



T.C

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**THE ROLE OF PSYCHOLOGICAL EMPOWERMENT
ON EMPLOYEES' INNOVATION**

NAWROZ AHMED ABDULRAHMAN

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SUPERVISOR

YRD.DOÇ.DR. MEHMET GUVEN

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**ÇALIŞAN YENİLİĞİ ÜZERİNE PSİKOLOJİK
YETKİLENDİRMEİN ROLÜ**

NAWROZ AHMED ABDULRAHMAN

YÜKSEK LİSANS TEZİ

DANIŞMAN
YRD.DOÇ.DR. MEHMET GUVEN

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BİLİMSEL ETİK BİLDİRİMİ

Yüksek Lisans tezi olarak sunduğum “The role of psychological empowerment on employ innovation” adlı çalışmanın öneri aşamasından sonuçlanmasına kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, dönem projesi içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, dönem projesi yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu taahhüt ederim.

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ÖNSÖZ

The role of psychological empowerment on employ innovation başlıklı tezini, çalışan Yeniliği Üzerine Psikolojik Yetkilendirmenin Rolü, Çevresel değişimin, küteselime ve rekabetin bir sonucu olarak, çalışanın inovasyon ve yaratıcı yönleri öne çıkmıştır. Bu çalışma, psikolojik güçlenmenin çalışanlar üzerindeki yenilik ve gelişim üzerindeki pozitif rolünü araştırmaktadır. Veriler, Irak'ın Erbil kentindeki özel ve devlet üniversitelerinden alınmıştır.

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And remember (when your lord proclaimed if you are grateful, I will surely increase you in favor but if you deny indeed my punishment is severe) Ibrahim verse: 7

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Researcher

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DEDICATION

This Research is dedicated to:

- My father (may his soul rest in peace), the one who I hoped would share this enjoyable moment with me, but was destined to leave earlier.

- My mother (may God prolong her life), the one for whom I disguised my grief and stood strong in such moments to make a smile on her face despite all of the sufferings.

- My husband (Hoshang) and my children (Hazha and Vana).

- My beloved sisters and brothers.

ÖZET

Çevresel deęişimin, küteselime ve rekabetin bir sonucu olarak, alıřanın inovasyon ve yaratıcı yönleri öne ıkmıřtır. Bu alıřma, psikolojik güçlenmenin alıřanlar üzerindeki Yenilik ve gelişim üzerindeki pozitif rolünü arařtırmaktadır.

Veriler, Irak'ın Erbil kentindeki özel ve devlet üniversitelerinden Dekan ve akademisyenler yardımı ile toplanmıřtır. Arařtırmanın bulguları psikolojik güçlendirme ve alıřanların yenilięi arasında anlamlı ve pozitif bir iliřki olduęunu göstermekte olup bu konu ile ilgili önerilerde bulunmakta.

Anahtar Kelimeler: Yetenekler, Etkiler, alıřanların Yaratıcılıęı, Özerklik .

ABSTRACT

As a result of environmental change and global competition, the ambition to reveal employee's Innovation has enhanced the psychological empowerment. This study investigates the mediating role of psychological empowerment on employee's Innovation.

Data were collected from the university president and Dean's and their assistant's and the heads of academic departments in governmental and private university in Erbil- Iraq.

The findings of the research showed that there was a significant and positive relationship among psychological empowerment and employee's innovation and the limitations and research recommendation are discussed.

Keywords: psychological empowerment, meaning, competence, impact, self-determination, employee's innovation.

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CHAPTER 1

INTRODUCTION

1.1.INTRODUCTION

In this global unstable environment, firms gradually need to develop their innovation ability and performance in order to stay alive and sustain their competitive advantage. Therefore, many studies concurred that innovation as one of the most important factors for all organizations to survive and succeed. Thus, all firms are called to look for ways to strengthen their innovation progression .

Many topic of innovation suggests that this concept should not be considered as a simple result but as a process of learning and development of knowledge and skills (Jansen et al., 2006). In this sense, innovation is defined as a process of exploitation of existing capabilities or exploration of new ones (Benner et Tushman, 2003; March, 1991). Thus, managers must create an organizational climate that promotes the development of capabilities required to innovate. Many studies reported that some managers perform and support capabilities development and have a positive effect on innovation and organizational performance. For example, some researchers stated that employee empowerment is a key factor for innovation (Brunetto and Farr-Wharton, 2007; Erturk, 2012; Fernandez and Moldogaziev, 2013). This practice motivates employees to share their innovative ideas and use their skills in order to contribute to the companies' success. In fact, the influence of employee psychological empowerment on innovation is still not totally confirmed. Indeed, a review of the literature on these topics shows that empirical researches which analysed the relationship between these variables remain controversial. Some researchers reported a positive link between empowerment and innovation (Erturk, 2012; Helms, 2006; Muindi, 2011). Others found a negative relationship or instead no significant link between these variables. In a research conducted by Kmiecik et al. (2012), it was concluded that empowerment did not affected the company's ability to innovate. Jung et al. (2003)'s study revealed that this managerial practice has a negative effect on organizational innovation. In the light of such divisive

conclusions, it could be of interest to identify variables that affect the relationship between psychological empowerment and innovation .

The purpose of this research is to be to determine the role of psychological empowerment on employee innovation. Four dimensions of psychological empowerment are introduced including meaning, competence, impact and self-determination.

1.2. Research problem:

Although modern foreign studies interesting topic of psychological empowerment and its impact on innovation staff, as one of the newest and most important of the main entrances of administrative reform in developed countries, however, recognize the importance of empowerment of workers is still limited - especially in developing countries - (Obaid 0.1 (2002, Moroccan, 2 (2001) and experiencing their organizations are not convinced Top management the ability of subordinates in the world to make decisions that achieve the desired results and administrative levels, and the belief managers to participate and the delegation of authority for employees will lead to a loss of influence and power that they enjoy in their jobs, in addition to that vision still is clear in terms of enabling workers variables and their impact on innovation workers, based on what was in the study of each of the 3 (Crawford, 2008) and 4 (Baird, 2006) and demonstrated the literature theory on the subject, and from this standpoint, the problem of the study crystallized in answering the question President follows:

Is there a psychological effect to enable the employee's innovations at universities in the province of Arbil?

1.3 Research Questions:

1. Is there any relationship between psychological empowerment and employee's innovation?

2. Is there any effective of psychological empowerment on employee's innovation?
3. Is there any difference impact of psychological empowerment dimensions on employee's innovation?

1. 4. The importance of Research

The importance of this research is presented in the following steps:

1. This research is among the first studies to explore the relationship between psychological empowerment and its role on innovation in the Erbil Governorate University.
2. The findings from the theoretical model seek to highlight the potential of psychological empowerment in influencing employees' innovation in educational and service sectors of our region.
3. The operationalized model offers a useful framework for future theoretical and empirical researches.
4. The research makes a significant contribution to the body of knowledge in the psychological empowerment theory, it also seeks to empirically confirm the four-factor structure in the psychological empowerment construct in a non-Western working environment.
5. This is the first research conducted in Erbil Governorate University that introduce psychological empowerment in the service and educational sectors. It will provide managers with insights into the formation of employees' psychological empowerment, allowing them to institute empowering practices that will improve employee competence and knowledge.

1.5 Research objectives.

The goal of the study is mainly focused on the diagnosis and determine the relationship, and the impact, the dimensions of psychological empowerment, and innovation of staff, and the statement of the contents and limits of this relationship in

the level of higher education sector study, as well as achieve the following objectives:

1. To identify the relationship between psychological empowerment and employees innovation?
2. To evaluate the effective of psychological empowerment on employees innovation?
3. To identify the difference impact of psychological empowerment dimensions on employees innovation.

1.6 Research boundaries.

The study dealt with the role of psychological empowerment on innovation employees, to the opinions of deans and their assistants and heads of scientific departments in a sample of government and private universities in the province of Arbil, so the Research boundaries are as follows:

1-Objectivity, Includes:

A- The dimensions of psychological empowerment

- Meaning
- Competence
- Self-determination
- Impact

B- Employees Innovation

- Contents of Organizational Innovation.
- Factors and Requirements of Enhancement.
- Sources of Organizational Innovation.

2. Research Duration

Duration of the study period lasted between (20-2-2016) until (3-12 -2016) beside the theoretical and the temporal.

3-Pupulation of Research Sample:

Pupulation of Sample of government and private universities in the province of Arbil (Salahaddin University-Erbil, Erbil Polytechnic University, Hawler College of Medicine, Ishik University, and Cihan University) in order to obtain of field data.

1.7 Operation definitions

1.7.1. Psychological Empowerment: It can be defined as the actions of empowering others or as the internal motivation of individuals being empowered (Shapira-Lishchinsky & Tsemach, 2014).

1.7.2. Employees Innovation: Innovation is the main element in improving economic conditions for all the states, the large and the small, the developed and the developing. It is also the important factor in the long term success for all kinds of organizations (Galanakis, Kostas and Passey, Stuart, 2001).

1.8. Research Organize

Research consists of three chapters, the first chapter discusses the study to identify the (introduction, research problem, research questions, the importance of research, the goals of the research, the limits of the search, procedural definition of research, research design), , in second chapter touched on the (previous studies, the current study variables, which dealt with a number of dimensions of psychological empowerment as an independent variable, and employees innovation as dependent variable, also dealt the theoretical relationship between the dimensions of psychological empowerment and employees innovation , The third chapter consists of sample application, the research hypotheses, data collection methods, statistical methods used, the questionnaire validity of the tests, the description of the study sample, analysis and discussion of the results, the conclusions and Recommendations.

CHAPTER TWO

This chapter provides a theoretical framework for the study and the main sub-variables in order to take the theoretical side, focusing on what it is stated in the literature through the following point:

2.1. Literature Review

2.2 psychological empowerment.

2.3 Organizational Innovation.

2.4 The theoretical relationship between the dimensions of psychological empowerment and the dimensions of Organizational Innovation.

2.1.1 Literature Review

This Chapter seeks to clarify the Literature Review, concept of Psychological empowerment dimensions, Objectives, Advantages of Empowerment Criticisms of Empowerment, Obstacles of Empowerment, The theoretical data will be presented as the following:

2.2.1. Literature Review.

2.2.2. Concept of psychological empowerment.

2.2.3. The dimensions of psychological empowerment.

2.2.4. Objectives of Empowerment.

2.2.5. Advantages of Empowerment.

2.2.6. Criticisms of Empowerment.

2.2.7. Obstacles of Empowerment.

2.2.8. Obstacles of Empowerment

2.2.1. Literature Review

- 1- Study (Gretchen m. spreitzer 1995) psychological empowerment in the work place: Dimensions, measurement, and validation**

This research begins to develop and validate a multidimensional measure of psychological empowerment in the workplace. Second-order confirmatory factor analyses were conducted with two complementary samples to demonstrate the convergent and discriminant validity of four dimensions of empowerment and their contributions to an over-all construct of psychological empowerment. Structural equations modeling was used to examine a homological network of psychological empowerment in the workplace. Tested hypotheses concerned key antecedents and consequences of the construct. Initial support for the construct validity of psychological empowerment was found.

This research takes an initial step toward developing and validating a multidimensional measure of psychological empowerment in a work context. The measure, based on scales adapted from previous research, provides evidence for the construct validity of network of empowerment in the workplace. Data on mid-level employees in one organization provided initial evidence of the convergent and, to a lesser extent, discriminant, and validity of the measurement model of the four-dimensional measure. This research contributes to literature by developing a conceptual definition of empowerment, measuring its relationship to a number of antecedents and outcomes in the nomological network.

- 2- Study (Gretchen M. Spreitzer, Mark A.Kizilos, Stephan W. Nason1997) A Dimensional Analysis of the Relationship between Psychological Empowerment and Effectiveness, Satisfaction, and Strain.**

This paper examines the contribution of each of the four dimensions in Thomas and velthouse (1990) multidimensional conceptualization of psychological empowerment in predicting three expected outcomes of empowerment: effectiveness, work satisfaction, and job related strain. The literature on the four dimensions of empowerment (i.e., meaning, competence, self-determination, and impact) is reviewed and theoretical logic is developed linking the dimensions to specific outcomes. The expected relationships are tested on a sample of managers from

diverse units of a manufacturing organization and then replicated on an independent sample of lower-level employees in a service organization using alternative measures of the outcomes variables. The results, largely consistent across the two samples, suggest that different dimensions are related to different outcomes and that no single dimension predicts all three outcomes. These results indicate that employees need to experience each of the empowerment dimensions in order to achieve all of the hoped for outcomes of empowerment. To achieve the objectives of the study. The design and development of the questionnaire composed of several paragraphs and distributed to a sample consisting of 393 middle managers who represent diverse units of the organization And statistical analysis . The study found the following results:

This research makes some first steps in exploring the relationship between empowerment and individual outcomes. The hope is that by clarifying these relationships, more organization scholars will embark on substantive research addressing the dynamic of empowerment in the workplace. furthermore , the hope is that these research finding will provide guidance to business practitioners as they endeavor to achieve the outcomes of empowerment promised in the more applied literature.⁽¹⁾

3- study (Neal Knight-Turvey 2006) influencing employee innovation through structural empowerment initiatives: the need to ‘feel’ empowerment.

This study examines the relationship between various structural empowerment initiatives, psychological empowerment, and employee innovation. Structural empowerment initiatives – defined here as progressive human resource management practices that include participative decision making, information sharing, recognition and reward, training and development, and non-excessive workload – were hypothesized to impact the innovation process indirectly through psychological empowerment. A questionnaire survey among 756 employees from an Australian manufacturing firm provides some support for the proposed indirect linkage. Overall, findings suggest it is not sufficient to simply provide empowering conditions in the workplace (e.g., structural empowerment initiatives like progressive HRM practices). Instead, employees must psychologically interpret and react to these conditions via

felt empowerment. Theoretical and practical implications of these findings are discussed.

The study found the following results:

There are several practical implications for organization who wish to promote employee innovation. First, empowering individuals may help foster innovative behavior. Second, the use of participative decision making and extensive information sharing may be one means by which an organization can influence felt empowerment amongst employees. This suggests the current attention afforded to ‘progressive HRM’ and ‘empowerment’ may be more than just a passing ‘fad’ and may instead provide organizations with an avenue for harnessing the innovative potential of their employees. Future research should be directed towards identifying other management techniques that impact psychological empowerment, or those management practices that impact innovative behavior more directly, as was found with the freedom from excessive workload variable (a job design feature) in the current study.

4- Study (Marius W. Stander, Sebastiaan Rothmann 2010) psychological empowerment, job insecurity and employee engagement.

The psychological empowerment of employees might affect their engagement. However, psychological empowerment, job insecurity and employee engagement. A correlational design was used. Survey design was conducted among 442 employees in a government and a manufacturing organization. The measuring instruments included the psychological empowerment questionnaire, the job Insecurity Inventory, and the Utrecht work Engagement scale, the analysis was carried out with the SPSS 15.0 program.

The results showed:- that affective job insecurity had a main effect in three dimensions of psychological empowerment (viz. competence, meaning and impact) and employee engagement. Psychological empowerment interacted with affective job insecurity to affect employee engagement, the Pearson correlation showed that three dimensions of psychological empowerment- namely, meaning, competence and impact, were practically significantly related to employee engagement. While self-determination was statistically significantly related to employee engagement.

5- Study (Alper Ertürk 2012) Linking Psychological Empowerment to Innovation Capability: Investigating the Moderating Effect of Supervisory Trust.

The purpose of this study is to explore the effects of psychological empowerment and trust in supervisor on employees' innovation capability. Blue collar employees from various manufacturing organizations performing in Turkey are selected as the main target of this study. Data was collected via a structured questionnaire. A total of 518 questionnaires were analyzed. The results indicate that all three of the four dimensions of psychological empowerment, namely meaning, competence and impact, and trust in supervisor are strongly and positively related to innovation capability. Furthermore, analysis has also revealed that trust in supervisor moderates the relationships between two psychological empowerment dimensions, which are meaning and impact, and innovation capability. Some practical implications are also discussed.

