

**A Thesis Submitted to the Graduate School of Social Sciences**

**of**

**Istanbul Bilgi University**

**The Effect of Empowering Leader Behaviours on Employees' Psychological and**

**Structural Empowerment:**

**Public Bank Example**

**By**

**Sema GEDİK**

**In Partial Fulfilment of the**

**Requirements for the Degree of Master of Arts in the**

**Department of Organizational Psychology**

**January, 2017**

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**Thesis Advisor / Director of the Department: Asst. Prof. Dr. İdil IŞIK**

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The Effect of Empowering Leader Behaviours on  
Employees' Psychological and Structural Empowerment: Public Bank Example  
Güçlendiren Lider Davranışlarının Çalışanın Psikolojik ve Yapısal Güçlendirmesi  
Üzerindeki Etkisi: Kamu Bankası Örneği


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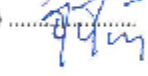
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Thesis Approval Date: 17 June 2017

Total Number of Pages: 84 Sayfa

Keywords (English)

Anahtar Kelimeler (Türkçe)

a) Employee empowerment

a) Personel güçlendirme

b) Empowering leader behaviour

b) Güçlendiren lider davranışları

c) Psychological empowerment

c) Psikolojik güçlendirme

d) Structural empowerment

d) Yapısal güçlendirme

## **ACKNOWLEDGEMENT**

I would like to give my greatest thanks to Asst. Prof. İdil İSİK who has been my advisor.

Without her constant encouragement, I would never have completed my thesis.

Thanks to mum and dad for unconditional love and lifelong support.

## **TEŞEKKÜR**

Danışmanım Yrd. Doç. Dr. İdil İŞİK'a şükranlarımı sunarım. Sürekli desteği

olmasaydı bu tezi bitiremezdim.

Koşulsuz sevgi ve hayat boyu desteklerinden dolayı anneme ve babama teşekkür ederim.

## ABSTRACT

This research was conducted on a sample of public bank employees in order to examine the effect of empowering leader behaviours on the structural and psychological empowerment of the employees. In the study, on one hand the effect of empowering leader behaviours (independent variable) on the structural and psychological empowerment (dependent variables) is examined and on the other hand the relationship between psychological and structural empowerment (independent variables) is examined.

The research data was collected by means of convenience sampling method through a) Empowering Leader Behaviours Questionnaire b) Conditions of Work Effectiveness Questionnaire-II (CWEQ-II), c) Psychological Empowerment Questionnaire– with demographic questions in the introduction part - filled on the paper and pencil test by 251 employees.

SPSS 20 package program was used for the analysis of data. Exploratory factor analysis was performed primarily to determine the structural characteristics of the questionnaires. As a result, it was observed that the empowering leader concept consists of “encouraging” ( $\alpha=66.36$ , *internal consistency* =0.95) and “authorising” ( $\alpha=8.09$ , *internal consistency*=0.93); the structural empowerment concept consists of “employee’s access to information” ( $\alpha=45.86$ , *internal consistency*=0.87), “resources and support improving the employee” ( $\alpha=9.55$ , *internal consistency*=0.85); the psychological empowerment concept consists of “meaning of the work” has ( $\alpha=44.00$ , *internal consistency*=0.90), “self-efficacy” ( $\alpha = 16.85$ , *internal consistency*=0.82) and “autonomy” that the employee has in the work ( $\alpha=12.74$ , *internal consistency*=0.85).

Correlation, *t-test*, *ANOVA* and *regression* analysis were performed over the factors that was found via factor analysis. As a result of the analysis, it was found that the empowering leader perception had partial mediating effect between structural empowerment and psychological empowerment. In addition, it was observed that there is a positive and significant relationship between the empowerment factors: empowering leader, structural empowerment and psychological empowerment.

## ÖZ

Bu araştırma güçlendirici lider davranışının, çalışanın yapısal ve psikolojik güçlendirilmesi üzerindeki etkisini araştırmak üzere bir kamu bankası çalışanları örnekleminde gerçekleştirilmiştir. Çalışmada bir taraftan güçlendiren lider davranışının (bağımsız değişkenin) psikolojik ve yapısal güçlendirme (bağımlı değişkenler) üzerinde etkisi incelenirken; diğer taraftan da psikolojik ve yapısal güçlendirme (bağımsız değişkenler) arasındaki ilişkiler araştırılmıştır.

Araştırma verileri kolay ulaşılabilirlik yöntemi ile 251 çalışandan, kâğıt üzerinde doldurmuş oldukları -giriş kısmında demografik soruların yer aldığı- a) Güçlendirici Liderlik Davranışı Anketi, b) Çalışma Etkililiği Koşulları Anketi-II, c) Psikolojik Güçlendirme Anketleri ile toplanmıştır.

Verilerin analizinde SPSS 20 paket programı kullanılmıştır. Anketlerin yapısal özelliklerini belirlemek üzere öncelikle açımlayıcı faktör analizi yapılmıştır. Sonuç olarak, güçlendiren lider kavramının, “cesaretlendirici” ( $\alpha= 66.36$ ; *iç tutarlılık*=0.95) ve “yetkilendirici” ( $\alpha= 8.09$ ; *iç tutarlılık*=0.93); yapısal güçlendirme kavramının, “çalışanın bilgiye ulaşımı” ( $\alpha=45.86$ ; *iç tutarlılık*=0.87) ile “çalışanı geliştirici kaynaklar ve destek” faktörlerinden ( $\alpha= 9.55$ ; *iç tutarlılık*=0.85); psikolojik güçlendirme kavramının ise “işin taşıdığı anlam” ( $\alpha= 44.00$  ; *iç tutarlılık*=0.90) , “çalışanın yetkinliklerine güveni” ( $\alpha=16.85$ ; *iç tutarlılık*=0.82) ve çalışanın işinde sahip olduğu “otonomi” faktörlerinden oluştuğu ( $\alpha= 12.74$ ; *iç tutarlılık*=0.85) görülmüştür.

Her ölçeğin faktör analizi sonrasında ortaya çıkarttığı bileşenler arasında korelasyon, *t-test*, *ANOVA*, *regresyon* analizleri gerçekleştirilmiştir. Analizler sonucunda güçlendiren lider algısının yapısal güçlendirme ve psikolojik güçlendirme arasında kısmî aracı değişken

etkisine sahip olduđu da görölmüştür. İlave olarak, güçlendirme boyutları arasında- güçlendiren lider, yapısal güçlendirme ve psikolojik güçlendirme- pozitif ve anlamlı bir ilişkinin var olduđu görölmüştür.

## CONTENTS

<b>ABSTRACT .....</b>	<b>ii</b>
<b>ÖZ.....</b>	<b>iv</b>
<b>LIST OF FIGURES .....</b>	<b>x</b>
<b>Section 1 - Introduction .....</b>	<b>1</b>
1.1. Employee Empowerment Concept .....	1
1.2. Employee Empowerment Approaches.....	4
1.2.1. <i>Structural Empowerment Approach</i> .....	4
1.2.2. <i>Psychological Empowerment Approach</i> .....	7
1.2.3. <i>Empowering Leader Behaviours Approach</i> .....	8
1.3. Relationship among Structural, Psychological Empowerment and Empowering Leadership Behaviours .....	12
1.3.1. <i>Relationship between Structural Empowerment and Empowering Leader</i> .....	13
1.3.2. <i>Relationship between Empowering Leader and Psychological Empowerment</i> ..	13
1.3.3. <i>Relationship between Structural Empowerment and Psychological Empowerment</i> .....	15
1.4. Objective of the Research .....	16
1.5. Model of the Research and Hypothesis .....	16
<b>Section 2 - Method.....</b>	<b>18</b>
2.1. Sampling .....	18
2.1.1. <i>Distribution of Status in the Organization</i> .....	18
2.1.2. <i>Distribution of Gender</i> .....	18
2.1.3. <i>Distribution of Age</i> .....	19
2.1.4. <i>Distribution of Educational Status</i> .....	19
2.1.5. <i>Distribution of Education</i> .....	20
2.1.6. <i>Distribution of Tenure</i> .....	20
2.1.7. <i>Distribution of Tenure in the Current Organization</i> .....	21
2.2. Data Collection Method and Tools.....	21
2.2.1. <i>Structural Empowerment Scale</i> .....	23
2.2.2. <i>Psychological Empowerment Scale</i> .....	24
2.2.3. <i>Empowering Leader Behaviours Scale</i> .....	25
2.3. Procedure.....	27
2.4 Analysis of Data .....	28
<b>Section 3- Results .....</b>	<b>30</b>

3.1. Factor Structure and Reliability Analysis of the Scales.....	30
3.1.1. Structural Empowerment (SE) .....	31
3.1.2. Psychological Empowerment (PE).....	34
3.1.3. Empowering Leader Behaviour (ELB).....	36
3.2. Correlations Among the Factors of Structural Empowerment, Psychological Empowerment, and Empowering Leader Behaviours.....	40
In this phase of the analysis, the analysis focused on whether the three factors of empowerment are correlated or not. ....	40
3.2.1. Relationship between Structural Empowerment and Empowering Leader Behaviours.....	40
3.2.2. Relationship between Empowering Leader Behaviours and Psychological Empowerment .....	41
3.2.3. Relationship between Structural Empowerment and Psychological Empowerment .....	42
3.2.4. Comparison of Empowering Leader Behaviour Perceptions of Employees and Managers .....	43
3.2.5. Mediating Effect of the Empowering Leader Behaviour on Structural Empowerment and Psychological Empowerment .....	44
<b>Section 4- Discussion and Conclusion .....</b>	<b>47</b>
4.1. The Research Findings.....	47
4.2. Implications for Research .....	53
4.3. Implications for Practice .....	54
4.4. Limitations and Future Research Recommendations .....	54
<b>References .....</b>	<b>56</b>
<b>APPENDICES.....</b>	<b>65</b>
<b>APPENDIX A.....</b>	<b>66</b>
Informed Consent Form.....	66
<b>APPENDIX B .....</b>	<b>68</b>
Survey for Empowering Structural & Psychological and Empowering Leader Behaviour (Employee).....	68
Survey for Empowering Leader Behaviours (Manager) .....	72
<b>APPENDIX C.....</b>	<b>82</b>
Letters of Permission to Use Instruments .....	82
<b>APPENDIX D.....</b>	<b>84</b>
Letter of Ethics Committee .....	84

## LIST OF TABLES

Table 1. <i>Definition of Empowerment Concept</i> .....	3
Table 2. <i>Distribution of Age</i> .....	19
Table 3. <i>Distribution of Educational Status</i> .....	20
Table 4. <i>Distribution of Education</i> .....	20
Table 5. <i>Distribution of Tenure</i> .....	21
Table 6. <i>Distribution of Tenure in the Current Organization</i> .....	21
Table 7. <i>Structure of Measuring and Sample Items</i> .....	26
Table 8. <i>KMO Values and Comments</i> .....	29
Table 9. <i>Factor Structure, Expressions and Factor Loads of Structural Empowerment</i> ....	32
Table 10. <i>Descriptive Statistics of Structural Empowerment</i> .....	33
Table 11. <i>Psychological Empowerment Factor Structure, Expressions and Factor Loads</i> .....	35
Table 12. <i>Psychological Empowerment Descriptive Analysis</i> .....	36
Table 13. <i>Empowering Leader Factor Structure, Items and Factor Loads</i> .....	37

Tablo 14. <i>Descriptive Statistics of Empowering Leader, Manager, and Employee Perceptions</i> .....	38
Tablo 15. <i>Correlation between Structural Empowerment (SE) and Empowering Leadership (ELB)</i> .....	40
Table 16. <i>Correlation between Empowering Leader (ELB) and Psychological Empowerment (PE)</i> .....	41
Table 17. <i>Correlation between Structural Empowerment (SE) and Psychological Empowerment (PE)</i> .....	42
Table 18. <i>Regression Analysis of Empowering Leader's Mediating Role in the Relation between Structural and Psychological Empowerment</i> .....	46

## LIST OF FIGURES

Figure 1 Research Model.....	17
Figure 2 Empowering Leader’s Mediatory Role in the Relation Between Structural and Psychological Empowerment.....	45

## **Section 1 - Introduction**

The concept of empowerment is defined by organizational behaviourists under three basic concepts. Structural empowerment is arrangement of the work environment according to appropriate conditions to enable employee's effectiveness (Kanter, 1993). Psychological empowerment is a motivational response to the meaning attached by the employee to work environment, to the belief of self-efficacy, to the sense of autonomy and the impact it creates (Spreitzer, 1995). The empowering leader is the manager who gives the information and skills required by the employees by coaching; encourages the employee to take initiative and; gives responsibility and also authority (Konczak, Stelly, & Trusty, 2000).

This study deals with the the role of empowering leader behaviour on structural and psychological empowerment. It also examines the relationship between three factors of empowerment as structural, psychological and empowering leader.

### **1.1. Employee Empowerment Concept**

In today's world, the human resources owned by the organizations are the most important competitive element and the concept of empowerment gains importance every day for the employee to produce fast, accurate and quality work. According to Dogan (2006), the companies that know how to empower their employees will succeed. Menon (2001) points out that employee empowerment to be implemented in the workplace is the most important competitive factor to be used against internal and external competitors.

The concept of employee empowerment which is included in the management literature since the 1980s (Hackman, & Oldham, 1980), as a means of providing employee participation in decisions to improve performance and as a job delegation and job enrichment, is being recently defined as sharing the power (Kanter, 1993), decreasing incapacity of the employees by increasing their self-efficacy (Conger & Kanungo, 1988) and increasing the internal work motivation (Thomas & Velthouse, 1990).

Although many articles were written on empowerment since the 1990s, making a standard definition for the concept of empowerment is difficult due to the various dimensions of empowerment; the researchers' expressions of the same concept in different words; consideration of the concept sometimes as individual competence, sometimes as organizational competence; and showing difference according to the culture and needs of the organizations (Honold, 1997).

