

The Impact of Administrative Empowerment on Creativity Improvement among the Workers of Jordanian Public Administration Institute

Dr. Nassem M Aburuman

The Word Islamic Science & Education University
Jordan

Abstract

The study aimed to recognize the impact of the administrative empowerment on creativity improvement within the public administration institute. The study population was constituted of all the institute workers with total count of 96; 90 questionnaire forms were distributed, and 82 valid forms of them were retrieved back, with retrieval ration of 91%. The study has found that there is an impact with statistical significance at level ($\alpha \leq 0.05$) of the empowerment dimensions (authority delegation, employee training, effective communication, and employee stimulation) on creativity improvement among the workers of the Jordanian institute of public administration. It has also found that there are no variances with statistical significance at sig. level ($\alpha \leq 0.05$) between the workers' tendencies toward creativity improvement, which can be attributed to the functional variables (service term and job title). The study has recommended applying modern administrative concepts such as participation enabling principle, workgroups and teamwork forming and administrative decision-making, also preparing work environment in a way that would support empowerment through adopting cooperation and coordination between administrations, divisions, groups and individuals, and working on enabling decentralization, power delegation and subordinates' participation in decision making, and finally working on putting an effective system of financial and incorporeal incentives for the employees.

Keywords: administrative empowerment, creativity, Jordanian public administration institute.

Introduction

Empowerment concept has emerged since the end of the eighties of the last century, and it received wide adoption in the later nineties, because of increased focus on the humanitarian element within the organizations. The concept emerged as a consequence of the evolution of the administrative thought from the "command and empowered organization" concept to what is being called nowadays "the powered organization", a matter that resulted in changing the multilevel organizational scale into limited number scale within the organization environment, and transformations in the administrative concepts towards identification and achieving the competitive advantage. In the view of the leaders' and administrators responsibility for the success or failure of the organizations, the interest in the human, and in managing, directing and stimulating him, has surpassed the interest in other matter that are related to money, technology and organizational structures, because he is full of many tangible capabilities. He is a sea of unseen views, impression, instincts and motivations, which cannot either observed or measured. Therefore, empowerment subject has emerged as one of the administrative modern subjects in the third millennium that are relevant to the humanitarian dimension.

1- Study Problem:

Many Arab organizations clearly suffer from many problems and negativities that resulted from long term of decentralization, hierarchical form of the administrative levels, their plurality, prolonged formal communication lines, and the secrecy of the granted information to the employees. All those matters have become an obstacle in front the developmental and reformative ambitions, and a burden that no longer can its costs be withstood. Empowerment has become the essence of the administrative creativity for any administrative organization including telecommunication sector organizations. Administration scientists unanimously agree that contemporary organizations live variable and complex conditions that urge the need for creativity.

Administrators of administrative organizations have to take care for developing workers' capabilities in order to have the opportunity in solving problems, participating in decision-making and generating new ideas, and working in the spirit of the excellent and serious team with the aim of work creativity. Based on that, the study problem lies exclusively in determining the extent of the impact of administrative empowerment dimensions on administrative creativity achievement among the workers of JPAI, since it is probable that the impact is practically weak in comparison with what should be, especially with what the other Jordanian telecom company's posses in terms of many competitive elements. The study problem can be formulated in the major following question: **What is the impact of the administrative empowerment on creativity improvement in JPAI?**

2- Study Hypotheses:

H0: There is no impact with statistical significance at significance level ($\alpha \leq 0.05$) of the administrative empowerment dimensions (authority delegation, employee training, effective communication, and employee stimulation) on creativity improvement among the workers of JPAI.

H0: There are no variances with statistical significance at significance level ($\alpha \leq 0.05$) in the workers' tendencies towards creativity improvement in JPAI, which can be attributed to the functional variables (serviceterm, job title).