6- Study (Bayar Mohamed Omer Marane 2012) the Mediating Role of Trust in Organization on the Influence of Psychological Empowerment on Innovation Behavior.

The research conceptualized trust as a mediator between psychological empowerment and innovative behavior. The research was carried out on a purposively selected sample of 245 managers from manufacturing sector. To assess the constructs of the present study Trust was constructs from Mayer and Davis (1999), Innovative Behavior Questionnaire (Zaman, 2006), and Spreitzer's (1995) Psychological Empowerment Scale (PES) were used. Multiple/hierarchical regression analyses were used to test the hypothesized relationship. Result revealed partial role of trust in organization on the effect for the relationship between psychological empowerment and innovation behavior. Implication of these finding are discussed and suggestions have been made for future research. A total of 245 questionnaires were analyzed the research objective was To determine the mediating effect of trust in organization mediate the relationship between meaning and innovation behavior, determine the mediating effect of trust in organization mediate the relationship between Competence and innovation behavior, determine the mediating effect of trust in organization mediate the relationship between Self-

determination and innovation behavior and , determine the mediating effect of trust in organization mediate the relationship between Impact and innovation behavior. The most important thing has been reached in this study There is an opportunity to create more conscious and higher trust organization in the 21st century. To do so will require three major change. First the organization must become conscious of what its higher purpose are. Without trust of higher purpose organizations will not reach their fullest potential because the creative energy within the organization will not be fully expressed. Second the leaders to evolve to higher level of psychological empowerment and trust themselves. We will not be able to create high innovative behavior without more conscious and high trust leaders. Less trust will tend to hold their organization back. thirdly, the need to evolved the culture of their organization in way that create processes, strategies, and structure that encourage higher levels of empowerment and trust. These will necessarily include the important ideals of team, empowerment as strategy, transparency, authentic communication, and fairness.

7- Study (Manjari Singh & Anita Sarkar 2012). The Relationship between Psychological Empowerment and Innovation Behavior Dimensional Analysis with Job Involvements.

Past studies have established the importance of psychological empowerment in fostering innovative behavior. This paper broadens the conceptual understanding by exploring the mechanisms of this linkage through dimensional analysis. The study also examines the mediating role of job involvement in this relationship. In this study of 401 women primary school teachers in India, the dimensions of psychological empowerment were self-rated whereas innovative behavior and job involvement were assessed by colleagues. Our findings show partial mediation for the meaning dimension and complete mediation for the non-work domain control dimension. Self-determination at job and organization levels have a direct effect on employees' innovative behavior but no effect through job involvement. Competence and impact has no direct or indirect effect on innovative behavior. The objective of this study was to analyze the dimensions of psychological empowerment to understand the mechanisms by which psychological empowerment is fostering innovative behavior

of employees. These mechanisms broaden the conceptual understanding of the linkage between psychological empowerment and innovative behavior.

The have tested there hypotheses using the software AMOS 16 for structural equation modeling (SEM) with maximum likelihood estimation.

Findings of the study showed that job involvement is an important link to enable innovative behavior for dimensions that have close association with individual value systems, intrinsic beliefs, and societal norms. On the other hand, dimensions that depend on organizational processes and work culture have direct effect on employees' innovative behavior and no effect through job involvement.

8- Study (Sylviz Nabila Azwa Ambad 2012) Psychological Empowerment: The Influence on Organizational Commitment among Employees in the Construction Sector.

This research aims to investigate the relationship between psychological empowerment and organizational commitment among employees in the construction sector in Kota Kinabalu area. Psychological empowerment dimensions namely meaning, competence, self-determination and impact are the independent variables. The dependent variable is the organizational commitment. Moderating variables consist of education level and length of service. Each of these dimensions was tested to see its relationship with the organizational commitment. The objectives of this study are, firstly, to measure the level of psychological empowerment and organizational commitment among the respondents; secondly, to examine the relationship between independent variables and dependent variable; and thirdly, to investigate whether the education level and length of service moderate the relationship between psychological empowerment and organizational commitment. Questionnaires were distributed to 171 employees from various backgrounds and positions working in the construction sector in Kota Kinabalu. The questionnaire for psychological empowerment was adapted from Spreitzer (1995) and for organizational commitment the questionnaire developed by Mowday, Steers and Porter (1979) had been used. Twelve hypotheses were developed and tested using regression analysis assisted by Statistical Package for Social Science (SPSS) Version 15.0. The findings indicate that when the construction employees feel empowered

by giving them autonomy, freedom and opportunity in determining how they do their job, they will be more committed to their organization and put the best effort to ensure the sustainability of the organization. In addition, if the employees are directly involved in outcomes that affect the organization and the more the individuals are involved in decision making, the more committed they would be to their organization. The research findings show that education level and length of service did not significantly moderate the relationship between psychological empowerment and organizational commitment. The implications of each variables and further suggestions for future research are identified and proposed.

9- Study (Naser Ibrahim Saif & Afnan Sharif Saleh 2013) Psychological Empowerment and Job Satisfaction in Jordanian Hospitals.

In recent years, empowerment has become a component of business thinking. Hospitals are important assets in Jordan and are attempting to improve their competitiveness by improving employee job satisfaction. This study empirically tested the impact of psychological empowerment on job satisfaction in Jordanian private hospitals. It was hypothesized that the dimensions of psychological empowerment (meaning, competence, self-determination and impact) have a positive impact on employee satisfaction in Jordanian hospitals. The study was designed to be descriptive and quantitative. A questionnaire was designed and distributed to a sample of 554 participants, resulting in a response rate of 78%. The researchers analyzed the collected data using a group of statistical methods, including frequencies, descriptive statistics, reliability analysis, testing data validity and regression tests. Among the most important findings of this study is that employees in Jordanian private hospitals perceive themselves as highly empowered and experience a high level of satisfaction. In addition, the results indicated that 56% of the variation in employee satisfaction results from the implementation of psychological empowerment. The results also supported the proposition that psychological empowerment leads to higher satisfaction in Jordanian hospitals. The study recognizes the need to continue the implementation of psychological empowerment.

10- Study (Azra Ayue Abdul Rahman, Siti Aisyah Panatik & Rose Alinda Alias 2014) Psychological empowerment is about psychological states that produce

perception of empowerment in the workplace. Based on the literature review, psychological empowerment includes the meaning, competence, self-determination, and impact that reflect the individual orientation towards his/her task role. Meanwhile, innovative work behavior refers to the employees' creativity and their involvement in bringing changes and new ideas in duties or in solving their problems especially in research and development which become the focus of this study. Innovative work behavior consists of generation, promotion, and realization of new ideas. This study aims to identify the effect of psychological empowerment on innovative work behavior among lecturers. In our endeavor to this matter, we view the issue in a positivist paradigm with quantitative approach. This approach used surveys as research strategy by adapting questionnaires technique. The data collection has been conducted among 393 lecturers in five research universities and emphasize on the lecturer's research and development. Accordingly, data collected were analyzed using SPSS and SEM AMOS by looking at the confirmatory factor analysis (CFA), model fit, and path analysis. The finding of this study indicates that the dimensions of meaning, competence, and self-determination from psychological empowerment effect the generation, promotion, and realization of new ideas of innovative work behavior. Meanwhile, the dimension of impact from psychological empowerment only influences the promotion of new ideas of innovative work behavior. The result of the structural model indicated that psychological empowerment were significantly related to innovative work behavior among lecturers.

11- Study (AYŞE CİNGÖZ 2015) An Examination of the Mediating Role of Job Satisfaction on the Relationship Between Psychological Empowerment and Innovative Behavior.

As a result of environmental changes and global competition, the ambition to reveal innovative employees has enhanced the interest and significance of psychological empowerment. This study investigates the mediating role of job satisfaction on the relationship between psychological empowerment and innovative behavior. 230 employees participated in this study Data were collected from employees working in 4 and 5 star tourism certificated hotel businesses in Nevsehir, Turkey. The findings

of the research showed that there was a significant and positive relationship among psychological empowerment, job satisfaction and innovative behavior. Besides, job satisfaction partially mediated the relationship between psychological empowerment and innovative behavior.

2.2.2. Concept of psychological empowerment:

Employees' empowerment in both public and private sector is of great importance within and outside the organization in parallel with the rapid changes in the environmental conditions (Allameh et al., 2012).

Empowerment has been defined by different authors throughout the years and some Authors had similar views on what empowerment is although other bit explains it a differently as below...

On the other hand define Psychological empowerment as widely accepted concept in the management literature. The term of empowerment is defined either an external or internal process. It can be defined as the actions of empowering others or as the internal motivation of individuals being empowered, Psychological empowerment refers to cognitive sets shaped by work environment, making sense of individuals' job roles and active involvement of individuals (Wang & Lee, 2009). Psychological empowerment a psychological state that allows individuals to feel a sense of control over their work. In addition, psychological empowerment can be seen as a process that increase individuals' self-efficacy beliefs. Briefly, psychological empowerment requires intrinsic task motivation, active participation of employees directed job roles and their self-efficacy.(shapira-Lishchinsky,2014).

According to many writers Psychological empowerment is not a permanent personality trait, but rather it is a cognitive phenomenon characterized by the work environment. For this reason, it reflects individuals' own perceptions regarding the work environment. Despite the multiplicity and show definitions Spreitzer show that When individuals feel empowered, they will perceive the working environment as more liberating. To illustrate, resources in the organization can be distributed in objective reality, but unless employees are informed about the use of resources that are ready for them, access to resources will have little effect on empowerment. Hence, individuals' perception of their working environment forms empowerment,

Shortly psychological empowerment is a cognitive fact shaped by individuals' perceptions of organizational practices and working conditions.

That efforts to enhance individuals' psychological empowerment is introduced via supporting management practices and emphasis on the psychological aspect of empowerment. Nevertheless, most of the management theorists have discussed empowerment as using management techniques. This situation has neglected the structure and process of the empowerment. Therefore, inadequate explanations have occurred concerning the construct of the empowerment (Conger & Kanungo, 1988).

The dimensions of psychological empowerment are meaning, competence, impact and self-determination. The most significant indication of empowerment efforts is that those who are empowered are more active and more efficient than those who are not empowered. Indeed, empowered employees not only hold much more information about the duties they do, but also make a plan, by analysis, of the duties they will do and find solutions to impediments marring their performance. Especially Spreitzer, have emphasized, by considering factors such as the objectives and aims of organizations, the perceived control feeling, the perception of authority, and internalization from the individual perspective of employees, that the concept of empowerment is a process that addresses employees' emotions and inner worlds. With this outlook, they made analyses on psychological level the implementations carried out by management with a view to empower would not suffice, and that employees are required to be included in the empowerment process. Psychological empowerment is a model which increases motivation, that this model has four elements, namely effect, competence, meaningfulness, and choice, and that these elements, when combined, will lead to employees' more efficient performance (Indra, 2011).

Furthermore, they have contended that the lack of one of these elements will have a negative effect on empowerment. Spreitzer in his study, has improved four elements, and showed in a similar way that the psychological dimension of empowerment should not be neglected. She has underlined that the individual is at the Centre of the studies on empowerment, that organizational conditions will not suffice for the empowerment of employees, and that the way employees perceive (Thomas and Veltous 1997).

Empowerment is of greater significance. She has further stated that employees will have impact on the system they are part of, the strategy within the organization, the ways in which duties are performed, and the results of the actions carried out by the organization. Explaining that the degree of this impact can differ in accordance with the employee's position within the organization and his performance, she has highlighted that managers should provide opportunities where employees can articulate their opinions and suggestions freely.(Choong et al,2011).

Researcher defined psychological empowerment as four cognitions reflecting an employee's orientations towards his/her job namely impact; (the ability employees have to affect organizational outcomes).

Competence; (an employee's capability to perform the work).

Meaningfulness; (the value of the work) and choice (how and deciding on the time to execute task).

Spreitzer (1995) defining psychological empowerment as manifested in four cognitions reflecting an employee's active orientations to his/her work that included meaning (the value of the work in relation to expectations)

Competence; (the ability to skillfully execute tasks)

Self-determination; (deciding on the method, pace and effort when completing tasks). And impact (ability to influence outcomes at work).

Together, these four cognitions reflect an active, rather than a passive, orientation to a work role (an orientation in which an individual wishes and feels able to shape his or her work role and context).

These four dimensions collectively make up the overall construct of psychological empowerment. The lack of any of these dimensions will reduce, though not completely eliminate, the overall degree of felt empowerment.

2.2.3. The dimensions of psychological empowerment:

1- Meaning: is the value of a task goal or purpose, judged in relation to an individual's own ideal standards. Meaning works like a driving force of empowerment; if employees don't like working at a specific place, if the job they are

doing are clashing with their value system, they would not feel that much empowered.

The South African Students Dictionary (1996) defined meaning as something that is important or purposeful to an individual.

2- Competence: can be defined as the feeling of accomplishment after skillfully completing a task that has been undertaken. When feeling competent about the task that has been performed employees would also be more open to confront difficulties instead of refraining from attempting to engage in these activities. When feeling competent employees are more likely to also experience job satisfaction.

This is also related to feelings of self-efficacy and this would also influence how tasks are going to be approached in the future (Thomas & Velthouse, 1990).

Self-efficacy is a person's belief in his or her ability to succeed in a particular situation Bandura cited - sense of self efficacy can play a major role in how we approach goals, tasks, and challenges.

Banduras' theory believed that people with a high self-efficacy would be those people. Who believe they perform well, do something instead of refraining from taking on that specific task. It was also found that people with a high self-efficacy "View challenging problems as tasks to be mastered, develop deeper interest in the activities in which they participate, form a stronger sense of commitment to their interests and Activities and recover quickly from setbacks and disappointments, while people with low self-efficacy tend to avoid challenging tasks, believe that difficult tasks and situations are beyond their capabilities, focus on personal failings and negative outcomes and quickly lose confidence in personal abilities.

Chen and Chen (2008) stated that employees would feel more valued

When empowered and can encourage employees to enhance their level of self-efficacy. In this way employees can also identify with the organization and encourage them to exert more effort on the job making them more committed to the organization .

This could also enhance the level of organizational commitment of the employees at UNAM, by making them feel more valued and could also encourage their levels of self-efficacy.

3- Self-determination: is another key component of intrinsic motivation that is a key determinant of satisfaction. Competence and self-determination is also key component and an essential ingredient for intrinsic motivation. Self-determination relates to the opportunity to select task activities that make sense to perform in ways that seem appropriate and also the sense of freedom about how to do their own work.(Quinn & Spreitzer,1997).

He explained self-determination that “(a) people are inherently motivated to internalize the regulation of uninteresting though important activities; (b) there are two different processes through which such internalization can occur, resulting in qualitatively different styles of self-regulation and (c) the social context influences which internalization process and regulatory style occur.” It was also stated that the self-determination theory uses two concepts of introjection and integration to describe different types of internalization resulting indifferent qualities of regulation. Introjection would be partial or sub optimal internalization leading to internally controlling regulation while integration refers to optimal internalization leading to self-determined behavior. Integration would be when the person identifies with the value of a task and accepts full responsibility for doing that task.

4- Impact: is the degree to which an individual can influence strategic

Administrative and operating outcomes of work. It can also be defined as the degree to which behavior can influence the overall outcome of the task. On the task (are better able to influence the outcome of these tasks) would also be more engaged in the tasks that they do, every mishap, every opportunity seized or missed stems from a decision someone made-or failed to make”. These are the type of employees that would be expected to make the aim and objectives of the university a reality and not remain aims and objectives on paper (Rogers and Blenko2006)

Menon classified empowerment research in three broad categories, namely situational (structural), motivational (psychological) and leadership empowerment.

