

Coaching Beyond Empowerment As A Key Component Of Organizational Effectiveness

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- 1.Coaching behavior
- 2.Eempowerment
- 3.Self-efficacy
- 4.Affective Organizational Commitment
- 5.In-role performance.

Abstract

Leadership research has yet placed little empirical attention on how the role of managerial coaching impacts on employee's attitude and the role of self efficacy in the relationship between coaching behavior and work outcomes. This study is to explore the impact of coaching behavior on employee's organizational commitment and task performance through individual efficacy. Surveyed data from a Indian affiliate of a global insurance corporation includes 163 dyads of supervisor-subordinates of a global insurance corporation. Using structural equation modeling technique, the result indicated self efficacy had a mediation effect on the relationships between managerial empowerment, fostering teamwork and affective organizational commitment. First order factor, helping continuous learning, was not significantly related to self efficacy, but positively related to organizational commitment.

INTRODUCTION

Many organizations have tried to improve employee productivity. Most successful attempts entail involving employees in redesigning work processes and renewing the organization's structural hierarchy to form new relations among work units and teams. In the knowledge-based competition of the modern business, the quality of employees such as psychological capital (Luthans, 2006) and job capability is the primary source of firm's competitive advantage. Employees at lower levels are often delegated more authority and latitude to cope with the demands of customers and challenging tasks while firms require their managers to take responsibilities of improving the performance and work capability of their subordinates. Besides instructing tasks, effective managers empower their subordinates to accomplish assigned goals by sharing authority and responsibility with them and if needed, teaching them to complete jobs. It becomes a good HR strategy for well-known corporations to involve leadership of the organization in all aspects of development (Tichy, 2004). One form of the managerial supports is instructing by coaching. In face of the challenging tasks, employees with insufficient information, knowledge and job skills in carrying out their tasks need to learn typically from their immediate superiors in most of Indian companies.

Managerial empowerment, coaching and self-efficacy in the

workplace have received much attention from scholars and practitioners (cf., Choi, Price, & Vinokur, 2003; Staples, Hulland, & Higgins, 1999; Randolph, 2000; Donovan, 1994). In people management managerial empowerment and coaching people are so closely connected into employee development. Empowerment entails providing employees the opportunity to be creative and make changes in their workplace. Coaching is the core of getting that changes done by manager's coaching (via monitor and deliver the concept, knowledge, and skill required to fulfill the task). Studies on leadership and managerial skills suggest that practices empowering and teaching employees are a primary component of managerial and organizational effectiveness (Bennis & Nanus, 1985; Kanter, 1977, 1983), and that all productive forms of organizational power and effectiveness grow with managers' sharing of power and control with subordinates (Kanter, 1979). To date, much is known about the outcomes of empowerment such as increased job satisfaction, loyalty, and performance. Less is known about the managerial coaching behaviors in facilitating subordinate's learning and growth. In the era of knowledge-extensive competition, empowerment will not fully meet to growth needs of knowledge workers to carry out their tasks. Further steps in developing the potentials of employees are needed in enhancing the qualities of them. These focus our attentions on the substantial impacts of manager's management style on their subordinates. Conventional and prevailing management paradigm focuses more on control, command, and compliance, with the consequence that people become objectified and measured (Evered &

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Selman, 2005). By contrast, coaching focuses on discovering actions and methods that enable and empower people to contribute and develop more fully (Huang, 2005; Evered & Selman, 2005). Some researchers have focused on identifying what leadership practices facilitate or inhibit employee self-efficacy and attitudinal variables (Koberg, Boss, Senjem, & Goodman, 1999). This study is to explore the process how managerial coaching affects employee's attitudes and task performance through self efficacy.