3- Previous Literature:

4-1 Administrative empowerment

Empowerment occupies a great importance in the contemporary organizations that operate in an unstable environment that is characterized by a high degree of complexity, which means difficulty in achieving goals (Mahmoud Ali AL-Rousan, 2014). Empowerment is a concept that links individual strengths and competencies, natural helping systems and proactive behaviour to social policy and social change (Kahreh et al, 2011). The definitions of empowerment vary widely among researchers. There are several definitions for empowerment, depending on the perspectives to empowerment and the focus of the conducted research. Studies have perception of empowerment as intrinsic task motivation (Thomas & Velthouse, 1990), or motivation reflective of the person–environment fit (Zimmerman, 1990), perceptions (Parker & Price, 1994), commitment-based designs (Spreitzer, 1996), dependent on management or leadership actions (; Block, 1987) and human resource practices such as training programs or reward systems (Conger & Kanungo, 1988). Empowerment has been used with reference to behavioural or performance-related outcomes (e.g., Zimmerman, 1990), and in terms of job structure—the transfer of power or authority (Burke, 1986) and/or job support structures such as the sharing of resources and information (Hardy & Leiba-O'Sullivan, 1998). (Effendi, 2003) viewed empowerment in terms of strength of decision making, as “the process of acquiring the strength which is needed for taking decisions and contributes to laying down the plans and especially those that belong to the position or office of the individual and using the expertise of individual to improve the performance of the organization.

(Brown and Harvery, 2006) jumped to broader view of empowerment as “(a strategy) that aims at the release of inherent energies in individuals, and makes them participate in the operations of building the organization. (Al-Utaibi, 2004) focusing on power and responsibility side in his definition of Empowerment as “a transfer of responsibility and power, a call for employees to participate in the information and knowledge which are provided by the organization via its database, and in the analysis of problems, making of decisions and consequently in the power of decision-making. The employee should have a feeling of his personal capacities. It is empowerment, which has to provide the support for the employee's consciousness of his personal abilities. (Spreitzer, 1996) referred that this comes through the organization's removal of all that which may cause the feeling of inability. (Al-Ma'ani & Isma'il, 2008) defines the empowered employee as the one who feels ownership of and belonging to the work which result from his ability to assume the responsibility of decision-making and the responsibility for its consequences. Empowerment has greater impact when the organization prepares the circumstances that make the employees supervise their study via their own proficiency. (Cook and Hunsaker, 2001) decided that this enhances the spirit of initiative among them and makes them insist on the performance of the tasks. Moreover, (Zemek and Schaff, 1989) referred to the importance of the moral aspects like encouraging the employee, rewarding him, and motivating him to release the spirit of initiative and creativity through freeing him from restrictions.

This empowerment of work is viewed as a result of changes in management styles; away from regulation, physical supervision, and employees who simply obey orders, and towards management through company culture and management by objectives, flat hierarchical structures, and delegation of responsibilities. The management assume a more consultative role, with their main function being to inspire, motivate, and solve problems. However, empirical evidence of the actual spread of these new organizational structures, and especially of the consequences to employee working conditions, remains scarce. Have an increasing number of employees become more empowered in their work? Has empowered work spread downwards in the job hierarchy, so that shop assistants and factory workers also have more autonomy and a more challenging work? Empowerment must prevail as a culture widespread within the organization, and this entail creating an environment of empowerment, or simply “climate”, as (Scott and colleagues, 2004) proposed. The concept of empowerment climate is pertinent to the extent of organizational use of the structures, policies, and practices supporting employee empowerment. (Blanchard et al., 1995) and (Randolph, 1995) could identify three key organizational practices that are related to empowerment climate: autonomy through boundaries, information sharing, and team accountability. Finally, (Areiqat and Zamil) could simply illustrate empowerment process as “a bilateral equation whose two sides are the organization and the employee as follows: Empowered Administration + Empower able Employee = Success of Empowerment Process “.

4-1-1 Power delegation:

The simplest and the broadest definition of delegation is that it is the transfer of authority to make decisions and complete specific tasks. Some researchers consider power delegation as the most important dimension of empowerment and one of the most important skills for managers and leaders to possess, since it is related to strategic and crucial issues such as policymaking and decision-making. Possessing delegation skill can help managers save time, motivate and train their employees, and would enable managers to take on new opportunities and freed for more advanced and specialized responsibilities. Consequently, Delegation is a skill that helps managers achieve more without burning themselves out. Moreover, delegation can be a step toward electing a successor, through stepped learning of the job specifics, thus develops high quality leaders and enables the manager to be promoted to a higher position. In summary, delegation enables managers to train and develop employees, making them more valuable to the organization. On the other hand, delegation is one of the biggest challenges for administrative and managers. The challenge lies in finding the right person to handle the delegated task, along with finding the free time to train the person on how to do the job. (Cardona, 2007) notes that “delegation, as a legal instrument, also has organizational and managerial consequences insofar as it suggests certain organizational patterns in terms of administrative structures and behaviour if it is to promote more effective and efficient decision-making processes while keeping lines of accountability within the administration clear and known “.