To summarize empowerment definitions that are available in literature review, it is observed that it cannot have a single definition (Spreitzer, 2008). These can be gathered under the three main categories as summarized in Table 1: the work environment provided for the employee (structural empowerment), learning -teaching -management process (empowering leader behaviours), and employee perception (psychological empowerment).

Tablo 1

*Definition of Empowerment Concept*

Work Environment Provided for the Employee (Structural Empowerment)	Learning -Teaching -Management Process (Empowering Leader Behaviours)	Employee Perception (Psychological Empowerment)
To share the power in the organization by allowing the employees to participate in decisions (Lawler, 1992).	Empowerment is that the leader clarifies the employees' direction and delegates the authority (Burke, 1986).	Empowerment is the employees' being impressed by the managers (Lee & Koh, 2001).
Empowerment is that the employee should be able to make use of the resources of organization for the purpose of achieving business results and should make independent decisions about the work (Kanter, 1993). To give authority to the employees for solving daily problems they face (Huxtable, 1995).	Empowerment is the employees' process of learning the transfer of information and experience (Conger & Kanungo, 1988).  It is the teamwork in which experiences are shared, cooperation is included and employees participate in the decision-making process, to improve the employee (Vogt & Murrel, 1990).	Empowerment is the employee's showing high performance by giving his/her heart and mind to work with the responsibility for customer satisfaction and corporate performance (Sarminah, 2007). It is the employee's feeling to have the control of work (Spreitzer, 2008).
It is a form of management that organizations apply in order to use human resources effectively (Siegall & Gardner, 2000).	It is to teach the information needed by employees to be able to do their jobs (Buchanan & Huczynski, 1997).	If employee believes in importance of their role in the organization, empowerment occurs (Knol & Van Linge, 2009).
It is to leave the order command management style and enable the employee to solve the organization's problems by using the information, skills, creativity and motivation powers (Dogan, 2006). To delegate the power (Chen & Aryee, 2007).	It is to provide learning opportunities for employees and to give the employees responsibility for performance of the work, by taking the risk of worse performance of the works (Özgen & Türk, 1997). It is the learning process in which the employees find innovative solutions to the problems they encounter by taking initiative (Laschinger, Finegan, Shamian, &Wilk, 2004).	
To give legal power and official authority (Websters online dictionary, 2016).	It is the process of increasing the decision making rights of the people and developing the people by team work, cooperation and sharing (Koçel, 2014).	
Empowerment is to bring into a strong state, to gain strength (Turkish Language Association, Great Turkish Dictionary, 2016).		

## **1.2. Employee Empowerment Approaches**

Honold (1997) argues in her meta-analysis that empowerment cannot be considered under one dimension and should be considered under three dimensions as leadership behaviours, employee perception, and organizational empowerment policies.

Menon (2001) states that there is no agreed standard definition of empowerment and suggests that the researchers who will study empowerment should identify the definition and factors of empowerment in their work. According to Menon (2001) a comprehensive study should incorporate three dimensions: (a) structural, (b) psychological, and (c) leadership.

Based on this idea, a three-dimensional approach will be followed in this study as well: (a) Laschinger's (2000) perspective who worked on Kanter's (1993) structural empowerment approach; (b) Spreitzer's (1995) approach who has advanced over Conger and Kanungo's (1988) and Thomas and Velthouse's (1990) studies for psychological empowerment; and (c) Konzack, Stelly, and Trusty's approach (2000) for empowering leader. This integrative study will have multi-dimensional perspective.

### ***1.2.1. Structural Empowerment Approach***

Structural empowerment is described by Kanter (1993) as the preparation of workplace environment that influences employee's work behaviour. Components of structural empowerment are the opportunities, resources, information, support, formal and informal powers (Kanter, 1993).

Structural empowerment is to provide the necessary power sources for the employees to perform their work with maximum performance and to equip the employees with the information and skills to specialize them in the work (Laschinger et al., 2004).

Organizations seeking to empower their employees should have two key characteristics: "opportunity structure" and "power structure". Structural empowerment can be a fact in the organizations which have these two characteristics in their institutions and act according to these characteristics (Laschinger, 2012).

Structural empowerment is listed as follows through Kanter's six dimensions (Laschinger, 2012).

a) Access to Opportunity: This is related to providing the employees with possibility of advancing within the organization and to provide a working environment that will improve the job-related competencies (Laschinger et al., 2010). In other words, equipping the employees with opportunities for improvement and advancement within the organization in order to develop their information and skills and enabling utilization of the acquired information and skills in the work are critical.

b) Access to Resources: Employees should be provided with adequate time, materials, equipment, human and financial resources in order to fulfil the objectives of organization (Laschinger, 2012). In other words, it is about; to give sufficient time to employees that would be required for operational processes; to prevent employees from time pressure while performing the work, the availability of physical tools and equipment needed by employees during the work; to temporarily and/or permanently provide human

resources which may be necessary during intensive work processes and to provide financial resources for overtime work where necessary.

c) Access to Information: The employees should be able to access within the organization all the information within the scope of the technical and expertise required for the job. Provision of information to employees at all levels from various information sources is important for empowerment (Kanter, 1993). At this stage, two types of information should be provided to the employees: (i) Provision of information about the organization to the employees enables them to focus on the objectives of the organization. (ii) Information about the employees' performance helps them for self-assessment and self-improvement (Lawler, 1992).

d) Access to Support: Providing constructive feedback from superiors, colleagues, and subordinates is considered essential. Constructive feedback on employees' performances will allow them to do the tasks better and to improve what they do improperly (Dogan, 2006).

e) Formal Power: Employee should be given the opportunity for using authority with high visibility. Employees are equipped with formal power by providing flexibility to the employee for decision making specific to the work; adjusting the working hours, to allow the employee to generate extra value for the organization by going beyond the routine works; to award, to provide the employee participating in the trainings about the work; “to make the employee's work visible in the organization (Laschinger, 2012).

f) Informal Power: The relationships that the employee establishes with his/her managers, subordinates and other colleagues – in or out of the department – within the organization, and the contacts that the employee makes outside the organization in order to solve the problems he/she faces, for making the work better (Laschinger, 2001; 2006) is defined as informal power.

In the structural empowerment approach, there is a power transfer from top to bottom; the focus is on the behaviours of power holders and the psychological state of the employee to whom the power is given is missed out (Menon, 2001).

### ***1.2.2. Psychological Empowerment Approach***

The fact that structural empowerment cannot be effective alone in employee empowerment and that in some organizations employees do not feel empowered although the structural empowerment tools are provided or employees feel empowered although the structural empowerment tools are not provided, have led the psychological empowerment approach to emerge as a second empowerment concept and tool (Spreitzer, 2008). Psychological empowerment is defined as the response of employee to the empowerment he/she perceives through the structural empowerment (Zhang & Bartol, 2010).

Conger and Kanungo (1988) pioneered the concept of psychological empowerment and examined empowerment as employee's confidence in his/her skills. Thomas and Velthouse (1990) redefined the psychological empowerment over Conger and Kanungo's (1988) studies as the employees' motivational perceptions on feeling empowered or not while doing their work. Spreitzer (1995) extended the definition of

psychological empowerment through Thomas and Velthouse's (1990) approach and defined four factors:

a) Meaning: Means that the employee finds the work he/she does valuable and important and that the activities he/she does are significant to him/her.

b) Competence: Means that the employee is confident that he/she has the skills and capacity to do the work.

c) Self-determination: Means that the employee thinks that he/she makes his own decisions while doing the work and that he/she is competent in operational processes.

d) Impact: Means that the employee thinks that he/she has significant influence on the work he/she does and he/she contributes to the work, and that his/her ideas are being used.

### ***1.2.3. Empowering Leader Behaviours Approach***

Although the issue of empowerment is a popular management style in recent times, there is not enough study on the empowering behaviour of the leader who is the main actor in management (Konczak et al., 2000).

The employee seeing the manager as an empowering leader is considered as a key factor in empowerment (Parker & Price, 1994). The leader providing structural empowerment factors to the employee, sharing information, sharing strategic goals, helping him/her to reach opportunities and resources, will contribute the employee to find his/her job meaningful and to feel psychologically strong (Bandura, 1997). In the

empowerment process, the behaviour of leader is very important. The leader delegating the authority, coaching him and providing flexibility in decision making will make the employee feel stronger (Druskat & Wheeler, 2003). There are many studies reporting that employees who have good relationships with their managers feel empowered (e.g., Aryee & Chan, 2006). A manager who supports the employee and trusts him/her plays an important role in the psychological empowerment of employee. In other words, we can say that empowering leader behaviour is a prerequisite to psychological empowerment (Spreitzer, 2008). The manager's behaviours and the management method he/she applies are the most important factors in empowering the staff. Provision of an open, sharing work environment, learning from the failures and exhibiting a participatory management method is considered as the indispensable management method in empowerment of the employee (Koçel, 2014).

Konczak et al. (2000) study empowering leader behaviours under six main headings as; to delegate the authority the employee, to hold the employee accountable for business outcomes, to allow the employee to make decisions about his/her work freely, to share the information necessary for performing his/her job with high performance, to promote the employee for improving his/her competencies and to enable the employee to show innovative approaches by coaching him/her; and state in their research that such six factors may be a recipe and a useful guide for the managers for empowering their employees.

a) Delegation of Authority: This factor is about authorization of the employee by the manager in order to provide him/her to improve the work processes and procedures, to

make necessary changes about the work and to be able to make the necessary decisions within this frame. Providing the opportunity for the employee to make his/her own decisions while doing the work increases the job satisfaction, performance and motivation; and reduces the tendencies of absenteeism and leaving the job (Hackman & Oldman, 1976). The empowering leader equips the employees with all the necessary information and the authority required by their job and position in order to make important decisions for the benefit of organization (Hakimi, Knippenberg, & Giessner, 2010).

b) Accountability: Accountability factor is that the employee is in a position to answer all the questions that is related with the results of work. It is that the manager gives to the employee the responsibility necessary to make the job better, by taking the risk of not being done correctly (Özgen & Turk, 1997). The empowering leader reallocates power to its employees, gives them responsibility and keeps them responsible for the consequences (Konczak et al., 2000). The concept of accountability is to establish the perspective "you can trust me/us" in the organization. Empowered employees undertake the responsibility in managing the processes required to maintain the organization's life (Dogan, 2006).

c) Self-Directed Decision-Making: Indicates that the manager relies on the decisions of employee about his/her work and encourages the employee to find solutions to the difficulties he/she faces. Employees to find solutions to the problems they face about their work is important for empowerment (Konczak, 2000). Employee empowerment is based on acceptance of the decisions about the work taken by the employee without the consent of manager (Doğan, 2006).

d) Information Sharing: The information sharing factor describes the manager sharing all the information that an employee needs to carry out works at a high quality. Empowerment forces the managers to share information and skills with their subordinates for success of the organization and such sharing effects success of the organization at the highest level (Ford & Fottler, 1995). Sharing the causes of the decisions taken in the organization with the employee makes it easier for the employee to adopt the decisions taken and increases the employee's commitment to the organization (Wilkinson, 1998). According to Koçel (2014), sharing of information is the most important success factor of empowerment practice.

f) Skill Improvement: Skill improvement defines the manager exploring new products, new technologies and processes and giving the employee the opportunity to equip himself/herself with information and skills. For success of the empowerment, the employee should be provided with the training opportunities to develop himself/herself (Koçel, 2014). The manager's role in developing skills is to facilitate the employee's work by providing the employee with the training he/she needs, instead of directing by orders (Wellins, Byham, &Wilson, 1991).

g) Coaching for Innovative Performance: This factor refers to encouraging the employee to test new ideas by taking the risk of making mistakes and managers being a guide in this context. While working with their subordinates, the managers should take the risks, understand the causes of employee's mistakes and help him/her to avoid the mistakes again, instead of punishing them for the mistakes (McConnell, 1994; Wallace, 1993). The

organizations should have a belief that the mistakes are educatory for development and application of new ideas (Doğan, 2006).

As a result, the empowering leader behaviour is a macro-level empowerment tool as management practices and processes that flow from management to employees (Seibert, Silver, & Alan, 2004). Empowering leader behaviour is to share power and responsibilities with employees and have significant influence on employee empowerment (Carmeli, Atwater, & Levi, 2011).

### **1.3. Relationship among Structural, Psychological Empowerment and Empowering Leadership Behaviours**

A study similar to current research about the relationship between structural empowerment, psychological empowerment and empowering leadership was conducted by Bahron and Jimenez (2010) in the intranet environment, on 453 middle level managers who were randomly selected from government staff (from 11 Ministries) and found out that there is a significant relationship between structural empowerment and psychological empowerment; and empowering leader behaviour has a direct influence on psychological empowerment. Moreover, in the study concerned, it was concluded the cases where structural empowerment and empowering leader behaviour are applied together have a significant effect on psychological empowerment.

In another study in Thailand on leadership, empowerment and behavioural outcomes (Boonyarit, Chomphupart, & Arin, 2010) at the end of a survey conducted on 154 public school teachers, it was determined that there is a positive relationship between

structural empowerment, psychological empowerment and empowering leadership behaviours.

In their study on the same issue in small and medium-sized entrepreneurs by 357 participants in India, Menon and Pethe (2002) have similarly found out the positive relationship between structural empowerment, empowering leadership behaviours and psychological empowerment.

### ***1.3.1. Relationship between Structural Empowerment and Empowering Leader***

The structural empowerment theory states that working conditions are essential for empowered behaviours in the work place (Kanter, 1993). Empowered leaders create empowered employees (Parker & Price, 1994). In their research in which data was collected from 692 employees and 142 managers , it was found that managers, who are themselves empowered, act as empowering leader. In addition, they also found that if leader and employee access information, they feel empowered. Moreover, they found that, employees feel empowered if their leaders are both supportive and empowered.

Same kind of result found by Upenieks (2003) who states that leader must empower himself/herself by structural empowerment conditions first and later they offer same empowerment conditions to their employees.