LITERATURE REVIEW

Coaching is entirely different from managing. Recently coaching and empowering are twin emerging in the leadership articles and become a fad in human resource development area. Coaching emerged in the management literature in the 1950s as an approach to develop employees through a master-apprentice type of relationship (Evered & Selman, 1989). In modern business, many firms try to tackle down their business strategies by empowerment such as participative management program. The conditions empowerment programs work well require through initiating people's qualities such as being initiative, accountable, and felt competency. As a result, middle managers take the charge of enabling people. Some of the keys of enabling employees are empowering and coaching. Empowering people requires that people learn from supervisors the new concept, knowledge, and work skills to get rid of old mindset and work behaviors. Thus coaching to empowering is like fuel to an engine. Manager's empowering employees bundling with coaching activities develop and enhance human capital of a firm. A dictionary definition of "coach" is "one who instructs, trains, or guides players or performers (or teams thereof) in some particular activity or endeavor."

In Huang's (2005) investigation, modern managers are eventually to be required as a coach to improve employees' knowledge and work skills in response to meet their fierce task challenge. Huang's definition on Coaching is a set of practices and behaviors that a manager improves subordinates' knowledge and competence by empowering them, help continuous learning, sharing information, and fostering teamwork. By providing goals, task-related information, techniques, practice and feedback, the coach helps the person increase competence and the probability of success. Coaching is viewed as an interaction that has the purpose of enhancing performance (Huang, 2005). Coaching can occur down the hierarchy, up it or laterally. In coaching, the relationship is not of utmost importance; rather the agreement that the coaching is valuable is the critical element. A coaching process which involves people discussing their performance in relationship to business

goals is a process for building commitment. Since coaching usually involves goal setting and feedback, an environment is created which enhances continual and purposeful learning.

In team perspective, a coach brings his or her team together, sometimes every day, to discuss problems and strategy, boost morale and listen to suggestions. In a team environment, everybody has a voice, communication is constant. There's a lot of caring going on-finding out where people are hurting, counseling them, giving them a boost and assurances. These all together are also called 'empowering'. House and Baetz's (1979) study argued charismatic leadership appeals to group members' motives, aspirations, and preferences and motivate people to go beyond self-interest. Through such behaviors as taking personal risks and information shared charismatic leadership is believed to bolster a sense of group belongingness (eg., Howell & Avolio, 1993). A good coach doesn't have team members who just want to do a good job; they want to exceed the coach's expectations. Coaching is more than controlling, commanding, and getting compliance. Coaching is different from transformational leadership. Coaching is the behaviors that entail people management job on the middle managers in an organization rather than on the top managers. Coaching requires face to face direct contact between managers and subordinate. This is not appropriate for transformational leadership. Most of the companies in India, creating a corporate or departmental vision is not a middle managers' or department head manager's job. Transformational leadership in real business world is best fit to describe the activities and behaviors in the top management level of India.

Managerial Coaching Behavior And Self-efficacy

When organizations develop employee participation programs, they empower employees by sharing formal power and authority. For example, employees may be empowered through training and rewards. This sharing of power is effective at the individual level; employees perceive it as increasing their sense of self-efficacy. Managers can achieve it through personal leadership (Conger & Kanungo, 1988). Koberg et al. (1999) found that feelings of empowerment (self-efficacy) were more likely in a work group with an approachable leader. There may even be a Pygmalion effect--the perception that others believe us capable of high levels of performance may lead us to perform at that level. According to Manz (1986) and Manz and Sims (1987), managers can encourage the self-managing behaviors of employees (including self-observation, self-goal setting, incentive modification [both



self-reinforcement and self-criticism], rehearsal, and self-expectation) by delegating authority to them and teaching them in learning skills. 'Blessed is the company that is composed of coaches and teams rather than managers and employees. The coach's very reason for existence is to enable the transfer of power, authority and achievement to the teams. Teamwork is the coach's primary objective.' (Pelletier, 2001, p.8) A leader's expectations for job performance may be an important factor in employees' perceptions of their own efficacy (Gibson, Ivancevich, & Nonnelly, 2000). When leaders or managers provide support for an employee's self-worth and expand negotiating latitude, employees experience empowerment in terms of decision-making control (Keller & Dansereau, 1995). As discussed earlier, this study proposes the idea that managerial coaching is effective in enhancing employees' self-efficacy. It may come from verbal persuasion when employees receive realistic encouragement (Wood & Bandura, 1989). Accordingly, Hypothesis 1 is that managerial coaching behavior is positively associated with employees' feelings of self-efficacy.