4-1-2 Definition:

Definitions of relegation have wide spectrum of definitions depending on the scope and perspective of the researched subject. (Ferguson and Chandrasekhar an, 2004) define delegation as “The transfer of managerial responsibility for specified functions to other public organizations outside normal central government control, whether provincial or local government or parastatal agencies”. (Gregersen et al., 2004) defined relegation in connection with decentralization as “One form of administrative decentralization which transfers responsibilities and authority to semi-autonomous entities that respond to the central government but are not totally controlled by it. Public forestry corporations and in some cases implementation units of some forestry projects—often donor supported—are examples of this form of decentralization”.

4-1-3 Training employees:

Training is one the most significant human resource practices that impact a company’s success and progress. It is the wheel of the organization train; no continuous training means no advance whatsoever. Training is of growing importance to companies seeking to gain an advantage among competitors. There is significant debate among professionals and scholars as to the affect that training has on both employee and organizational goals (Brum, 2007). Krueger and Rouse (1998) examined the effect that training and workplace education programs can have on various organizations. The study included an analysis of numerous outcome variables that may be achieved through training. Variables relating to performance, wages, productivity, satisfaction, motivation, and absenteeism were all examined. These variables are analogous too many of those that are commonly scrutinized in the training and development literature.

4-1-4 Effective communication:

Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). In general, communication is a process by which information is transmitted between people and common understanding is achieved among them, where effective communication can be achieved via a two-way process that requires effort and skill by both sender and receiver. (Lunenburg, 2010) Identified the elements of the communication process as the sender, encoding the message, transmitting the message through a medium, receiving the message, decoding the message, feedback, and noise. These elements in the communication process determine the quality of communication. A problem in any one of these elements can reduce communication effectiveness (Keyton, 2011). (Lunenburg, 2010) determined the barriers of the communication process as: process barriers (sender barrier, encoding barrier, medium barrier, decoding barrier, receiver barrier, and feedback barrier), physical barriers, semantic barriers, and psychosocial barriers (sincerity, empathy, self-perception, role perception, efforts to distort the message, images, vehicle for message, ability to communicate, listening ability, culture, tradition, conditioning, noise and feedback). He continues to conclude, "communication is a complex, give-and-take process, breakdowns anywhere in the cycle can block the transfer of understanding".

4-1-5 Employee stimulation:

Jenks (1996) supports that in an objective assessment system; criteria must focus on efficiency and not on an employee's character, and neither on their past performance, but criteria should be oriented to employee's stimulation and improvement. (Jenks, 1996). Although evaluation is used as a useful tool for increasing staff's stimulation and improving their efficiency, even more controversial issues and many differing opinions are expressed in relation to how the evaluation processes should be implemented, how often it should take place and who the evaluators should be. (Salinos et al, 2013). The successful application of human resources management objectives in any organization is based on the existence and recognition of organizational culture components, of a system of performance evaluation, of employee stimulation, and of rewarding of their results. This managerial system aims at a permanent cooperation among all employees in order to improve the quality of products and services that are offered, as well as the quality of organizational functionality, by reaching its objectives, in agreement with the demands of society. (Bedrule-Grigoruta, 2006). However, the role of leadership in stimulating the entire group's creativity remains underexplored (Zhou & Shalley, 2008).