The situational approach emphasizes the redistribution of authority and granting decision-making authority and power down the organizational hierarchy.

The psychological approach to empowerment refers to the internal processes of the individual being empowered.

The leadership approach focuses on the leader who energizes his followers to act with the leader in providing future vision.

(a) power as perceived control, (b) power as perceived competence. And (c) power as being energized towards achieving valued goals as the three main dimensions of the experience of power underlying the empowerment process.

This was also a turning point in the field of research concerning empowerment, classifying empowerment into the different categories to be able to clearly differentiate between the types of empowerment. This study is aimed at looking at psychological empowerment rather than focusing on structural or leadership empowerment (menon2001).

empowered employees will see themselves as having the necessary power, freedom and discretion to make decisions (self-determination), have that personal connection to the organization (meaning), feel confident in their abilities to perform their duties (competence) and believe that they can make a difference in the system in which they are functioning (impact).

Employees who perceive that their values, beliefs and behavior are congruent with the requirements of the job are also confident about their work performance.

empowering acts may actually yield negative outcomes when the employees being empowered are unprepared to take on more or higher levels of responsibility or unable to process greater amounts of information.

Thus it's important to time interventions strategies that would yield the desired effective introduced too early or too late it could cause resistance or lack of participation from the employees.

Employees would perceive these interventions as counterproductive if it doesn't take into account the situation, life styles and individual attributes of these employees. It

doesn't necessarily mean that if the employer tries to introduce these empowerment interventions that it would necessarily be seen or experienced as empowering.

Empowering employees would thus involve decision-making being moved down the hierarchy of the organization and granting employees the ability to significantly affect organizational outcomes. It was also stated that even though the transfer of power down the hierarchy occurs the perception of the employees would also be a determining factor that would influence them feeling empowered or not at all, also stated that empowerment would depend on the perception of the employee which doesn't necessarily reflect the reality of the situation (Menon, 2001).

2.2.4. The importance of psychological empowerment

The importance of psychological empowerment according to Kahn (1990) in the following points:

1-psychological empowerment are important concepts to consider when dealing with changes at work and improving performance.

2-Psychological empowerment increases employees' sense of personal control and motivates them to engage in work, which in turn results in positive managerial and organizational outcomes.

3-Empowerment as a process whereby conditions that foster powerlessness are identified and removed by providing efficacy information, thereby enhancing an employee's self-efficacy.

4- Psychological empowerment refers to an individual's experience of intrinsic motivation that is based on cognitions about himself or herself in relation to his or her work role.

5-The cognitions are related to the psychological states identified that impact on the intrinsic motivation of employees.

6-Employees experience an empowering workplace that fosters a fit between their expectations and their working conditions, they would be more engaged in their work. Engaged employees have a sense of energetic and effective connection with

their work activities and see themselves as able to deal completely with the demands of their jobs, as organizations focus on competition and profit margins, workers are confronted with threats of real or anticipated job loss, causing many to feel insecure about their jobs and their future work life.

7-Perceptions of job insecurity correlate negatively with employee well-being. Since job insecurity is experienced as a threat and implies uncertainty, it has been described as a stressor, which is often associated with powerlessness.

8-Empowerment exists because of the personal convictions that employees have about their roles in the organization.

9-The experience of being empowered has been proposed to be a mediator between empowering managerial practices and the outcomes expected from empowered workers.

10- Psychological empowerment exists when employees perceive that they exercise some control over their work lives.

11-Psychological empowerment is not a fixed personality attribute. It consists of cognitions that are shaped by the work environment. Various schools of thought regarding psychological empowerment have evolved over time.

12-Empowerment refers to a process of enhancing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information.

13- Empowered people feel that their work is important to them and they care about what they are doing.

14-Employees fear and tend to avoid situations that they believe exceed their skills, whereas they get involved in activities and behave confidently when they judge themselves capable of handling situations that would otherwise be intimidating the four dimensions of empowerment could help people to feel more in control.

15-Feeling competent and confident with respect to valued goals is associated with enhanced intrinsic motivation and well-being. Engaged employees see themselves as able to deal completely with the demands of their jobs.

16-Empowerment had a direct positive effect on the areas of work life, which in turn negatively affected emotional exhaustion. Disempowered individuals have to put in specific efforts, energy and time to adapt to the pressures of job insecurity. It is clear that this energy cannot then be used for working towards achieving organizational goals.

17-employees' psychological empowerment is influenced by how secure they feel about their work roles. Individuals will feel empowered when they feel secure about themselves. Insecurity might distract employees from feeling empowered. This might result in lower employee engagement.

18-Empowerment has been vastly used in management and industrial organization circles, and is defined from varying perspectives. Generally, to empower means to give power. Power also means capacity or energy, so to empower may mean to energize. Power, from the legal perspective, could mean authority, so empowerment can mean authorization.

2.2.5. Objectives of Empowerment

Studies dealing with empowerment empirically confirmed that the main aim of empowering the employees is finding efficient labor forces to produce goods and present services meeting the customers' expectations. It also aims at making the employees practice activities superior to the standard rates to serve the organization or its beneficiaries.

Another study mentioned that the main aim of empowerment is preventing the external motivations of the employees to be replaced with constructing a working environment internally motivating with internal motivations originating from the employees themselves, like pride of belonging and working in the organization. Another study summarized the aims of empowerment as follows:

1. Keeping the organization in at the front.
2. Efficient utilization of the available human resources.

3. Increasing the organizations profits through increasing sales and then growth.

Llyod (1999) pointed out other aims:

1. Making the employees enjoying a higher satisfaction with their organizations and jobs and then making them with better performance.
2. Empowerment is a contemporary and administrative strategy used to realize high efficiency and increasing activity.
3. Empowerment could be used as an important tool in developing the strategies used to enhance spirit of change among the organization members and those dealing with the organization.

Johnson & Thurston (1997) emphasized that the main aim of the employee's empowerment is the search for new methods to encourage the potential powers and motivate them for innovation to sustain the organizations under the contemporary competitive environment resulting in various variables like regulating and approach the markets due to facilitating communication and complicating the customer's needs. Organizations were also restructured after being downsized and the widespread of total quality management.

Ersted (1997) confirmed that the final end of empowerment is developing the employees performance and encouraging their potentials to develop the organization performance.

Another study pointed out that empowerment is an important strategy for solving many of the problems faced by the bureaucratic work locations that adopt the Taylor approach where innovation and invention are prevented. Employees are working in isolated islands and unwilling to practice work team.

2.2.6. Advantages of Empowerment:

Studies concerned with empowerment present many of the indicators confirming the advantages of applying this strategy. Bruno (2001) referred to the advantages of adopting empowerment like enhancing the organizational efficiency because of the employees responsibility in addition to creating work locations characterized by the availability of democratic practices because decisions making authority is being transferred from its traditional locations to lower ones. Blanchard et al. (1996)

mentioned many of the advantages that the organizations could gain from applying empowerment:

1. Reducing the work mistakes with (40%).
2. Enhancing the response for the customers' needs with (50%).
3. Achieving the desired quality with (100%).
4. Decreasing the costs with (10%-15%).
5. Enhancing the positive and behavioral attitudes like satisfaction and obligation.
6. Enchaining the individual's trust of their self-abilities.
7. Enhancing the individual's abilities to have more responsibilities.

Another study pointed out the probable advantages of empowerment:

1. Individual's participation in efficiently contributing in improving operations.
2. Efficient reconnection between authority and responsibility resulting in free behavior where customer's satisfaction require such freedom that should be available at all the levels.

Lowson (2001) confirmed that allowing the individuals to freely behave and independently think should be preceded by efforts to efficiently work to serve the organizations aims and ordinations.

Another study confirmed that successful empowerment realize the following:

1. Improving quality levels and improving the services presented for the customers.
2. Spreading property ownership towards the job and the organization.
3. Enhancing and motivating obligation.
4. Increasing efficiency.

Applebume et al. (1999) concluded that different organizations have adopted and tried empowerment due to the advantages whether individual or organizational. Such

advantages are related to increasing productivity, raising the quality of goods and services, improving work team, increasing the response for the market needs, increasing innovation and invention presented by the empowered individuals in addition to increasing their morals.

2.2.7. Criticisms of Empowerment:

Empowerment is one of the widely spread administrative practices and not only used variously at the work location but viewed by the theoreticians and managers as important in enhancing the organizational efficiency, increasing satisfaction and meeting the customers' needs in an attempt to find more democratic work locations when the managements develop decision making power to be given for the employees. However, and despite these positive trends of empowerment, there are oppositions and critics. Claydon and Doyle (1996) confirmed that empowerment is not valuable, a fragile concept with conditional efficiency governed by the main powers directing powers relations inside the organization.

Another study emphasized that empowerment is an ambiguous concept interfering with other concepts in particular participation and merging. It is a kind of authorizing authorities and received much of the attention where some consider empowerment as the organizational success elixir. One of the studies criticized empowerment because of the high costs paid by the organization when being applied. Increasing the range of tasks or jobs because of enrichment, job expansion or authorization require the employees training in a way that match the wide range of their tasks. On the other hand, increasing the empowered employees responsibilities entail their compensation.

Eccles (1993) directly criticized empowerment as follow:

1. Empowerment is not a response for a significant need concerned with the employee's contribution in the organization programs. It is not a response for applying democratic values in the work environment but a response for the work environment needs. Individuals have large experiences and technical skills that could be used for the service of the organization through adopting empowerment.

2. Empowerment is an old concept presented with a new style. It is a mix of concepts applied and still being applied including suggestion systems, job enrichment and workers participation.
3. Workers participation in making decisions is another aspect of empowerment with negative features represented by making decision by some of the unqualified employees.

Another study indicated the manager's inability to deal with the empowerment within the administrative patterns based on the bureaucratic philosophy. Managers are talking about empowerment and its positive impacts but they are unable to empower their employees fearing to lose control and distribute their powers on the others because they are unwilling to abandon such powers.

2.2.8. Obstacles of Empowerment:

Despite the many confirmations by the studies about the usefulness of empowerment as an administrative approach and the advantages including the enhancement of individual's motivation, there are obstacles constraining empowerment for all the individuals. Griffin (1999) counted some obstacles including:

1. Some employees prefer to spend long hours in practicing traditional jobs instead of participating in some responsibilities.
2. The unwillingness of many of the employees in team work which is the main technique for empowerment.
3. Many of the individuals have values not concerned with the work which make it insensible to take part in work.

Another study mentioned that empowerment programs in the organizations face many complications hindering the success of such programs. The study summarized such obstacles as follows:

1. Some employees reject empowerment philosophy because:
 - a. Weak self-trust.

- b. Rarity of training and qualification.
 - c. Weak motivation towards work.
 - d. Disagreement among empowerment values and personal values.
2. Some of the administrations apply empowerment programs without previous arrangements as empowerment require the employees being qualified for some cooperation and negotiation skills in addition to professional preparations.
 3. The incoherent authority in the concerned organizations characterized by weak administrative structures not suitable for empowerment.

A third study attribute reasons of empowerment failure to three factors:

1. The organizations failure in making a comprehensive evaluation of their organizational condition and the available potentials to apply empowerment.
2. The organizations attempts to put a narrow definition of empowerment to be controlled by the top management and this cause a confusion and non-coordination.
3. The difficulty of achieving the organizational normalization of work teams due to the variance in many of the demographic factors within these teams that might hinder agreement with administration initiatives including sex, race, nationality and religion.

Smith and Mouly (1998) mentioned the factors hindering empowerment as follows:

1. Weak administration credibility.
2. Non trust of administration.
3. Top managements fear from losing power.
4. Middle managements fear from losing job.
5. Employees fear from bearing responsibility.
6. The dominant traditional bureaucratic structure.

7. The administration separation from the employees materially and pyramidically.

Argyris (1998) emphasized a number of empowerment obstacles including:

1. The unsuitable changing and supporting plans of empowerment in actually applying empowerment because such procedures contain contradictions hindering innovation in empowerment.
2. The disagreement among empowerment plans and the available plans in the organization in particular the organizational structure. The organizational structure could not encourage the employees to have responsibilities.

The current study thinks that there are other obstacles for empowerment which are:

1. The managements feeling of losing power as they are authorized to low levels.
2. The non-confession of others' power because of ego power enjoyed because some leaders.
3. Some of the managers and the employees refer to hiding information thinking that will enforce their power and control.

It is possible to find solutions for such obstacles including:

1. The managements should study and analyze the individual's motivation to take the suitable decisions concerning empowerment plans.
2. Examining the employee's skills to know the possibility of their empowerment.
3. Examining the organizational formations and their appropriateness for empowerment.
4. Examining the employee's willingness of empowerment.
5. Examining the employee's attitudes towards their organizations and jobs to know their loyalty and obligation towards their organizations and jobs.

In general, the overview of the empowerment indicates the importance of this concept in all the environments, in particular the developed ones. It becomes the

main target for all the organizations irrespective of their size, specialization and sector. However, there are many questions forming intellectual impressions preceding the events to find the possible answers as follows:

1. All the empowerment definitions confirm the empowered right to make decisions and have freedom to behave towards the spontaneous conditions that need fast solutions without waiting the top management solutions. Thus, empowerment means authority transference from one administrative level to another to utilize the available environmental opportunities with the attempt to avoid risks that hinder the organization aims.

The main question is: how authority is transferred and distributed? Is empowerment an equivalent for authorization?

Authorization is a limited administrative procedure where the subordinates are given some authorities to facilitate the works. Such authorities could be withdrawn based on a decision by the managers and the one authorized will be responsible for what is being authorized towards the others. But empowerment means the authorization with responsibility where the empowered employee is directly responsible for the obligations made. This is main difference between authorization and empowerment where the first is restricted only to power while the other contain power and responsibility together.

Accordingly, empowerment is the wide and comprehensive application of authorization according to what is imposed by the contemporary characters of the business environment, in particular competition and customers' needs and desired variety. This requires the continuous improvement of the operation through giving the employees more power and authority to meet the customers' requirements demanding empowerment more than authorization.

The current study indicates a variance in empowerment and authorization where power is the right to issue orders according to the pyramid structure of the organization upon which administrative concepts are found. When applying empowerment, such interrelated administrative relations are changed and there is a need to restructure the administrative and organizational relations. Applying empowerment means authority transference accompanied by the responsibilities to

those empowered to make the suitable procedures towards the spontaneous situations. Authority is moved from a right to help to do the tasks and then realize the aims. Thus, authority is a right practiced by the others beside the top management. Empowerment is a power enjoyed by those empowered to make decisions instead of the management in case some situations are faced to be fully analyzed to examine the causes to derive the suitable alternatives.

2. Some definitions confirm that empowerment is giving power for the employees. It worth mentioning that power is acquired and not given and what is given is ability. Power is an ability when given to the individual will provide him/her with power. This is applied on other resources where it represents abilities various in their values and impacts.

Getting abilities that give power is a natural behavior of the organizations and the individuals. Thus, acquiring power is of the main motivation aspects for the individuals because they look for anything providing them with power. One of the studies confirm that when the individuals realize that they are strong they will behave rationally and systematically. The study also confirms that power is not subjected to balance, where it is stable, as the individual who have no power will make attempts to get power and in case of getting power he/she will attempt to get more.

3. The last question is concerned with the possibility of empowering all the employees in the organization.

All the empowerment definitions resemble the traditional aspect that is void of the empowerment range. The accurate characterization of the efficient element in employing empowerment is so important for them because all the unable elements are excluded. In addition, any organization does not allow all the employees to govern themselves in addition to the availability of internal obligation and the willingness to accept empowerment is various among the employees.