Managerial Coaching Behavior And Work Outcomes

The notion that leaders may engender cooperation and a sense of felt accountability by fostering a sense of group belongingness may be found in theories of transformation leadership. Through such behaviors as taking personal risks and information shared, charismatic leadership is believed to bolster a sense of group belongingness and thus to shift group members' focus from self-interest to collective interest (eg., Howell & Avolio, 1993; Conger & Kanungo, 1987). Popper & Lipshitz (1992) considers coaching a method for increasing accountability, renewing commitment, and facilitating continual learning. The expected results are more highly skilled people who perform better and have better working relationships. The one-on-one discussions with one's boss talking about performance enhance "wires-in" accountability. While the coaching process can facilitate the above outcomes, the style and perceptions of coaching may subvert the intention of the coaching and create less accountability, less personal learning and commitment resulting in worse performance and relationships. Thus, it is important to ensure that coaching is done well in terms of style so that it is perceived as a positive process. Huang's (2005) study indicated four ingredients of coaching behavior were empowering people, helping personal continuous learning, information sharing among group members, and fostering teamwork. These arguments yielded the hypothesis 2: Coaching behavior will be positively associated with felt accountability, affective

organizational commitment, and task performance.

Self Efficacy And Work Outcomes

Conger & Kanungo's (1988) model explains why managerial empowerment may affect job satisfaction and organizational commitment and its effect through self-efficacy. When individuals are empowered, their personal efficacy expectations are increased. Supervision practices identified as empowering include showing confidence in subordinates and having high performance expectations (Burke, 1986), increasing the latitude of employees' participation in decision making (Burke, 1986; Kanter, 1979), setting challenging and meaningful goals (Taylor, Locke, Lee, & Gist, 1984), and authority delegation. Farrow, Valenzi, and Bass (1980) found that subordinates' descriptions of the way their supervisor delegates authority were moderately related to job satisfaction and performance. Empowering interventions enable employees to feel that they can perform their work competently. Managerial empowerment acts such as giving more latitude in decision-making and ways of doing a job, strengthens employees' perceptions of empowerment (Eylon & Bamberger, 2000). Managerial empowering activities consist of behaviors that support employees. Supportive leader behavior, such as when a leader seems friendly and approachable to subordinates, has a positive association with job satisfaction (Schriesheim, 1980). Nieoff, Enz, and Glover (1990) found positive associations between the actions of top managers and employees' commitment.

According to transformational theory, leaders empower employees and foster collaboration by delegating responsibility, enhancing followers' capacity to think on their own, and encouraging them to come up with new ideas to influence their performance (Dvir et al., 2002). Managerial coaching reinforces employees' participation and growth, commitment to quality, and leads to a more open honest environment. These in turn result in greater job satisfaction, motivation, and commitment, and combine to form an overall sense of achievement (MacLachian, 1998). Accordingly, Hypothesis 3: self-efficacy will predict felt accountability, organizational commitment, employee performance. These two hypotheses constitute a basis for forming a mediation model. The process of helping employees feel a sense of control over their work can be an effective strategy for enhancing a sense of self-efficacy among professional workers. In Conger and Kanungo's (1988) model, high control, too much emphasis on failure, and a lack of reasons for actions and consequences from high-level superiors led to lower self-efficacy beliefs. As Bowen and Lawler (1995) argued, the perception of self-efficacy (more personal control over how to perform a task,



more awareness of business, and more accountability for work outcomes) mediates the relationship between objective management practices and work satisfaction and motivation.

This paper proposes that self-efficacy is enhanced by direct-report supervisors who provide technical and emotional support, distribute power, delegate authority over decisions, deliver the effective work skill, and foster teamwork. Empowered workers are self-motivated and believe that they have the ability to accomplish necessary tasks and feel accountabilities to customers. It is through these feelings that they can derive a sense of felt accountability, affective organizational commitment and performance. Accordingly, Hypothesis 4 is that self-efficacy mediates the relationships between managerial coaching behavior and affective organizational commitment and personal performance.