Through intellectual stimulation, transformational leaders stimulate followers by questioning their assumptions, challenging the status quo, and encouraging problem reformulation, imagination, intellectual curiosity, and novel approaches (Shin & Zhou, 2003). Intellectual stimulation could also help group members to build creativity-relevant cognitive processes of problem solving, problem construction, information searching, and solution generation (Reiter-Palmon & Illies, 2004). Transformational leaders can build a creative climate in the group through processes such as questioning the status quo, stimulating followers to question critical assumptions in their previous cognitive frames, and suggesting new ways of looking at work processes (Keller, 2006 and Nemanich and Keller, 2007). Moreover, the transformational leader's individualized consideration ensures that all team members feel recognized and appreciated in their uniqueness (Kearney & Gebert, 2009), which develops an atmosphere of tolerating diversity and differences of viewpoints. Intellectual stimulation also implies that leaders encourage divergent thinking within a group even if the voiced views deviate from the consensus, increasing the potential for collective creative problem solving. Further, transformational leaders encourage followers to transcend their self-interests for the sake of the collective (Bass & Avolio, 1990). They motivate interpersonal collaborations or discourage interpersonal conflicts among group members to achieve collective goals (Jung, 2001). Such mutual collaboration behaviour influences group creativity. The role of transformational leadership in group performance in the R&D setting (Keller, 2006) partially supports the above arguments. Based on previous research and our further elaboration of how transformational leadership may influence group creativity, we hypothesize that:

4-2 Creativity improvement:

Creativity is one of the most complex products of the human mind (Karakelle, 2009). Creativity is a concept that has always been our foremost use for expression of feeling towards or describing well created, composed, designed, or performed objects, humans, or even deeds in our daily life conversations. Nevertheless, still there is much confusion about the nature of creativity.

Creativity in business is important, and managers need to possess the ability to gain creative insights. It involves an ability to come up with new and different viewpoints on a subject. It involves breaking down and restructuring our knowledge about the subject in order to gain new insights into its nature. However, any definition of creativity is complicated because the concept has many dimensions. (Sternberg and Lubart, 1999) viewed creativity as a phenomenon whereby something novel (i.e., original and unexpected) and appropriate (i.e., valuable and adaptive concerning task constraints) is created. (Rickards, 1985) stressing on the personal talent side, defines creativity as 'the personal discovery process, partially unconscious, which leads to new and relevant insights'. He also broadens his definition to the notion of the escape from traditional human thought with a view of creativity as a universal human process that results in the escape from assumptions, and a discovery of new and meaningful perspectives, or as an 'escape from mental stuck ness'.

Consequently, creativity is essential to the development and advancement of human civilization and plays a crucial role in our cultural life, and therefore, has gained much interest among researchers in many disciplines who have been trying to foster it through education and training. Traditionally, where creativity was viewed as a relatively stable individual difference, with some people being regarded as more creative than others (Gough, 1979), recent studies have shown that creativity could be less stable phenomenon, where it can be represented as a function of brief states of the person and situation (George, 2007). Researchers have created some measures for assessment of training-induced creativity in a fast way that allows of states induced by training. Torrance Tests of Creative Thinking (TTCT) is one of the most widely used test of creativity and. It easy to administrate in short time and has fewer limitations and cautions to apply, and has been the most researched and analyzed creativity instrument (Johnson and Fishkin, 1999, and Davis, 1997). Creativity is very much concerned with imagination. While language is a medium of expressing our creative feelings, creativity is related to images and sensations that are verbally inexplicable. (Koestler, 1964) summarizes that relation with saying: 'True creativity often starts where language ends.' (Weinman, 1991) considered that creativity is the ability to go beyond the mundane and obvious and reject the traps of repetition and pre-set categories. (Amabile and Hennessey, 1996) simple believed that creativity could be thought of as 'the production of novel and useful ideas in any domain'. In summary, these various definitions seem to agree that creativity involves an in-depth thought of a subject and an ability to come up with new and different viewpoints. However, any definition of creativity is complicated because the concept is multi-faceted.

4- Hypothèses Testing

First primary hypothesis:

H0: there is no impact with statistical significance at significance level ($\alpha \leq 0.05$) of the administrative empowerment dimensions (authority delegation, employee training, effective communication, and employee stimulation) on creativity improvement among the workers of JPAI.

