empowering and less controlling style" of management and "controlling style" of management, but also "totally empowering style" of management. Also, in less wealthy football clubs there was a strong and positive relationship between the average of revenues in five years and two key factors of empowerment such as: the "management information /communication system skills" and the "total of all managerial functions" (Papaioannou, et al., 2009).

Furthermore, in an additional study, on the one hand was examined the extent to which human resource empowerment was applied to the divided Greek Sport Federations as shown by one variable (Sport Federations size: number of active clubs) and on the other hand was investigated if differences existed among the Greek Sport Federations (large, medium sized and small) as shown by one variable (number of active clubs) and the key factors of human resource empowerment (Papaioannou, et al., 2010). Responses were received from twenty Greek Sport Federations, via a survey instrument. The results of the study indicated that Medium-sized federations were more likely to apply empowerment to a greater extent than large and small ones, as they also implemented the "totally empowering style" of management, in comparison with large and small ones, in two key factors of human resource empowerment. The findings of the study showed that the most significant constraint to human resource empowerment was "controlling style" of management. Considering that human resource empowerment plays a critical role in the viability of sport organizations, the directors of sport organizations and especially 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, by using a series of specific strategies and activities (Papaioannou, et al., 2010).

Accordingly, in another study was examined the relationship between human resource empowerment and organizational performance in municipal sport organizations. Ninety-one directors of six Greek Municipal sport organizations in Attica, who were given the survey instrument, participated in the research. The directors were asked to evaluate the performance of their Municipal sport organizations in relation to their current years' objectives, on a five-point Likert scale. Performance was judged against four criteria (well executed budget, perceived service quality, participants' satisfaction and employees' satisfaction). The results pointed out that the majority of the directors of Municipal sport organizations (62.6%) used "empowering style" of management in the six key factors of human resource empowerment (Total of all Managerial functions). Also the results demonstrated that there were significant relationships between the key factors of human resource empowerment and performance of Municipal sport organizations. More specifically, in Municipal sport organizations there were significant and positive relationships between perceived service quality, participants' satisfaction and two key factors of human resource empowerment. No significant relationships were

found between the key factors of human resource empowerment and the other two performance criteria which were: well executed budget and employees' satisfaction (Papaioannou, et al., 2012a).

Finally, in a more exploratory study was examined the extent to which human resource empowerment is applied to Greek sport federations, and analyzed their organizational performance based on two variables (government funding and Olympic distinctions). The study was a quantitative design using descriptive statistics and one way analysis of variance to answer the research questions. A sample of sixty one managerial and technical directors of twenty Greek sport federations was surveyed using a 30-item management style survey, developed by Vogt and Murrell (1990). The results of this study supported that there is a significant difference among the aforementioned groups/federations (as shown by two variables), and the key factors of human resource empowerment. Furthermore, the findings of the study showed that the directors of aforementioned sport federations in Greece should empower employees through their involvement in planning process. Also, they should consider that the decentralisation/devolution of decision authority to the employees is a central feature of empowerment, thus, they should share decision-making power, in order to have more free time to think strategically and innovatively about how to move the organisation forward. (Papaioannou, et al., 2012b).

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 empowerment and psychological 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. While the managerial practices 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 (Papaioannou, 2009).

Conger and Kanungo (1988) suggested that empowerment is a motivational construct (McClelland, 1975), or an authority delegation (Burke, 1986) or participative management techniques (Likert, 1967).

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 (meaning, competence, self-determination, impact) reflecting an empolyee's orientation to his/her role (Papaioannou, 2009).

Managerial Empowerment

Liden & Arad (1996) suggested that the managerial empowerment concentrates on how organizational, institutional, social, economic, political, and cultural forces can root out the conditions that foster powerlessness in the workplace (Papaioannou, 2009).

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; Papaioannou, 2009). 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; Papaioannou, 2009). 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 empowerment include:

(a)**Management-information/communication system skills:** the ability of an organization to gather, analyze, and distribute information is vital for its success. In order to achieve the empowerment in one organization the manager have to 1) initiates and to maintain an open climate of trust which provides by sharing valid information (commercial, organizational, financial and strategic issues) of the whole organization and helps in the assessment of individual / team performance but at the same time in gaining information, 2) the manager undertakes the responsibility of sharing "good" information with all group members based on their work but at the same time with strategic matters of the organization. There is the need to transfer power to the workforce so the response will be quick and efficient, 3) the manager creates feedback mechanism and system communications (double direction). Thus, the responsibility of enhancement of transfer of information is based on everyone. The manager must be able to identify and determine the problems so that he can solve and try to improve the communication settings and 4) (information communication) setting and delegation of power, will strengthen the system and will encourage and reinforce co-operation. Managers must convince their workforce that each and everyone must dedicate the essential time and energy to enhance and clarify the means to better communication / information methods which in turn will contribute to the true implementation of empowerment.

(b)**Decision-making and action-taking skills:** the suggested decision is examined by all levels the organization, ago decided by upper management. The changes which are suggested by human resources are based on their particular expertise and experience. The final decision move to the point that is most suitable in terms of information and expertise. The speed making decision is vital importance, so the manager prepares in advance the method of implementing a decision.

The final decision may be taken later but the speed and the commitment to the decision usually lessens the time at which it is taken. For any direct decision to be taken there is the need for the decision to be tested from different angles-identification-target-implementation-assessment. There is also the need for the workforce to be able to take decisions quickly so they need to be trained otherwise it is useless.

(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. Participative planning: provide in 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. The vision (which is created by planning) can inspirit and empower the human resources, through the participative commitment which is created so the goals of planning are achieved. All the persons need to know that are consisted by the total planning and should know the distribution for achievement of planning.

(d)System-evaluation and internal control skills: The empowering organizations of evaluation is based on the process of "valuing" and make the best of what is learned in the process to improve performance, and is not based on the process of simple finding the wrong. There are two methods by means of which empowerment can help managers to avoid the role's "critic":

1)   Focus on the empowerment of the system: avoidance a problem-centered focus, use positive and healthy energies for the organization's growth. Concentration on particular talents of people and provide help, so to identify opportunities for taking advantage of them more effectively.

2)   Self-diagnostic technique: the manager provides support and encouragement in response to employees' request. For instance when the employee identifies an area of growth, 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 ask helps when a goal is not being achieved rather than making an attempt to withhold a limitation. The manager has the role of evaluator and counselor to help employees to 1) ask for help by providing them with many opportunities to reflect on their work, 2) recognize the value of self-assessment, and 3) model the technique. The manager establishes control systems that respond to calls for assistance and do not allow future punishment.

The process of control is systematized so that members of the workforce who need help are asked to point it out and not conceal it. Managers need to give opportunities to their workforce to learn to ask or demand help when they need it. Assistance must be given so that the workforce realizes the need for help and the need to change tactics. Administration can deal better with assessment when it implements systems of control which do not promote the danger of punishment but responding to the assistant of their workforce.

(e) Leadership, motivation, and reward-systems skills: The manager doesn't base in external motivation (reward, punishment), but set examples for imitation, for instance the empowerment through imitation is much more by a simple role. It involves the role of the coach, the counselor, or the role of the person who builds upon his organization so that his efforts are rewarded when his targets are fulfilled. The goal of any system should be to enhance empowerment through making self-driven people, aware that the organization is aware of their features and special skills and talents their part of making the organization a success. Includes the role of "coach", the "director" of the man who guides and restructure the organization so that the system of rewards consistent with their objectives. The goal of a system of motivation (empowerment) is to create self-motivating people who recognize that the organization knows and appreciates the personality and talents that enable them to carry out the assigned task. Manager helps the people to be fully aware of its objectives, to actively participate in and motivated by them (self-insight). To understand that leadership is everyone's responsibility (all) must determine the stage of maturity of the organization and the maximum of all abilities. The sense of participatory accountability fill the gap of leadership by creating opportunities leading to a large number of people in the organization, which is not based on a few "great" leaders.