### ***1.3.2. Relationship between Empowering Leader and Psychological Empowerment***

As a result of the research conducted by Konzack et al. (2000) survey was conducted by 1309 employees, and it was found that there was a positive relationship between empowering leader and psychological empowerment.

Empowering behaviour of the leaders leads the employee to perceive the psychological empowerment dimensions at a higher level (Lee & Koh, 2001).

In their study on a manager and 113 employees, Skinner, Fleener, & Rinchiuso (2003) found that there is a positive relationship between empowering leader behaviours and the employee to feel himself/herself psychologically powerful.

In his study on structural empowerment, psychological empowerment and burnout, conducted via e-mail with 1400 randomly selected nurses working at a dialysis centre, O'Brien (2010) determined that there is a significant relationship between empowering leader behaviours and psychological empowerment.

According to Arnold, Arad, Rhoades, and Drasgow (2000), the role of the leader is important in all empowerment processes. The leader should enhance the employee's self-worth by taking actions that will enhance the employee's self-worth and remove the factors that weaken the employee in the business environment by enabling his participation in the decisions. The empowering leader behaviours arouse the employee's psychological empowerment (Raub & Robert, 2010).

In their research titled empowering leader and employee creativity, as a result of data collected by e-mail in an IT company consisting of 670 engineers and professional employees, Zhang and Bartol (2010) found that there is a strong relationship between empowering leadership and psychological empowerment.

In their research on empowering leader behaviours, psychological empowerment, work commitment and leaving the job, as a result of survey conducted on 322 respondents

through convenience sampling , Klerka and Standerb (2014) found a positive relationship between empowering leadership behaviours and psychological empowerment.

### ***1.3.3. Relationship between Structural Empowerment and Psychological Empowerment***

Empowerment of the employee in the working environment has a significant effect on the attitude of the employee and provides success in his/her work (Kanter, 1993). In other words, if structural empowerment is not provided for the employee, power sharing or empowerment cannot be obtained (Laschinger et al., 2004). From this point of view, it is possible to say that structural empowerment is a prerequisite for psychological empowerment.

As a result of the survey conducted with 375 employees working on high technology production, Seibert et al. (2004) determined that there is a positive and significant relationship between structural and psychological empowerment.

In their study regarding effects of structural and psychological empowerment on job satisfaction, as a result of a questionnaire conducted on 185 randomly selected nurses, Laschinger et al. (2004) observed that changes in structural empowerment directly influences the employee's psychological empowerment.

In their online survey Tolay, Sürgevil, and Topoyan (2012) with 243 research assistants working in 25 faculties at two state in İzmir (Turkey) universities, found that structural empowerment directly and positively influences psychological empowerment.

#### **1.4. Objective of the Research**

In this research, the relationship between empowering leader, psychological empowerment and structural empowerment is examined and the effect of empowering leader behaviour on the structural and psychological empowerment of the employee will be researched. For this purpose, through a public bank, the role of leader behaviours on employee's feeling of psychologically and structurally empowered will be analyzed by measuring the level of empowering leader behaviours by the managers.

At the same time, the concept of empowerment will be defined in the research and the relationships between the factors of structural empowerment (Laschinger et al., 2001), psychological empowerment (Spreitzer, 1995) and empowering leader behaviours (Konczak et al., 2000) developed by the most widely known theoreticians will be analysed. In addition, the relationships between structural, psychological empowerment and empowering behaviours will be studied and holistic approach to the concept of empowerment in three factors will be identified for understanding the concept of empowerment.

#### **1.5. Model of the Research and Hypothesis**

The study deals with the role of Konczak's (2000) leaders' empowering behaviours which acts on employees' structural and psychological empowerment. The relationship between empowering leader behaviour, structural and psychological empowerment is given in Figure 1 and hypothesis is structured through this model.

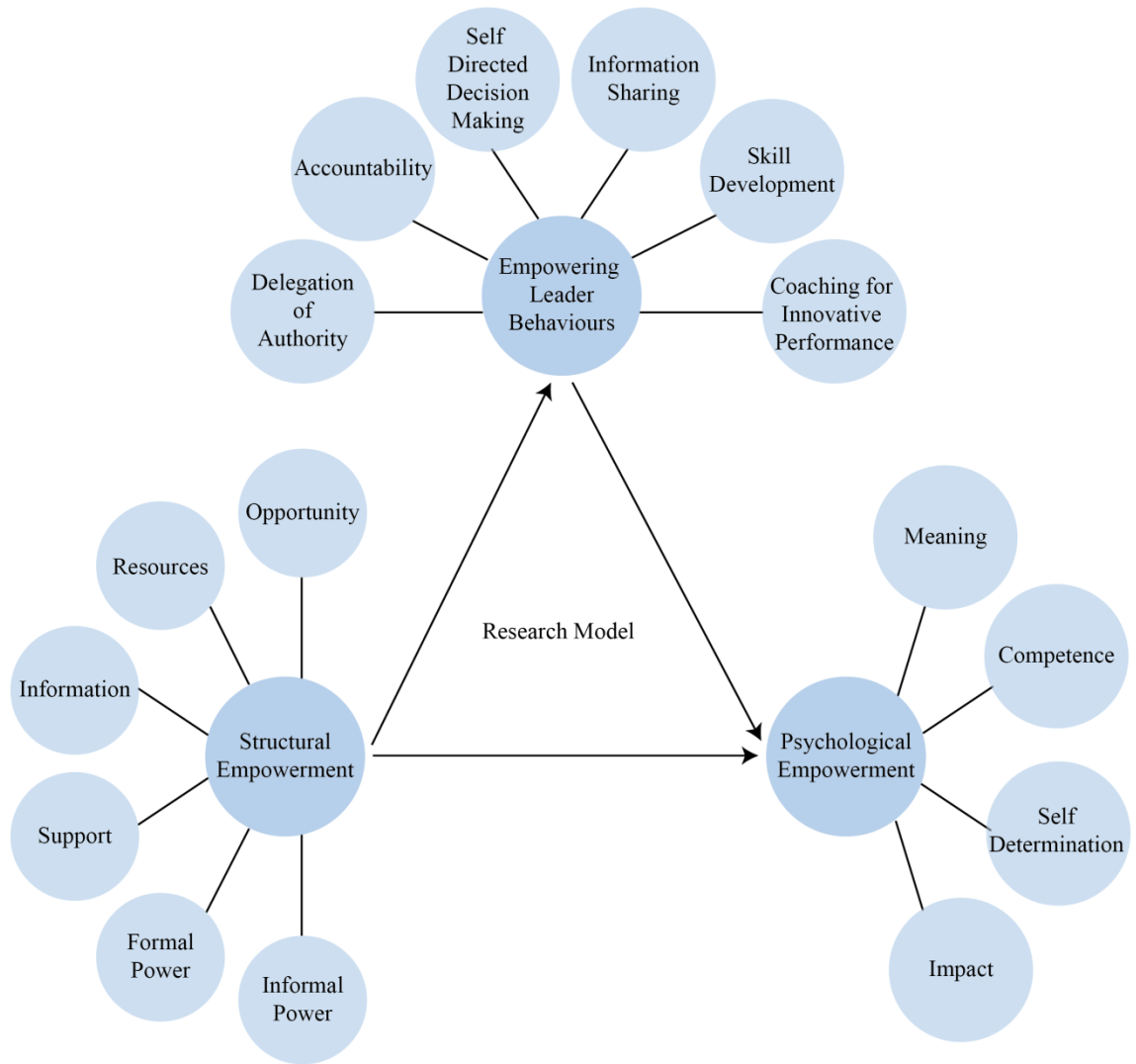


Figure 1

*Research Model*

Accordingly, the major hypothesis to be tested is as follows:

H1: Empowering leader behaviours have a mediating effect on the relationship between the structural empowerment and psychological empowerment.

## **Section 2 - Method**

This section contains information on the design of research, data collection method, measurement tools, and analysis method of the data.

### **2.1. Sampling**

The research sample is constituted from a public bank with approximately 3000 employees, of which the general directorate is located in Ankara.

The research was conducted over the managers and employees who work in Ankara General Directorate and Istanbul Regional Directorate. The demographic data of research based on the answers given for the first seven questions - socio-demographic questions - by the participants can be summarized as follows. Total number of participants occurred to be 251 at the end of data collection.

#### ***2.1.1. Distribution of Status in the Organization***

Considering the distribution by participants' status in the organization, data were collected from a total of 251 persons with managerial role ( $n = 50$ ) and without managerial role ( $n = 201$ ). It is seen that 19.9% of the participants are managers and 80.1% of them are employees who don't have managerial roles.

#### ***2.1.2. Distribution of Gender***

Considering the gender of employees participating in the research, it is seen that 39.4% of them are female and 60.6% of them are male.

### ***2.1.3. Distribution of Age***

Considering the age of employees participating in the research, mean age is 41.01 (min=23, max= 63,  $sd=11.19$ ). Examining the age distribution of the employees participating in the research, it is seen that 22.7% of them are in the age of 30 and younger, 27.9% in the age of 31-40, 26.7% in the age of 41-50 and 22.7% in the age of 51 and older. The mode of the distribution is the age of 31-40 as summarized in Table 2.

Table 2

#### *Distribution of Age*

Age Range	Frequency	Percentage (%)
30 and younger	57	22.7
31-40	70	27.9
41-50	67	26.7
51 and older	57	22.7
Total	251	100

### ***2.1.4. Distribution of Educational Status***

Examining the participants' educational status, it is seen that 8.3% were graduated from high school, 4.8% from vocational school, 51.4% from university, 31.1% from master and 4.4% from doctorate degree (Table 3).

Table 3

*Distribution of Educational Status*

Educational Status	Frequency	Percentage (%)
High School	21	8.3
Vocational School	12	4.8
University	129	51.4
Master's Degree	78	31.1
Doctorate	11	4.4
Total	251	100

**2.1.5. Distribution of Education**

Considering the participants' field of graduation, 43.4% were graduated from Economical and Administrative Sciences, 40.6% from Architecture and Engineering, 16% from other fields (Table 4).

Table 4

*Distribution of Education*

Educational Field	Frequency	Percentage (%)
Economic and Administrative Sciences	109	43.4
Architecture-Engineering	102	40.6
Other	40	16.0
Total	251	100

**2.1.6. Distribution of Tenure**

Considering the participants' working year seniority, it is seen that there is no employee worked for less than one year and 18.3% of them worked for 1-5 years, 7.2% worked for 5-10 years and 74.5% of them worked for more than 10 years. It is seen that 74% of the employees of the researched public bank have more than 10 years tenure (Table 5).

Table 5

*Distribution of Tenure*

Work Experience	Frequency	Percentage (%)
Less than 1 year	0	0
1-5 years	46	18.3
5-10 years	18	7.2
More than 10 years	187	74.5
Total	251	100

**2.1.7. Distribution of Tenure in the Current Organization**

Considering the participants' work experience in their current workplaces, it is seen that there is no employee with a tenure less than one year and 30.6% of the employees has a tenure of 1-5 years, 12.7% has 5-10 years and 56.7% has more than 10 years (Table 6).

Table 6

*Distribution of Tenure in the Current Organization*

Work Experience	Frequency	Percentage (%)
Less than 1 year	0	0
1-5 years	77	30.6
5-10 years	32	12.7
More than 10 years	142	56.7
Total	251	100

**2.2. Data Collection Method and Tools**

In the study, firstly the scales that measure the concept and factors of empowerment in the literature were examined. Then the survey developed by Konczak's et al. (2000) empowering leader behaviours, Spreitzer's (1995) employee's psychological

empowerment perception; and Laschinger's et al. (2001) employee's structural empowerment perception were used.

In the detailed literature study conducted for the questionnaires and as a result of examination of the studies using them in Turkey, it was observed that there were translation problems in the questionnaires used, there was no clarity about the cases to be measured and the questionnaires were not suitable for the research sample. For these reasons, some differences were made in the original survey and they are given in Appendix.

The survey consists of two parts. In the first part, there are seven questions related to the demographic characteristics (gender, age, educational status) of the employees of the bank (managers, employees) and their working life (when they started to work, how many years they have been working in the bank, how many employees managers have in the organization).

In the second part, two different questionnaires were administered to the employees and managers. Employees were given three questionnaires for measuring their perceptions of structural empowerment, psychological empowerment and empowering leader behaviours and the leaders were given only the empowering leader behaviours questionnaire.

### ***2.2.1. Structural Empowerment Scale***

In the study, Conditions of Work Effectiveness Questionnaire-II (CWEQ-II) developed by Laschinger, Finegan, Shamian and Wilk (2000) which is theoretically based on the structural empowerment model of Kanter (1993) was used.

The validity and reliability analyses of the questionnaire were carried out by Sürgevil et al. (2013) and it was stated that in confirmatory factor analysis the factor structure of the scale has yielded good adaptive values.

In the original scale of Conditions of Work Effectiveness Questionnaire-II (CWEQ-II), the concept of empowerment is measured through 19 items that were located six factors entitled as “access to opportunity”, “access to information”, “access to resources”, “access to support”, “formal power”, “informal power” (Laschinger; 2012). The 5-point Likert scale is used to measure informal power through four items and other factors through three items. Participants were asked to respond to questions within a scale range of “1-none, 3-some, and 5-a lot”. High scores from scales indicate a high level of structural empowerment in that organization (Laschinger, 2012).

To be used in the study, the original of the survey was obtained from Heather K. Spence Laschinger on January 2015 via electronic mail together with a user guide and permission form. This study was based on the original scale and the employee’s perception of structural empowerment (“access to information” factor with four items, other five factors with three items) was measured through a total of 19 items. The range of structural empowerment survey is between “1-none, 6-much”.

### ***2.2.2. Psychological Empowerment Scale***

In this study, the psychological empowerment perception of the employee was measured using Psychological Empowerment Instrument (PEI) developed by Spreitzer (1995). The confirmatory factor analysis conducted by Laschinger et al. (2001) showed that the factor structure of the psychological empowerment content is acceptable (Laschinger et al., 2003).