Table no 1: Results of multi-regression test of the impact of the administrative in the level of creativity improvement among the workers

Source	Squares sum	Freedom degrees	Sq. Avg.	Calculated F value	Tabled f value	Sig. Level f	coefficient of determination R^2	Correlation coefficient
Regression	7.39	4	1.87	5.66	2.49	.001	0.22	0.32
Error	240.62	77	0.32					
Sum	248.01	81						

*significant at level (0.05)

Multiple regression analysis was used to test this hypothesis

As table no.1 shows, calculated f value equals 5.66, larger than its tabled values of 2.49 at freedom degrees (4-77) and significance level (0.05), and that entails rejecting the null hypothesis and accepting the alternative hypothesis that states that there is an impact of the administrative empowerment dimensions on the level of creativity improvement among the workers. This result is affirmed by the significance level f of 0.001, which is less than the adopted significance level of (0.05). the interpretive power of the model R^2 was found to equal 0.22, which is a medium interpretive power, consequently means that the independent variable (the administrative empowerment) interprets 22% of the dependent variable (creativity improvement among workers).

Table no.2 shows the extent of impact of every administrative empowerment dimension on the creativity improvement level among workers of JPAI.

Table 2: Results of the coefficient of the administrative empowerment dimensions' strength on the level of creativity improvement among the workers of JPAI

Variable	B	Beta	T value	Sig. level
Authority delegation	0.19	0.28	4.58	*0.035
Employee training	0.16	0.27	3.82	*0.001
Effective communication	0.15	0.22	4.43	*0.041
Employee stimulation	0.14	0.21	4.39	*0.231
Administrative empowerment on general	0.22		4.51	*0.001

*Significant at level (0.05)

Results of the coefficient of the strength of administrative empowerment dimensions on the level of creativity improvement among the workers of JPAI shows that there is the variables(authority delegation, employee training, effective communication) have an impact with statistical significance at significance ($\alpha \leq 0.05$), and that the variable (employee stimulation) has no impact with statistical significance.

Second primary hypothesis:

There are no variances with statistical significance at significance level ($\alpha \leq 0.05$) in the workers' tendencies towards creativity improvement in JPAI, which can be attributed to the functional variables (service term, job title).

Table 3: ANOVA variance analysis of the test of the variances in the level of the administrative empowerment based on the functional variables (service term, job title)

Source		Squares sum	Freedom degrees	Sq. Avg.	Calculated F value	Sig. level f
Service term	Between groups	1.30	2	0.65	2.66	0.07
	Within groups	229	79	0.24		
	sum					
Job title	Between groups	1.33	2	0.66	2.53	0.06
	Within groups	341	79	0.26		
	sum					

*Significant at level (0.05)

Statistical data of table no.3 indicates that the ANOVA test of the results of variance analysis didn't show any variances with statistical significance at significance level ($\alpha \leq 0.05$) in the workers' tendencies towards creativity improvement in JPAI, which can be attributed to the functional variable(service term), since the calculated F value equals 2.66 and with statistical significance 0.07. The results of table no.3 also show that that the ANOVA test of the results of variance analysis didn't show any variances with statistical significance at significance level ($\alpha \leq 0.05$) in the workers' tendencies towards creativity improvement in JPAI, which can be attributed to the functional variable (job title), since the calculated F value equals 2.53 and with statistical significance 0.06.

5- Results:

- There is an impact with statistical significance at significance level ($\alpha \leq 0.05$) of the administrative empowerment dimensions (authority delegation, employee training, effective communication, and employee stimulation) on the creativity improvement among the workers of JPAI.
- There are no variances with statistical significance at significance level ($\alpha \leq 0.05$) in the workers' tendencies towards creativity improvement in JPAI, which can be attributed to the functional variables (service term, job title).

6- Recommendations:

- Applying modern administrative concepts such as activating participating principle, workgroup and teamwork forming, and administrative decision making.
- Preparing work environment in a way that supports empowerment , through adopting cooperation and coordination between administrations , divisions , groups and individuals , and through information exchange and communication improvement, in order to evade conflicts and rivalry among the individuals.
- Working on implementing decentralization and power delegation and subordinates' participation in decision-making.
- Working on putting an effective system of financial and incorporeal incentives for the employees.
- Increasing interest in the strength of experience of the managers and workers, in order to benefit their employees from them and thus be able to confront problems and put solutions for them.
- Stressing on the importance of human resources development as one of the strategies that can be adopted by the organizations in the field of improving human resources performance within the organizations.
- Enhancing the role of the culture of the identification, innovation, and creativity, in a way that would be reflected on the performance of the banks' human resources.