(f) Selection, placement, and development of people skills: The empowering organization uses all the skills and ideas of human resources, while ensuring the continued growth and sustainability to meet the constantly changing external environment. The director puts the daily work on a development perspective. Always looking for ways to improve and work with people to develop higher levels of performance in the future. The Director spends considerable time to determine how much help develop the capacity of individuals, teams and organization to work

effectively. It supports and encourages the development potential of individuals. It uses the intrinsic motivation to encourage all members of the organization to sustain a growth path. The director is judged by how well they can perform the "other" traditional powers of the Tribunal. In future, the main contribution of government is to create equity and self-run systems. This growth outlook is the key to a long-term strategy that increases the body growth and sustainability. Managers interested in creating a better and growing organization. The feeling of wellness stems from the director to help themselves, others and the organization effectively and achieving the existing targets and future. The objectives of individuals, groups and whole body reviewed, evaluated and either validated or redesigned.

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 organization 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/organization commitment, (f) increased job satisfaction, (g) increased employees' motivation and effectiveness, and (e) increased trust among supervisor – employees and work units (Papaioannou, 2009)

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 (Papaioannou, 2009).

CHAPTER III

Research Methods and Procedures

Methods

Participants: the original sampling frame consisted of 250 «big» fitness clubs (which had at least four managers) recognised by Panhellenic Association Fitness Clubs in region of Athens and involved 1000 experienced managers who were the most knowledgeable regarding personnel management issues. Responses were received from 735 managers of 187 fitness clubs with a 73.5% response rate. According to the findings of this research, 333 (45.3 %) of the participants were females and 401 (54.7 %) were males with a mean age of 31 (sd = 7); the educational level of the participants was grouped into three categories: 111 (15.1 %) had elementary/high school education, 501 (68.2 %) had university level education and 123 (16.7 %) had post-graduate level education. 493 (67.1 %) were managerial directors and 242 (32.9 %) were technical directors. All had full-time working experience.

Questionnaire: A questionnaire developed by Vogt & Murrell (1990), focused on the issue of empowerment, was modified and simplified by Kriemadis (2011) & Papaioannou (2011). The modified questionnaire consisted of 30 questions, demographic characteristics of the respondents and their perceptions related to the performance of the fitness club. This particular part provided information on how managers assess themselves in relation to the empowerment. The questionnaire 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, organising, 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 a five point Scale. Each point of the scale represented different managerial styles (deriving from the three basic managerial styles, which are the 'empowering style' of management, the "middle-ground style" of management, and the 'controlling style' of management) and depicted the respondent's behaviour and actions. In the first case ('empowering style' of management) the manager has a managerial style that reflects the manager who creates and shares power. In the second case ('middle-ground style' of management) the manager combines the two styles of controlling and empowering in equal proportions and in the third case ('controlling style' of management), the manager is concerned with control or seldom shares, creates or empowers subordinates.

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

The reliability of the questionnaire was assessed through Cronbach's coefficient alpha (a). The reliability of the scale was found to be: $\alpha = .87$.

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.

Also, the particular research used the subjective way of measuring performance. This means that managers were asked to evaluate the performance of their fitness clubs in relation to their current years' objectives, in relation to their last financial years' objectives and finally in relation to their major market competitors on a five-point Likert scale. On each of the three bases, performance was judged against four criteria, two financial (profit and ROI) and two market based (sales volume and market share). The above criteria were adapted from the literature (Brooksbank, Kirby & Wright, 1992; Hooley, Lynch and Shepherd, 1990; Rafic and Pallett, 1996; Verhage and Waarts, 1988, Terzoudis, 2011).

Procedures

Data collection: The data collection was accomplished through questionnaires. The questionnaires were completed at each fitness club'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 fitness clubs were informed of the research and their consent was requested in order to realize the questionnaire. After their consent was given, appointments were scheduled at specific dates with each and every one of the directors of fitness clubs. Dates were rescheduled whenever requested due to heavy workload. The completion of the questionnaire lasted for approximately 30 minutes and clarifications were given to subjects when asked for. Additionally, another 10 minutes were required with each subject for completion of the business performance construct items. The research was conducted from 20 April, 2011 until 19 September, 2011.

Data analysis: the data were analyzed using descriptive statistics, Spearman correlation, Pearson chi-square (χ^2) statistics and T-test. In particular, descriptive statistics were used to answer the research question 1, Spearman correlation was used to

answer the research question 2, Pearson chi-square (χ^2) statistics were used to answer in the hypotheses (A) and the hypotheses (B) and T-test was used to answer in the hypotheses (C).

Questionnaire

The questionnaire 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 (commercial, organizational, financial and strategic issues) of the whole organization and helps in the assessment of individual / team performance. 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 system communications (double direction) 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 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 suggests an open decision making process where power and responsibility for a decision are shared openly by all those. The final decision move to the point that is most suitable in terms of information and expertise. This process encourages subordinates to work as a team and take on new responsibilities for achieving a successful result. Because speed making decision is vital importance, 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 empowering 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 empowering manager uses participative planning which provides in people as many opportunities as possible, to influence the system, and the realization that they can actually do so. The empowering 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. All persons need to know that they constitute a crucial 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 empowering manager uses evaluating systems which are based on the process of "valuing" and make the best of what is learned in the process to improve performance, and not of "criticizing". Furthermore, the empowering manager provides support and encouragement in response to employees' requests by creating many opportunities for employee 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 empowering manager doesn't base in external motivation (reward, punishment), but set examples for imitation. He/she assumes the role of coach, counselor, and director, and structures the organization so that its reward systems comply with its goals. The empowering manager uses a motivational 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 won motivation. The empowering 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 empowering manager spends considerable time to determine how much help develop the capacity of individuals, teams and organization to work effectively. He/she supports and encourages the growth capacity of individuals. The empowering manager uses intrinsic motivation to encourage all members of the organization to sustain a growth path. The developmental goals of individuals and the organization as a whole are reviewed, evaluated and either affirmed or redesigned.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Research Question One

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

According to the survey responses, 102 (13.9%) of fitness clubs used "controlling style" while 198 (26.9%) used "middle-ground style", and 435 (59.2%) used "empowerment style" in the key factor: Management-information/communication system skills (Figure 1).

Figure 1. The extent of empowerment in fitness clubs, in relation to key factor: Management-information/communication system skills.

90 (12.2%) of fitness clubs used "controlling style" while 192 (26.1%) used "middle-ground style", and 453 (61.6%) used "empowerment style" in the key factor: Decision-making and action-taking skills (Figure 2).

Figure 2. The extent of empowerment in fitness clubs, in relation to key factor: Decision making and action taking skills.

Figure 3 shows 106 (14.4%) of fitness clubs used "controlling style" while 188 (25.6%) used "middle-ground style", and 441 (60%) used "empowerment style" in the key factor: Project-planning, organizing, and system-integration skills.

Figure 3. The extent of empowerment in fitness clubs, in relation to key factor: Project-planning, organizing, and system-integration skills.