In the original scale, the participants were asked by the 5-point Likert scale to specify their perceptions of psychological empowerment by marking one of the following: "1 – I certainly do not agree, 2 - I do not agree, 3 - Neither agree nor disagree, 4 - I agree, 5 - I certainly agree" The high scores be obtained indicate the participants' high perception of psychological empowerment.

To be used in the study, the original of the survey permission was received from Gretchen Spreitzer on December 2014 via electronic mail.

Just as it is in the original scale consisting of four factors and twelve expressions such as “meaning”, “competence”, “self-determination” and “impact”, each factor is measured by three items also in this research. In this study, participants were asked to answer the questions in the survey on a 6-point Likert type ranging from "1- I certainly don't agree, 6- I certainly agree".

### ***2.2.3. Empowering Leader Behaviours Scale***

"Empowering Leader Behaviour Questionnaire" of Konzczak et al. (2000) was used to measure the perception of empowering leader behaviour. The validity and reliability test of the scale was carried out by Konzczak et al. (2000) and it was stated that the factor structure was acceptable.

In the original scale, 7-point Likert scale was used to specify their perceptions of empowering leader behaviours by marking one of the following: "1 -strongly disagree, 7 -strongly agree". Empowering leader behaviour was assessed by the sum of the participants' responses to each statement and the score for empowering leader was achieved. A high score indicates that the leader demonstrates empowering leader behaviours in the organization.

Just as it is in the original scale consisting of six factors and seventeen items, such as "delegation of authority", "accountability", "self- directed decision-making", "information sharing", "skill improvement", and "coaching for innovative performance", were measured ("information sharing" with two questions, other five factors with three questions). This study, participants were asked to answer the questions in the survey on a 6-point Likert scale ranging from "1- I certainly don't agree, 6- I certainly agree".

To be used in the study, the original of the survey was obtained from online article of Konzczak (2000). In the empowering leader survey, employees assess managers' empowering behaviours and managers assess their own behaviours in this context.

Table 7

*Structure of Measuring and Sample Items*

Survey	Factors	# of items in each dimension	Sample Items
Structural Empowerment  (6 factors)  (19 items)	Opportunity	3	My work prepares me for an upper position and new tasks.
	Information	4	I can access the information necessary for my job in the organization.
	Support	3	I can get specific support for issues that I need improvement.
	Resource	3	The physical resources and equipment that I need for work are available.
	Formal Power	3	I see the contribution of my work to the goals of the organization.
	Informal Power	3	The work I do makes me the person that my managers look for when they need.
Psychological Empowerment  (4 factors)  (12 items)	Meaning	3	The activities I carry out within the scope of my work make sense to me.
	Competence	3	I am confident that I have the capacity to carry out work related activities.
	Self Determination	3	I decide how I will do my work, to a large extent.
	Impact	3	I have significant control over the work done in the department I work in.
Empowering Leader Behaviour  (6 factors)  (17 items)	Delegation of Authority	3	Authorizes me to make decisions that will help me improve my work processes and procedures.
	Accountability	3	Keeps me responsible for the performance I show and the consequences.
	Self-Directed Decision Making	3	Encourages me to overcome the problems I face in my work by producing my own solution.
	Information Sharing	2	Shares with me the information I need to work at high quality.
	Skill Development	3	Allows me to explore the new technologies, processes, techniques and product ideas.
	Coaching for Innovative Performance	3	Leads me to finding the right thing, instead of blaming me for making mistakes.

### **2.3. Procedure**

The research was started by giving detailed information to Istanbul Bilgi University ethics committee about the subject, objective, sampling of the research, and measurement tools to be used. Upon ethics committee approval from the university, all information about the research, research questions and surveys were sent by e-mail to the Human Resources Management Department of the bank where the research was to be carried out and data collection started with permission from the Board of the targeted bank. The questionnaires were sent to the Managers of Ankara (Headquarter) and Istanbul (Region) Human Resources Department via the Head of Department of Human Resources. Detailed information on questionnaires were sent to the human resources managers who acted as contact person for data collection in Ankara and Istanbul. The questionnaires were administered via e-mail to the managers and employees working in Ankara and Istanbul. In each questionnaire, firstly informed consent form was presented. In the form, the objective and confidentiality of the questionnaire were stated and it was emphasised that the participant can withdraw from the study at any time, would participate by complete consent in order to contribute to the scientific research and may fill the questionnaire anonymously. Participants were asked to fill out the questionnaire they had received in their available time, on paper by printing out the survey form. The completed questionnaire forms were left to the boxes in the bank and the questionnaires collected from Ankara and Istanbul were delivered to the researcher in sealed envelopes.

## 2.4 Analysis of Data

Questionnaire data used in the research were subjected to statistical analysis using the SPSS 20.0 program. The statistical significance level of the data was considered as 5% ( $p = 0.05$ ).

In this study, exploratory factor analysis (Can, 2015) was used to question the relationships between the items of each scale that constitute the survey. Separate reliability analyses were performed for each sub-factor that emerged as a result of factor analysis. Cronbach Alpha model was used for reliability analysis. Cronbach Alpha is the adaptive value based on the correlation between the items and shows the total reliability level of the items under the factor.

Each survey was subjected to exploratory factor analysis using the principal axis factor analysis method with direct oblimin rotation. In the study, the Kaiser-Meyer-Olkin test, of which "values and interpretations" are included in Table 8, was used in order to demonstrate the adequacy of inter-variables correlations in the sampling adequacy of the empowerment factors and the Barlett sphericity test was used in order to demonstrate whether there is a sufficient relationship between factors (Durmuş, Yurtkoru, & Çinko, 2011).

Table 8

*KMO Values and Comments*

KMO Values and Interpretations	0.80 and above	Excellent
	0.70 - 0.80	Good
	0.60 - 0.70	Medium
	0.50 - 0.60	Bad
	Below than 0.50	Unacceptable

The relationship between structural empowerment and psychological empowerment were examined through the sub-factors after the factor analysis and finally, mediating role of empowering leader behaviour was examined by analyzing holistically the relationship between the empowering leader behaviour, structural empowerment and psychological empowerment. The *correlation*, *t-test*, *ANOVA* and *regression* analysis required by hypothesis were performed. Frequency distribution analysis was used for demographic characteristics.

### **Section 3- Results**

Before starting testing of the hypothesis in the study, factor analysis was conducted to determine the structural characteristics of the scales. Cronbach Alpha internal consistency analyses were carried out on the new factors that resulted from the factor analysis.

In the second stage analysis in the study, the testing of hypothesis was started and correlation was conducted in order to see relationship between structural, psychological and empowering leader behaviours in the new factors obtained from the factor analysis; regression analysis was applied in order to identify mediating role of empowering leader on the structural and psychological empowerment; and *t-test* and *ANOVA* statistical tests were conducted in order to examine the relationship between the sub-factors of structural, psychological empowerment, and empowering leader.

#### **3.1. Factor Structure and Reliability Analysis of the Scales**

Factor structure of all scales was conducted by *Principal Axis Factoring with Direct Oblimin rotation*. *Principal Axis Factoring* was preferred because the scales of the current thesis had an underlying structure which is theoretically designed by their original developers. Moreover, direct oblimin rotation was preferred which aims to bring out the factors from multiple items by assuming that these extracted factors will be correlated with each other (i.e, share variance) since most of the time for psychological construct this is the case (Costello & Osborne, 2005).

In factor analysis, initial review of the analysis was done by checking the *Kaiser Meyer Olkin* (KMO) analysis and *Barlett Test of Sphericity* for all three scales to check if data set was suitable for factor analysis (Durmuş et al., 2011).

Internal consistency was tested by Cronbach's Alpha. The scale is accepted to be reliable when Cronbach's Alpha value is 0.70 or higher (Durmuş et al., 2011).

### ***3.1.1. Structural Empowerment (SE)***

As a result of the factor analysis conducted by *Principal Axis Factor Analysis* with *Direct Oblimin* rotation, it was seen that items 2a and 16a did not fit under any factor. Moreover, it was observed that items 18a and 19a constitute the third factor. In the second phase; in addition to the items which are not under any factor and the item which is loaded on two factors, the items which create a third factor in themselves (18a and 19a) were removed and factor analysis was repeated. At the point reached, it was determined that items 5a, 4a, 6a, 3a, 7a, 11a and 16a are under the first factor, and 10a, 14a, 15a, 13a, 9a, 17a and 1a are under the second factor. Items 2a, 8a, 12a were removed from the scale because of the factor loads and items 18a, 19a were excluded because of forming a separate factor on their own, and the scale consisted of 14 items. As a result, the scale yielded a two-factor structure.

Table 9

*Factor Structure, Expressions and Factor Loads of Structural Empowerment*

Factors	Item No	Items	Factor Load
Factor 1  Employee's Access to Information  Variance Explained: 45.86%  Alpha Coefficient: 0.87	5a	I can access the information necessary for my job in the organization.	.88
	4a	I can access the necessary information about the current situation of the organization	.87
	6a	I know the priorities of top management.	.60
	3a	I am able to use the information and skills I have, in the work processes.	.59
	7a	Corporate goals are shared transparently and clearly.	.56
	11a	Physical resources and equipment that I need for work are available.	.52
	16a	I see the contribution of my work to the goals of the organization.	.42
Factor 2  Resources and Support Improving the Employee  Variance Explained: 9.55%  Alpha Coefficient: 0.85	10a	I am given ideas that make it easier to work in difficult situations.	.73
	14a	I am rewarded when I do innovative work that contributes to work results.	.67
	15a	I have the working flexibility I need in business processes.	.66
	13a	I get extra human resource support when unexpected works emerge.	.63
	9a	I can get specific support for issues that I need improvement.	.60
	17a	In cases of new implementations, process changes, etc. for work, I have the flexibility to get the support I need from the experts outside the organization.	.59
	1a	My work prepares me for an upper position and new tasks.	.46
<i>Kaiser Meyer Olkin Scale Validity</i>			0.88
<i>Barlett Globality Test Chi square</i>			1289.59
<i>Sd</i>			91
<i>p</i>			0.00

Such findings presented a structure different from the original structural empowerment scale composed of six factors. The resulting two-factor new structure

clarifies 55.41% of the variance in this scale. Thus, the scale gained a two-factor structure (internal consistency= 0.91) called “employee’s access to information” (internal consistency=0.87) and "resources and support improving the employee" (internal consistency=0.85). Final structure converted to a scale consisting of 14 items. The factor loads of the perceived structural empowerment scale are shown in Table 9.

The descriptive analysis results on the average scores of each factor throughout the sample according to this factor structure are given in Table 10.

Among the structural empowerment dimensions, while “employee’s access to information” had the highest average ( $\bar{X} = 4.27$ ;  $sd = 1.07$ ), the employee's perceptions of “resources and support improving the employee” is ranked as the second ( $\bar{X} = 3.51$ ;  $sd = 1.13$ ).

Table 10

*Descriptive Statistics of Structural Empowerment*

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	$\bar{X}$	<i>Std. Deviation</i>
Structural Empowerment (SE)	184	1.43	6	3.90	1.02
Employee’s access to information (SE-information)	190	1.14	6	4.27	1.07
Resources and Support Improving the Employee (SE-support)	192	1.0	6	3.51	1.13

The structural empowerment factors *repeated t-test* results showed that the employee’s perception of level of “employee’s access to information” was statistically and significantly higher than the employees' perception of “resources and support improving

the employees" [ $t(183) = 11.36, p = .000; (n = 184, \bar{X}_{SE-information} = 4.27, sd = 1.08, \bar{X}_{SE-support} = 3.53, sd = 1.14]$ ].

### ***3.1.2. Psychological Empowerment (PE)***

Exploratory factor analysis and internal reliability tests were conducted for the validity of psychological empowerment scale. As a result of the factor analysis conducted by *Principal Axis Factor Analysis* with *Direct Oblimin* rotation when the values of factors with common variance were examined, it was seen that the item 10b did not fit under any factor; it was removed from the scale because of the factor load and the factor analysis was repeated; and a three factor structure with Eigen values greater than 1 was obtained. Two variables 11c, 12c from the effect factor loaded in the self-determination factor – effect and self-determination factor were combined – and a three-factor structure emerged, unlike the four-factor structure defined in the original scale. Final structure converted to a scale consisting of 11 items.

The items measuring the employee's Psychological Empowerment perception were grouped into three factors as "meaning of work" (internal consistency=0.90), "self-efficacy" (internal consistency=0.82) and "autonomy" (internal consistency=.86) explains 73.59% of the variance in the scale model (average internal consistency of the scale = 0.87).

Table 11

*Psychological Empowerment Factor Structure, Expressions and Factor Loads*

Factors	Item No	Items	Factor Loads
Factor 1	3b	When I look holistically, the work I'm doing makes sense for me.	.95
Meaning of Work Variance Explained: 44.00% Alpha Coefficient: 0.90	2b	The activities I carry out in the context of work are meaningful to me.	.86
	1b	My work is important to me.	.76
Factor 2	4b	I trust my talents in terms of carrying out my work.	.90
Self-efficacy Variance Explained: 16.85% Alpha Coefficient: 0.82	5b	I am confident that I have the capacity to carry out the work related activities.	.86
	6b	I am really competent in terms of skills required for my job.	.57
Factor 3	9b	I am the authority to manage operational processes in the work.	.85
Autonomy Variance Explained: 12.74% Alpha Coefficient: 0.86	7b	I decide how I will do my work, to a large extent.	.78
	8b	I plan my business processes myself.	.71
	11b	I have significant control over the work done in the department I work in.	.67
	12b	My opinion is frequently asked for the work done in the department I work in.	.56
<i>Kaiser Meyer Olkin Scale Validity</i>		.82	
<i>Barlett Globality Test Chi square</i>		1251.56	
<i>sd</i>		55	
<i>p</i>		0.00	

As can be seen in Table 11, the three factors explain 73.59% of the total variance. The descriptive analysis results of the average scores of each factor throughout the sample are given in Table 12 below.

