

**EMPLOYEE EMPOWERMENT PROGRAMS AMONG
INTERNATIONAL NON GOVERNMENTAL ORGANIZATIONS
IN THE PUBLIC HEALTH SECTOR IN KENYA**

LYDIA K. ODONGO

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**A Management Research Project submitted in Partial Fulfillment
for the requirements of the Degree of Masters of Business
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School of Business,
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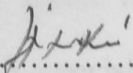
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Declaration

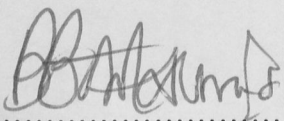
This management research project is my original work and has never been presented for the award of a degree in any other university or institution of learning.

Signed:  Date: 6/11/2006

LYDIA K. ODONGO

D61/P/7379/03

This management research project has been submitted for examination with my approval as the University supervisor.

Signed:  Date: 10.11.06

Mr. George Omondi

Acknowledgement

Dedication

The journey to accomplishing this management project and masters in a business administration has not been easy, however there are several very special persons who have made it easier in their own special way by dedicating their valuable time and effort in helping me physically,

This project report is dedicated to my children John-Mark, Makena and Sigu for their understanding especially when I had to be away from home during special occasion attending "school" and to my husband for always being there for me and for supporting me throughout this programme.

To my supervisor Mr. George Omondi whose time, guidance and encouragement has made it possible to accomplish this research, I say a very special and sincere thank you.

To my MBA colleagues with whom we enriched each other's life by sharing common experiences, "Thank you" all, you were a great source of inspiration and strength.

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My special appreciation and gratitude goes to my children and husband whose sacrifice, support and dedication towards helping me achieve this goal has been overwhelming, I can only say you are a blessing in my life and am truly grateful and may God bless you all.

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Abstract

The main objectives of this study were to establish the employee empowerment programs adopted by the international Non Governmental Organizations in the Public Health sector in Kenya and to determine the factors that influence the adoption of employee empowerment programs by the international Non Governmental Organizations in the Public Health sector in Kenya. The study was designed as a descriptive census survey of these factors within all the 45 international Non Governmental Organizations in the public health sector registered with the Non Governmental Organizations Bureau Kenya.

The major findings of the study are that of the surveyed organizations is that human resource management policy includes how to deal with grievances and separation of service. The results also show that 81% of the surveyed organization's human resource management programs include orientation, staff training and development issues. Only five organizations (23.8%) have programs that include a welfare policy. Ten organizations (47.6%) indicated that they had empowerment policies while the other eleven (52.4%) did not have any such policies. The results also show that respondents believe that the characteristic of the supervisor, the characteristics of the employee, the nature of the work, corporate policy on empowerment and the availability of resources are critical factors that influence employee empowerment.

It is concluded that international Non Governmental Organizations in the Public Health sector have adopted three programs to empower employees: provision of information, recognition of

rights and improvement of capability. It is also concluded that characteristic of the supervisor, the characteristics of the employee, the nature of the work, corporate policy on empowerment and the availability of resources influence employee empowerment within an organization. The recommendation is that that future studies should determine if the level of empowerment of employees has an effect on organizational outcomes as well as why certain empowerment programs are preferred by organizations at the expense of other similar programs.

CHAPTER ONE: INTRODUCTION

1.1 Background

The management of an organization's human resource is an integral part of how it is going to achieve its goals. According to Dressler (2003), Strategic Human Resource Management is "the linking of human resource management with strategic goals and objective in order to improve business performance and develop organizational cultures that foster innovation and flexibility". Human resource management is an approach to making decisions on the intentions of the organization concerning people and it refers to the overall direction the organization wishes to pursue in achieving its objectives through people.

It is argued that, because in the last analysis it is people who implement the strategic plan, top management must fully take into account the issue of employee empowerment when developing its corporate strategies (Dover, 1999). Therefore employee empowerment is encompassed in the strategic human resource management which covers broad organizational concerns relating to structure and culture, the management of change, organizational effectiveness, performance, competence, matching resources to future business requirements, and employee development generally (Keighley, 1993). Employee empowerment is therefore a strategy used by organizations in order to utilize their human resources effectively so as to achieve their goals and objectives, and to improve business performance and develop organizational culture that foster innovation and flexibility (Dobbs, 1993).

1.1.1 Employee Empowerment

Noël et al (1996) describes empowerment as giving employees responsibility and authority to make decisions regarding all aspects of product development or customer service. While Dessler (2003) says employee empowerment entails employees being provided with relevant information to enable them to make continuous improvements to the output of the processes. This concept of employee empowerment has evolved from the understanding that managers in their quest for continuous improvement of organizational activities that is, product and services, rely more on the people closest to the operating processes and customers to develop new approaches to performing these activities. It is also the art of providing authority, knowledge and resources to individuals so that they can achieve work objectives. It stands for substantial change that businesses are implementing (Sitterly, 1998).

Buck (1994) considers empowerment as a cultural exercise in which people are encouraged to take personal responsibility for improving the way they do their work, through delegating responsibility for decision making as far down the line as possible, to the controlled transfer of power from management to employee in the long-term interest of the business as a whole. Programs refer to the implementation or operationalization of concepts in organizations. In organizations, therefore, empowerment programs entail; information sharing, training, delegation of authority, increasing responsibility (accountability), consultation and counseling among other interventions (Burke, 1986). The power that managers have - the capacity that they have to influence the behavior of employees and work responsibilities, must be then be shared with employees through the creation of trust, assurance, motivation, and support.