7- References:

- AL-Rousan Mahmoud Ali. The Relationship between the Management Information System and the Administrative Empowerment (A field study on the Jordanian banking sector). International Journal of Business, Humanities and Technology Vol. 4, No. 3; May 2014.
- Spreitzer G.M., 1996. Social structural characteristics of psychological empowerment. Acad. Manage. J., 39: 483-504.
- Ahmad Y.M. Areiqat and Ahmad M. Zamil, 2011. The Role of Empowerment in Crisis Management in Business Organizations. Asian Journal of Business Management.
- Effendi, A., 2003. Empowerment of employees is an introduction to continuous improvement and development .Cairo, Arab Organization for Administrative Development.
- Al-Utaibi S.M., 2004. Empowerment of Employees as a Strategy for Administrative Development. A Paper Presented to the Regional Meeting for Human Resources Management and Development.
- Brown, D.R., and D. Harvery, 2006. An External Approach to Organizational Development, New Jersey, Prentice Hall.
- Zemek, R., and D. Schaff, 1989. The Service Edge: 101 Companies that Prophet from Customer Care. New American Library, New York.
- Al-Ma'ani and A. Isma'il, 2008. Effect of Employees Empowerment on the Realization of Distinction for Jordanian Institutions Participating in King Abdullah II's Prize for Distinction. Amman: Amman Arab University for Graduate Studies.
- Cook C.W and P.L. Hunsaker, 2001. Management and Organizational Behaviour, New York, Mc grow- Hill
- Deci, E.L., J.P. Connel, and R.M. Ryan, 1989. Self-determination in a work organization. J. Appl. Psychol., 74: 580-590.
- Kahreh Mohammad Safari, Heidar Asgar Hashemi. Achieving competitive advantage through empowering employees: An empirical study. Far East Research Centre www.fareastjournals.com .
- Ferguson, I. and Chandrasekhar an, C, 2004. Paths and Pitfalls of Decentralization for Sustainable Forest Management: Experiences of the Asia-Pacific Region.
- Gregersen, H., Contreras- Hermosilla, A. White, A. and Phillips, L, 2004. Forest Governance in Federal Systems: An Overview of Experiences and Lessons.
- Francisco Cardona. The delegation of administrative decision-making powers: a tool for better public performance. Support for Improvement in Governance and Management, A joint initiative of the OECD and the European Union, principally financed by the EU, 2007.
- Keyton, J. (2010). Case studies for organizational communication: Understanding communication processes. New York, NY: Oxford University Press.
- Lunenburg Fred C .Communication: The Process, Barriers, And Improving Effectiveness, schooling volume 1, number1, 2010.
- Brum Scott .What impact does training have on employee commitment and employee turnover.