Accordingly, views vary concerning those empowered in the organizations. Some studies confirm the peculiarity of empowering the employees at the bordered section for they are in direct contact with the aspects dealing with the organization in particular the customers. The reasons for such view is:

1. Employees at the bordered units are more able to take decision at the spontaneous situations.
2. Such employees are more motivated to perform in comparison with the procedures assigned to them by the management.
3. Such employees are more close to the customers and more familiar with their needs.

Other studies focus on empowering the employees at the operations lines and such views focus on empowerment in the organizations applying total quality management plans where empowerment is so important based on the responsibility of all the employees in achieving and applying quality.

All the employees are given opportunities to make decisions because they are aware of the main aspects in the system. Such decisions are characterized by the freedom to make operational decisions in a way that facilitates operations to face the market requirements. Other fields include the employee's contribution in developing budgets, handling quality related problems, controlling the storage, tackling work congestions and practicing other complementary tasks.

Other studies indicate the necessity of empowering managers, at all levels, in order to be more able to work efficiently. Preparing the administrative leaderships to take responsibilities towards the organizational aims is of the priorities that any organizations should be concerned with. The burden of making and implementing strategies is the responsibility of the managers. Peter Drucker is concerned with the issue of who is to be empowered in the organization. He confirms that the personal characters and qualifications of the managers have their impact of how they accept empowerment. He adds that such highly experienced leaders enjoy empowerment elements because of their skillful power. Drucker has mentioned the groups that need empowerment including board members, managers, executive managers and supervisors in the middle organizational levels. As for the employees dealing with the customers or those working in the boundaries departments, the author opposed the idea of being empowered without giving clear reasons.

4. The comprehensive overview and analysis of empowerment intellectual and approach contents helped in forming the procedural concepts of

empowerment. Empowerment is the qualification of the administrative leaderships to have challengeable roles imposed by the requirements of the contemporary environments, thus supporting the abilities of the organizations in adopting innovation as a strategic approach providing that information and freedom are available.

2.3. Organizational Innovation

This part focuses on clarifying the concept and definition, its importance, its dimensions, objectives, its application, and its benefits. In order to frame the theoretical data as stated, it will be addressing the following:

2.3.1. Contents of Organizational Innovation.

2.3.2. Factors and Requirements of Enhancement.

2.3.3. Sources of Organizational Innovation.

2.3.1. Contents of Organizational Innovation

1. Nature of Innovation:

Innovation is the main element in improving economic conditions for all the states, the large and the small, the developed and the developing. It is also the important factor in the long term success for all kinds of organizations. The important role of innovation for the states and organizations and the changes in the contemporary organizations environment, in particular changes in competition, complex customers needs, products life cycle shortage and the increasing technologies, has changed bases and rules of competition supporting the view that innovation is the competitive force for achieving the success of the organizations.

Thus, innovation is among the main requirements in the contemporary management where adopting the traditional managerial methods is not enough and could lead to failure. Organizations searching for success should be characterized by innovation, invention and change.

Studies have been concerned with innovation according to new trends dealing with the concept and nature of innovation. Cortese (2001) stated that innovation is finding

new methods in thinking and learning changing the organization operations and outputs. The researcher described the innovated as those who are not only able to find new things according to new designs, but able to find new ways for serving their customers.

The researcher confirmed that contemporary innovation is not a design for a certain product but find new ways or present new things for the customers who never think of obtaining such things.

Marinus (2000) defined innovation as the process for giving something previously existing. He also added that innovation is the process where innovative thoughts could be transferred into commercial products or operations contributing in presenting things not expected by the customers.

Goetsh and Davis viewed innovation as the way for solving problems and making decisions provided that knowledge of the problems is available

Drucker confirmed that innovation is the tool and the means through which changes are revealed and this facilitate new works or activities. Drucker described the innovated not only as inventors but as utilizing the new technologies in putting things together to find new markets. One of the modern studies described innovation beyond the conceptual definition where it confirmed that it is not only restricted to inventions and modifying new technologies to meet the customers needs but encouraging innovation in the organization to present more of the innovative works. The study stated that managing innovation is innovation itself through adopting the following:

1. Thinking of innovation value instead of focusing on research, development and technology costs.
2. Thinking of what is achieved in future and not of what is spent.
3. Stop thinking within the known limits and paying attention outside such limits to innovation opportunities through the added value series.
4. Searching for new investment sources to finance the innovative activities.
5. Managing investment more than concerning with managing costs.

6. Paying attention for risk more than safety and trenching.

Zipple (2001) explains innovation as thinking far from the traditional contexts with adopting all forms of adventure including change to achieve innovative transformations within the organizations environment and their outputs.

The researcher confirms that organizations leaders should completely recognize contemporary concepts management because they should depend on three philosophical bases:

1. Breakthrough thinking management.
2. World class management.
3. Total quality management.

The approach adopted by the researcher in determining innovation is due to the importance of innovation in the contemporary environment. Such environment imposes pressures that oblige the organizations pay more attention to innovation because new administrative concepts entails that innovation should be existed to successfully apply such modern concepts, in particular total quality, continuous improvements, empowerment and managing organizations within the works globalization.

One of the studies also described innovation as the organizations ability to present innovated administrative methods and approaches motivating the employees to invest their skills to realize the organizational goals.

In general, innovation is described as an innovated administrative leading activity to direct the organization abilities towards the organizational goals and then communicating its message. Innovation within this trend is called the organizational innovation according to what is called the administrative trend. As for organizational innovation according to the technical innovation is an activity aiming at presenting a product either as a good or as a service, finding new process or developing an existing one contributing in presenting products faster and cheaper. Studies are mainly concerned with innovation according to such aspects.

Mustafa (1998) viewed innovation as the individual, group or organization product for something new and useful as a product in the form of good, service or idea in addition to tools, methods and operations.

Al Samaraee (1999) confirmed that technical innovation is the organization offering for new products, improving the existing ones, designing new production processes or improving the existing ones. Faraj (2000) described technical innovation as the development made on the industrial operations, products and services to meet the customers needs and desires in order that the organization will be best in the competitors market.

Roshka (1989) described innovation as the individual, collective and organizational activity leading to a product characterized by originality, value and experience. The researcher added that innovation could be regarded as the integrated unit for a group of subjective and objective factors leading to new and valuable product by a certain individual or a group.

The concept presented by Roshka is characterized by comprehensiveness. It entails the availability of certain subjective and objective factors. Subjectivity is related to conditions, attitudes, values, norms and thinking patterns while the objectivity includes resources and facilities. All these factors lead to new product provided that originality and utility are existing besides novelty.

Spence (1994) described innovation as something perceived as unique and distinguished whether new or not. It is new for those who reacts with that thing. Presenting innovation in such a way differs from other trends entailing novelty in the innovative product. The writer confirmed that innovation is something not existing before, could be something new for our personal case or the ability to newly use at time that thing is perceived to be old. Thus we will perceive that this new thing used in new way is not different from the usual but could be better than other similar things. Assessing things as good or worse require valuable judgments that others might not agree with. It is clear for everyone that not everything new should be necessarily good and at the same time not all the good things should be known.

Anything that is characterized as innovative could sustain and survive and then widely spread where other things disappeared. The researcher has added another condition for innovation namely the innovative product spread.

The study confirmed that innovations that seem new will make changes in some of the personal conditions of the individuals. Any change could have risk and not all the individuals are ready to have risks. Some are willing to have the unique while others could be suspicious in accepting the new or only after deep examining of the new. Others resist the new that could be innovative despite the utility possibilities for those. The study thus confirmed that individual's decisions are affected by some various factors including:

1. The nature of innovation.
2. The personal characteristics of the individual.
3. The cultural climate of the society.
4. Social pressures exerted by the working environment.

Innovation could be in form of presenting new good or service or developing features related with an existing good or service. It could also include new activities in the curriculum, adopting innovative methods in learning or adopting new administrative methods in managing the employees to direct their powers towards the organizational goals. Innovation could be in any form affecting the people as it is not restricted to certain direction or form but could be in the form of various forms and applications.

Innovation, according to the current study, is a humanitarian activity practiced by individuals characterized by certain features recognizing them from the others. Such activity will lead to presenting something new in various forms and result in many benefits providing that the suitable environment is available.

Innovation, according to this view, includes some factors as follows:

1. Activity which is the process or activities leading to ...
2. Innovation product in the form of innovated administrative approach to lead the individuals, a good, a service or an idea characterized by utility, spread and originality presented by ...

3. The innovated whom are the individuals distinguished from the others and use their characteristics efficiently and living in ...
4. The environment where requirements of innovation are provided to achieve ...
5. Goals preparing these innovations users with kinds of welfare.

2. Factors Affecting the Innovation Acceptance:

All studies concerned with innovation agreed that the main conditions for accepting innovation is novelty, originality and utility. Novelty is presenting something new and originality is rarity and distinctiveness while utility is the economic and social advantages resulting from presenting the innovative thing. Despite our satisfaction of the relativity of such conditions when being subjected to accurate criteria, one of the studies presented a comprehensive frame for the factors affecting innovation acceptance in the form of obliging conditions as follows:

1. **Cost.** It is the main factor in accepting or rejecting innovation. Any new product, whether a good, a service or an idea, will be slowly adopted the more the cost is and vice versa. There are exceptions as individuals are frequently accept the cheapest and most pay additional amounts to obtain additional features.
2. **Complexity.** It is common to adopt innovations characterized by simple use and understanding by the final users faster than adopting more complex innovations.
3. **Visibility.** It is expected to adopt innovation faster if they are open and applicable. This is related to communications where knowledge is not to be transferred only but understood.
4. **Compatibility:** Values and situations expressed by individuals towards innovation are frequently affected by their previous experiences and experiments. New innovation should be compatible with the values held by the individuals or there will no success.

Accordingly, innovation is perceived as the genuine and useful things presented for the first time. Analyzing this concept reveals that conditions of utility, originality and novelty should be present in the innovative product. It is known that utility is the advantages of using innovation economically, socially or scientifically. Economic advantage is value surplus from using innovations while the social advantages are various including the reduction of unemployment and sustaining citizens welfare. The scientific advantages are represented by using innovation to enhance knowledge enabling man to discover new scientific facts (innovations). The only criticism for such condition is the double use of some innovations that could have negative aspects.

As for originality it refers to distinctiveness and it is like novelty where the thing presented is new. The good, service or the idea presented is not reproduced. The good replication could be sometimes described as innovation in particular when it is perfect.

Many questions rise concerning the third condition, namely novelty. The novel and the new thing could be so for a certain individual or society and it could not be so for others.

3. Terms Equivalent to Innovation Confusion:

Innovation is used to indicate something new presented for the first time. The new could be a good, a service, administrative method or an idea. The first confusion is here as the idea when presented could be an creativity and scenically applied will be innovation. The same thing is true for invention. It is true that invention is an innovation because it is something new but not empirically innovation. Invention will still invention and not an innovation as long as it is within testing and experimenting and when applied will be innovation.

This confusion among creativity, invention and innovation is the result of inaccurate uses by the studies as stated by one of the studies "selecting a term could mean what the researcher selects only".

Generally, it will be rather complicated when distinguishing among these terms in particular when using other terms like change and discovery. But when adopting application in determining variance among these terms the result will be positive in determining the meanings of each term. Robbins (1998) defined creativity as the ability to collect ideas or making unusual connections among such ideas⁽¹⁾. Lynch (2000) indicated that creativity is the discovery of new ideas.

Creativity is ideas generated from distant and free mental abilities that are abundant, various and genuine. Creativity could be moved into an invention like inventing a machine out of creative idea and then invention will be technically tested and when passed will be empirically or commercially applied. Only then, invention will be innovation and creativity could pass this stage to be directly an innovation. The creative idea move into the direct, economic and empirical application to be innovation. Thus,

Creativity = generating ideas

Invention = translating the creative ideas into tangible material things

Innovation = activities of translating ideas and inventions into scientific, economic and empirical application

This is clear by the creative ideas presented by the individuals in organizations and scientific research centers but only the rare are turned into innovations. There is also discovery meaning revealing something not really existing and change. Daft (2001) said that it is adopting new idea or method by the organization. He also confirmed that each innovation is a change and not necessarily each change is an innovation.

2.3.2. Factors and Requirements of Enhancement

1. Factor and Dimensions:

Studies have widely been concerned with innovation in organizations and factors that should be available individually, collectively and organizationally. Innovation is the result of many factors including knowledge, individual readiness and motivation in addition to coherence and conformity in the innovative work teams and support and encouragement provided by the organization. This also include resources helping the

individuals and groups in realizing the innovative results. Various external and environmental variable react with these factors that support and encourage or hinder innovation.

This section aims at examining innovation and dealing with these factors and dimensions to show their interaction in forming organizational innovation that contain individual and group innovation.

Individually, innovation is the base for the organizational innovation because ideas are frequently presented by the individuals as suggestions in addition to contributing in turning these ideas into innovative applications in the form of developed working methods, new goods or distinctive ideas. Individual innovation is a result of many factors determining the nature of the innovation. Amabile (1998) presented three factors in presenting individual innovation:

a. Experts.

They are the practical abilities of the individuals in the field. They could also be an overlapping network of probabilities forming the cognitive map used by the individual in discovering problems. The study added that there is a relation between the cognitive map and the individual innovation because experience helps the individual to efficiently contribute in innovation through:

- a. Describing ideas indicating the search for new ideas irrelevant with the problem to gather new structures.
- b. Performance and challenge helping the innovative to achieve something challenging. The difficulty of the problem makes the innovative have efforts to find the solution.
- c. Role expectations where experience is useful in increasing the innovative expectation of the roles done. The more the innovative have positive expectations for the role the more new perspectives for solving problems will be revealed.
- d. Method of work as experience is useful in forming a suitable way of work to realize a certain goal. Mediation is adopted here where the difficult problems are excluded temporarily and then reexamined. The researcher has tested

work pressure and burden resulting from experience and concluded significant relations in the two tests. The more the experience is the less work pressure is and the more the experience the more the individual innovation is. The study concluded with a converse relation between work burden and innovation.

b. Innovative Thinking Skills:

These are the important resources owned by the individuals. Innovation thinking usually starts with a problem with incomplete dimensions examined by the innovative and solution will suddenly appears based on intuition and not on logical processing. Another study stated that individual innovation is a result of unconsciousness area where unconsciousness evokes the innovative to examine the problem. Then the innovative will criticize, assess and develop the ideas supposing a temporary freedom between unconsciousness and consciousness. Innovation will result through integration between unconsciousness and consciousness.

Man uses consciousness area in the traditional thinking called the approximating thinking used in solving the simple daily problems. The unconsciousness area is where latent abilities and powers exist. It is the innovative distant thinking area depending on intuition, imagination, gathering the distant elements and solving the complicated ideas. Innovative thinking is the result of gathering approximate and distant thinking.

c. Motivation:

It is important factor of innovation because the individual could has experience and creative thinking but with not innovation. In this case, it is not enough to provide the two first factors are not enough for realizing innovation. The study confirmed that motives could be classified into external and internal. The source of the external motives could be outside the individual and could be either material or significant. The main motive for the innovative is obtaining something useful and the motive could be material in the form of reward or significant in the form of distinctiveness. Managers frequently used material rewards as external motives for the external motives of the innovative. The question here is could the material rewards be always efficient in evoking innovation? The answer depends on the innovative individual

attitude towards the material rewards. The innovative might not in need for material motivations and could understand that they govern the innovative behaviors. The innovative could also understand that such motivations not parallel with the efforts made and thus material motivations might not be the main for making the individuals more innovative. The challenge and feeling of the importance of performance and self achievement are factors determining the innovative desire to continue in the innovative activities.