METHOD

Respondents and Procedure: Data were collected from the northern Indian branch of a well known global insurance corporation. Employees were informed of the survey through a memo from top management. Leaders attended a 15-minute survey session to complete all surveys. Only the subordinates reporting to first-line leaders were not themselves also leaders. These non-leader subordinates who volunteered but encouraged attended a 30-minute survey session solely to rate their direct leaders' leadership behavior. To avoid leaders and subordinates being in the same survey session room, we had leaders attend sessions with other leaders at similar hierarchical levels. A sample of usable 163 subordinate-supervisor dyads of a northern Indian affiliate of a world-class global insurance corporation was collected from the 617 distributed for an effective response rate 26.4%. Subordinate respondents included 64 males (33.1%) and 99 females (66.9%). Ages ranged from 19 to 63 ($M = 35.6$, $SD = 6.29$). Instructions in the packet informed participants that the survey was part of a study to learn more about organizations, how they work, and how employees feel about their workplace. The instructions confirmed that participation was voluntary, that no one in their organization would ever know how (or even whether) they had responded, and provided contact information so participants could reach the researcher with questions.

Measures Data were collected using multi-item scales that have been validated and shown to be reliable. Field studies using self-reported, cross-sectional data are subject to problems associated with common method variance (Podsakoff & Organ, 1986). Because many of the variables were taken from a single respondent, some associations

may be expected due to response style. Although this possibility can not be conclusively ruled out from my results, there is evidence to argue against it. For example, coaching measures was not the same source of self-reporting outcome measures of the study. Furthermore, items appropriately loaded to the theoretical factors in an exploratory factor analysis using the principal axis factoring method. Data fit in the Measurement model indicated on the fit indices. Thus it is unlikely that common method bias was a problem in this study.

Self-efficacy: Chen, Gully, and Eden's (2001) 8-item general scale was used to measure self-efficacy using 7-point Likert items from strongly disagree to strongly agree. In this study, the alpha coefficient was 0.94. An example of an item is: "I will be able successfully overcome many challenges".

Coaching behavior Huang (2005) conceptualized managerial empowerment as behaviors that a manager (immediate supervisor in this study) would exhibit to empower, deliver the work-related concept, knowledge and skills, share information with, and fostering team work with employees. 6-point Likert format from extremely disagree to always agree to measure coaching behavior of his direct-report superior. Due to the relative small sample size to the model parameters, we combine 'sharing information' dimension and 'fostering teamwork' dimension into one 'shaping teamwork'. In the study coaching behavior included three sub-dimensions: empowering employee, helping continuous learning, and shaping teamwork. Cronbach's alpha coefficient was 0.90. An example of an item is "Inspires me to do more than I thought I could."

Felt accountability The measure was used with a 6 points Likert format from Hochwarter, et al., (2003). Sample items included, 'I am held very accountable for my actions at work,' 'I often have to explain why I do certain things at work.'

Commitment This was measured with a six-item scale, 5 items of which from Meyer and Allen's Affective Commitment Scale (Meyer & Allen, 1997; Meyer, Allen, & Smith, 1993), and one item regarding pride in organizational membership from the Organizational Commitment Questionnaire (Mowday, Steers, & Porter, 1979) were used to assess affective organizational commitment. This scale was also adopted by Rhodes, Eisenberger, & Armeli (2001) with an acceptable alpha coefficient of 0.85.

Supervisor-rated in-role performance Four-item measure was used to measure subordinate's task performance rated by immediate supervisor from the scale

developed by Mcallister (1995). Our theory of job performance emphasizes the extent to which individuals succeed (in the eyes of management) in contributing to organizational ends. In the absence of objective measures of performance across jobs type in this organization, I relied on supervisory ratings using 5-point format, supervisors rated the performance of those subordinates who directly reported to them. As researchers have noted, in work organizations "the vast majority of performances ratings come directly from the immediate supervisor" (Bertz, Milkovich, & Read, 1992:331; see also Scullon & Mount, 2000). A recent comprehensive review of performance evaluation in work settings concluded that supervisory ratings "are most likely valid reflections of true performance" (Arvey & Murphy, 1998:163). I informed supervisors that performance ratings would be confidential and used only for research purposes. Performance ratings obtained for research purposes tend to be more reliable and valid than those obtained for administrative purposes (Wherry and Bartlett, 1982).