Table 12

*Psychological Empowerment Descriptive Analysis*

	<i>N</i>	<i>Min.</i>	<i>Max.</i>	$\bar{X}$	<i>SD</i>
Psychological Empowerment (PE)	196	2.18	6	4.46	0.86
Meaning of Work	196	1.00	6	4.84	1.19
Self-Efficacy	201	2.33	6	5.22	0.81
Autonomy	201	1.00	6	3.76	1.20

The results of *repeated ANOVA* of psychological empowerment showed a statistically significant difference between the average scores of the three sub-factors [ $F(2, 390) = 152.96, p = .000$ ]. Among the factors, while employee's "self-efficacy" had the highest average ( $\bar{X}_{PE-self\text{-}efficacy} = 5.22, sd = .81$ ), it was followed by the "meaning of work" ( $\bar{X}_{PE-meaning\text{ of work}} = 4.84, sd = 1.19$ ); it was observed that the employee's evaluation on the "autonomy" he/she has in the work had the lowest average ( $\bar{X}_{PE-autonomy} = 3.76, sd = 1.20$ ).

### ***3.1.3. Empowering Leader Behaviour (ELB)***

When *Principal Axis Factor Analysis with Direct Oblimin* rotation was conducted, a three factor structure was observed in which the item 6c loaded on both factors. When the item 6c was removed from the scale and the factor analysis was repeated, factor loads of items 5c and 4c were found to be below .40. In the third phrase of the factor analysis, 5c and 4c were also removed in addition to item 6c and 14c, and a two-factor structure consisting of 14 items has been achieved in which the items 14c, 16c, 10c, 11c, 13c, 17c, 12c, 15c, 7c and 9c are under the first factor and the items 1c, 2c, 3c and 8c are loaded under the second factor.

Table 13

*Empowering Leader Factor Structure, Items and Factor Loads*

Factors	Item No	Items	Factor Loads
Factor 1	14c	Allows the information and skills development to be kept as a priority in our department.	.1
Encouraging Leader	16c	Encourages me to test new ideas even though it may be unsuccessful.	.88
Variance Explained: 66.36	10c	Shares with me the information I need to work at high quality.	.85
Alpha Coefficient: 0.95	11c	Gives me the information I need to meet the customer needs.	.83
	13c	Provides opportunities for me to improve new skills.	.82
	17c	Leads me to finding the right thing, instead of blaming me for making mistakes.	.80
	12c	Allows me to explore the new technologies, processes, techniques and product ideas.	.79
	15c	Allows me to work without hesitating to make mistakes.	.74
	7c	Helps me finding the solution instead of presenting solutions for the problems related to work.	.72
	9c	Encourages me to overcome the problems I face in my work by producing my own solution.	.69
Factor 2	1c	Authorizes me to make decisions that will help me improve my work processes and procedures.	.99
Authorizing Leader	2c	Authorizes me to make any necessary changes to the work.	.95
Variance Explained: 8.1	3c	Gives the necessary powers for the responsibilities I take.	.81
Alpha Coefficient: 0.93	8c	Relies on my decisions regarding the conduct of the work.	.44
<i>Kaiser Meyer Olkin Scale Validity</i>			.93
<i>Barlett Globality Test Chi square</i>			2698.62
<i>sd</i>			.91
<i>p</i>			0.00

The survey measuring employees' perception of their managers the empowering leader behaviours yielded a two-factor structure with an Eigen value greater than 1 and clarified 74.46% of the total variance (internal consistency=0.96). Three expressions were excluded from the scale due to the item loads and finally the empowering leader scale consisted of 14 expressions. The items in each factor were read and the first factor was named "encouraging leader" and the second factor was named as the "authorising leader". The *Croanbach Alpha* ( $\alpha$ ) values were used to calculate the internal competencies of the factors. These values are respectively "encouraging leader" (internal consistency=0.95) and "authorising leader" (internal consistency=0.93). The results of the empowering leader factor analysis are shown in Table 13 which summarizes the factor loads of the perceived empowering leader behaviours scale.

The descriptive analysis of the average scores of each factor for empowering leader behaviours throughout the sample are given in Table 14 below.

Table 14

*Descriptive Statistics of Empowering Leader, Manager, and Employee Perceptions*

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	$\bar{X}$	<i>Std. Deviation</i>
<b>Managers' Perception</b>					
Empowering Leader	50	4.00	5.79	5.05	.44
Encouraging Leader	50	3.80	6.00	5.12	0.50
Authorizing Leader	50	3.75	6.00	4.89	0.49
<b>Employees' Perception</b>					
Empowering Leader	186	1.00	5.57	3.94	1.15
Encouraging Leader	187	1.00	6.00	4.30	1.26
Authorizing Leader	196	1.00	6.00	4.11	1.32

In the factor of encouraging leadership, while the average of managers is 5.12 (*sd* = 0.50) for their own; average of employees' perception as they evaluate their managers'

“encouraging leadership” characteristics is 4.30 ( $sd = 1.26$ ). In the factor of “authorizing leadership”, managers ( $\bar{X}_{ELB-authorizing-managers} = 4.89$ ,  $sd = 0.49$ ) rated themselves higher than the employees' evaluations for their managers ( $\bar{X}_{ELB-authorizing-employees} = 4.11$ ;  $sd = 1.32$ ) and assessed themselves higher in demonstrating an authorizing approach. So that managers' evaluation for “encouraging leadership” is higher than “authorising leadership”. Overall, on empowering leadership level, managers ( $\bar{X}_{ELB-managers} = 5.05$ ,  $sd = 0.44$ ) rated themselves higher than the employees' evaluations for their managers ( $\bar{X}_{ELB-employees} = 3.94$ ;  $sd = 1.15$ ) and assessed themselves higher in demonstrating an empowering leadership as an overall construct (Table 14).

In order to test the statistical significance of the difference between “authorising” and “encouraging leadership” by managers themselves *repeated t-test* was conducted. *Repeated t-test results* for the managers showed statistically significant difference [ $t(49) = 3.18$ ,  $p = .003$ ; ( $\bar{X}_{ELB-authorizing} = 4.90$ ,  $sd = .50$ ,  $\bar{X}_{ELB-encouraging} = 5.12$ ,  $sd = .50$ ).

Similarly, *repeated t-test* was conducted for the results of employees showed that the “encouraging leader” and “authorizing leader” scores were statistically and significantly different [ $t(185) = 2.68$ ,  $p = .008$  ( $\bar{X}_{ELB-authorizing} = 4.12$ ,  $sd = 1.35$ ,  $\bar{X}_{ELB-encouraging} = 4.30$ ,  $sd = 1.26$ )]. So that employees' evaluation for “encouraging leadership” is higher than “authorising leadership”.

### 3.2. Correlations Among the Factors of Structural Empowerment, Psychological Empowerment, and Empowering Leader Behaviours

In this phase of the analysis, the analysis focused on whether the three factors of empowerment are correlated or not.

#### 3.2.1. Relationship between Structural Empowerment and Empowering Leader Behaviours

Factors of structural empowerment and empowering leader ( Table 15), there is a statistically significant relationship between all factors.

Table 15

*Correlation between Structural Empowerment (SE) and Empowering Leadership (ELB)*

	$\bar{X}$	<i>sd</i>	1	2	3
1.SE-Employee’s access to information	4.27	1.07			
2.SE- Resources and support improving the employee	3.51	1.13	.68**		
3.ELB- Encouraging leadership	4.48	1.19	.67**	.61**	
4.ELB-Authorizing leadership	4.27	1.24	.52**	.45**	.75**

\*\* p<0.01; p<0.05

It is seen that there is a relationship between the “employee's access to information” and perception of the empowering leader's “encouraging” role ( $r = .671$ ;  $p = .000$ ). There is a relationship between the “employee's access to information” and perception of the empowering leader's “authorizing” role ( $r = .524$ ,  $p = .000$ ). There is a relationship between the “resources and support improving the employee” and empowering leader's “encouraging” role ( $r = .619$ ;  $p = .000$ ). There is a relationship between the

“resources and support improving the employee” and empowering leader's “authorizing” role ( $r=.451; p=.000$ ).

### ***3.2.2. Relationship between Empowering Leader Behaviours and Psychological Empowerment***

When Table 16 is examined, it is observed that there is a statistically significant relationship between all the sub-factors of empowering leader and psychological empowerment.

Table 16

*Correlation between Empowering Leader (ELB) and Psychological Empowerment (PE)*

	$\bar{X}$	$sd$	1	2	3	4
1.ELB-Encouraging leadership	4.48	1.19				
2.ELB-Authorizing leadership	4.27	1.24	.75**			
3.PE-Meaning of work	4.84	1.19	.52**	.43**		
4.PE-Self-efficacy	5.22	.81	.25**	.34**	.40**	
5.PE-Autonomy	3.76	1.20	.42**	.63**	.42**	.37**

\*\*  $p<0.01$ ; \* $p<0.05$

There is a relationship between the “encouraging” role of empowering leader and the “meaning of the employee's work” ( $r=.520, p=.000$ ) ; between the “authorizing” role of empowering leader and the “meaning of work” ( $r=.434, p=.000$ ).

There is a relationship between the “encouraging” role of empowering leader and the employee's “self-efficacy” and ( $r=. 250, p=.000$ ); between the “authorizing” role of empowering leader and the employee's “self-efficacy” ( $r=.341, p=.000$ ).

There is a significant relationship between the “encouraging” role of empowering leader and the “autonomy” employee has in his/her work ( $r = .425, p = .000$ ); between the “authorizing” role of empowering leader and the “autonomy” employee has in his/her work ( $r=.637, p=.000$ ).

When we consider the relationship between the factors of psychological empowerment and empowering leader, it is observed that the lowest correlation is between the employee's “self-efficacy” and overall “encouraging” leadership behaviour ( $r=.250, p=.001$ ) and the highest correlation is between the approach of “authorizing leader” and the “autonomy” that employee has in his/her work ( $r= 0.637, p=.000$ ).

### 3.2.3. Relationship between Structural Empowerment and Psychological

#### *Empowerment*

It is observed that there is a statistically significant relation between all the factors of structural empowerment and psychological empowerment as shown in Table 17.

Table 17

*Correlation between Structural Empowerment (SE) and Psychological Empowerment (PE)*

	$\bar{X}$	$sd$	1	2	3	4
1. Employee’s access to information	4.27	1.07				
2. Resources and support improving the employee	3.51	1.13				
3. Meaning of work	4.84	1.19	.68**			
4. Self-efficacy	5.22	.81	.51**	.42**		
5. Autonomy	3.76	1.20	.33**	.17*	.40**	
			.43**	.36**	.42**	.37**

\*\*  $p<0.01$ ; \* $p<0.05$

According to these findings, the highest correlation is between the “meaning of work” and the “employee’s access to information”. There is a relationship between the “employee’s access to information” and the “meaning of work” ( $r=0.516$ ,  $p=.000$ ). Likewise, there is a correlation between the employee’s access to “resources and support improving the employee” and the “meaning of work” ( $r = 0.422$ ,  $p = .000$ ). Similarly, there is a correlation between the “employee’s access to information” and the employee’s “self-efficacy” ( $r = 0.330$ ;  $p = .000$ ). In the same way, there is a correlation between the employee’s access to “resources and support improving the employee and the employee’s “self-efficacy” ( $r = 0.170$ ,  $p = .000$ ). By the same token, there is a correlation between the “employee’s access to information” and the “autonomy” employee has in his/her work ( $r = 0.434$ ;  $p = .000$ ). Another correlation between the employee’s access to “resources and support improving the employee” and the “autonomy” employee has in his/her work ( $r=0.368$ ,  $p = .000$ ).

The lowest correlation was found between the factors of employee’s “self-efficacy” and the “resources and support improving the employee” ( $r=0.17$ ,  $p=.019$ ); and the highest correlation was between the “meaning of work” and “employee’s access to information” ( $r=.516$ ,  $p=.000$ ).

#### ***3.2.4. Comparison of Empowering Leader Behaviour Perceptions of Employees and Managers***

As a result of the *independent sample t-test* conducted in order to compare the level of perceptions of managers and employees on empowering leadership behaviours (Table 15), it was found that the perceptions of managers and employees on empowering

leadership behaviours were significantly different [ $t(206.211) = 10.610$ ]. Accordingly, the level of perceptions of managers on empowering leadership behaviours ( $\bar{X}_{managers} = 5.05$ ;  $sd = 0.44$ ) is higher than the employees' level of perceptions of empowering leader ( $\bar{X}_{employees} = 3.94$ ;  $sd = 1.15$ ).

As a result of *independent sample t-test* conducted to see the self-evaluation of the managers showed a statistically significant difference from the evaluation of the employees about managers, in both “encouraging” and “authorizing” factors of the empowering leader behaviour.

### ***3.2.5. Mediating Effect of the Empowering Leader Behaviour on Structural Empowerment and Psychological Empowerment***

The correlation analysis in the previous section statistically determines whether there is a relationship between two variables. Regression analysis determines how a variable is explained by other variable/variables (Durmuş et al., 2011). Baron and Kenny's (1986) approach was used to examine the mediating role of empowering leader behaviours between structural empowerment and psychological empowerment (Figure 2).