One of the studies dealt with motivations as independent variables to enhance the innovative abilities of the human resources in two Iraqi industrial companies. The study referred to Herzberg theory of the motivating factors and the conservative factors. The study has selected promotion plans as motivating factors and work conditions, human relations, social position and companies' policies as healthy factors. The study concluded significant relation among these factors and the two companies' adoption of innovation and enhancing innovative abilities for their workers.

There are other factors mentioned in the studies dealing with motivating the individual innovation. Woodman et al. (1993) presented some factors considered as motives for individual innovation including the previous conditions, innovative behavior, and type of thinking, personal abilities, knowledge and social impacts. The study concluded with positive results concerning the relations among these factors and organizational innovation. Another study presented other factors as independent variables of the individual innovation including type of thinking in solving problems, scientific qualification, job position and nature of work. However, this study did not conclude with significant statistical results between the individual factors and innovation.

Concerning group innovation factors, one of the studies focused on three factors for motivating group innovation:

1. Group characteristics.
2. Group processes.
3. Group forming.

The same study has dealt with other factors motivating group innovation including the beliefs and agreement among the group members, size and various specializations and experiences in addition to the approaches selected by the groups in solving problems.

Organizational innovation is the important among innovation circles as a container for individual and group innovation to face the variables of the organization environment. Organizations rearrangement of their various abilities to face such variables according to a strategic view is an innovation and such abilities contribute in enhancing organizational innovation in case managements could use them wisely.

Organizations attempt to determine the most affecting factors in enhancing innovation. There is a need now for directing all the organizations resources and abilities towards innovation in order to utilize them. Amabile et al. (1996) tested some of the organizational factors as independent variables to examine their impacts on innovation. These factors encourage and support innovation within three dimensions including the encouragement of the organization management, supervisors and supporting the work groups. The second factors relates to the freedom that the innovated enjoys in the work environment and enough resources are the third factor for enhancing organizational innovation while the last factor tested by the study was organizational obstacles. Factors that were tested were significantly related with innovation as an independent variable except the organizational obstacles where the relation was negative.

Another study tackled other organizational factors as independent variables with innovation pattern as dependent variables including kinds of innovation, namely administrative, technical, root and operational innovation in addition to product innovation. Organizational variables include specialization, job variation, centrality and formality, administration trends towards change, administrative component, organizational resources, technical knowledge, internal and external communications and management philosophy. Variables also include intangible resources like fame, reputation and intellectual position. Statistical relations were positive except the relation between the formal and centrality from one side and innovation from other. The more formality and centrality are, the less the innovation is. Al Samaraee (1999) examined and tested three independent factors to know their relation with technical

innovation. These factors included technology, research and development and innovation to identify their impacts on presenting new product, developing existing product, designing new process or improving existing process.

One of the studies tested the relation between leader type and administrative level at the local government level for some of the cities municipalities. The study concluded that the leadership pattern adopted depending on trust could be efficient in enhancing administrative innovation. The study indicated a middle variable including municipalities' boards' trend towards change. The study also concluded, through using cluster analysis, that there are three clusters for the variables tested showing the strategic planning by the municipalities boards which accept change in addition to the staff cooperation with the council members.

3. Mechanisms of Activating and Enhancing Innovation in Organizations:

Administrative leaderships keep searching for methods to activate innovation. Tersko (2001) confirmed that the main mechanism for enhancing innovation is represented by the research and development sections in the organizations. These attempt to find new methods for innovation according to the following mechanisms:

1. Adopting a strategy encouraging innovation in the development and research sections through investing in these sections.
2. Giving the priority for innovation.
3. Enhancing innovation and creativity through special rituals for this purpose starting from the research and development sections and then within all the organization.
4. Adopting work teams as the main strategy within innovation strategy.
5. Adopting alliances and common agreements with other organizations to invest in innovation.

Lifer (2000) called for helping the mature organizations to improve performance through paying more attention for innovation and also developing the organizations

to be more able to include innovation within service. The study referred to some mechanisms for enhancing innovation:

1. Dealing with all the incoming ideas.
2. Adopting organizational mechanisms to manage teams and innovative projects.
3. Learning about the unfamiliar markets.
4. Decreasing environmental uncertainty conditions through adopting more mechanisms in particular radical innovation hub to be a store for information.
5. Obliging the administrative leadership to innovation and encouraging all its practices including the development of the innovative skills.

Cutler (2000) suggested to give the innovative individuals some freedom in case they are within a certain project as the suitable way for management is adopting goals management in addition to giving them more challenge. Thus a motivation for repeating success will be generated in addition to giving them material and significant rewards.

Lynch (2000) recommended to provide the following requirements as guarantees for enhancing innovation:

1. Administrative leadership providing support and preparing the future perspectives for the organization goals.
2. Low levels organization with no bureaucratic approach.
3. Small size work teams with various specializations to practice innovative activities.
4. Internal competition systems among the organization units to utilize the ideas presented.

3. Obstacles of Innovation:

There are certain obstacles facing the innovative in organizations opposing the innovative activities and many studies focus on obstacles of innovation and means adopted by organizations and individuals to eradicate innovation. Amabile (1998) confirmed that the majority of the organizations eradicate more than supporting or encouraging innovation. Innovation is frequently disinterested in the work environment non deliberately for some reasons that seem negligible for the first time. As for activities and behaviors to increase work or achieve goals in particular coordination, productivity and control managers are not neglecting them but while realizing such goals might manage organizations eradicating and hindering innovation regularly.

Another study classified obstacles of innovation as follows:

1. The attempt to protect the current situation or distinctiveness that some are unwilling to get rid of.
2. The fear from investing money in activities that might be highly risky.
3. Avoiding new innovative techniques in fear of cancelling jobs.
4. Innovation might oppose the dominant social norms.

Roshka (1989) confirmed that innovation is a main demand by the organization to achieve success and survival to achieve their message in the society. Creating new ideas is not easy because this necessitate collective efforts in order that innovations become real leading into new service or good. Many ideas might not generate or die away for many reasons including:

1. Inability to form the idea.
2. Fear of criticism thinking that the idea is not a new one.
3. Absence of self-trust and feeling that the ideas are absurd

Roshka added that innovation is eradicated by some managements using clichés when assessing new ideas and innovations like "we've tried such ideas with no success", "these ideas are not well" or "these ideas are well but they are costly".

2.3.3 Sources of Organizational Innovation

Innovation rises from various sources classified according to nature of innovation, the beneficiary, the nature of the society and its concern with innovation as a priority and the organizations management's belief that innovation as a strategy is the priority.

1. Sources of Innovation:

One of the main issues is how to obtain sources of innovation and mechanisms adopted to search for additional sources of innovation. Studies varied in presenting the probable sources of innovation. Spence (1994) mentioned some of the resources including:

a. Researches:

Researchers are the main source of innovation in particular those including new products. Researches, as the study view, are the important part for every manufacturing activity in addition to various activities including higher education organization, health organization, research centers and libraries and chemical and food manufacturers. The study also indicated the importance of researches in innovation but with a variance in relating researches with sources of innovation in particular creativity and invention. The researcher confirmed that researches are more related with innovation than creativity or invention and researches are more related with operations than goods. The study pointed out that researches face some problems and attempt to find solutions.

Scientific research activities search for certain fact whatever the form, place or results. As for variance among the basic and experimental researches, the last are assessed depending on their scientific outputs and applying their final results empirically. Basic researches aim at exploring the new knowledge in form of theories governed by applying their factors and dimensions.

b. Inventions:

Inventions are the second important source of innovation, as stated by the study. Invention is finding new thing not present before. This definition agrees with Al

Shamaa and Hmood (1989) where they both defined invention as presenting something new not presented.

Invention is characterized by presence in technical fields more than other fields where it takes the form of machine or a tool.

c. Discoveries:

This term refers to complete perception and intellectual consciousness for something not previously known that could be present but hidden not understood by people. One of the researchers confirmed that discoveries depend on the abilities owned by the innovative enabling them to discover things others were unable to do and revealing new features in things and materials absent from others.

d. Development:

Development is related with adding improvements to something not existing and not invented. This is usual process for products and operations through modifying or reforming them. Development leads to new generations of products might differ from the source developed. Development process might have a certain dimension of problem solving and thus those who are making development additions add in fact something absent from the mind of the first inventor.

e. Problem Solving:

There are new methods in the public and the private sectors organizations suggested to improve certain aspects of the organizations activities. There are certain conditions requiring the improving or medication indicating some innovation to help in problem solving.

Lynch (2000) referred to two main resources where the organizations should test them to obtain innovative opportunities. The study confirmed that both of them should be used as a source for innovation. The two sources are:

- **Customer Needs Analysis:**

Market Pull:

Innovation occurs when organizations detect new marketing opportunities or sectors in the market in particular the neglected ones. It is necessary, as the study confirmed,

to create such opportunities in the fields of presetting customers needs like enhancing transport services and facilitating products delivery for the customers instead of focusing on the product itself.

Pull market depends on detecting the market needs through technical progress, a guiding approach for the organization strategy.

This approach is used in developing some of the new pharmaceutical and electronic products and other technical fields directed for the market. The researcher also confirmed that the guiding approaches used to study the market demand includes some risk because customers frequently rely on their previous experiences and the knowledge they have about the goods and the market.

- **Technology Development Analysis:**

- Technology Push:**

Pull market methods are not accurately describing the mechanism through which actual innovation processes take place. Innovations might arise in unexpected places as in the small organizations through dual dealing among them and the customers who might represent larger companies. The successful technology require more time to spread in other industries and this means that in addition to controlling the customers needs, innovative organizations should make a survey for other industries to know the technical developments.

Peter Drucker's *Innovation and Adventure: Principles and Practices* issued in 1985 confirmed that the first step in obtaining innovation is controlling what he called the seven sources of innovative opportunity as illustrated by Christensen (2000):

1. **Unexpected Source** is the forgotten good that later becomes commonly used in addition to the service that is not focus upon. Finding such opportunities is the unexpected sources of innovation.
2. **Variiances** are between what is there and what should be indicating dissatisfaction for a sample of customers whom the company use to find many innovative opportunities.

3. **Operation needs** indicating the search for the missing circles or bottom of glass as termed for operations need certain circles to be completed when released as innovations.
4. **Industry and Market Structures** as thinking about external resources and regulation, as in telecommunications and power, are usual means. But when some large goals or trends and methods are changes, innovative adventurers could know how to make the suitable turning compatible with the new line.
5. **Demographic Factors** referring to wide changes in the society as related to distance and time and such changes open distinctive marketing locations for business.
6. **Changes in Expectations** where this source depends on changing the dominant expectations for the society. The American society lives in fear and worry from the unknown. Such condition creates many opportunities to adopt protection, self defense means including alarm tools and purchasing weapons.
7. **New Knowledge** as Drucker puts this vital source of innovation in the last because it is the most creative for innovative opportunities. New inventions and technologies, in particular personal computers, attract various competitors because the first innovative adventurer will open the door at first and destroy all the obstacles.

Thus, searching for sources of innovation is the main issue occupying the organizations and this need great efforts to discover the innovation sources. It also need more information and efficient decision making distinguishing between the available information storage in addition to highly efficient skills to implement the decisions. This also needs the courage to neglect some of these ideas and the organizations should be aware of the environmental variables that could be threats.

Sources of innovation after preparing the supporting environment could be established according to the following indicators:

1. Nature of the dominant scientific society in the state as the main source of innovation is the scientific institutes represented by universities, institutes and scientific research centers.

2. The organization itself represented by the employees through their innovation ideas, inventions and achievements.
3. Stakeholders in the organization like the suppliers, the distributors and the financiers.
4. The organization customers and beneficiaries where this is an important source of innovations depending on translating their needs and desires.

2. Content of the Social Environment and its Impact on Innovation

The relationship between the individual and his/her social environment is of great importance in order to understand the powers supporting or hindering innovation. Despite the impact of the personal factors on the innovative, there are additional factors related to certain conditions and situations that are necessary to assess their impacts as important sources of innovation. These include esprit, referring to de groups, nationality, the mutual relation among the individuals and the environment which is a relation that none of the two parts could live without the other.

Societies are inclined to show the characteristics held by influential individuals in the society whether they were a majority or not. Thus, there will be progressive communities in addition to innovative individuals inside these societies and many societies show known classes but not distinguishing the majority of those inside the society.

Such societies and individuals could form a network of interrelated relation among the innovative individuals and innovative societies. Figure (7) shows this interrelation through two continuums of the innovative individuals and the innovative societies. The innovative individuals continuum coincides with the innovative society continuum leading to four stages of interrelated conditions.

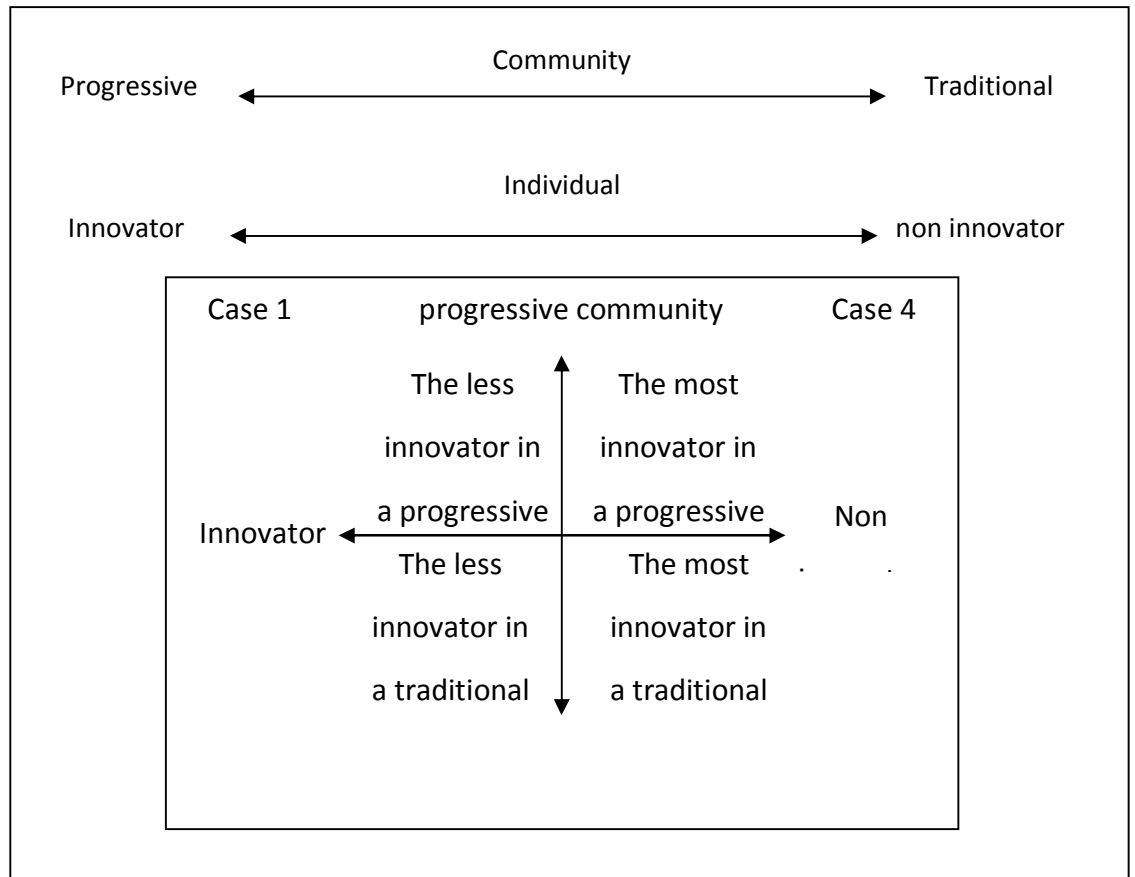


Figure 1 -The Interactive Relations among the Individuals and the Societies depending on the Innovative Conditions -Spence, W. R. (1994). Innovation: The Communication of Change in Ideas, Practices and Products. Chapman & Hall, London, p. 51.