109 (14.8%) of the responding fitness clubs used "controlling style" while 180 (24.5%) used "middle-ground style" and 446 (60.7%) used "empowerment style" in the key factor: System-evaluation and internal-control skills (Figure 4).

Figure 4. The extent of empowerment in fitness clubs, in relation to key factor: System-evaluation and internal-control skills.

Figure 5 indicates that 90 (12.2%) of fitness clubs used "controlling style" whereas 192 (26.1%) used "middle-ground style" and 453 (61.6%) used "empowerment style" in the key factor: Leadership, motivation, and reward-system skills.

Figure 5. The extent of empowerment in fitness clubs, in relation to key factor: Leadership, motivation, and reward-system skills.

119 (16.2%) of fitness clubs used "controlling style" whereas 161 (21.9%) used "middle-ground style", and 459 (61.6%) used "empowerment style" in the key factor: Selection, placement, and development of people skills (Figure 6).

Figure 6. The extent of empowerment in fitness clubs, in relation to key factor: Selection, placement, and development of people skills.

Finally 47 (6.4%) of fitness clubs used "controlling style" while 246 (33.5%) used "middle-ground style", and 442 (60.1%) used "empowerment style" in the key factor: Total for all managerial functions (Figure 7).

Figure 7. The extent of empowerment in fitness clubs, in relation to key factor: Total for all managerial functions.

Research Question Two

Is there a relationship between the key factors of human resource empowerment and business performance of fitness clubs?

Spearman correlation was performed to determine whether there was a relationship between the key factors of empowerment and business performance of fitness centers, the strength and the direction of this relationship. The data displayed in Tables revealed that in fitness clubs there were significant and positive relationships between the key factors of empowerment and business performance (as measured by satisfaction levels in relation to their current years' objectives, in relation to their last financial yeas' objectives and in relation to their major market competitors).

The results of the study indicated that there were significant and positive relationships between human resource empowerment and business performance (as measured by satisfaction levels in relation to current year's objectives) of the fitness clubs (Table 1). More specifically, the results showed that the key factor "Management-information /communication system skills" had a significant and positive relationship with profit ($r = .200$, $p=.000$), ROI ($r = .218$, $p=.000$), sales volume ($r = .237$, $p=.000$), and market share ($r = .215$, $p=.000$). Furthermore, the key factor "Decision - making and action-taking skills" had a significant and positive relationship with profit ($r = .137$,

p=.000), ROI (r = .175, p=.000), sales volume (r = .193, p=.000), and market share (r = .170, p=.000). Also, the key factor "Project-planning, organizing, and system-integration skill" had a significant and positive relationship with profit (r = .181, p=.000), ROI (r = .163, p=.000), sales volume (r = .140, p=.000), and market share (r = .213, p=.000). In addition the key factor "System-evaluation and internal-control skills" had a significant and positive relationship with profit (r = .161, p=.000), ROI (r = .201, p=.000), sales volume (r = .231, p=.000), and market share (r = .201, p=.000). Moreover, the key factor "Leadership, motivation, and reward-systems skills" had a significant and positive relationship with profit (r = .192, p=.000), ROI (r = .203, p=.000), sales volume (r = .200, p=.000), and market share (r = .233, p=.000). In addition the key factor "Selection, placement, and development of people skills" had a significant and positive relationship with profit (r = .207, p=.000), ROI (r = .136, p=.000), sales volume (r = .212, p=.000), and market share (r = .218, p=.000). Finally, the key factor total for all managerial functions had a significant and positive relationship with profit (r = .196, p=.000), ROI (r = .207, p=.000), sales volume (r = .246, p=.000), and market share (r = .256, p=.000).

Table 1
Significance of relationships between the key factors of human resource empowerment and business performance (as measured by satisfaction levels in relation to current year's objectives) of fitness clubs.

Key Factors of Human Resource Empowerment	Profit	ROI	Sales volume	Market Share
	In relation to their current years' objectives			

Management – information/communication system skills.	.200** (p=.000)	.218** (p=.000)	.237** (p=.000)	.215** (p=.000)
Decision-making and action-taking skills.	.137** (p=.000)	.175** (p=.000)	.193** (p=.000)	.170** (p=.000)
Project-planning, organizing, & system-integration skills.	.181** (p=.000)	.163** (p=.000)	.140** (p=.000)	.213** (p=.000)
System-evaluation and internal-control skills	.161** (p=.000)	.201** (p=.000)	.231** (p=.000)	.201** (p=.000)
Leadership, motivation, and reward-systems skills	.192** (p=.000)	.203** (p=.000)	.200** (p=.000)	.233** (p=.000)
Selection, placement, and development of people skills.	.207** (p=.000)	.136** (p=.000)	.212** (p=.000)	.218** (p=.000)
Total of all Managerial functions	.196** (p=.000)	.207** (p=.000)	.246** (p=.000)	.256** (p=.000)

** *p*<.001

Also, the results of the study indicated that there were significant and positive relationships between human resource empowerment and business performance (as measured by satisfaction levels in relation to last financial year's objectives) of the fitness clubs (Table 2). In particular, the key factor "Management-information /communication system skills" had a significant and positive relationship with profit
(r = .268, p=.000), ROI (r = .155, p=.000), sales volume (r = .199, p=.000), and market share (r = .231, p=.000). Furthermore, the key factor "Decision - making and action-taking skills" had a significant and positive relationship with profit (r = .161, p=.000), ROI (r = .139, p=.000), sales volume (r = .169, p=.000), and market share (r = .173, p=.000). Also, the key factor "Project-planning, organizing, and system-integration skill" had a significant and positive relationship with profit (r = .203, p=.000), ROI (r = .164, p=.000), sales volume (r = .202, p=.000), and market share (r = .190, p=.000). In addition the key factor "System-evaluation and internal-control skills" had a significant and positive relationship with profit (r = .221, p=.000), ROI (r = .155, p=.000), sales

volume (r = .197, p=.000), and market share (r = .187, p=.000). Moreover, the key factor "Leadership, motivation, and reward-systems skills" had a significant and positive relationship with profit (r = .158, p=.000), ROI (r = .131, p=.000), sales volume (r = . 157, p=.000), and market share (r = .230, p=.000). In addition the key factor "Selection, placement, and development of people skills" had a significant and positive relationship with profit (r = .209, p=.000), ROI (r = .173, p=.000), sales volume (r = .212, p=.000), and market share (r = .228, p=.000). Finally, the key factor total for all managerial functions had a significant and positive relationship with profit (r = .223, p=.000), ROI (r = .166, p=.000), sales volume (r = .203, p=.000), and market share (r = .227, p=.000).

Table 2
Significance of relationships between the key factors of human resource empowerment and business performance (as measured by satisfaction levels in relation to last financial year's objectives) of fitness clubs.