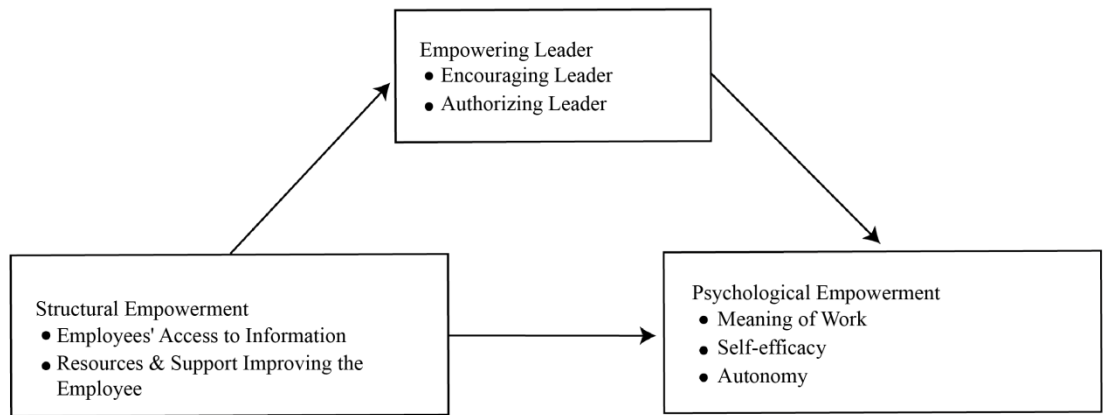


Figure 2 *Empowering Leader's Mediating Role in the Relation between Structural and Psychological Empowerment*

Findings obtained as a result of regression analysis showed that empowering leader behaviours play a partial mediating role between structural empowerment and psychological empowerment (Table 18). As seen in Table 18, the employee's perception of empowering leader is a statistically significant predictor for psychological empowerment ( $Beta=0.587$ ) and structural empowerment ( $Beta=0.688$ ). Analyzing the contribution of perception of empowering leader and structural empowerment variables together on psychological empowerment; the significant predictive power of empowering leader continues in the same way ( $t=5.424$ ,  $p = .000$ ); the contribution level of structural empowerment decreases and statistical significance decreases ( $Beta=.191$ ;  $p=0.024$ ). It is understood that the perception of empowering leader plays a partial mediating role between structural empowerment and the employee's perception of psychological empowerment.

Table 18

*Regression Analysis of Empowering Leader's Mediating Role in the Relation between Structural and Psychological Empowerment*

Independent Variable	Dependent Variable	Standard Beta	t-value	p	Corrected R <sup>2</sup>	F	p
ELB	PE	.58	9.7	.000	.34	94.16	.000
SE	ELB	.68	12.48	.000	.47	155.69	.000
SE	PE	.53	8.44	.000	.28	71.25	.000
SE and ELB	PE				.35	48.7	.000
ELB		.45	5.42	.000			
SE		.19	2.27	.02			

## **Section 4- Discussion and Conclusion**

This section includes firstly the summary of findings obtained as a result of the research, then implementation and finally limitation and future research recommendation.

### **4.1. The Research Findings**

There is a confusion on the definition of empowerment creates confusion in the literature on the definitions of structural, psychological and empowering leader. As a result of this research, firstly the concept of empowerment is defined in three different but complementary factors, organizational, managerial and employee factors - by the concepts of structural, psychological and empowering leadership -, for the ones who will study in this area.

According to the relevant literature survey, Kanter (1993) described structural empowerment as the preparation of the workplace environment that affects employees' work behaviors, in six factors including “opportunity”, “resources”, “information”, “support”, “formal” and “informal power”.

Spreitzer (1995) defined psychological empowerment in four factors. At first the employee finds his/her work “meaningful” for himself/herself, for the organization and for the society. Afterwards employee relies on his/her “competences” while doing the work, acting “autonomously” while taking the decisions in the work. Later employee sees the “effects” of his/her decisions in the business outcomes.

Konczak et al. (2000) defined empowering leader behaviors under six main headings as to “authorize the employee”, to hold the employee “accountable” for business outcomes, to enable the employee “making free decisions” about his/her work, to “share the information” necessary for the employee to perform his/her work with high performance, to “support” the employee for developing his/her competencies and to “coach” the employee for enabling to have innovative approach.

In this study secondly, as a result of structure and reliability analysis of the scales, structural empowerment, which was described in six factors by Laschinger et al. (2001), emerged as two factors in our study; (a) “employee’s access to information” and (b) “resources and support improving the employee”. These two factors that are obtained in this study were mentioned by Kanter (1993) as organizational empowering tool such as “lines of supply”, “lines of information”, and “lines of support”. Moreover these two factors underline Kanter’s definition of structural empowerment that is empowerment is the preparation of the workplace environment that affects employees' work behaviours. Such situation supports the finding of the study "employees' access to information has a significant effect on the empowerment" by Spreitzer (1996) conducted by 393 mid-level managers from 50 organizations to determine the factors that influence empowerment.

Psychological empowerment which was developed in four factors by Spreitzer (1995) in the article, submitted a three-factors in our work; (a) “meaning of the work”, (b) “self-efficacy” and (c) “autonomy of employee” has in his/her work. In his study on personnel empowerment conducted in manufacturing industry enterprises, Çavuş (2008)

concluded that the factors of psychological empowerment are under three factors as “meaning”, “self-efficacy”, and “autonomy” as we have concluded in our study.

Empowering leader behaviours studied by Konzack et al. (2000) in six factors was located under two factors in our study; (a) “encouraging leader” and (b) “authorizing leader”. Such situation presents the empowering leader characteristics which we tried to identify its role in our study, as authorizing and empowering and leads us to define the leader as "the person who empowers the employee with any authority for his/her work and who encourages the employee to his/her work ".

In this study thirdly, the structural empowerment factors’ (“employees’ access to information” and “resources and support improving the employee) *repeated t-test* results showed that the employees' perception of level of “employee’s access to information” was statistically and significantly higher than the employees' perception of “resources and support improving the employees”.

The results of *repeated ANOVA* of psychological empowerment (“meaning of work”, "self-efficacy" and "autonomy") showed a statistically significant difference between the average scores of the three sub-factors. Among the factors, while “self-efficacy” had the highest average, it was followed by the “meaning of work” and it was observed that the employee’s evaluation of the “autonomy” he/she has in the work had the lowest average.

As a result of the *independent sample t-test* conducted in order to compare the level of perceptions of managers and employees on empowering leadership behaviours it

was found that the perceptions of managers and employees on empowering leadership behaviours were significantly different. Accordingly, the level of perceptions of managers on empowering leadership behaviours is higher than the employees' level of perceptions of empowering leader.

The correlation with the highest effect in our study was between the “meaning of the work” among the psychological empowerment sub-factors and the “employee’s access to information” among the structural empowerment factors. As the employee is given information about the goals of organization and his/her performance and as employee’s access to such information is made easier, the employee will find his/her work more meaningful, feel more valuable and stronger. This underscores the importance of timely and accurate feedback, which we know from management theories, on the employee’s feeling of empowered.

Another correlation with the high effect level in our research was between the approach “encouraging” the employee among the empowering leader sub-factors and the “employee’s access to information” among the structural empowering factors. This result indicates that information should be shared with the employee in order to be successful in implementation of the empowerment (Koçel, 2014). In the organizations, sharing of information with employees together with encouraging leader behaviours will be important for the employee to feel empowered.

In our research, the “employee’s access to information” which has the highest correlation in both the psychological empowerment and empowering leadership sub-factors, supported the theory “empowerment would be possible by the “employee’s access

to information”, “resources and support in the organization” of Kanter (1993) who underlined the importance of “employee’s access to information” in empowerment.

The lowest correlation in the study is observed in; a) support improving the employee and leadership authorizing the employee and, b) employee’s belief to his/her competencies and encouraging leadership. Therefore, the actions to be taken in the factors of authorizing approach and encouraging leadership should be determined and applied correctly by the manager according to the needs of the employee. Such issue points to us that there should be no standard empowering practices and that a standard leadership situation should not be the matter and, suggests the importance of situational leadership concept among the management theories.

In this study fourthly, it is found that "there is a relationship between structural empowerment and leadership behaviours" and these findings supported the results of research which was conducted by Laschinger et al. (2004).

The relationship between structural empowerment and psychological empowerment" was determined and our findings supported the previous research showing that there is a strong relationship between structural and psychological empowerment (Laschinger et al., 2003, 2004).

Similarly, the research conducted by Kerse and Karabey (2014) on 114 Ziraat Bank employees in the provincial centers of Erzurum and Gümüşhane showed that there is a positive, strong and significant relationship between structural empowerment and psychological empowerment.

In our research, it was observed that bank employees felt psychologically empowered when they had access to structural empowerment resources. This shows us that the work environment to be provided to the employee should be arranged in a way to have information, resources and support for improving the employee. It is considered that, in a working environment designed in such way, the employee will find his/her work meaningful, his/her self- efficacy will increase and become more autonomous in his/her work.

In the research, the relationship between empowering leader and psychological empowerment was confirmed by our study. Similar findings were obtained by Arslantaş (2007) as a result of analysis of the data obtained from 233 people working in a company manufacturing durable goods and it was observed that there is a significant relationship between empowering leader and psychological empowerment. The results of our study supported Konczak et al.'s (2000) findings stating that there is a positive relationship between empowering leader and psychological empowerment.

In the research, it was seen that there was statistically significant correlation between structural empowerment, empowering leader and psychological empowerment. This finding is consistent with the results obtained in previous studies (Bahron & Jimenez 2010; Boonyarit et al., 2010; Menon & Pethe 2002) and showed that it is necessary to address these three factors at the same time for a comprehensive study of empowerment (Honold, 1997; Koçel, 2014; Menon, 2001).

The hypothesis of our research claimed that "the perception of empowering leader has partly mediating effect between structural empowerment and psychological

empowerment" and revealed that structural elements can trigger the leader's empowerment approach and the leader will show an attitude that empowers the employee. The more empowered leader, the more empowered employees the organization has. In case of having chance to access information and resources, support, leader feels more empowered and in turn show more empowering behaviours. (Kanter, 1994)

The research indicates that the empowerment is “a manager who really wants to share his power in order to empower the employee, an employee who looks for sharing power and a business structure that allows doing so” (Kabak, 2014). Research has provided a holistic view that is lacking in the literature, by approaching to the empowerment through both the structural terms and the employee's psychological needs, as well as the leader characteristics.

When we evaluate the research findings within the framework of hypotheses, it was seen that the hypothesis put forward has been partially confirmed.

#### **4.2. Implications for Research**

As a result of this research, the scales used in this research and other researches related to this phenomenon were reviewed both in terms of translation and structure and have been transformed into more functional tools for the future studies. The concept of empowerment, which is being measured with 16 factors and 48 items in the research, has been turned into a way to be measured by means of a renewed empowerment measurement tool with 7 factors and 39 items, based on this research.

### **4.3. Implications for Practice**

From these research findings, it is possible to make many conclusions about the implementation in business life. It firstly provides information on empowerment with clear definitions and then provides a tool to measure the level of empowerment in their organization, to the authorities of the human resources and organization departments. Ultimately, it presents a pilot study showing the factors of empowerment to managers who want to empower their employees in terms of structural, psychological empowerment and empowering leader with a holistic approach.

This research is a supplementary reference to help the leaders to understand their management style, to see their development areas, to build up empowerment strategies and to coach their employees.

This research, on one side shows the leadership features ( encouraging the employee and authorizing the employee to believe in his/her competencies, in order to improve the employee) and on the other side emphasizes the importance of leader in the structural and psychological empowerment of the employee. It, on one hand, states the criteria for recruitment for leadership positions to the authorities of recruitment departments of the organizations and on the other hand suggests training topics for the leader training program to the authorities of training departments.

### **4.4. Limitations and Future Research Recommendations**

The results of the research show that there is a difference between the perception of managers and employees about empowering leader behaviours. We see that managers'

perception level on empowering leader behaviours ( $\bar{X}$  = 5.06;  $sd$  = 0.44) is significantly higher than the employees' perception level on empowering leader behaviours ( $\bar{X}$  = 3.94;  $sd$  = 1.15). Elbeyi (2011) has found similar findings in their study conducted in 114 hotels operating in seven regions and on 641 managers and 1854 employees, on the subject "comparison between managers' and employees' perception of empowerment". Such finding points out that the empowerment should be investigated with new investigations in terms of the effects on organizational processes and behaviours.

Important limitations of this study are that the research was limited to Ankara and Istanbul provinces and no data was obtained from the Eastern Regional Directorates of the organization that the survey was conducted on. It may be suggested that future studies should be diversified with data from higher number of groups and different regions.

Performing the research only in the Public Bank is not enough for generalizing the results obtained and it is suggested that the future studies should be carried out in private banks and in other sectors such as education, transportation, tourism, etc.

In addition, it may be advisable to ones who will conduct study on this area, to research if the age, sex and working years have any effect on the empowerment.

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## **APPENDICES**

## APPENDIX A

### Informed Consent Form

**Dear Participant,**

The objective of this study is to examine the perception of organizational processes. The research is being carried out by Sema Gedik who is a master's thesis student on Organizational Psychology in Istanbul Bilgi University, under management of Thesis Advisor Assist. Prof. Idil Işık.

A questionnaire is presented in this research. The questionnaire takes 15 minutes. Please do not write your name on the questionnaire. Personal information of the participants will be kept confidential and the findings will be used only by doing statistical analysis through the database to be generated by all the data collected for scientific purposes. In order to protect anonymity in the questionnaire, you are not asked for the region or city information in the questionnaire. It is very important that you answer all of the questions in terms of validity of the collected data. On the other hand, you can stop the study without giving reasons.

If you have any questions after participating in the research or if you want to obtain the results of research, you may contact Sema Gedik (semag69@hotmail.com).

I have read and understood the objective and content of the above study and I agree to participate in the search.

This study has been approved by the Ethics Committee of Istanbul Bilgi University. The conditions for the confidentiality of the study have been prepared as below:

The study is based on voluntary participation. Participants can quit any time during the questionnaire without mentioning an excuse.

1. Name is not asked in the questionnaire.
2. Answers to the questions will be kept strictly confidential.

3. Questionnaire results will be used for scientific purposes only.
4. Statistical analysis will be conducted on all data and no individual evaluation will be done.
5. In order to protect anonymity in the questionnaire, participants are not asked for the region or city information in the questionnaire.
6. If it is asked, it will be given specific feedback on the result of questionnaire.

In this study, data are collected from both employees and managers. While employees are asked to fill three parts of questionnaires that include structural, psychological and empowering leader behaviours questions; managers are asked to fill only one questionnaire that includes empowering leader behaviours. In the empowering leader questionnaire, employees assess managers' empowering behaviours and managers assess their behaviours in this context.