The four cases provide a useful guide for knowing the indicators that might affect the judgment issued by someone in decision making inside the environment. These cases mentioned in the squares represent the limits separating among the innovative and non innovative individuals and innovative and non innovative societies. But in fact, there are no such cases because what is existing is numerous conditions leading to endless conditions gathering endless circles of innovation and non innovation in innovative and non innovative societies.

There are innumerable individuals between the two sides of the innovative and the non innovative, the innovative and non innovative societies. What is represented through the first square in the figure of less innovative individual in a progressive society make it possible to add four new additional squares.

The cases presented according to relation circles between the innovative and the non innovative in innovative and non innovative society are logical cases in their contents and impacts but still the interaction between the innovative and his/her society. The optimum case supposed to be the relation between the innovative and the innovative society is dominant in addition to the opposing case because the real condition suppose various differences among the cases presented by the study. The process as a whole is governed by innumerable variables, in particular the cultural variables consisting of values, morals, customs and traditions and this is applied on the organizations and the individuals.

The optimum case as the study confirmed suppose that the innovative individual will be more creative when being in a progressive society (innovative) unlike existing in a traditional society. The same is said for non innovative individual in a progressive and innovative society. In both cases, there is agreement among the all the sides because agreement between innovation and progressive society is reducing pressure factors imposed on the innovative.

Variance among the societies as related to innovations is attributed by one of the studies to the following reasons:

1. Factors affecting the inputs of the innovative process in particular the scientific society in that country and its relation with the existing educational institutes.
2. Factors affecting demand in particular the customers.
3. The industrial structure preferring competition to evoke innovation.

In general, studies started to examine variance among the progressive societies and the traditional ones with their characteristics. One the specialized dictionaries presented the characteristics of the innovative societies as follows:

1. Innovative societies focus on strong culture.
2. Innovative societies focus is distributed among individuals, groups and organizations to encourage innovation.
3. Innovative societies focus on investment and financing activities.

4. Innovative societies acquire and store knowledge to be spread through adopting the developed and easiest technologies to be fully utilized by the society.

2.4. The Relationship between Psychological Empowerment and Employees Innovation:-

Empowered individuals have been shown to take a more proactive approach toward shaping and influencing their work environment (Spreitzer et al., 1997). As such, empowerment is expected to be positively related to innovative responses to the work environment. In this study,

Innovation is defined as a process involving the generation, adoption, implementation and incorporation of new ideas, practices or artefacts within the organization (Van de Ven, Angle, & Poole, 1989). Following Unsworth (2001), focus is placed upon two distinct aspects of the innovation process: the suggestion phase and the implementation phase.

Existing research suggests that empowerment may be conducive to employee innovation. Redmond, Mumford and Teach (1993), for example, found that employees with high intrinsic task motivation (consistent with the meaning dimension of empowerment) were more innovative. Similarly, self-efficacy (consistent with the competence dimension of empowerment) is also likely to lead to more innovation due to positive expectations of success (Amabile, 1988). Research has also found that having freedom to decide what to do and how to do one's work, a sense of control over one's work and ideas, and freedom from organizational or work constraints all enhance individuals' capacity for innovative behavior (Amabile, 1988). More generally, in case studies of entrepreneurial organizations, Kanter (1983) found that empowerment and innovation were inextricably linked.

Researchers, for years, have sought to identify management styles appropriate for creating a supportive organizational environment for innovation. Some authors suggest that supportive, participative, and collaborative management styles are effective in encouraging innovation (Schin & McClomb, 1998; Çakar, 2006; Çakar & Ertürk, 2010), and some others identify transformational management style as the

ideal style for promoting innovation (Howell & Higgins, 1990). In their study Jung, Chow and Wu (2003) also revealed that empowerment was positively related to support for innovation, whereas they found negative relationship between empowerment and organizational innovation. They explain this finding with the effects of contextual variables.

Psychological empowerment should make people feel they possess a certain degree of autonomy, feel less constrained by rule-bound aspects and self-effective in enacting their work; and in combination of those features enable people to be innovative (Amabile & Grykiewicz, 1989; Spreitzer, 1995).

In a research conducted by Ford and Randolph (1992), it was that successful application of empowerment was very important for new product performance and innovation.

Lawler (1990) also suggested that better participative management that result in psychological empowerment would lead to higher innovation, better performance and productivity. Moreover, Brunetto and Farr-Wharton (2007) also suggested that important outcomes of psychological empowerment, such as mutual trust and increased collaboration are important factors for innovation in organizations. Also, in their recent research, Çakar and Ertürk (2010) have also demonstrated that there is a strong positive association between empowerment and innovation capability for both small and medium sized enterprises.

Employees with high psychological empowerment usually take a more proactive approach toward shaping and influencing their work environment (Spreitzer et al., 1997). As such, empowerment is expected be positively related to organizational innovation. Having a sense of control over what to do and how to do one's work would enhance individuals' capacity for innovative behavior. Supporting this idea, in a research conducted in Australia, Knight-Turvey (2006) found that empowerment and innovation were strongly linked. Furthermore, recent research has found that participation in decision-making processes and sharing information throughout the organization strengthened the innovation capability and innovation culture in an organization (Ogbonna & Harris, 2000).

While Marane refers (2012) that elected official and political appointees are the source of many innovations in the public sector (e.g., Altshuler, 1997; Breaux, et al., 2002; Chakerian & Mavima, 2000; Kellough & Nigro, 2002; Wallin, 1997), so are frontline employees who generate novel ideas through experimentation, accidental occurrences, and other forms of experience (e.g., see Altshuler & Zegans, 1997; Borins, 2000a, 2000b; Kemmenschky, 1996; Light, 1998; Thompson & Sanders, 1997). Many of the innovations arising out of the National Performance review (NPR) originated from the experiences of practitioners (Kemmenschky, 1996). Reinvention labs were set up in many federal agencies to give employees dispensation to modify, streamline, and refine work processes and organization structures in their agencies. Alshuler and Zegans (1997), in their review of the award-winning innovation in the Program on innovation in American Government, found that public servants who initiated the innovation were more likely to be street-level bureaucrats in direct contact with clients rather than senior managers. Borins (2000a), using similar data on innovation by public organization in the United States, found that the most frequent initiators of innovations were career civil servants at the middle manager and front-line employee levels, not elected officials or agency heads; a similar pattern was found among innovations by Canadian public organizations (Borins, 2000b). If frontline employees are an important source of innovative ideas, how can empowerment be used to encourage them to innovate? It is important to keep in mind that employee empowerment is a multifaceted approach involving a variety of management practices aimed at sharing power, information, resources, and rewards with employees. It is essential, therefore, to understand how specific empowerment practices encourage innovativeness. The relationship between the practice of sharing power with employees and innovation is a well-established one in the innovation literature. Granting discretion to employees is particularly important for initiation, as it provides autonomy to act in new and creative ways that depart from standard operating procedures (Pierce and Delbecq, 1977). As Kanter (1983) explained, many macro-level changes in organization emerge from micro-level innovation or departures from tradition. By loosening control, organizations create possibilities for entrepreneurs to purposively experiment with change in routines and processes or to arrive at these changes by chance (Kanter, 1983). Over time, these deviations accumulate to create a reservoir of successful experiences from which top

management can borrow and then disseminate throughout the organization. In a similar vein, Levin and Senger (1994) argued that innovativeness is increased when frontline employees have the freedom to tinker with existing elements and practices to reconfigure them in new ways. Effectively pushing authority downward also entails giving employees the permission to fail by tolerating unsuccessful innovation (Light, 1998)

2.4.1. Take advantage from the previous studies, the current study differ from previous studies.

Take advantage from previous studies

Current study benefited of previous studies in framing the theoretical side and develop hypotheses, so as to provide information contributed to a holistic perception, and accurate for the current study variables in terms of the concept and methodology, as it helped to define the reference and other studies that could benefit from them. As well as a researcher using some of the measures that previous studies in the current study after making some amendments to certain clauses in order to suit the sample under study

2.4.2. The differences between previous studies and the current study

Distinguishes the current study of previous studies, is the following:

- A. This study touched on the concepts of modern theory of psychological empowerment is rarely addressed in previous studies.
- B. The present study attempted to address the real problem that exists in the environment-under study and provide a set of conclusions and proposals have appropriate
- C. This study combining two variables: (dimensions of psychological empowerment, and innovation of employees) and this is what has not happened in any previous study.
- D. This study differed from previous studies in terms of analysis and methods of treatment and methods of statistical tools.
- E. Differ in terms of the spatial and temporal boundaries.

The current study is distinct from previous studies in terms of frame totalitarian, as covered in this study, the dimensions of psychological empowerment, (meaning, competence, self-determination and impact) in the dimensions of employees innovation (Individual Creativity and University Innovativeness), therefore the current study is the first place study at universities in the government and private region in the province of Arbil –up inform the researcher.

CHAPTER THREE

SAMPLE APPLICATION

This chapter aims to show the methodology adopted by the researcher in the study to identify and model assumptions and methods used in data collection, analysis and testing, as well as a description of the study and what it is the community, and based on what will provide the current quarter include:

- 3.1. Theoretical framework.**
- 3.2. Research hypotheses.**
- 3.3. Data collection methods.**
- 3.4. Statistical methods used.**
- 3.5. Questionnaire Validity of the testes**
- 3.6. Measuring the stability of the questionnaire.**
- 3.7. Testing the missing values**
- 3.8. Normal distribution test.**
- 3.9. Test the independence of the variable of the study.**
- 3.10. The study sample adequacy test.**
- 3.11. Application Area.**
- 3.12. Description Research Sample.**
- 3.13. Correlation Analysis.**
- 3.14. Conclusion and Recommendations**
- 3.15. Recommendations and Suggestions**

3.1. Theoretical framework:

Systematic treatment of the problem of the study required in the light of its theoretical framework design model Default expresses the theoretical relationship between the variables of the study. The model includes variables presidents, the first deals with psychological empowerment as an independent variable factors, and the second deals with the dimensions of employee innovation variable, Figure (3-1)

Theoretical framework for the study, and the model represents a set of hypotheses that were built on the basis of:

- Ability to measure every variable of variables.
- Holistic model study.

The rationale for choosing the model off and put it as it is:

- Variables included in the model reflective of the larger section of the book deal.
- Key variables contained in the model formula contained a relatively great importance to the study sample subset variables.
- Conviction that available to the researcher of the importance of these variables based on previous studies.

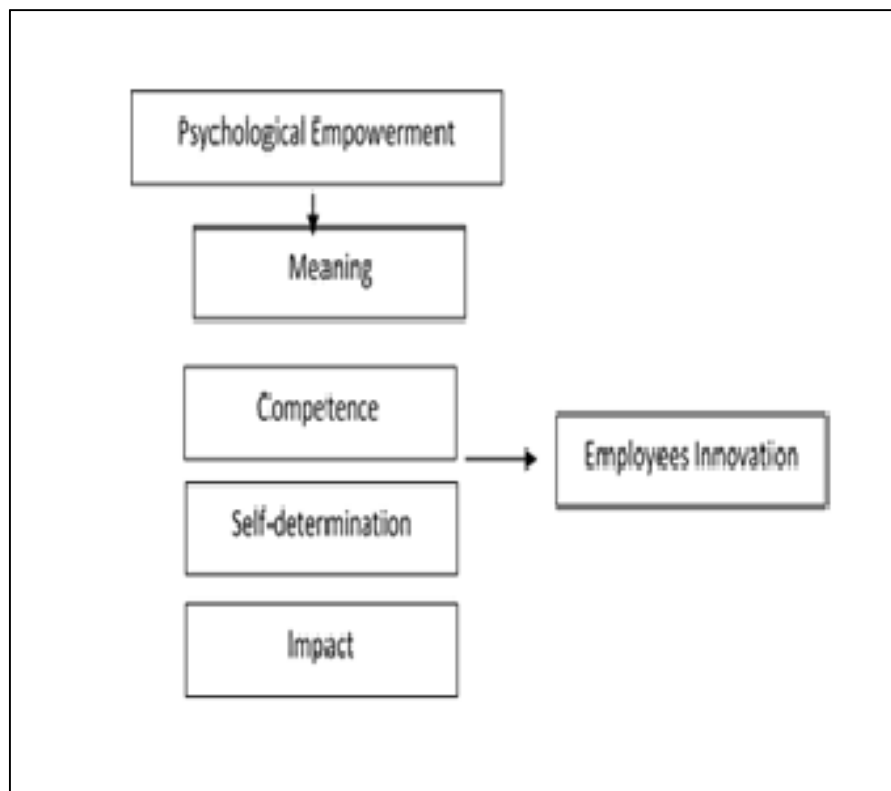


Figure 2 Theoretical framework.

3.2. Research Hypotheses:

H1: there is a significant relationship between psychological empowerment and employee's innovation?

H1.1 there is a significant relationship between meaning and Individual Creativity?

H1.2 there is a significant relationship between competence and Individual Creativity?

H1.3there is a significant relationship between self-determination and Individual Creativity?

H1.4 there is a significant relationship between impact and Individual Creativity?

H1.5 there is a significant relationship between meaning and University Innovativeness?

H1.6 there is a significant relationship between competence and University Innovativeness?

H1.7 there is a significant relationship between self-determination and University Innovativeness?

H1.8 there is a significant relationship between impact and University Innovativeness?

H2: There is a significant effective of psychological empowerment on employee's innovation?

H2.1 there is a significant effective of meaning and Individual Creativity?

H2.2 there is a significant effective of competence and Individual Creativity?

H2.3there is a significant effective of self-determination and Individual Creativity?

H2.4 there is a significant effective of impact and Individual Creativity?

H2.5 there is a significant effective of meaning and University Innovativeness?

H2.6 there is a significant effective of competence and University Innovativeness?

H2.7 there is a significant effective of self-determination and University Innovativeness?

H2.8 there is a significant effective of impact and University Innovativeness?

H3: Is there any difference impact of psychological empowerment dimensions on employee's innovation?

Data collection methods.

In order to obtain the data necessary to complete this study and access to the results and information, and achieve the objectives of the study were to adopt special methods of both theoretical and field frame, as follows:

1. Theoretical framework: has been relying on books, periodicals, studies, and theses available in a number of university libraries, as well as dependence on the Internet, to develop a theoretical framework.
2. Field frame: A reliance on the questionnaire, which is a key tool in the data collection form, as taken into account in the formulation of its ability to diagnosis and measurement of key variables and sub-study, the researcher has adopted in determining the variables on the many studies and research, as well as take advantage of the views of experts, with a specialization in this the field.

The questionnaire consists of three basic parts are as follows:

First part: Personal information: which includes a private personnel information such as gender, marital status, age, experience and certification.

Second part: focused on the special dimensions of psychological empowerment (Meaning, Competence, Self-determination, Impact)

The third part: Focus on standards for the dimensions of innovation employees (Individual Creativity, University Innovativeness)

(B) Personal interviews with respondents, individuals at universities - under study - the aim of clarifying paragraphs of resolution in the case of the need to ensure that the correct answer, as well as ask questions of indirect, serving study.