Analytic Strategy

The hypothesized model was tested with structural equation modeling using EQS 5.7b version software. Items with the highest and the lowest loadings were combined to form two indicator variables for effective organizational commitment, and followed by the rest variables in the current study. For example, items with the highest and lowest loadings were averaged to the first indicator, then items with the next highest and the next lowest loadings were averaged to the second indicator, and so on. This method is commonly used in structural equation analysis (cf. Mathiu & Farr, 1991; Mathiu, Hofman, & Farr, 1993). The following were used to evaluate the adequacy of a given model: (a) the chi-square goodness-of-fit statistic, (b) the comparative fit index (CFI; Bentler, 1990), (c) the goodness of fit index (GFI), (d) the non-normed fit index (abbreviated as TLI), (e) the adjusted goodness of fit index (AGFI; Joreskog & Sorbom, 1989), (f) and the root mean square error of approximation (RMSEA). The lower bound of good fit for CFI, TLI, GFI, and AGFI is considered to be 0.9. For the RMSEA, the upper bound for good fit is 0.08 (Vandenberg & Lance, 2000).

The null model supposes no relationship between latent variables or between latent variables and manifest variables, and was used as the baseline model in this study. Model 1 was a fully mediated model in which self-efficacy mediates the effect of empowering behavior on satisfaction and affective organizational commitment. An alternative model, Model 2, only specified the direct effects of empowering behavior and self-efficacy on outcome

variables. Compared to Model 1, Model 2 only lacks the path from empowering behavior to self-efficacy.

RESULTS

Table 1 reports the means, standard deviations, and correlations for the study variables. Table 1 presents some observations: First, empowerment was positively related to felt accountability, affective organizational commitment, and supervisor-rated performance. The positive correlation suggests that employees who experience favorable managerial empowerment feel more accountable and committed. Second, self-efficacy was also related to felt accountability, affective organizational commitment and task performance. Empowering employee was positively related to task performance, but helping continuous learning and shaping teamwork did not report the positive correlations. Although the correlations indicate that relationships exist among the concerned variables, they do not provide information on the specific paths of the theorized model.

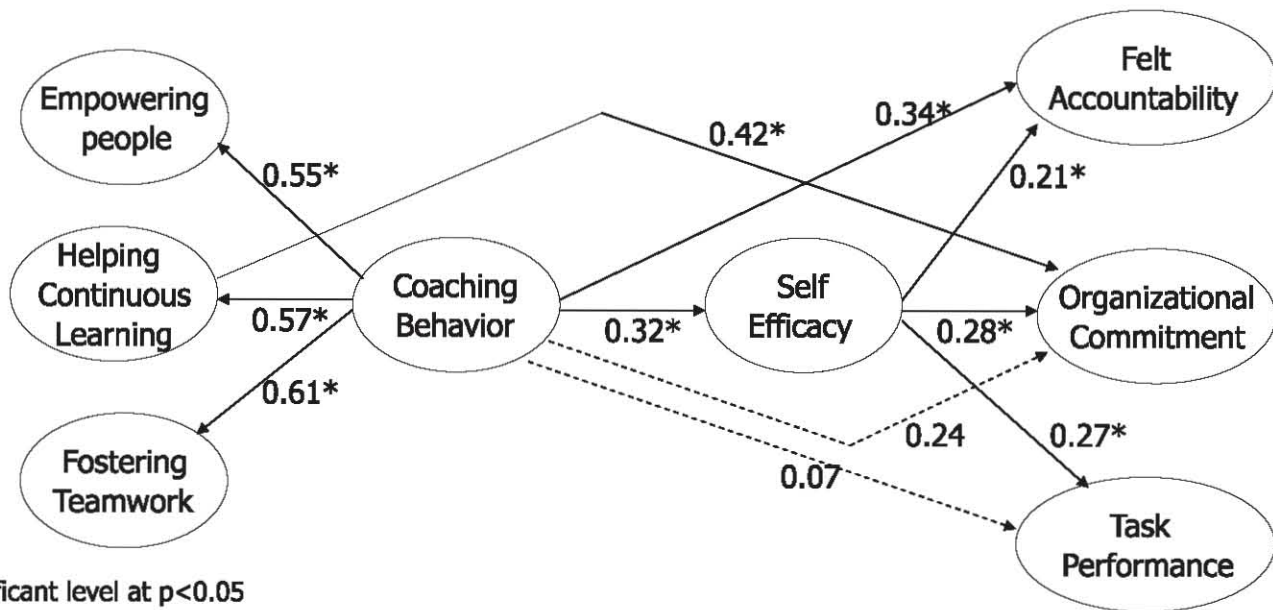
Table1: Mean, Standard Deviation, and the Correlations between variables studied