## **APPENDIX B**

### **Survey for Empowering Structural & Psychological and Empowering Leader Behaviour (Employee)**

In terms of the reliability of the scientific research in this study, it is of utmost importance that you answer the most appropriate option without skipping any question. We thank you for your valuable contributions to the questionnaire and the time you will make to fill out the questionnaire.

#### **PART I**

Please answer the following questions.

1. Your gender:            a) Female            b) Male
2. Your age:
3. Your educational background:  
a) High school            b) Vocational school            b) University  
c) Master                            d) Doctorate
4. What is your department if the school you studied is a university?
5. When did you start your working life?
6. When did you start working at this organization?
7. Do you have any employees under you? a) Yes    b) No  
If yes, how many people?

**PART II**

.....

A. In your current workplace, what is the level of each of the opportunities, resources, supports and activities? Please read each line and circle the number that shows your idea.

	N o n e					M u c h		
1		My work prepares me for an upper position and new tasks.	1	2	3	4	5	6
2		The trainings I get equips me with the knowledge and skills I need.	1	2	3	4	5	6
3		I am able to use the knowledge and skills I get, in my work processes.	1	2	3	4	5	6
4		I am able to access the necessary information about the current situation of the organization.	1	2	3	4	5	6
5		I am able to access the information necessary for my work in the organization.	1	2	3	4	5	6
6		I know priorities of the top management.	1	2	3	4	5	6
7		Corporate goals are shared transparently and clearly.	1	2	3	4	5	6
8		I am able to get constructive feedback on the issues necessary to do my job better.	1	2	3	4	5	6
9		I am able to get specific support for issues that I need improvement.	1	2	3	4	5	6
10		Ideas that make my work easier are given when I face difficulties in my work.	1	2	3	4	5	6
11		Physical resources and equipment that I need for work are available.	1	2	3	4	5	6
12		I have enough time to do my work best.	1	2	3	4	5	6
13		I get extra human resource support when unexpected works emerge.	1	2	3	4	5	6
14		I am rewarded for doing innovative work that contributes to work results.	1	2	3	4	5	6
15		I have the working flexibility I need in work processes	1	2	3	4	5	6
16		I see the contribution of my work to the goals of organization.	1	2	3	4	5	6
17		In cases of new implementations, process changes, etc. for work, I have the flexibility to get the support I need from the experts outside the organization.	1	2	3	4	5	6
18		The work I do makes me the person most of my friends refer to when they are jammed.	1	2	3	4	5	6
19		The work I do makes me the person that my managers look for when they need.	1	2	3	4	5	6

B. Please consider your current job at your organization and mark the option which best explains your business orientation and tendency that you have developed towards your job. Please read each line and circle the number that shows the level you agree with.

---

		I certainly don't agree					I certainly agree
<b>1</b>	My work is important to me.	1	2	3	4	5	6
<b>2</b>	The activities I carry out in the context of work are meaningful to me.	1	2	3	4	5	6
<b>3</b>	When I look holistically, the work I'm doing makes sense for me.	1	2	3	4	5	6
<b>4</b>	I trust my talents in terms of carrying out my work.	1	2	3	4	5	6
<b>5</b>	I am confident that I have the capacity to carry out the work related activities.	1	2	3	4	5	6
<b>6</b>	I am really competent in terms of skills required for my job.	1	2	3	4	5	6
<b>7</b>	I decide how I will do my work, to a large extent.	1	2	3	4	5	6
<b>8</b>	I plan my business processes myself.	1	2	3	4	5	6
<b>9</b>	I am the authority to manage operational processes in the work.	1	2	3	4	5	6
<b>10</b>	I make a significant contribution to the work done in the Department I work in.	1	2	3	4	5	6
<b>11</b>	I have significant control over the work done in the department I work in.	1	2	3	4	5	6
<b>12</b>	My opinion is frequently asked for the work done in the department I work in.	1	2	3	4	5	6

---

C. Please answer each question below by circling the number that you think best describes your manager's leadership behaviour. Please read each line by adding the expression "My manager" at the beginning of the sentence and circle the number that shows the level you agree with.

	<b>My manager,</b>	<b>I certainly don't agree</b>					<b>I certainly agree</b>
1	Authorizes me to make decisions that will help me improve my work processes and procedures.	1	2	3	4	5	6
2	Authorizes me to make any necessary changes to the work.	1	2	3	4	5	6
3	Gives the necessary powers for the responsibilities I take.	1	2	3	4	5	6
4	Wants me to account for the jobs I undertake	1	2	3	4	5	6
5	Keeps me responsible for the performance I show and the consequences.	1	2	3	4	5	6
6	Keeps everyone in the department responsible for the customer satisfaction.	1	2	3	4	5	6
7	Helps me finding the solution instead of presenting solutions for the problems related to work.	1	2	3	4	5	6
8	Relies on my decisions regarding the conduct of the work.	1	2	3	4	5	6
9	Encourages me to overcome the problems I face in my work by producing my own solution.	1	2	3	4	5	6
10	Shares with me the information I need to work at high quality.	1	2	3	4	5	6
11	Gives me the information I need to meet the customer needs.	1	2	3	4	5	6
12	Allows me to explore the new technologies, processes, techniques and product ideas.	1	2	3	4	5	6
13	Provides opportunities for me to improve new skills.	1	2	3	4	5	6
14	Allows the information and skills development to be kept always as a priority in our department.	1	2	3	4	5	6
15	Allows me to work without hesitating to make mistakes.	1	2	3	4	5	6
16	Encourages me to test new ideas even though it may be unsuccessful.	1	2	3	4	5	6
17	Leads me to find the right thing, instead of blaming me for making mistakes.	1	2	3	4	5	6



**PART II**

B. Please answer each question below by circling the number that you think best describes your leadership behaviours.

		I certainly don't agree					I certainly agree
1	I authorize my employee to make decisions that will help to improve work processes and procedures.	1	2	3	4	5	6
2	I authorize my employee to make any necessary changes to the work.	1	2	3	4	5	6
3	I give my employee necessary powers for the responsibilities he/she takes.	1	2	3	4	5	6
4	I want my employee to account for the jobs he/she undertakes.	1	2	3	4	5	6
5	I keep my employee responsible for the performance he/she shows and the consequences.	1	2	3	4	5	6
6	I keep everyone in the department responsible for the customer satisfaction	1	2	3	4	5	6
7	I help my employee finding the solution instead of presenting solutions for the problems related to work.	1	2	3	4	5	6
8	I rely on my employee for the decisions he/she takes regarding the conduct of work.	1	2	3	4	5	6
9	I encourage my employee to overcome the problems he/she faces in the work by producing his/her own solution.	1	2	3	4	5	6
10	I share with my employee the information he/she needs to work at high quality.	1	2	3	4	5	6
11	I give my employee the information he/she needs to meet the customer needs.	1	2	3	4	5	6
12	I allow my employee to explore the new technologies, processes, techniques and product ideas.	1	2	3	4	5	6
13	I provide opportunities for my employee to improve new skills.	1	2	3	4	5	6
14	I allow the information and skills development to be kept always as a priority in our department.	1	2	3	4	5	6
15	I allow my employee to work without hesitating to make mistakes.	1	2	3	4	5	6
16	I encourage my employee to test new ideas even though it may be unsuccessful.	1	2	3	4	5	6
17	I lead my employee to find the right thing, instead of blaming him/her for making mistakes.	1	2	3	4	5	6

## Gönüllü Katılım Formu

Değerli Katılımcı,

Bu araştırmanın amacı kurumsal süreçlerin algılanışını incelemektir. Araştırma İstanbul Bilgi Üniversitesi Örgütsel Psikoloji Yüksek Lisans tez öğrencisi Sema Gedik tarafından Tez Danışmanı Yrd. Doç. Dr. İdil Işık yönetiminde yürütülmektedir.

Bu araştırmada bir anket sunulmaktadır. Anketin uygulanması 15 dakika sürmektedir. Lütfen ankete isminizi yazmayınız. Katılımcıların kişisel bilgileri gizli tutulacak ve elde edilen bulgular sadece bilimsel amaçla toplanan tüm verinin oluşturacağı veritabanı üzerinden istatistiksel analizler yapılarak kullanılacaktır. Araştırmada anonimliğin korunması için ankette bölge, şehir bilgisi sizlerden istenmemektedir. Toplanan verinin geçerliliği açısından soruların tümüne cevap vermeniz çok önemlidir. Diğer taraftan çalışma sırasında sebep bildirmeksizin çalışmayı bırakabilirsiniz.

Araştırmaya katıldıktan sonra herhangi bir sorunuz olduğu takdirde ya da araştırma sonuçlarını elde etmek için Sema Gedik ile irtibata geçebilirsiniz

( semag69@hotmail.com).

Yukarıdaki çalışmanın amacını ve içeriğini belirten bildiriye okudum, anladım ve araştırmaya katılmayı kabul ediyorum.

Bu araştırma İstanbul Bilgi Üniversitesi Etik Kurulu onayı ile yürütülmektedir. Çalışmanın gizliliğine ilişkin koşullar ile ilgili çalışma aşağıda yer aldığı şekilde düzenlenmiştir.

Araştırmaya katılım gönüllülük esasına dayalıdır. Katılımcı istediği zaman mazeret bildirmeden çalışmadan vazgeçebilir.

1. Ankette isim sorulmamaktadır.
2. Sorulara verilecek cevapları kesinlikle gizli tutulacaktır.
3. Anket sonuçları yalnızca bilimsel amaçla kullanılacaktır.
4. Tüm veriy üzerinde istatistiksel analizler yürütülecek, bireysel herhangi bir değerlendirme yapılmayacaktır.
5. Araştırmada anonimliğin korunması için ankette bölge, şehir bilgisi istenmemektedir.
5. İstenildiği takdirde, araştırmanın sonuçları hakkında özel geri bildirim verilecektir.

Bu çalışmada veri hem çalışan hemde yöneticilerden toplanmıştır. Çalışanlar yapısal, psikolojik ve güçlendiren lider davranışı anketini doldurması istenirken, yöneticiden sadece güçlendiren lider anketini doldurmaları istenmiştir. Güçlendiren lider anketinde çalışan yöneticisinin güçlendiren lider davranışlarını değerlendirirken, yöneticiler bu kapsamda kendilerini değerlendirirler.

## Yapısal, Psikolojik ve Güçlendiren Lider Davranışları Çalışan Anketi

Bu çalışmada bilimsel araştırmanın güvenilirliği açısından, size en uygun gelen seçeneği soru atlamadan eksiksiz cevaplamanız büyük önem taşımaktadır.

Anket formunu doldurmaya ayıracağınız zaman ve bu araştırmaya yapacağınız değerli katkılarınızdan dolayı teşekkür ederiz.

### I. BÖLÜM

Lütfen aşağıdaki soruları cevaplayınız.

1. Cinsiyetiniz: a) Kadın b) Erkek

2. Yaşınız:

3. Eğitim durumunuz:

a) Lise b) Yüksek okul c) Üniversite  
d) Yüksek Lisans e) Doktora

4. Eğitim aldığınız okul üniversite ise hangi bölüm?

5. Çalışma hayatınıza kaç yılında başladınız?

6. Bu kurumda ne zaman çalışmaya başladınız?

7. Size bağlı çalışan var mı? a) Evet b) Hayır

Evet ise kaç kişi?

## II. BÖLÜM

A. Mevcut işyerinizde, aşağıdaki imkanlardan, fırsatlardan, desteklerden, kaynaklardan ve faaliyetlerden her birine ne düzeyde sahipsiniz? Her satırı okuyunuz, fikrinizi gösteren rakamı daire içine alınız.

	H	İ	Ç				Ç
	ç						o
							k
1	İşim beni bir üst pozisyona ve yeni görevlere hazırlıyor.	1	2	3	4	5	6
2	Aldığım eğitimler beni ihtiyaç duyduğum bilgi ve becerilerle donatıyor.	1	2	3	4	5	6
3	Edindiğim bilgi ve becerilerimi iş süreçlerinde kullanabiliyorum.	1	2	3	4	5	6
4	Kurumun mevcut durumu hakkında gerekli bilgilere ulaşabiliyorum.	1	2	3	4	5	6
5	Kurum içerisinde işim için gerekli olan bilgilere erişebiliyorum.	1	2	3	4	5	6
6	Üst yönetimin önceliklerini biliyorum.	1	2	3	4	5	6
7	Kurumsal hedefler şeffaf ve net şekilde paylaşılır.	1	2	3	4	5	6
8	İşimi daha iyi yapabilmem için gerekli konularda yapıcı geri bildirim alabiliyorum	1	2	3	4	5	6
9	Gelişim göstermem gereken konularda spesifik destek alabiliyorum.	1	2	3	4	5	6
10	İşimde karşılaştığım zorluklarda işimi kolaylaştıran fikirler veriliyor.	1	2	3	4	5	6
11	İşimle ilgili ihtiyaç duyduğum fiziksel kaynaklar araç gereç elimin altında hazır bulunur.	1	2	3	4	5	6
12	İşimi en iyi şekilde yapmak için yeterli zamana sahibim.	1	2	3	4	5	6
13	Beklenmeyen işler ortaya çıktığında ekstra insan kaynağı desteği alıyorum	1	2	3	4	5	6
14	İş sonuçlarına katkı sağlayan yenilikçi işler yaptığımda ödüllendiriliyorum.	1	2	3	4	5	6
15	İş süreçlerinde ihtiyaç duyduğum çalışma esnekliğine sahibim.	1	2	3	4	5	6
16	Yaptığım işlerin kurum hedeflerine katkısını görüyorum.	1	2	3	4	5	6
17	İşim ile ilgili yeni uygulama, süreç değişikliği gibi durumlarda ihtiyaç duyduğum desteği kurum dışından konusunda uzman olan kişilerden alma esnekliğine sahibim.	1	2	3	4	5	6
18	Yaptığım iş beni, çoğu arkadaşımın başı sıkıştığında başvurduğu kişi yapıyor.	1	2	3	4	5	6
19	Yaptığım iş beni yöneticilerimin ihtiyaç duyduğunda aradığı kişi haline getiriyor.	1	2	3	4	5	6

B. Kurumunuzda mevcut işinizi düşünerek, işinize karşı geliştirmiş olduğunuz iş yöneliminizi, iş tutumunuzu en iyi açıklayan seçeneği işaretleyiniz. Her satırı okuyunuz ve verilen ölçekte bu ifadedeki fikire ne kadar katıldığınızı ölçek üzerinde bir tek rakamı daire içine alarak gösteriniz.