Table 1 Questionnaire Variables

Sq.	The main variables	Sub variables	sequence	Paragrap hs	Sources
First	Personal data	Age		4	
		Gender		2	
		Social Statues		2	
		Experience		4	
		Educational Level		4	
Second	Psychological Empowerment	Meaning	1-5	5	Scott (2005)
		Competence	6-10	5	
		Self-determination	11-13	3	
		Impact	14-16	3	
Third	The dependent variable	Individual Creativity	17-26	10	Scott (2005)
		University Innovativeness	27-31	5	

3.4 Statistical methods used :

Based on the orientations of the study and its objectives and implications of hypotheses, the researcher used the range of statistical methods and tools by using software (SPSS V.20) (Minitab V.16) in order to analyze the data and test hypotheses were as follows in table (2) below:-

Table 2 Summary of Analysis Procedures and Techniques Employed In the Current Study

Analysis procedures	analysis techniques	Definition
Evaluating measurement instrument	Reliability	The stability and consistency of the measuring instruments. Assessed by Cronbach's Alpha.
	Construct Validity	A test that look at the fit degree between accuracy of measurement instrument and propose of measurement design through factor analysis
Getting a feel for the data	Normality test	A test that use to determine whether a data collection distributed normal besd on Skuss and Kurtoss
	Frequencies	The number of the repeat observation per unit of time.
	Mean	The average of the observation number
	Variance	A test that used to measure the homogeneity degree of responses.
	S. Deviation	The square root of the variance.
Testing hypotheses	Regression	A test that used to analysis the effects of independent variable in the other variables.
	R	To test the impact of psychological on innovation
	F test	A test that used to determine whether there is a significant of regression model.
	T test	A test that used to determine whether there is a significant relationship between variables.

3.5. Questionnaire Validity of the testes:-

To ensure the reliability and the ability of the questionnaire form to measure the variables of the study, the form was given to 3 experts in management and education (as shown in Table 3). This was conducted to get the experts' opinions about the effectiveness of the proposed questions to produce some notes to be analyzed for making certain changes. The questionnaire form was then accepted by the experts.

3.6 Measuring the stability of the questionnaire:

It was used reliability coefficient (Reliability Analysis) and in a way (Alpha - Cronbach) because it is the appropriate method for phrases descriptive and objective, in order to identify the stability of the questionnaire, which is used to measure the internal consistency based on internal link for phrases rate, as was the distribution of the questionnaire form experimentally on a group of studied amounted (20) individuals were reliability coefficient for phrases questionnaire calculated on the basis of the main variables of the study and its factors and combined with each other, and also was awarded a reliability coefficient of the questionnaire after the distribution of the questionnaire, it turns out that there is a high percentage of congruence in the answers respondents where demonstrate a high degree of stability of the questionnaire, coefficient has reached (Alpha - Cronbach), in both cases more than 60%, which is statistically acceptable value.

Table 3 Measuring the stability of the questionnaire

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Pre Test	post Test
Meaning	25.0677	14.745	.666	.775	.890
Competence	25.1130	15.775	.578	.713	.897
Self-determination	25.4401	14.966	.634	.748	.893
Impact	25.4579	14.536	.661	.759	.891
Individual Creativity	25.3283	14.408	.798	.844	.878
University Innovativeness	25.9703	15.021	.559	.612	.901

3.7. Testing the missing values:

Based on the table below (4) all variable becomes analysis and the are no any missing data that means the data can be ready for analysis.

Table 4 Testing missing values

		Meaning	Competence	Self-determination	Impact	Individual Creativity	University Innovativeness	Psychological Empowerment	Employees Innovation
N	Valid	150	150	150		150	150	150	150 150
	Missing	0	0	0		0	0	0	0 0
Mean		3.9747	3.9293	3.6022	3.5844	3.7140	3.0720	3.7727	3.3930
Std. Deviation		.74880	.64178	.73852	.78856	.69948	.80076	.57591	.67578

3.8. Normal distribution test:

The adoption of the test) / Shapiro-Wilk (Kolmogorov-Smirnova on the variables of the study, a natural breakdown of the questionnaire, as the table shows (5) that there were statistically significant differences for all the dimensions of the independent variable (psychological empowerment) and the dimensions of the dependent variable (innovation employees), the largest of level of significance (0.05), therefore we accept that the data-entry-drawn study of trace data normal distribution community.

Table 5 *Normal distribution test*

		Meaning	Competence	Self-determination	Impact	Individual Creativity	University Innovativeness	Psychological Empowerment	Employees Innovation
N		150	150	150	150	150	150	150	150
Normal Parameters ^{a,b}	Mean	3.9747	3.9293	3.6022	3.5844	3.7140	3.0720	3.7727	3.3930
	Std. Deviation	.74880	.64178	.73852	.78856	.69948	.80076	.57591	.67578
Most Extreme Differences	Absolute	.120	.131	.141	.114	.072	.077	.065	.060
	Positive	.085	.069	.088	.092	.054	.062	.036	.051
	Negative	-.120	-.131	-.141	-.114	-.072	-.077	-.065	-.060
Kolmogorov-Smirnov Z		1.472	1.598	1.732	1.399	.876	.941	.794	.738
Asymp. Sig. (2-tailed)		.096	.212	.085	.070	.427	.339	.554	.647

3.9 Test the independence of the variables of the study:-

To test the independence of the variables of the study, and do not overlap with each other, have been used statistical values for (Tolerance), (Variance Inflation) To ensure the independence of the variables of the study, must be values (Tolerance) greater than (0.02) and values (VIF) less than (5) and by reference to the table (6) see that the values of each of (Tolerance) and (VIF) commensurate with the conditions imposed, therefore, make sure that the independence of the variables of the study, and do not overlap with each other.

Table 6 Test the independence of research variables

Model	Collinearity Statistic	
	Tolerance	VIF
(Constant)		
Meaning	.583	1.715
Competence	.601	1.664
Self-determination	.584	1.714
Impact	.624	1.604

3.10. The study sample adequacy test

This table shows the Kayser-Meyer Olkn test results (KMO), which indicates the extent to verify the adequacy of the research sample, which exceeds the value (KMO) ratio (50%), and seems to investigators, as the value of this indicator is the independent variable (psychological empowerment) (.784) The index reached a value of the variable as well (employees Innovation) (7) . Which indicates to the adequacy of the sample-under study - and analysis. Test result as they appear (Bartlett) as an indicator of the different correlation matrix for each matrix, and for it must be morally this test and the table (7) refers to the existence of moral.

Table 7 The study sample adequacy test

Independent variables	Number of paragraphs	K-M-O	Bartlett	Variance	Alpha
Meaning	5	.784 -M-	15	55.532	.890
Competence	5				.897
Self-determination	3				.893
Impact	3				.891
Dependent variables	Number of paragraphs				Alpha
Individual Creativity	10				.878
University Empowerment	5				.901

** $P \leq 0.01$, * $P \leq 0.05$, N= 150

3.11.Application Area:

1- Salahaddin University-Erbil

The institution that became Salahaddin University-Erbil was founded in 1968 in Suleiman. In 1981, the university was moved to Erbil and the name was changed to Salahaddin University-Erbil.

Salahaddin University-Erbil is the oldest and largest public comprehensive university in Kurdistan region. It is the educational home to more than 26,000 undergraduates and more than 900 graduate students. Salahaddin University-Erbil offers more than 75 undergraduate majors and award degrees at the certificate, bachelors, masters and

doctoral levels. The programs include: Engineering, Science, law & Politics, Agriculture, Business & Administration, Physical Education, Art and Sociology, Fine Arts, Languages, Religion, and Teaching methods. Salahaddin University-Erbil has more than 1700 academic staff and 4,000 employees in administration and professional staff.

The instructional, research, and service missions of the University reflect the needs of the respective geographic areas. The University also serves state wide, national, and international needs by offering consultancy, educational and research activities in communities throughout the state and through research and training exchanges and world-wide partnership programs. In this way, Salahaddin University-Erbil has enriched the cultural, political, and industrial sectors of Kurdistan for four decades, playing a major role in the advancement of Kurdish society.

2-Hawler College of Medicine

Howler College of Medicine has been established in 1977. The period of study in the college is six years; upon completion of study students will be awarded degree of Bachelor in Medicine and General Surgery (M.B,Ch.B).

The mission of the college is to educate medical students as well as graduate students with proper knowledge and skills in accordance with professional standards; also to create a rich and supportive environment in which all students can attain their educational goals. The college prepares clinicians to practice medicine and provide good quality health care services at the national level. The aim of the college curriculum is to produce graduates who can improve health through patient care, research and education.

3-Arbil Polytechnic University

In 1993 Kurdistan National Assembly decided to establish Erbil Polytechnic University, in 1996 it starts acting under the name of Technical institutions board, after its widening and establishment of Technical University, the title is changed to Technical Studying Board, In 2012 after the doors of Technical studying reached

most cities and towns, Technical Studying Boards were divided to three Technical Universities in (Erbil, Suleiman, Duhok). In which Erbil Technical University includes (3) colleges and (8) Technical institutions.

4- Ishik University

Ishik University is a private university, which was established in Erbil in 1994 by Turkish and Iraqi investors and educators during the civil war in the region. In 1994, the Institution started with Ishik School in Erbil with high standards providing local and universal values. The aim was to provide education to everybody regardless of belief, ethnicity, social status or political ideas. Ishik Schools gained a good reputation in Kurdistan Region and Iraq. In 2007, the institution developed the idea of a private university with the support of students' families. In 2008, KRG Ministry of Higher Education approved the establishment of Ishik University.

In 2008-2009, education started as only English Prep on the ground floor of Ishik Private High School, temporarily. For 2009-2010, students were accepted to 5 Bachelor's Degree Programs and 8 English Prep. Programs. The same year, an unused workshop of Industrial School and Ishik High School's some other parts were converted into Education Faculty.

In 2010-2011, 9 Bachelor's Programs were started in the new campus on 100 Meter. During 2011-2013, it became Center of TOEFL and Continuing Education. In 2014-2015, Ishik had 6 faculties with 15 departments and gave alumni from all faculties. Additionally, in 2014-2015, Ishik Sulaimani Branch was opened and started education with prep classes of Engineering and Business Faculties. The same year, Student Exchange Programs started with 16 students.

Application for Master's Degree awaits for the approval of Ministry.

5- Cihan University

Cihan University is a private English-speaking institution, one of the first and finest universities established in Erbil, Kurdistan, Iraq. It was approved by the Kurdish Ministry of Higher Education and Scientific Research in 2006 and operated for the first time in 2007.

Spread over 127.000 m², the university campus consists of newly-built, modern, fully-equipped and spacious complex of buildings which hosts its academic departments, administration offices and student service facilities.

Cihan University offers undergraduate degrees in Law, Business Administration, Accounting & IT, Communication & Engineering, Computer Science, International Relations, Architecture Engineering, Biology, Graphic Design and English.

3.12. Description research sample

Chose a research sample, what they own knowledge and experience and since they are in the upper levels of management and the relationship of the subject of research the nature of their work significantly where the questionnaire distributed to the heads of universities and their assistants and deans, and their assistants, heads of scientific departments and the decision section, researcher has distributed 170 form questionnaire to a sample - under study mentioned above. And it has a screening process and the exclusion of non-potable forms thus became final after the constraint mentioned 150 filter, and the researcher has adopted the style of personal interviews with many of the individuals under study to illustrate paragraphs resolution to get the most amount of information.

3.12.1. Frequency Analysis

Table 8 Distribution of personnel - under study - by Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	125	83.3	83.3	83.3
Female	25	16.7	16.7	100.0
Total	150	100.0	100.0	

Indicate the table data (8) that males constitute (83.3) of the total number of individuals under study, while the percentage of females (16.7) of limitation. This reflects that the majority of individual's respective personnel study are male.

Table 9 Distribution of personnel - under study - by Age

Age	Frequency	Percent	Valid Percent	Cumulative Percent
22-29 years	16	10.7	10.7	10.7
30-39 years	54	36.0	36.0	46.7
39-49 years	46	30.7	30.7	77.3
Above 50 years	34	22.7	22.7	100.0
Total	150	100.0	100.0	

According to data table (9) that the majority of the study sample is, the age group between (30-39 years) is (36.0%) followed by the age group between (39-49 years) is (30.7%), and considers this a positive proportion to the subject Search, where it is possible to have the belief that there really have a clear impact on the relationship between psychological empowerment and innovation employee dimensions.

Table 10 Distribution of personnel - under study – by social status

social status	Frequency	Percent	Valid Percent	Cumulative Percent
Married	118	78.7	78.7	78.7
Single	32	21.3	21.3	100.0
Total	150	100.0	100.0	

Table data indicate (10) that married couples make up (78.7) of the total number of individuals under study, while the percentage of singles (21.3).

Table 11 Distribution of personnel - under study – by Experience

Experience	Frequency	Percent	Valid Percent	Cumulative Percent
1-3 years	18	12.0	12.0	12.0
3-7	22	14.7	14.7	26.7
7-10 years	26	17.3	17.3	44.0
More than 10 years	84	56.0	56.0	100.0
Total	150	100.0	100.0	

Indicate the implications of the table (11) that the percentage of (56.0)

Of retail respondents have a total service (More than 10 years), followed by individuals with a service (7-10 years) and by as much as (17.3%) , either category (3-7years) were at a rate of (14.7%), Represented the lowest rate category (1-3 years) by (12.0%) which indicates to the accumulation of knowledge they have And this is one of the important indicators to answer questions from the questionnaire, if the majority of the sample - under study - they have work experience in the job.

Table 12 Distribution of personnel - under study by Educational Level

Educational Level	Frequency	Percent	Valid Percent	Cumulative Percent
PHD.	55	36.7	36.7	36.7
Master Degree	70	46.7	46.7	83.3
Bachelor's Degree	19	12.7	12.7	96.0
High School Diploma	6	4.0	4.0	100.0
Total	150	100.0	100.0	

It is seen from the table (12) that the campaign master's degree, they are Category predominant under study, as was the rate (46.7%) of the total number of respondents, and individuals who hold doctoral certificate rate (36.7%), and followed by individuals who hold a bachelor (12.7%) certification and it came in last place individuals who hold a Higher Diploma certification ones(4.0%), and this indicates that the university has a high academic qualifications, They operate in a competitive environment requires dealing with complex planning factors and environmental variables.

3.13. Correlation Analysis

Table 13 correlation between variables

Variables		Meaning	Competence	Self-determination	Impact	Individual Creativity	University Innovativeness	Psychological Empowerment	Employee Innovation
Meaning	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	150							
	Pearson Correlation	.538	1						
Competence	Sig. (2-tailed)	.000							
	N	150	150						
	Pearson Correlation	.466	.544	1					
	Sig. (2-tailed)	.000	.000						
Self-determination	Sig. (2-tailed)	.000	.000						
	N	150	150	150					
	Pearson Correlation	.528	.382	.522	1				
	Sig. (2-tailed)	.000	.000	.000					
Impact	Sig. (2-tailed)		.000	.000					
	N		150	150	150				
	Pearson Correlation		.538	.466	.466	1			
	Sig. (2-tailed)		.000	.000	.000				

	N	150	150	150	150			
	Pearson Correlation	.553	.530	.490	.544	1		
Individual Creativity	Sig. (2-tailed)	.000	.000	.000	.000			
	N	150	150	150	150	150		
	Pearson Correlation	.338	.164	.305	.391	.622	1	
University Innovativeness	Sig. (2-tailed)	.000	.045	.000	.000	.000		
	N	150	150	150	150	150	150	
	Pearson Correlation	.805	.758	.802	.788	.671	.387	1
Psychological Empowerment	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	150	150	150	150	150	150	150
	Pearson Correlation	.486	.372	.434	.513	.886	.914	.577
Employees Innovation	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	150	150	150	150	15	150	150

The whole effect of the independent variables on the dependent variables:-

Table 14 The influence of the independent variable psychological empowerment on the dependent variable employee's innovation

De.varibel In.variable	Employees Innovation					
	B	Adjusted R Square	R Square	F. test	T. test	Sig
Psychological Empowerment	.677	.328	.332	73.694	8.585	0.00

the table above showing that any change in the independent variable of (psychological empowerment) will change the dependent variable (Employees Innovation) and depending on the result of table (14) that the independent variable (psychological empowerment) effects on the (Employees Innovation) effects by B (.677), Adjusted R

Square (.328), R Square (.332), F. test (73.694), T. test (8.585) and the model become Significant (0.00)

Table 15 The influence of the independent variable Meaning on the dependent variable Individual Creativity.