	mean	SD	1	2	3	4	5	6
1 Empowering employees	5.02	.80						
2 Helping continuous learning	5.02	.98	0.43 **					
3 Shaping	4.84	.740	.57 **	0.57**				
4 Self efficacy	4.66	.750	.35 **	0.24 *	0.24**			
5 Felt accountability	5.16	.660	.45 **	0.40**	0.53**	0.43**		
6 Organizational Commitment	4.8	01.15	0.29**	0.47**	0.41**	0.34**	0.45**	
7 Task Performance	4.78	.96	0.18*	0.06	0.06	0.26*	0.18*	0.16*

N= 163; *P < 0.05; **P < 0.01

The fit of two different relational models was compared. The first model was a mediated model that hypothesizes that self-efficacy mediates the relationship between job outcome variables (job satisfaction and organizational commitment). To find the best fitting model, the mediated model was compared with Model 2, which lacks the path from managerial empowering behavior to self-efficacy. Model 2 represents the direct effect of managerial empowerment and self-efficacy on job satisfaction and affective organizational commitment. Table 2 presents the fit statistics for these three models. Consistent with the current practices in structural equation modeling, empirical support for the proposed model was determined by examining the magnitude of several fit indices. In Table 2, the data indicate that all the fit indices of the hypothesized model showed a good match between data and the model--the values of NFI

Fig.1 Structural equation model and parameters estimated in the study



and CFI are greater than 0.9; GFI and AGFI are greater than 0.8 and the value of RMSEA is less than 0.07.

Table 2 : Results of Structural Equation Models

	df	X ²	TFI	CFI	GFI	AGFI	RMSEA
NULL	171	2184	-	-	-	-	-
Theorized Model	136	223.8	0.95	0.96	0.87	0.82	0.06
Alternative Model *	135	212.3	0.95	0.96	0.88	0.83	0.06

* adding a path from helping continuous learning to affective organizational commitment.

Assessing whether the fit of a model in Table 2 is significantly better than that of other models is traditionally done using a chi-square difference test. In alternative model, I added to a direct path suggested by Lagrange multiplier tests of EQS from helping continuous learning to organizational commitment. Following Anderson and Gerbing's (1988) approach, the relative fit of the hypothesized model was tested against other nested model developed on the basis of the theory. The difference in chi-squares between theorized model and alternative model is 11.5, which is itself a distributed chi-square with one degree of freedom. The fact that this value is statistically significant ($p < 0.001$) would suggest that Alternative Model is significantly better than hypothesized model. As depicted in Figure 1 (all parameters shown are un standardized estimates). The parameter from Coaching behavior to self-efficacy was 0.57 ($p < 0.05$). Hypothesis 1 was supported. Self-efficacy included in the relationships between coaching

and three work outcomes, only coaching behavior had a positive association with felt accountability (coefficient = 0.34, $p < 0.01$). The parameter from self-efficacy to felt accountability was 0.21 ($p < 0.05$), 0.28 followed by affective organizational commitment ($p < 0.01$), and 0.27 for supervisor-rated performance ($p < 0.01$). Hypothesis 3 was supported. However, the parameters from coaching behavior to commitment and performance were 0.24 and 0.06 respectively, and were not significant. These analyses and findings supported self-efficacy had a mediation effect on the relationships between managerial coaching behavior and organizational commitment and in-role performance. On the bottom line, all the 4 hypotheses were accepted.