- Krueger, A., and Rouse, C. 1998. The effect of workplace education on earnings, turnover, and job performance. *Journal of Labour Economics*, 16(1): 61-94.
- Sternberg RJ, Lubart TI. The concept of creativity: prospects and paradigms. In *Handbook of Creativity*. Edited by Sternberg RJ. New York: Cambridge University Press; 1999:3-15.
- Amabile TM, Hennessey BA. Creativity. *Annu Rev Psychol* 2010, 61:569-598.
- Gough HG: A creative personality scale for the adjective checklist. *J Pers Soc Psychol* 1979, 37:1398-1405.
- George JM. Creativity in organizations. *Acad Manag Ann* 2007, 1:439-477. 5. Davis GA: Identifying creative students and measuring creativity. In *Handbook of Gifted Education*. Edited by Colangelo N, Davis GA. Needham Heights: Viacom; 1997:269-281.
- Johnson AS, Fishkin AS: Assessment of cognitive and affective behaviours related to creativity. In *Investigating Creativity in Youth: Research and Methods*. Edited by Fishkin AS, Cramond B, and Olszewski-Kubilius P. Cresskill: Hampton; 1999:265-306.
- Jenks M. J., (1996): *The personnel Management Source Book*, Alexander Hamilton Institute, Kritirio, Athens.
- S.J. Shin, J. Zhou. Transformational leadership, conservation, and creativity: Evidence from Korea. *Academy of Management Journal*, 46 (2003), pp. 703-714 R. Reiter-Palmon, J.J. Illies
- Leadership and creativity: Understanding leadership from a creative problem-solving perspective. *The Leadership Quarterly*, 15 (2004), pp. 55-77
- J. Zhou, C.E. Shalley. Expanding the scope and impact of organizational creativity research. J. Zhou, C.E. Shalley (Eds.), *Handbook of organizational creativity*, Laurence Erlbaum, New York (2008), pp. 347-368
- Thomas, K. W., & Velthouse, B. A. (1990). —Cognitive elements of empowerment: an interpretive model of intrinsic task motivation. *Academy of Management Review*, 15, 666-681.
- Parker, L. E., & Price, R. H. (1994). —Empowered managers and empowered workers: the effects of managerial support and managerial perceived control on workers' sense of control over decision making. *Human Relations*, 47(8), 911-928.
- Zimmerman, M. A. (1990). —Taking aim on empowerment research: on the distinction between individual and psychological conceptions. *American Journal of Community Psychology*, 18(1), 169-177.
- Block, P. (1987). *The empowered manager*. San Francisco: Jossey-Bass.
- Conger, J. A., & Kanungo, R. N. (1988). —The empowerment process: integrating theory and practice. *Academy of Management Review*, 13, 471-482.
- B.M. Bass, B.J. Avolio The implications of transactional and transformational leadership for individual, team, and organizational development. *Research in Organizational Change and Development*, 4 (1990), pp. 231-272
- D.I. Jung. Transformational and transactional leadership and their effects on creativity in groups. *Creativity Research Journal*, 13 (2001), pp. 185-195
- Burke, W. (1986). —Leadership as empowering others. In S. Srivastra (Ed.), *Executive power* (pp. 51-77). San Francisco: Jossey-Bass.
- Hardy, C., & Leiba-O'Sullivan, S. (1998). "The power behind empowerment: implications for research and practice". *Human Relations*, 51(4), 451-483.
- Scott E. Seibert, Seth R. Silver, and W. Alan Randolph. Taking Empowerment to the Next Level: A Multiple-Level Model of Empowerment, Performance, and Satisfaction. *The Academy of Management Journal*, Vol. 47, No. 3 (Jun., 2004)
- Scott, E. S., Silver, S. R., Randolph, W.A., (2004). —Taking empowerment to the next level: a multiple-level model of empowerment, Performance, and satisfaction. *Academy of Management Journal* 47, 332-349.
- Blanchard, K.H., Carlos, J.P., Randolph, W.A., (1995). *The Empowerment Barometer and Action Plan*. Blanchard Training and Development, Escondido, CA. Randolph, W.A., (1995). *Navigating the journey to empowerment*. *Organizational Dynamics* 24, 19-32.
- Kaprinis Stylianos, Kipreos George, Vrontou Ourania, Kakkos Vasilios. Employee Performance Appraisal in Health Clubs and Sport Organizations: A Review. *American Journal of Sports Science*. Vol. 1, No. 4, 2013, pp. 44-57. doi: 10.11648/j.ajss.20130104.11
- Maria Viorica Bedrule-Grigoruta. Assessing and Improving Culture and Organizational Performance of the Romanian Public Administration, http://papers.ssrn.com/sol3/papers.cfm?abstract_id=944338, 2006.
- Karakelle Sema, Enhancing fluent and flexible thinking through the creative drama process. *Thinking Skills and Creativity* 4 (2009) 124-129

- E. Kearney, D. Gebert ,Managing diversity and enhancing team outcomes: The promise of transformational leadership .*Journal of Applied Psychology*, 94 (2009), pp. 77–89
- Rickards, T. (1990), *Creativity and Problem Solving at Work*, Farnborough: Gower.
- Rickards, T. (1999), *Creativity and the Management of Change*, Oxford: Blackwell.
- L.A. Nemanich, R.T. Keller. Transformational leadership in an acquisition: A field study of employees. *The Leadership Quarterly*, 18 (2007), pp. 49–68
- R.T. Keller. Transformational leadership initiating structure, and substitutes for leadership: A longitudinal study of research and development project team performance. *Journal of Applied Psychology*, 91 (2006), pp. 202–210
- Rickards, T. (1985), *Stimulating Innovation: A Systems Approach*, London: Frances Pinter.