Key Factors of Human Resource Empowerment	Profit	ROI	Sales volume	Market Share
	In relation to their last financial years' objectives			
Management – information/communication system skills.	.268** (p=.000)	.155** (p=.000)	.199** (p=.000)	.231** (p=.000)
Decision-making and action-taking skills.	. 161** (p=.000)	.139** (p=.000)	.169** (p=.000)	.173** (p=.000)
Project-planning, organizing, & system-integration skills.	.203** (p=.000)	.164** (p=.000)	.202** (p=.000)	.190** (p=.000)
System-evaluation and internal-control skills	. 221** (p=.000)	.155** (p=.000)	.197** (p=.000)	.187** (p=.000)
Leadership, motivation, and reward-systems skills	.158** (p=.000)	.131** (p=.000)	.157** (p=.000)	. 230** (p=.000)
Selection, placement, and development of people skills.	. 209** (p=.000)	.173** (p=.000)	.212** (p=.000)	.228** (p=.000)
Total of all Managerial functions	. 223**	.166**	.203**	.227**

| | (p=.000) | (p=.000) | (p=.000) | (p=.000) |

** *p*<.001

Moreover, the results of the study indicated that there were significant and positive relationships between human resource empowerment and business performance (as measured by satisfaction levels in relation to their major market competitors' objectives) of the fitness clubs (Table 3). The key factor "Management-information /communication system skills" had a significant and positive relationship with profit (r = .210, p=.000), ROI (r = .204, p=.000), sales volume (r = .165, p=.000), and market share (r = .193, p=.000). Furthermore, the key factor "Decision - making and action-taking skills" had a significant and positive relationship with profit (r = .180, p=.000), ROI (r = .210, p=.000), sales volume (r = .191, p=.000), and market share (r = .170, p=.000). Also, the key factor "Project-planning, organizing, and system-integration skill" had a significant and positive relationship with profit (r = .229, p=.000), ROI (r = .247, p=.000), sales volume (r = .242, p=.000), and market share (r = .227, p=.000). In addition the key factor "System-evaluation and internal-control skills" had a significant and positive relationship with profit (r = .186, p=.000), ROI (r = .190, p=.000), sales volume (r = .158, p=.000), and market share (r = .164, p=.000). Moreover, the key factor "Leadership, motivation, and reward-systems skills" had a significant and positive relationship with profit (r = .206, p=.000), ROI (r = .197, p=.000), sales volume (r = . 166, p=.000), and market share (r = .219, p=.000). In addition the key factor "Selection, placement, and development of people skills" had a significant and positive relationship with profit (r = .265, p=.000), ROI (r = .285, p=.000), sales volume (r = .208, p=.000), and market share (r = .273, p=.000). Finally, the key factor total for all managerial functions had a significant and positive relationship with profit (r = .270, p=.000), ROI (r = .271, p=.000), sales volume (r = .219, p=.000), and market share (r = .243, p=.000).

Table 3
Significance of relationships between key factors of human resource empowerment and business performance (as measured by satisfaction levels in relation to competitors' objectives) of fitness clubs.

Key Factors of Human Resource Empowerment	Profit	ROI	Sales volume	Market Share
	In relation to their competitors' objectives			

Management – information/communication system skills.	.210** (p=.000)	.204** (p=.000)	.165** (p=.000)	.193** (p=.000)
Decision-making and action-taking skills.	. 180** (p=.000)	.210** (p=.000)	.191** (p=.000)	.170** (p=.000)
Project-planning, organizing, & system-integration skills.	.229** (p=.000)	.247** (p=.000)	.242** (p=.000)	.227** (p=.000)
System-evaluation and internal-control skills	. 186** (p=.000)	.190** (p=.000)	.158** (p=.000)	.164** (p=.000)
Leadership, motivation, and reward-systems skills	.206** (p=.000)	.197** (p=.000)	.166** (p=.000)	. 219** (p=.000)
Selection, placement, and development of people skills.	. 265** (p=.000)	.285** (p=.000)	.208** (p=.000)	.273** (p=.000)
Total of all Managerial functions	. 270** (p=.000)	.271** (p=.000)	.219** (p=.000)	.243** (p=.000)

** *p<.001*

Hypo these A: The levels of human resource empowerment are independent of the managers' educational background.

Chi-square statistics (x²) were used to investigate whether there was an association between the three levels of human resource management ("empowering style", "middle-ground style" and "controlling style") in Greek fitness club and managers' educational background, regarding in the key factors of empowerment. The

three levels of human resource empowerment served as the dependent variable and managers' educational background was the independent variable.

The results (table 4) revealed that there was statistically significant relationship between the three levels of human resource management ("empowering style", "middle-ground style" and "controlling style") and educational background of managers , regarding in the key factor "Management-information/communication system skills" ($\chi^2 =$ 28.685, df=8, p= .000).

Table 4

Chi-square analysis (χ^2) between levels of human resource empowerment and educational background of managers

			Educational Level				
			elementary/high school	University	master's diploma/Ph.D	Total	
Management-information/communication system skills	Controlling style	Count	13	73	16	102	$\chi^2 =$ 28.685*
		Residual	-2,4	3,5	-1,1		
	Middle-ground style	Count	50	127	21	198	
		Residual	20,1	-8,0	-12,1		
	Empowering style	Count	48	301	86	435	
		Residual	-17,7	4,5	13,2		
	Total	Count	111	501	123	735	

*p<.05

Even though the results showed statistically significant relationship between the level of human resource empowerment and educational background of managers in the key factor "Management-information/communication system skills", certain reservations should be kept, as five cells were found to have expected frequency less than five (Howitt & Cramer, 2003). It is suggested that further research should be conducted, with an increased sample, as the data in the above table showed that there is probably a relationship between the two variables. Thus, empowering style of management is more probable to be implemented by managers that occupy university and post graduate education and less probable to be implemented by managers that occupy high school education.

In addition, the results (table 5) revealed that there was statistically significant relationship between the three levels of human resource empowerment ("empowering style", "middle-ground style" and "controlling style") and the educational background of managers, regarding in the key factor "decision-making and action-taking skills" (x^2=32.261, df=8, p=.000).

Table 5

Chi-square analysis (χ^2) between levels of human resource empowerment and educational background of managers

			Educational Level				
			elementary/high school	University	master's diploma/Ph.D	Total	
Decision-making and action-taking skills	Controlling style	Count	15	68	7	90	x^2=32.261*
		Residual	1,4	6,7	-8,1		
	Middle-ground style	Count	44	128	20	192	
		Residual	15,0	-2,9	-12,1		
	Empowering style	Count	42	305	96	453	
		Residual	-16,4	-3,8	20,2		
	Total	Count	111	501	123	735	

*p<.05

Even though the results showed statistically significant relationship between the level of human resource empowerment and educational background of managers in the key factor "Decision-making and action-taking skills", certain reservations should be kept, as five cells were found to have expected frequency less than five (Howitt & Cramer, 2003). It is suggested that further research should be conducted, with an increased sample, as the data in the above table showed that there is probably a relationship between the two variables. Thus, empowering style of management is more probable to be implemented by managers that occupy university and post graduate education and less probable to be implemented by managers that occupy high school education.

Furthermore, the results (table 6) revealed that there was statistically significant relationship between the three levels of human resource empowerment ("empowering

style", "middle-ground style" and "controlling style") and the educational background of managers, regarding key factor ".Project-planning, organising, and system-integration skills" (x^2=22.811, df=8, p=.004).

Table 6

Chi-square analysis (χ^2) between levels of human resource empowerment and educational background of managers

			Educational Level				
			elementary/high school	University	master's diploma/Ph.D	Total	
Project-planning, organising, and system-integration skills	Controlling style	Count	23	67	16	106	x^2=22.811*
		Residual	7,0	-5,3	-1,7		
	Middle-ground style	Count	36	130	22	188	
		Residual	7,6	1,9	-9,5		
	Empowering style	Count	52	304	85	441	
		Residual	-14,6	3,4	11,2		
	Total	Count	111	501	123	735	

*p<0.05

Even though the results showed statistically significant relationship between the level of human resource empowerment and educational background of managers in the key factor "Project-planning, organising, and system-integration skills", certain reservations should be kept, as five cells were found to have expected frequency less than five (Howitt & Cramer, 2003). It is suggested that further research should be conducted, with an increased sample, as the data in the above table showed that there is probably a relationship between the two variables. Thus, empowering style of management is more probable to be implemented by managers that occupy university and post graduate education and less probable to be implemented by managers that occupy high school education.