CONCLUSION: A more complete understanding of attitudes and behaviors in organizations requires focusing on both managers and employees. The purpose of this study was to examine whether self-efficacy mediated the relationship between managerial coaching and employees' work effectiveness such attitudinal variables as felt accountability and affective organizational commitment and in role performance. The results of this study offer several notable findings. First, as predicted, the results show evidence for a relationship between managerial empowerment and self-efficacy and between self-efficacy and three studied work outcome variables: felt accountability, affective organizational commitment and in-role performance. However, by including self-efficacy as the mediating variable, there was stronger support for a fully mediating model of the effects of managerial coaching behavior on affective organizational commitment and performance. These findings suggest that coaching

behavior influences affective organizational commitment and performance, but only through its effect on self-efficacy. Thus, affective organizational commitment and performance are more closely associated with self-efficacy, rather than the empowering style of a manager. Many studies in organizational behavior focus on improving self-efficacy in order to improve both individual and organizational performance (Gist & Mitchell, 1992). These results of the study are consistent with other work examining the role of self-efficacy in the workplace. Researchers have found that self-efficacy has a strong relationship with attitudes and performance of a specific task (Huang, 2005; Lent, Brown, & Larkin, 1987; Taylor, Locke, Lee, & Gist, 1984). The theoretical model also suggests support for a relationship between empowering behavior and self-efficacy and the work outcomes (job satisfaction and affective organizational commitment). No relationship was found between empowering and work outcomes. This finding may reflect to Lawler's (1995) suggestion that empowerment initiatives appear particularly relevant to a highly educated workforce, which has both technical and participative skills, as is the case in a hospital setting. These results may hold only for professional workers.

A CEO of Scandinavian Airlines Systems said, "To free someone from rigorous control by instructions, policies, and order...to give that person freedom to take responsibility for his ideas, decisions, and actions is to release hidden resources" (cited in Bowen & Lawler, 1992). Unleashing employees' potential begins with changing the management style of supervisors. Distributing power for a specific task may enhance the personal efficacy of subordinates. Those employees feel responsible for the job and believe they can perform it well and find the work meaningful is the key to job satisfaction. When employees have a sense of control and of doing meaningful work, they are more satisfied (Bowen & Lawler, 1992). The results imply that manager's helping employee's continuous learning has an impact on employee's organizational commitment. It can not be substituted by employee's personal efficacy.

In the era of the knowledge economy, business success must reshape the relationship between a manager and his/her subordinates.

My deliberate inference from the study is coaching implies a strong commitment to employee development. Without supportive context managers could not effectively deliver the essence of task-related concepts, knowledge and skills to subordinate. Often, Managers promoted from technical backgrounds needs to learn how to coach, and employees

have to learn how to take responsibility for their work and make appropriate decisions. Managerial empowerment means a strange combination of opportunity and risk (Randolph, 2000). Beyond managerial empowerment, a manager does releasing power within employees by coaching. We emphasize managerial empowerment initiates it and coaching strengthen the power within employees. This study provides evidence that managers are likely to influence competence expectations by sharing information, giving authority, increasing latitude in decision making, and encouraging the completion of tasks.

SUGGESTIONS FOR FUTURE STUDY

First, structural factors such as supportive human resource management system will entail the thorough implementation of managerial assistance in developing employee's skill acquisition and growth. Future study may explore the role of employee maturity in the relationship between managerial coaching and work outcomes. Moreover, three areas are recommended for future investigation. First, longitudinal investigation is needed to assess the issue of causality. Second, as Liden, Wayne, and Sprowe (2000) suggested, future studies should combine leadership practices and empowerment with contextual variables of interest, such as organizational support or culture. Third, future research might consider the broader concept of psychological empowerment (e.g., Spreitzer, 1995) along with empowering behavior.

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