De.varibel In.variable	Individual Creativity					
	B	Adjusted R Square	R Square	F. test	T. test	Sig
Meaning	.517	.301	.306	65.183	8.074	0.00

the table above showing that any change in the independent variable of (Meaning) will change the dependent variable (Individual Creativity) and depending on the result of table (15) that the independent variable (Meaning) effects on the (Individual

Creativity) effects by B (.517), Adjusted R Square(.301), R Square(.306),F.test(65.183),T. test(8.074)and the model become Significant (0.00).

Table 16 The influence of the independent variable Competence on the dependent variable Individual Creativity.

De.varibel In.variable	Individual Creativity					
	B	Adjusted R Square	R Square	F. test	T. test	Sig
Competence	.578	.276	.281	57.894	7.609	0.00

the table above showing that any change in the independent variable (Competence) will change the dependent variable (Individual Creativity) and depending on the result of table (16) that the independent variable (Competence) effects on the (Individual Creativity) effects by B (.578), Adjusted R Square(.276), R Square(.281),F.test(57.894),T. test(7.609)and the model become Significant (0.00)

Table 17 The influence of the independent variable Self-determination on the dependent variable Individual Creativity.

De.varibel In.variable	Individual Creativity					
	B	Adjusted R Square	R Square	F. test	T. test	Sig
Self-determination	2.043	235	240	46.720	8.186	0.00

the table above showing that any change in the independent variable (Self-determination) will change the dependent variable (Individual Creativity) and depending on the result of table (17) that the independent variable (Competence) effects on the (Individual Creativity) effects by B (2.043), Adjusted R Square(235), R Square(240),F.test(46.720),T. test(8.186)and the model become Significant (0.00).

Table 18 The influence of the independent variable Impact on the dependent variable Individual Creativity.

De.varibel In.variable	Individual Creativity					
	B	Adjusted R Square	R Square	F. test	T. test	Sig
Impact	.483	.292	.544	62.329	7.895	0.00

the table above showing that any change in the independent variable (Impact) will change the dependent variable (Individual Creativity) and depending on the result of table (18) that the independent variable (Competence) effects on the (Individual Creativity) effects by B (2.043), Adjusted R Square(.235), R Square(.240),F.test(46.720),T. test(8.186)and the model become Significant (0.00)

Table 19 The influence of the independent variable Meaning on the dependent variable University Innovativeness.

De.varibel In.variable	University Innovativeness					
	B	Adjusted R Square	R Square	F. test	T. test	Sig
Meaning	.361	.108	.114	19.083	4.368	0.00

the table above showing that any change in the independent variable (Meaning) will change the dependent variable (University Innovativeness) and depending on the result of table (19) that the independent variable (Meaning) effects on the (University Innovativeness) effects by B (.361), Adjusted R Square(.108), R Square(.114),F.test(19.083),T.test (4.368)and the model become Significant (0.00)

Table 20 The influence of the independent variable Competence on the dependent variable University Innovativeness.

De.varibel In.variable	University Innovativeness					
	B	Adjusted R Square	R Square	F. test	T. test	Sig
Competence	.205	.020	.027	4.094	2.023	0.00

the table above showing that any change in the independent variable (Competence) will change the dependent variable (University Innovativeness) and depending on the result of table (20) that the independent variable (Competence) effects on the (University Innovativeness) effects by B (.205), Adjusted R Square(.020), R Square(.027),F.test(4.094),T.test (2.023)and the model become Significant (0.00).

Table 21 The influence of the independent variable Self-determination on the dependent variable University Innovativeness.

De.varibel In.variable	University Innovativeness					
	B	Adjusted R Square	R Square	F. test	T. test	Sig
Self-determination	.331	.087	.093	15.206	3.899	0.00

the table above showing that any change in the independent variable (Self-determination) will change the dependent variable (University Innovativeness) and depending on the result of table (21) that the independent variable (Self-determination) effects on the (University Innovativeness) effects by B (.331), Adjusted R Square(.087), R Square(.093),F.test(15.206),T.test (3.899)and the model become Significant (0.00)

Table 22 The influence of the independent variable Impact on the dependent variable University Innovativeness.

De.varibel In.variable	University Innovativeness					
	B	Adjusted R Square	R Square	F. test	T. test	Sig
Impact	.397	.147	.153	26.653	5.163	0.00

the table above showing that any change in the independent variable (Impact) will change the dependent variable (University Innovativeness) and depending on the result of table (22) that the independent variable (Impact) effects on the (University Innovativeness) effects by B (.397), Adjusted R Square(.147), R Square(.153),F.test(26.653),T.test (5.163)and the model become Significant (0.00).

Which independent variables have the most influence on dependent variable?

The table below shows that the dimensions of the independent variable (psychological empowerment) effect on the dimensions of the dependent variable (employees innovation) in varying proportions as it showed that the independent variable (Impact) showed the highest influential than the rest of the variables and the value is (.252).

Table 23 The influence of the dimensions of the independent variable (psychological empowerment) on the dependent variable (Employees Innovation).

In.varibel De.variable Psychological Empowerment	Employees Innovation					
	B	Adjusted R Square	R Square	F. test	T. test	Sig
Impact	.252	.258	.263	52.910	3.461	.001
Meaning	.231	.318	.328	35.815	3.130	.002
Self-determination	.148	.332	.345	25.672	1.987	.049

Table 24 The influence of the dimensions of the independent variable (psychological empowerment) on the dependent variable (Individual Creativity).

<u>In varibel</u> <u>De.variable</u> Psychological Empowerment	Individual Creativity					
	B	Adjusted R Square	R Square	F. test	T. test	Sig
Meaning	.220	.301	.306	65.183	2.941	.004
Impact	.276	.386	.394	47.787	4.269	.000
Competence	.310	.439	.451	39.909	3.877	.000

Seen from the table above that the dimensions of the independent variable (psychological empowerment) effect on the dimensions of the dependent variable (Individual Creativity) in varying proportions as it showed that the independent variable (Competence) showed the highest influential than the rest of the variables and the value is (.310).

Table 25 The influence of the dimensions of the independent variable (psychological empowerment) on the dependent variable (University Innovativeness).

In.varibel De.variable Psychological Empowerment	University Innovativeness					
	B	Adjusted R Square	R Square	F. test	T. test	Sig
Impact	299	.147	.153	26.653	3.338	.001
Meaning	.195	.165	.177	15.765	2.070	.040

Seen from the table above that the dimensions of the independent variable (psychological empowerment) effect on the dimensions of the dependent variable (University Innovativeness) in varying proportions as it showed that the independent variable (Impact) showed the highest influential than the rest of the variables and the value is (299).

3.14. Conclusions and Recommendations

This chapter is the analytical and theoretical conclusion of the current study for the positive and negative relations whether significant or not in addition to the recommendations and suggestions. This chapter aims at:

1. Reviewing the theoretical part contents.
2. Explaining the field results.
3. Presenting recommendations and suggestions.

This chapter is divided into two sections:

Section One: Conclusions

Section Two: Recommendations and Suggestions.

1. Theoretical Part Conclusions:

Analyzing empowerment and innovation as humanitarian philosophies is indispensable and it is possible to present the following indicators:

1. The main empowerment strategy is represented through changing power relations inside the organization through moving decision making power from their traditional positions at the peak of the organizational pyramid into lower positions closer from the actual positions. This means the participation of all the administrative at all levels in decision making and giving them the freedom to face the spontaneous conditions without referring to higher levels.

This explanation of empowerment strategy indicates the adoption of non centrality as a mean and method by the top management but this will need additional efforts to ensure the successful application for administrative practice including the creation of additional learning opportunities through qualifying those empowered to enable them for using the power efficiently.

2. Empowerment is one of the criteria contributing in raising achievement levels. Empowerment was a limited concept dealt with by the management. Empowerment could have some philosophical implications for management by goals or by participation but the concept is expanded to include decision making at all the administrative levels away from bureaucratic contexts or the so called ordering management.
3. Adopting empowerment contribute in dealing with human resources as organization resources to achieve its goals through efficiently enhancing administrative and technical operations. Empowerment free those empowered and increase their trust making innovation as their goal in contrast to severe centrality and traditional patterns in management and supervision.
4. Organizations that provide the environment encouraging innovation are provided with certain features providing suitable atmosphere for activating innovation while those following inflexible rules and procedures in addition to strict control systems are unable to encourage innovation.

2. Empirical Part Conclusions:

1. Statistical tests results showed significant difference among groups of the scientific leaderships. University board group was the first as related to empowerment levels, then heads of departments, followed by heads of units and lastly deans assistants. This verifies the hypothesis but with (90%) because of some insignificant differences between heads of departments and heads of units groups due to the similar activities for both these groups.

University board trend towards high empowerment indicated that most of the decisions, including the strategy, are made by the university board while the usual decisions are made by deans of colleges and need no previous approvals.

Accordingly, deans of colleges are independent to manage their colleges affairs according to the existing instructions and the only exception is not using some of the authorities for reasons that are rather professional.

Empirical conclusions indicate the possibility of activating and enhancing innovation when university leaderships adopt strategy. Recommendations and suggestions could have their impact in activating innovative activities as follows:

1. Despite the high levels shown by the statistical analysis of empowerment, the high levels of medium empowerment and the less of low empowerment entails the attention of the university administrative to activate mechanisms enhancing the increase of empowerment levels. Thus, scientific leaderships will be more able to behave in the situations they are facing through having independence in practicing activities.
2. The four scientific leaderships groups showed a variance in the levels of empowerment. The university boards tended for high empowerment in comparison with other groups in particular the deans assistant group where their response was the lowest. These results confirm that the university units are not benefiting the potential powers for these groups the current study recommend to activate the role of the deans assistant giving and enabling them to perform their roles more efficiently through adopting the following mechanisms:
 - a. Redistribution of the deans assistant structure as follows:
 - i. Dean assistant for scientific and affairs and higher studies.
 - ii. Dean assistant for administrative and financial affairs.
 - b. Reappointing the college register to be in charge for the students affairs connected directly with college dean. This will make the deans more free to establish and develop the strategies for their colleges.

2. Future Projects:

Deeply examining empowerment and mechanisms of application to reveal how it could be successful in other sectors, in particular the service and the goods.

Bingol University
Dept. Of Business Management
High Studies/ MSC



Supplement (1)
Questionnaire expert opinions model
In measuring the validity questionnaire
Survey Form of Experts Opinions

Mr/Ms.

We present the survey form and its clauses for the purpose of the scientific research. It includes different aspects to achieve the objectives of the master thesis which is “the Role of psychological Empowerment on Employees Innovation”. It’s therefore an analytical study of the opinions of a sample of the opinions of deans and their assistants and heads of scientific departments in a sample of government and private universities in the province of Arbil. Due to your scientific experience, ability and most capable to deal with such clauses and your participation to provide an accurate view about the subject has a positive influence in producing this thesis at the expected level. As well as your contribution to gaining the accurate results will enhance the achievement of the objectives of this study. So the researcher invites you (after the your perusal on the definitions of each variables) to give your opinions about the questionnaire, dimensions and the clauses encompasses indicating necessary notes in the light of answering the following questions of questionnaire, dimensions and its clauses:

1. Do the questions measure the main variables of the study?
2. Are the clauses clear and do they measure the purpose which set for?
3. Is every clause listed under belongs to a dimension of the each specified dimensions.
4. Are there other clauses that can be added within each dimension, or disregard the inappropriate clauses?
5. Is the alternatives of the measurement appropriate? If not so, do you suggest other alternatives?

We are grateful for your high cooperation with us, we wish you all the success and accept our sincere respect.

Nawroz Ahmed Abdulrahman
E-mail: nawrozahmed81@gmail.com
Phone #:07504494999

Researcher Supervisor
Assistant Prof. Dr. Mehmet GUVEN

Supplement (2)

Demographic Questionnaire

For each of the following questions, please fill in the blank or check the appropriate space. These

Questions deal with different aspects of yourself, your job, and your living situation which may

Factor	Clasification	✓
Age	22-29 years	
	30-39 years	
	39-49 years	
	Above 50 years	
Sex	Male	
	Female	
Social Statuse	Married	
	Single	
Experience	1-3 years	
	3-7 years	
	7-10 years	
	More than 10 years	
Educational Level	PhD.	
	Master Degree	
	Bachelor Degree	
	High School Deploma	

be related to psychological empowerment at work.

Occupational Questionnaire

Listed below are a series of statements that represent possible feelings that individuals might have about psychological empowerment for which they feel at work. With respect to your own feelings about the particular university for which you are now working please indicate the degree of your agreement or disagreement with each statement by marking **one** of the five alternatives below each statement:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Meaning	1	2	3	4	5
The work I do is very important to me					
My job activities are personally meaningful to me					
The work I do is meaningful to me					
The work I do give me lot of experiences and skill					
My work is self-fulfilling					
Competence	1	2	3	4	5
I am confident about my ability to do my job					
I am self-assured about my capabilities to perform my work activities					
I have mastered the skills necessary for my job					
My educational background guide my work actions					
Competence play major role in my productivity					
Self-determination	1	2	3	4	5
I can decide on my own how to go about doing my work					
I have considerable opportunity for independence and freedom in how I do my job					
I have the Freedom in designing the curriculum					
Impact	1	2	3	4	5
My impact on what happens in my department is large					
I have a great deal of control over what happens in my department					

I have significant influences over what happens in my department					
Individual Creativity	1	2	3	4	5
I suggest new ways to achieve goals or objectives					
I come up with new and practical ideas to improve performance					
I search out new technologies, processes, techniques, and/or product ideas					
I suggest new ways to increase quality					
I am not afraid to take risks.					
I develop adequate plans and schedules for the implementation of new ideas.					
I exhibit creativity on my job when given the opportunity to.					
I often have new and innovative ideas					
I suggest new ways of performing work tasks.					
I often have a fresh approach to problems.					
University Innovativeness	1	2	3	4	5
Our new academic teaching tools are often perceived as very novel by students					
New technology in our University often put us up against new competitors					
In comparison with competitors, our University has introduced more innovative services during the past five years					
In comparison with competitors, our University is faster in bringing new prospects.					
We are constantly improving our process					

Thank you for your time

Supplement (3)

List the names of the jury to form questionnaire

Seq.	Scientific title and certificate	The name	Specialization	Site Work (faculty /university)
1	PHD	Bayar M. Rasheed Omer	Management	Director of Quality Assurance Unit-Cihan university-Duhok
2	PHD	Zeravan Abdulmuhsen Asaad	Management	Head of the Department Finance and Banking-Cihan university-Duhok
3	PHD	Shivan Ahmed Mohammad	Management	Consultation office Cihan university-Duhok

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ÖZGEÇMİŞ

KİŞİSEL BİLGİLER

Adı Soyadı	Nawroz Ahmed Abdulrahman
Doğum Yeri	Erbil- Irak
Doğum Tarihi	26-12-1980

LİSANS EĞİTİM BİLGİLERİ

Üniversite	Duhok üniversitesi - Irak
Fakülte	İdare ve Ekonomik
Bölüm	İşletme Bölümü

YABANCI DİL BİLGİSİ

İngilizce	KPDS (.....) ÜDS (....) TOEFL (....) EILTS (....)
Arapça	Çok iyi

İŞ DENEYİMİ

Çalıştığı Kurum	Erbil Politeknik Üniversitesi-Erbil Teknoloji Enstitüsü
Görevi/Pozisyonu	Kayıt Dairesi Müdürü
Tecrübe Süresi	13 yıl

KATILDIĞI

Kurslar	-
Projeler	-

İLETİŞİM

Adres	Irak-Erbil-ashtiy şehri 2
E-mail	Nawrozahmed81@gmail.com