Moreover, the results (table 7) revealed that there was statistically significant relationship between the three levels of human resource empowerment ("empowering style", "middle-ground style" and "controlling style") and the educational background of

managers, regarding in key factor "System-evaluation and internal-control skills" (x²=15.884, df=8, p=.044).

Table 7

Chi-square analysis (χ²) between levels of human resource empowerment and educational background of managers

			Educational Level				
			elementary/high school	University	master's diploma/Ph.D	Total	
System-evaluation and internal-control skills	Controlling style	Count	22	74	13	109	x²=15.884*
		Residual	5,5	-,3	-5,2		
	Middle-ground style	Count	32	126	22	180	
		Residual	4,8	3,3	-8,1		
	Empowering style	Count	57	301	88	446	
		Residual	-10,4	-3,0	13,4		
	Total	Count	111	501	123	735	

*p<0.05

Even though the results showed statistically significant relationship between the level of human resource empowerment and educational background of managers in the key factor "System-evaluation and internal-control skills", certain reservations should be kept, as five cells were found to have expected frequency less than five (Howitt & Cramer, 2003). It is suggested that further research should be conducted, with an increased sample, as the data in the above table showed that there is probably a relationship between the two variables. Thus, empowering style of management is more probable to be implemented by managers that occupy university and post graduate education and less probable to be implemented by managers that occupy high school education.

Also, the results (table 8) revealed that there was statistically significant relationship between the three levels of human resource empowerment ("empowering style", "middle-ground style" and "controlling style") and the educational background of managers, regarding in the key factor "Leadership, motivation, and reward-systems skills" (x²=26.372, df=8, p=.001).

Table 8

Chi-square analysis (χ^2) between levels of human resource empowerment and educational background of managers

			Educational Level				
			elementary/high school	University	master's diploma/Ph.D	Total	
Leadership, motivation, and reward-systems skills	Controlling style	Count	21	56	13	90	x^2=26.372*
		Residual	7,4	-5,3	-2,1		
	Middle-ground style	Count	37	139	16	192	
		Residual	8,0	8,1	-16,1		
	Empowering style	Count	53	306	94	453	
		Residual	-15,4	-2,8	18,2		
	Total	Count	111	501	123	735	

*p<0.05

Even though the results showed statistically significant relationship between the level of human resource empowerment and educational background of managers in the key factor "Leadership, motivation, and reward-systems skills", certain reservations should be kept, as five cells were found to have expected frequency less than five (Howitt & Cramer, 2003). It is suggested that further research should be conducted, with an increased sample, as the data in the above table showed that there is probably a relationship between the two variables. Thus, empowering style of management is more probable to be implemented by managers that occupy university and post graduate education and less probable to be implemented by managers that occupy high school education.

Furthermore, the results (table 9) revealed that there was statistically significant relationship between the three levels of human resource empowerment ("empowering style", "middle-ground style" and "controlling style") and the educational background of managers, regarding in the key factor "Selection, placement, and development of people skills" (x^2=35.481, df=8, p=.000).

Table 9

Chi-square analysis (χ^2) between levels of human resource empowerment and educational background of managers

			Educational Level				
			elementary/high school	University	master's diploma/Ph.D	Total	
Selection, placement, and development of people skills	Controlling style	Count	21	89	9	119	x^2=35.481*
		Residual	3,0	7,9	-10,9		
	Middle-ground style	Count	41	101	19	161	
		Residual	16,7	-8,7	-7,9		
	Empowering style	Count	49	311	95	455	
		Residual	-19,7	,9	18,9		
	Total	Count	111	501	123	735	

*p<0.05

Even though the results showed statistically significant relationship between the level of human resource empowerment and educational background of managers in the key factor "Selection, placement, and development of people skills", certain reservations should be kept, as five cells were found to have expected frequency less than five (Howitt & Cramer, 2003). It is suggested that further research should be conducted, with an increased sample, as the data in the above table showed that there is probably a relationship between the two variables. Thus, empowering style of management is more probable to be implemented by managers that occupy university and post graduate education and less probable to be implemented by managers that occupy high school education.

Also, the results (table 10) revealed that there was statistically significant relationship between the three levels of human resource empowerment ("empowering style", "middle-ground style" and "controlling style") and the educational background of

managers, regarding in the key factor "Total for all managerial functions" (x^2=43.731, df=8, p=.000).

Table 10

Chi-square analysis (χ^2) between levels of human resource empowerment and educational background of managers

			Educational Level				
			elementary/high school	University	master's diploma/Ph.D	Total	
Total for all managerial functions	Controlling style	Count	7	35	5	47	x^2=43.731*
		Residual	-,1	3,0	-2,9		
	Middle-ground style	Count	59	158	29	246	
		Residual	21,8	-9,7	-12,2		
	Empowering style	Count	45	308	89	442	
		Residual	-21,8	6,7	15		
	Total	Count	111	501	123	735	

*p<0.05

Even though the results showed statistically significant relationship between the level of human resource empowerment and educational background of managers in the key factor "Total for all managerial functions", certain reservations should be kept, as five cells were found to have expected frequency less than five (Howitt & Cramer, 2003). It is suggested that further research should be conducted, with an increased sample, as the data in the above table showed that there is probably a relationship between the two variables. Thus, empowering style of management is more probable to be implemented by managers that occupy university and post graduate education and less probable to be implemented by managers that occupy high school education.

Hypo these B: The levels of human resource empowerment are independent of the managers' position of responsibility

Chi-square statistics (x²) were used to investigate whether there was an association between the three levels of human resource management ("empowering style", "middle-ground style" and "controlling style") in Greek fitness club and managers' educational background, regarding in the key factors of empowerment. The three levels of human resource empowerment served as the dependent variable and managers' position of responsibility was the independent variable.

The results (table 11) showed that there was statistically significant relationship between the three levels of human resource empowerment ("empowering style", "middle-ground style" and "controlling style") and the managers' position of responsibility, regarding in the key factor "Management-information/communication system skills" ($\chi^2=$ 31.659, df = 12, p= .002).

Table 11

Chi-square analysis (χ^2) between levels of human resource empowerment and managers' position of responsibility

			Management-information/communication system skills				
			Controlling style	Middle-ground style	Empowering style	Total	
Position of responsibility	Managerial Directors	Count	57	130	306	493	$\chi^2=$ 31.659*
		Residual	-11,4	-2,8	14,2		
	Technical Directors	Count	45	68	129	242	
		Residual	11,4	2,8	-14,2		
	Total	Count	102	198	435	735	

*p<0.05

Even though the results showed statistically significant relationship between the level of human resource empowerment and managers' position of responsibility in the key factor "Management-information/communication system skills", certain reservations should be kept, as six cells were found to have expected frequency less than five (Howitt & Cramer, 2003). It is suggested that further research should be conducted, with an increased sample, as the data in the above table showed that there is probably a relationship between the two variables. Thus, empowering style of management is more probable to be implemented by managers that occupy a managerial position of

responsibility (managerial directors) and less probable to be implemented by managers that occupy a technical position of responsibility (technical directors).