		Tamamen Katılmıyorum					Tamamen Katılıyorum
		1	2	3	4	5	6
1	Yaptığım iş benim için önemlidir.	1	2	3	4	5	6
2	İşim kapsamında yürüttüğüm faaliyetler bana anlamlı geliyor	1	2	3	4	5	6
3	Bütünsel olarak baktığımda, yaptığım iş benim için bir anlam ifade ediyor.	1	2	3	4	5	6
4	İşimi yürütebilmek açısından yeteneklerime güveniyorum.	1	2	3	4	5	6
5	İşimle ilgili faaliyetleri yerine getirecek kapasiteye sahip olduğumdan eminim.	1	2	3	4	5	6
6	İşim için gerekli beceriler açısından gerçekten yetkin durumdayım.	1	2	3	4	5	6
7	İşimi nasıl yapacağıma büyük ölçüde ben karar veririm.	1	2	3	4	5	6
8	İş süreçlerimi kendim planlarım.	1	2	3	4	5	6
9	İşimde operasyonel süreçleri yönetme yetkisi bendedir.	1	2	3	4	5	6
10	Çalıştığım bölümde yapılan işlere önemli ölçüde katkı sağlıyorum.	1	2	3	4	5	6
11	Çalıştığım bölümde yapılan işler üzerinde önemli ölçüde kontrol yetkisine sahibim.	1	2	3	4	5	6
12	Çalıştığım bölümde yapılan işlerde sıklıkla görüşlerime başvuruluyor.	1	2	3	4	5	6

C. Lütfen aşağıda yer alan her bir soruyu, yöneticinizin lider davranışlarını en iyi açıkladığımı düşündüğünüz rakamı daire içine alarak cevaplayınız. Her satırı, cümlelerin başına “Yöneticim” ifadesini ekleyerek okuyunuz ve verilen ölçekte bu ifadedeki fikire ne kadar katıldığınızı ölçek üzerinde bir tek rakamı daire içine alarak gösteriniz.

Yöneticim,		Tamamen Katılmıyorum					Tamamen Katılıyorum
		1	2	3	4	5	6
1	İş süreç ve prosedürlerini geliştirmemi sağlayacak kararları vermem için bana yetki verir.	1	2	3	4	5	6
2	İşimle ilgili gerekli değişiklikleri yapabilmem için bana yetki verir.	1	2	3	4	5	6
3	Üstlendiğim sorumluluklar için gereken yetkiyi verir.	1	2	3	4	5	6
4	Üstlendiğim işlerle ilgili hesap vermeme bekler.	1	2	3	4	5	6
5	Sergilediğim performans ve ortaya çıkan sonuçlardan sorumlu tutar.	1	2	3	4	5	6
6	Departmanımızdaki herkesi müşteri memnuniyetinden sorumlu tutar.	1	2	3	4	5	6
7	İşimle ilgili çıkan problemlerde çözüm sunmak yerine çözümü benim bulmam için yardım eder.	1	2	3	4	5	6
8	İşin yapılışı ile ilgili benim kararlarım güvenlidir.	1	2	3	4	5	6
9	İşimde karşılaştığım sorunlar karşısında kendi çözümümü üretmek için beni cesaretlendirir.	1	2	3	4	5	6
10	Yüksek kalitede iş çıkarabilmem için ihtiyaç duyduğum bilgileri benimle paylaşır.	1	2	3	4	5	6
11	Müşteri ihtiyacını karşılayabilmem için ihtiyaç hissettiğim bilgileri bana verir.	1	2	3	4	5	6
12	Benim yeni teknolojiler, süreçler, teknikler ve ürün fikirlerimi araştırmam için bana fırsat verir.	1	2	3	4	5	6
13	Benim yeni beceriler geliştirmem için fırsatlar sunar.	1	2	3	4	5	6
14	Departmanımızda sürekli bilgi ve beceri gelişimimizin öncelik olarak tutulmasını sağlar.	1	2	3	4	5	6
15	Hata yapmaktan çekinmeden çalışmamı sağlar.	1	2	3	4	5	6
16	Başarısız olma ihtimali olsa da yeni fikirleri test etmem için beni cesaretlendirir.	1	2	3	4	5	6
17	Hata yaptığımda suçlamak yerine, doğruyu bulmam konusunda bana yol gösterir.	1	2	3	4	5	6

## **Güçlendiren Lider Davranışları Anketi (Yönetici)**

Bu çalışmada bilimsel araştırmanın güvenilirliği açısından, size en uygun gelen seçeneği soru atlamadan eksiksiz cevaplamanız büyük önem taşımaktadır.

Anket formunu doldurmaya ayıracağınız zaman ve bu araştırmaya yapacağınız değerli katkılarınızdan dolayı teşekkür ederiz.

### **I. BÖLÜM**

A. Lütfen aşağıdaki soruları cevaplayınız.

1. Cinsiyetiniz: a) Kadın b) Erkek

2. Yaşınız:

3. Eğitim durumunuz: a) Lise b) Yüksek okul c) Üniversite  
d) Yüksek Lisans e) Doktora

4. Eğitim aldığınız okul üniversite ise hangi bölüm?

5. Çalışma hayatınıza kaç yılında başladınız?

6. Bu kurumda ne zaman çalışmaya başladınız?

7. Size bağlı çalışan var mı? a) Evet b) Hayır

Evet ise kaç kişi?

## II. BÖLÜM

B. Lütfen aşağıda yer alan her bir soruyu, liderlik davranışlarınızı en iyi açıkladığınızı düşündüğünüz rakamı daire içine alarak cevaplayınız.

	H					Ç	
	İ					o	
	ç					k	
1	Çalışanıma iş süreç ve prosedürlerini geliştirmesini sağlayacak kararları vermesi için yetki veririm.	1	2	3	4	5	6
2	Çalışanıma işi ile ilgili gerekli değişiklikleri yapabilmesi için yetki veririm.	1	2	3	4	5	6
3	Çalışanıma üstlendiği sorumluluklar için gereken yetkiyi veririm.	1	2	3	4	5	6
4	Çalışanımdan üstlendiği işlerle ilgili hesap vermesini beklerim.	1	2	3	4	5	6
5	Çalışanıma sergilediği performans ve ortaya çıkardığı sonuçlardan sorumlu tutarım.	1	2	3	4	5	6
6	Departmanımdaki herkesi müşteri memnuniyetinden sorumlu tutarım.	1	2	3	4	5	6
7	Çalışanıma işi ilgili çıkan problemlerde çözüm sunmak yerine çözümü kendisinin bulmasına yardım ederim.	1	2	3	4	5	6
8	Çalışanıma işin yapılışı ile ilgili aldığı kararlarda güvenirim.	1	2	3	4	5	6
9	Çalışanıma işinde karşılaştığı sorunlar karşısında kendi çözümünü üretmek için cesaretlendiririm.	1	2	3	4	5	6
10	Çalışanıma yüksek kalitede iş çıkarabilmesi için ihtiyaç duyduğu bilgileri onunla paylaşıyorum.	1	2	3	4	5	6
11	Çalışanıma müşteri ihtiyacını karşılayabilmesi için ihtiyaç duyduğu bilgileri veririm.	1	2	3	4	5	6
12	Çalışanıma yeni teknolojiler, süreçler, teknikler ve ürün fikirlerini araştırması için fırsat veririm.	1	2	3	4	5	6
13	Çalışanıma yeni beceriler geliştirmesi için fırsatlar sunarım.	1	2	3	4	5	6
14	Departmanımda çalışanın sürekli öğrenme ve sürekli gelişimi önceliğimdir.	1	2	3	4	5	6
15	Çalışanın hata yapmaktan çekinmeden çalışmasını sağlarım.	1	2	3	4	5	6
16	Çalışanın başarısız olma ihtimali olsa da yeni fikirleri test etmesi için onu cesaretlendiririm.	1	2	3	4	5	6
17	Çalışanın hata yapması durumunda onu suçlamak yerine, doğruyu bulması için ona yol gösteririm.	1	2	3	4	5	6

## APPENDIX C

### Letters of Permission to Use Instruments

Gönderen: Gretchen Spreitzer <spreitze@umich.edu>

Gönderildi: 1 Aralık 2014 Pazartesi 15:10

Kime: Sema Gedik

Konu: Re: Empowerment Hello Sema, sounds like very interesting topics you are studying. I love learning from you! On Sun, Nov 30, 2014 at 4:15 PM, Sema Gedik <[semag69@hotmail.com](mailto:semag69@hotmail.com)> wrote:

Dear Prof.Spreitzer,

Thank you very much for your time. I have already send a mail and told you that I am writing a thesis about employee empowerment. Based on your advice, I have been reading all the related articles in your website. My thesis subject is to analyze the empowering leadership behaviors in İstanbul province. What do company leaders and employees understand from the concept of empowerment? I am planning to use your psychological questionnaire and Laschinger'in CWEO-II questionnaire. During the research, I want to accept and test "opportunity; information; support; resources; formal and informal power" that are measured by Laschinger; as a behaviors have to be used by leaders as empowering leadership behaviors. (Can I accept them as empowering behaviors; is it right)

I also test that there is a reciprocal relationship between structural and psychological empowerment. What I mean, If the leaders use structural empowerment elements as a empowering leadership behaviors, employees' psychological empowerment increase and the employees will be more demanding and the leaders have to enrich structural empowerment elements etc. Do I you think, doing this kind of research is meaningful or not? If it is possible, I would be so happy to get feedback and advice from you.

Thank you so much.

Best regards,

Sema GEDİK-

Gretchen Spreitzer

Keith E. and Valerie J. Alessi Professor of Business Administration

Professor of Management and Organizations

Ross School of Business

Ann Arbor, MI 48109-1234

(734) 936.2835

<http://webuser.bus.umich.edu/spreitze/>

**Gönderen:** Laschinger Research <instrhkl@uwo.ca>  
**Gönderildi:** 16 Ocak 2015 Cuma 17:14  
**Kime:** semag69@hotmail.com  
**Konu:** Re: Empowerment Questionnaire Request Form

Dear Sema,

Thank you for your interest in my work. Attached is the signed request form along with the CWEQ scale you have requested. Please note that the ORS and JAS scales are included in the CWEQ which has also been attached. If you have any further questions please do not hesitate to contact me.

Good luck with your study,

Heather

Dr. Heather K. Spence Laschinger, Distinguished University Professor  
Arthur Labatt Family Chair in Health Human Resource Optimization  
School of Nursing, University of Western Ontario  
London, Ontario, Canada N6A 5C1  
Tel: 519-661-2111 ext.86585 Fax: 519-661-3410  
E-mail: hkl@uwo.ca

On 01/11/15, semag69@hotmail.com wrote:

**NURSING WORK EMPOWERMENT SCALE**  
Request Form

I request permission to copy the Nursing Work Empowerment Scale as developed by Dr. G. Chandler and Dr. Heather K. Spence Laschinger. Upon completion of the research, I will provide Dr. Laschinger with a brief summary of the results, including information related to the use of the Nursing Work Empowerment Scale used in my study.

Questionnaires Requested: Conditions of Work Effectiveness-I (includes JAS and ORS):  
Conditions of Work Effectiveness-II (includes JAS-II and ORS-II): Yes

Job Activity Scale (JAS) only:

Organizational Relationship Scale (ORS) only:

Organizational Development Opinionnaire  
or Manager Activity Scale:

Other Instruments:

Please complete the following information:

Date: 11.01.2015

Name: Sema Gedik

Title: Effect of Empowering Leadership Behaviors on the Structural and psychological Empowerment.

University/Organization: Bilgi University İstanbul -Turkey

## APPENDIX D

### Letter of Ethics Committee

#### ETİK KURUL DEĞERLENDİRME SONUCU/RESULT OF EVALUATION BY THE ETHICS COMMITTEE

(Bu bölüm İstanbul Bilgi Üniversitesi İnsan Araştırmaları Etik Kurul tarafından  
doldurulacaktır /This section to be completed by the Committee on Ethics in research  
on Humans)

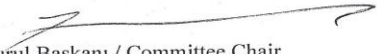
**Başvuru Sahibi / Applicant:** Sema Gedik

**Proje Başlığı / Project Title:** Effect of Empowering Leadership Behaviours on  
Structural and Psychological Empowerment

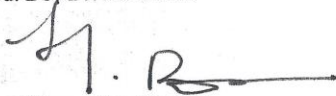
**Proje No. / Project Number:** 2015-20024-034

1.	Herhangi bir değişikliğe gerek yoktur / There is no need for revision	XX
2.	Ret/ Application Rejected Reddin gerekçesi / Reason for Rejection	


Değerlendirme Tarihi / Date of Evaluation: 7 Nisan 2015

  
Kurul Başkanı / Committee Chair

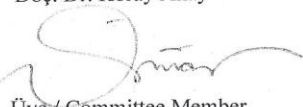
Yrd. Doç Dr. İtir Erhart

  
Üye / Committee Member


Prof. Dr. Hale Bolak

  
Üye / Committee Member

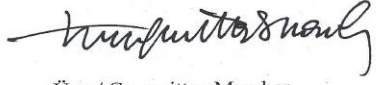
Doç. Dr. Koray Akay

  
Üye / Committee Member


Doç Dr. Ayhan Özgür Toy

  
Üye / Committee Member

Prof. Dr. Aslı Tunç

  
Üye / Committee Member

Prof. Dr. Turgut Tarhanlı,

  
Üye / Committee Member

Yrd. Doç Dr. Uğur Kevenk