Moreover, the results (table 12) showed that there was statistically significant relationship between the three levels of human resource empowerment ("empowering style", "middle-ground style" and "controlling style") and the managers' position of responsibility, regarding in the key facto "Decision-making and action-taking skills" (χ^2= 49.914, df = 12, p= .000).

Table 12

Chi-square analysis (χ^2) between levels of human resource empowerment and managers' position of responsibility

			Decision-making and action-taking skills				
			Controlling style	Middle-ground style	Empowering style	Total	
Position of responsibility	Managerial Directors	Count	55	130	308	493	χ^2= 49.914*
		Residual	-5,4	1,2	4,2		
	Technical Directors	Count	35	62	145	242	
		Residual	45,4	-1,2	-4,2		
	Total	Count	90	192	453	735	

P<0.05

Even though the results showed statistically significant relationship between the level of human resource empowerment and managers' position of responsibility in the key factor "Decision-making and action-taking skills", certain reservations should be kept, as six cells were found to have expected frequency less than five (Howitt & Cramer, 2003). It is suggested that further research should be conducted, with an increased sample, as the data in the above table showed that there is probably a relationship between the two variables. Thus, empowering style of management is more probable to be implemented by managers that occupy a managerial position of responsibility (managerial directors) and less probable to be implemented by managers that occupy a technical position of responsibility (technical directors).

Also, the results (table 13) showed that there was statistically significant relationship between the three levels of human resource empowerment ("empowering style", "middle-ground style" and "controlling style") and the managers' position of responsibility, regarding in the key factor "Project-planning, organising, and system-integration skills" (χ^2= 26.539, df = 12, p= .009).

Table 13

Chi-square analysis (χ^2) between levels of human resource empowerment and managers' position of responsibility

			Project-planning, organising, and system-integration skills				
			Controlling style	Middle-ground style	Empowering style	Total	
Position of responsibility	Managerial Directors	Count	65	124	304	493	χ^2= 26.539*
		Residual	-6,1	-2,1	8,2		
	Technical Directors	Count	41	64	137	242	
		Residual	6,1	2,1	-8,2		
	Total	Count	106	188	441	735	

*p<0.05

Even though the results showed statistically significant relationship between the level of human resource empowerment and managers' position of responsibility in the key factor "Project-planning, organising, and system-integration skills", certain reservations should be kept, as six cells were found to have expected frequency less than five (Howitt & Cramer, 2003). It is suggested that further research should be conducted, with an increased sample, as the data in the above table showed that there is probably a relationship between the two variables. Thus, empowering style of management is more probable to be implemented by managers that occupy a managerial position of responsibility (managerial directors) and less probable to be implemented by managers that occupy a technical position of responsibility (technical directors).

In addition, the results (table 15) showed that there was statistically significant relationship between the three levels of human resource empowerment ("empowering

style", "middle-ground style" and "controlling style") and the managers' position of responsibility, regarding the key factor "Leadership, motivation, and reward-systems skills" (χ^2= 40.488, df = 12, p= .000).

Table 14

Chi-square analysis (χ^2) between levels of human resource empowerment and managers' position of responsibility

			Leadership, motivation, and reward-systems skills				
			Controlling style	Middle-ground style	Empowering style	Total	
Position of responsibility	Managerial Directors	Count	57	123	313	493	χ^2= 40.488*
		Residual	-3,4	-5,8	9,2		
	Technical Directors	Count	33	69	140	242	
		Residual	3,4	5,8	-9,2		
	Total	Count	90	192	453	735	

*p<0.05

Even though the results showed statistically significant relationship between the level of human resource empowerment and managers' position of responsibility in the key factor "Leadership, motivation, and reward-systems skills", certain reservations should be kept, as six cells were found to have expected frequency less than five (Howitt & Cramer, 2003). It is suggested that further research should be conducted, with an increased sample, as the data in the above table showed that there is probably a relationship between the two variables. Thus, empowering style of management is more probable to be implemented by managers that occupy a managerial position of responsibility (managerial directors) and less probable to be implemented by managers that occupy a technical position of responsibility (technical directors).

Furthermore, the results (table 16) showed that there was statistically significant relationship between the three levels of human resource empowerment ("empowering style", "middle-ground style" and "controlling style") and the managers' position of

responsibility, regarding the hey factor "Selection, placement, and development of people skills" (χ^2= 37.842, df = 12, p= .000).

Table 15

Chi-square analysis (χ^2) between levels of human resource empowerment and managers' position of responsibility

			Selection, placement, and development of people skills				
			Controlling style	Middle-ground style	Empowering style	Total	
Position of responsibility	Managerial Directors	Count	64	113	316	493	χ^2= 37.842*
		Residual	-15,8	5,0	10,8		
	Technical Directors	Count	55	48	139	242	
		Residual	15,8	-5,0	-10,8		
	Total	Count	119	161	455	735	

p<0.05

Even though the results showed statistically significant relationship between the level of human resource empowerment and managers' position of responsibility in the key factor "Selection, placement, and development of people skills", certain reservations should be kept, as six cells were found to have expected frequency less than five (Howitt & Cramer, 2003). It is suggested that further research should be conducted, with an increased sample, as the data in the above table showed that there is probably a relationship between the two variables. Thus, empowering style of management is more probable to be implemented by managers that occupy a managerial position of responsibility (managerial directors) and less probable to be implemented by managers that occupy a technical position of responsibility (technical directors).

Moreover, the results (table 17) showed that there was statistically significant relationship between the three levels of human resource empowerment ("empowering style", "middle-ground style" and "controlling style") and the managers' position of responsibility, regarding the key factor "Total for all managerial functions" (χ^2= 31.659, df = 12, p= .000).

Table 16

Chi-square analysis (χ^2) between levels of human resource empowerment and managers' position of responsibility

			Total for all managerial functions				
			Controlling style	Middle-ground style	Empowering style	Total	
Position of responsibility	Managerial Directors	Count	27	158	308	493	χ^2= 31.659*
		Residual	-4,5	-7,0	11,5		
	Technical Directors	Count	20	88	134	242	
		Residual	4,5	7,0	-11,5		
	Total	Count	47	246	442	735	

p<0.05

Even though the results showed statistically significant relationship between the level of human resource empowerment and managers' position of responsibility in the key factor "Total for all managerial functions", certain reservations should be kept, as six cells were found to have expected frequency less than five (Howitt & Cramer, 2003). It is suggested that further research should be conducted, with an increased sample, as the data in the above table showed that there is probably a relationship between the two variables. Thus, empowering style of management is more probable to be implemented by managers that occupy a managerial position of responsibility (managerial directors) and less probable to be implemented by managers that occupy a technical position of responsibility (technical directors).

Hypo these C: The levels of human resource empowerment are independent of the managers' gender

An independent sample T-test was conducted to determine if differences existed in the implementation of the human resource empowerment process between women and men managers. The results showed that there was a significant difference in the implementation of the human resource empowerment process between women and men managers, and more specifically, in the key factor of empowerment: "Decision-making

and action-taking skills", where men (M=3.53, SD=.866), had significantly a lower level of human resource empowerment than women (M=3.65, SD=.849) ($t_{(733)}$ = -1.988., p=.047). No other significant differences were found. More specifically, the analysis has shown the following results:

- management-information/communication system skills: $t_{(733)}$ = -1.789, p=.074.
- project-planning, organising, and system-integration skills: $t_{(733)}$ =0.272, p=.786
- system-evaluation and internal-control skills: $t_{(733)}$ = .776, p=.438
- leadership, motivation, and reward-systems skills: $t_{(733)}$ = -0.958, p=.339
- selection, placement, and development of people skills: $t_{(733)}$ = -0.976, p=.329
- total for all managerial functions: $t_{(733)}$ = -1.489, p=.137

This fact shows that the implementation of the human resource empowerment process is depending on the managers' gender.

CHAPTER V

Discussion, Implications and Recommendation

This study is an attempt to assist the management of sport organizations by identifying empowerment activities utilized by Greek fitness clubs. 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 Fitness Clubs

Based on the findings of this study the human resource empowerment process is applied to a mediocre extent by Greek Fitness Clubs. Only sixty percent of managerial and technical managers are using the "empowering style". This consists a unique and original finding since there is no related supporting literature.

The results suggested that managerial and technical directors mostly used the "empowering style" of management in all key factors of human resource empowerment (Total for all managerial functions). In other words managers are more likely to apply empowerment to a greater extent as well as to implement the "empowering style", of management in comparison with "middle-ground style" and "controlling style" of management.

In relation to the key factor "Management – information /communication system skills", most of the directors used "empowering style" of management. This means that the managers were gathering, analyzing and distributing "sensitive" and "good" information relative to commercial, financial, organizational, and strategic issues which constitute an important issue in understanding the important challenges that the organization faces in today's turbulent environment. Also, the managerial and technical directors convinced their workforce that each and everyone must dedicate the essential time and energy to enhance and clarify the means to better communication / information methods which in turn will contribute to the true implementation of empowerment. (Vogt & Murrell, 1990).

In relation to the key factor "Decision - making and action-taking skills" the majority of managers used "empowering style" of management. They played a facilitative role, ensuring that decisions are made accurately and carried out effectively (Vogt & Murrell, 1990; Psoinos, Kern, & Smithson, 2000). The "empowering style" includes suggestions and ideas from employees, effective participation with a sense of "ownership" and finally, establishing trust which in turn, ensures organizational commitment (Bowen & Lawler, 1992). Committed individuals usually contributed 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).

Regarding the key factor "Project-planning, organizing, and system-integration skills", in the fitness clubs, most of the managers used "empowering style" of management. Thus, they implemented a participative planning, providing in people as many opportunities as possible, to influence the system, and to realize that they can actually do so. What is more, the directors encouraged delegation of authority and power sharing as much as possible in order to use all employees to their capacities (Cook, 1994).

Concerning the key factor "System-evaluation and internal-control skills", the majority of managers used "empowering style" of management. Consequently, they had the role of evaluator and counselor to help individuals evaluate themselves. They assessed the unit, division, or the fitness 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 (Vogt & Murrell, 1990).

With reference to the key factor "Leadership, motivation, and reward-systems skills" most of the managerial and technical directors used "empowering style" of management. Hence, they created a day to day motivational climate of the fitness 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; Vogt & Murrell, 1990).

Finally in the key factor "Selection, placement, and development of people skills", the majority of managers used "empowering style" of management. Accordingly, they spent considerable time to determine how much help develop the capacity of individuals, teams and organization to work effectively. Managers were interested in creating a better and growing organization. The feeling of wellness stemmed from the director to help themselves, others and the organization effectively and achieving the existing targets and future. The objectives of individuals, groups and whole body reviewed, evaluated and either validated or redesigned (Vogt & Murrell, 1990).

These findings suggest that managers are increasingly aware of new management approaches such as team working, devolved management, performance appraisals, etc. According to Bacon, Ackers, and Coates (1996), innovative human resource practices are no longer restricted to large corporations, since small businesses (such as the fitness

clubs) are in many ways the ideal site for the development of human resource management because of the direct communication, flatter hierarchy, greater flexibility and clearer impact of each employee on organizational performance.

The results also supported that human resource empowerment had a positive relationship on business performance of the fitness clubs. More specifically, the key factors of empowerment had a strong and positive relationship with profit, ROI, sales volume and market share in relation to the current year' objectives, in relation to the last financial year' objectives and in relation to their market competitors. These results is consistent with previous studies on human resource empowerment and organizational performance, in in sport sector and more particular in football clubs (Papaioannou et al., 2009), and in municipal sport organizations (Papaioannou, et al., 2012a). Thus, the present findings add credence to the argument that human resources represent an important capital, which should be managed effectively in order to constitute for organization a source of competitive advantage (Bowen & Lawler, 1992).

The research findings rejected the first hypothesis that the levels of human resource empowerment are independent of the managers' educational background. More specifically, the results revealed that there was statistically significant relationship between the levels of human resource empowerment and the educational background of sport managers. This result is consistent with previous studies on human resource empowerment and educational background of educational managers, in education sector (Smith, & Greyling, 2006), and shows that the level of empowering style which managers exercised in the fitness clubs is related to their educational background. Moreover, the results confirm the theory which suggests that the good level of education, the knowledge, and the skills of managers can lead to better implementation of the human resource empowerment process (Vogt & Murrell, 1990).

In addition, the research findings rejected the second hypothesis that the levels of human resource empowerment are independent of the managers' gender. The results showed that gender differences exist regarding the implementation of human resource empowerment in fitness clubs. Females exercised "empowering style" of management more than males did. The differences between human resource empowerment and manager's gender were thoroughly examined in other sectors of business economy. The findings of the present study are consistent with previous studies in the educational sector (Smith, & Greyling, 2006), in the service sector (Alimo-Metcalfe, 1995), in the small

business sector (Rosener, 1990), and show that the implementation of the human resource empowerment process depends on the managers'gender, and propose that the policies dealing with human resource empowerment should therefore be gender sensitive (Alimo-Metcalfe, 1995; Smith, & Greyling, 2006).

Eventually, the research findings rejected the third hypothesis that the levels of human resource empowerment are independent of the managers' position of responsibility. The results revealed that there was statistically significant relationship between the levels of human resource empowerment and the managers' position of responsibility. The managerial directors used "empowering style" of management more than technical directors did. This result is consistent with previous studies on human resource empowerment and managerial position of educational managers, in education sector (Smith, & Greyling, 2006), and show that the implementation of the human resource empowerment process depends on the managers' position responsibility.

Implications

The findings presented and discussed above have implications for the development and use of the human resource empowerment process in fitness clubs. 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). Our study implies that empowering style is applied to a mediocre extent by the managers of fitness clubs. Considering that empowerment plays a crucial role in ensuring that sport organizations will survive and prosper, the managers of fitness clubs can be encouraged to implement it in a greater extent.

This could happen by developing an empowering culture based on principals such as (Vogt & Murrell, 1990): (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 team work and cooperation, and (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.

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 human resource empowerment process.

2. Research needs to be done to the same population (fitness clubs) 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 upper management, the style of management used in human resources, the type of leadership behaviour which appears to be needed to ensure the success of the human resource empowerment process, and the resistance that is encountered in gaining commitment to human resource empowerment process.

3. Areas of further research could also include measuring the impact of human resource empowerment on the satisfaction and loyalty of customers.

Limitations

A total of 187 (73.5%) of Greek fitness clubs 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 (fitness clubs).

The study was delimited to the fitness clubs. Data for this study were only collected from the fitness clubs and there was no attempt to generalize this information to all sport organizations. The study was also delimited to a questionnaire designed to collect data regarding human resource empowerment according to Vogt and Murrell (1990).

The following were acknowledged as the limitations of the study:

- The honesty, accuracy, and objectivity of the respondents when completing the questionnaire.
- The respondent's level of understanding of the empowerment vocabulary.

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APPENDIX: 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) Επωνυμία Γυμναστηρίου: ————————————————————

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

6) Είστε διοικητικό στέλεχος του Γυμναστηρίου;   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 νούμερο που ανταποκρίνεται καλύτερα στην συμπεριφορά σας, στο περιβάλλον που περιγράφεται. Τα δύο άκρα σημεία σε κάθε ενότητα, 1 και 5, καθορίζονται, ενώ τα τρία σημεία μεταξύ τους, όχι. Κυκλώστε το μέσο σημείο 3, μόνο αν συμπεριφέρεστε έτσι όπως περιγράφεται στο 1 και στο 5 το ίδιο συχνά, κυκλώστε 2 ή 4, εξαρτώμενοι από το ποιο άκρο σημείο (1 ή 5) περιγράφει καλύτερα τη συμπεριφορά σας. Όσο είναι δυνατόν, προσπαθήστε να καθορίσετε πού είναι πιο συχνή η συμπεριφορά σας ανάμεσα στα δύο άκρα σημεία.

1	2	3	4	5
ΣΥΜΦΩΝΩ ΑΠΟΛΥΤΑ ΜΕ ΤΗΝ ΔΙΑΤΥΠΩΣΗ ΤΟΥ 1	ΤΕΙΝΩ ΝΑ ΣΥΜΦΩΝΗΣΩ ΜΕ ΤΗΝ ΔΙΑΤΥΠΩΣΗ ΤΟΥ 1	ΠΡΑΓΜΑΤΟΠΟΙΩ ΕΞΙΣΟΥ ΚΑΙ ΤΟ 1 ΚΑΙ ΤΟ 5	ΤΕΙΝΩ ΝΑ ΣΥΜΦΩΝΗΣΩ ΜΕ ΤΗΝ ΔΙΑΤΥΠΩΣΗ ΤΟΥ 5	ΣΥΜΦΩΝΩ ΑΠΟΛΥΤΑ ΜΕ ΤΗΝ ΔΙΑΤΥΠΩΣΗ ΤΟΥ 5

Παράδειγμα: Για να παρακινήσω τους εργαζόμενους,

5	4	3	2	1

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

1	2	3	4	5

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,

5	4	3	2	1

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:

1	2	3	4	5

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

5	4	3	2	1

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:

5	4	3	2	1

| 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:

5	4	3	2	1

| 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,

1	2	3	4	5

| 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

5	4	3	2	1

| Η δύναμη της ομάδας ν' αποφασίζει και να δρά πρέπει να υπερισχύει αν οι συνθήκες είναι οι κατάλ-ηλες 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

1	2	3	4	5

| Αναλαμβάνω πλήρη ευθύνη και εκτελώ την εργασία μόνος μου όπου δύναμαι. | | | | Συνεργάζομαι με τους άλ-ους για να εκτελεστεί η εργασία, να διασφαλιστεί και να μοιραστεί η |

επιτυχία.

10. Παρακινώ τους υφιστάμενούς μου

5	4	3	2	1
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

1	2	3	4	5
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 μοι-άζομαι τη δραστηριότητα του σχεδιασμού με τους υφιστάμενους.

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

5	4	3	2	1
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

1	2	3	4	5
Να λες στους υφισταμένους 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

5	4	3	2	1

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 εργάζονται από κοινού.

15. Ο καλύτερος τρόπος για να σχεδιάσεις ένα οργανισμό είναι

1	2	3	4	5

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

5	4	3	2	1

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,

1	2	3	4	5

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

5	4	3	2	1
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:

1	2	3	4	5
Να καθορίζεις συγκεκριμένες προθεσμίες, να παρακολουθείς συνεχώς την πρόοδο, και να επιβάλεις κυρώσεις σε όσους καθυστερούν.				Να διασφαλίζεις ότι ο καθένας αντιλαμβάνεται τις προθεσμίες και πως αυτές επηρεάζουν την εργασία των άλλων, να αμείβεις και να αναγνωρίζεις την έγκαιρη απόδοση.

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

5	4	3	2	1
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

1	2	3	4	5
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,

5	4	3	2	1
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

1	2	3	4	5

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

5	4	3	2	1

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

1	2	3	4	5

Προσπαθώ μα αντιληφθώ τι θα ήταν αυτό που θα τους έκανε να εργαστούν και τους παρακολουθώ στενά ώστε να τους παρακινώ.

Συνεργάζομαι μαζί τους ώστε να τους γνωρίσω καλύτερα, κατόπιν τους βοηθώ να εντοπίσουν την εργασία που ταιριάζει περισσότερο στις ικανότητές τους ή τους βοηθώ να βρουν μια άλλη δουλειά.

26. Όταν επιλέγω νέους εργαζόμενους

5	4	3	2	1

Προσπαθώ να ταιριάξω την εργασία στο άτομο ώστε να επιτευχθεί μακροχρόνια επιτυχία.

Προσπαθώ να αποκλείσω τους προβληματικούς εργαζόμενους, τους οκνηρούς και εκείνους που δεν μπορώ να διοικήσω αποτελεσματικά.

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

1	2	3	4	5

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 δουλεία του αποτελεσματικά.

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

5	4	3	2	1
οι εργαζόμενοι μπορούν να επιτύχουν περισσότερα, ότι μαζί μπορούμε να βελτιώ-νουμε 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,

1	2	3	4	5
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

5	4	3	2	1
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.

31.Πόσο ικανοποιημένος/η είστε από την απόδοση του Γυμναστηρίου σε σχέση με τους στόχους που έχετε θέσει στα ακόλουθα κριτήρια: (1=καθόλου ικανοποιημένος/η – 5=πάρα πολύ ικανοποιημένος/η)

	Καθόλου 1	Λίγο 2	Μέτρια 3	πολύ 4	πάρα πολύ 5

Α. Κέρδη (Profit)

Β. Απόδοση της Επένδυσης (Rol)

Γ. Πωλήσεις (Έσοδα)

Δ. Μερίδιο Αγοράς (Market share)

32.Πόσο ικανοποιημένος/η είστε από την απόδοση του Γυμναστηρίου σε σχέση με την προηγούμενη χρονιά στα ακόλουθα κριτήρια: (1=καθόλου ικανοποιημένος/η – 5=πάρα πολύ ικανοποιημένος/η)

	Καθόλου 1	Λίγο 2	Μέτρια 3	πολύ 4	πάρα πολύ 5

Α. Κέρδη (Profit)

Β. Απόδοση της Επένδυσης (Rol)

Γ. Πωλήσεις (Έσοδα)

Δ. Μερίδιο Αγοράς (Market share)

33.Πόσο ικανοποιημένος/η είστε από την απόδοση του Γυμναστηρίου σε σχέση με τους ανταγωνιστές σας στα ακόλουθα κριτήρια: (1=καθόλου ικανοποιημένος/η – 5=πάρα πολύ ικανοποιημένος/η)

	Καθόλου 1	Λίγο 2	Μέτρια 3	πολύ 4	πάρα πολύ 5

Α. Κέρδη (Profit)

Β. Απόδοση της Επένδυσης (Rol)

Γ. Πωλήσεις (Έσοδα)

Δ. Μερίδιο Αγοράς (Market share)