Empowerment means the authority of subordinates to decide and act. It implies a large degree of discretion and independence for those who are empowered. A traditional employee carries out the instructions of his or her supervisor; an empowered individual acts on his or her own initiative to achieve the company's goals. In extreme cases neither empowered teams nor individuals have supervisors. Instead, the traditional structure of a business organization is radically changed to facilitate empowerment (Schrecengost, 1996). Empowerment has been in the forefront of quality improvement efforts.

Employee empowerment gives managers the freedom to dedicate their time to more important matters; therefore the managers develop their own job qualifications and skills attaining personal advancements (Eylon and Herman, 1999). Empowered employees can make decisions and suggestions that will down the line improve service and support, saving money, time and disputes between companies and their customers (Sitterly, 1998). Empowerment of qualified employees provides exceptional customer service in several competitive markets; therefore it improves profits through repeated business (Potochny, 1998). It is also the best way to promote a good long-lasting employee-customer relationship (Potochny, 1998).

To employees empowerment brings benefits to them by making them feel better about their inputs to the company, promotes a greater productivity, and provides them with a sense of personal and professional balance (Bourke, 1998). It provides the opportunity for employees to exercise their minds and to find better alternative ways to execute their jobs (Boone & Kurtz,

1998), and increases their potential for promotions and job satisfaction. It also results in personal growth since the whole process enlarges their feelings of confidence and control in themselves and their company (Eylon & Herman, 1999). It is a process that makes workers utilize their full potentials. Ultimately the benefits of employee empowerment are a win-win-win situation: whereby customers benefit from enabled employees; organizations benefit from satisfied customers and enabled employees; and employees benefit from improving their confidence and self-esteem (Sitterly, 1998).

1.1.2 Employee Empowerment Programs

Employee empowerment programs include measures taken by management to increase the capability of employees to perform their duties and develop themselves (Jackson, 1999). These programs are; availing information to employees, protection of employee rights, developing the knowledge and skill capacity of employees, coaching and mentorship, provision of opportunity for employee involvement and participation in corporate decision making and encouraging innovation and creativity among staff. These programs result in enhanced corporate competency through human resources. Cole (1996) identifies several factors which influence employee empowerment programs in an organization. Some of them include, requirement for an organization to be more responsive to the market place. The need to reduce in number the levels in structure – layering so as to increase efficiency and this would in turn result into lateral collaboration and communication among work teams with minimal supervision (Tichy, 1983).

There is also the need to empower employees so that top management stands back from day-to-day issues in order to concentrate on longer term issues affecting the organization. Employee empowerment also results from a need to use best of all available resources (especially human resources) to maintain and improve competitiveness. Some of the programs implemented by organizations include; Effective use of technology, implementation of robust processes, ensuring employees are well-equipped and well trained, and effective communications channels are established (Steward, 1996).

1.1.3 Non Governmental Organizations in the Public Health Sector in Kenya

The Public Health sector programs promote the participation of all citizens in public health policy issues, especially those who are socially marginalized, to ensure that their rights and needs are addressed. Major areas of focus include health and nutrition, education, youth development, and the environment (CDC, 2000). In Kenya the local Non Governmental organizations and the international non governmental organizations play a very vital role in the enhancement of the public health programs. However for the purpose of this study the scope will only be limited to the international non governmental organizations.

The Non Governmental Organizations in the Public Health Sector collaborate with other public health associations, government organizations and universities to form effective and mutually beneficial partnerships by tapping into each others expertise. These organizations together with their other partners are able to help implement and expand programs to address a variety of public health threats. Due to the growing demand for quality health services in Kenya and more

stringent conditions from the donors for the players in this industry to demonstrate results, the Non Governmental Organizations are faced with the task of adopting modern management programs to ensure they remain competitive and relevant to the communities they work in.

Most of the international non governmental organizations that play a significant role in the management of the public health sector have traditionally been managed from countries where they were incorporated and generally referred to as the head quarters. Therefore the decision makers are based away from the areas of operations for example; Washington DC for Family Health International (FHI), Atlanta, Centre for Diseases Control (CDC), and Geneva for Global funds New York for Engender Health, Seattle for Partners for Appropriate Technology in Health (PATH) (Collins, 1996). For effective service delivery, the international Non Governmental Organizations operating in the public health sector have to empower their employees at the country, provincial, district levels and community levels.

1.2 Statement of the Problem

The implementation of employee empowerment is varied from organization to organization depending on the core business and management orientation of the firm (Korukonda et al, 1999). It creates strength in the firm to deliver its mission and realize strategic objectives. The core business of international Non Governmental Organizations in the public health sector is improvement of health, knowledge and understanding of the underprivileged members of the society. Effective achievement of their mission requires knowledgeable, innovative, capable and enabled workers. Due to their international scope of operation, it is expected that they have

adopted best programs in employee empowerment such as employee capacity building, information sharing, innovation, participation, enforcement of rights and access to management.

Employee Empowerment in the Public Health Sector in Kenya

Efforts to better understand the relationship between employee empowerment and organizational effectiveness has resulted in mixed and inconsistent findings. For example (Elys and Herman, 1999) found positive relationships between empowerment cognitions and effectiveness at the level of the individual employee and on the other hand. Dover (1999) for example, in assessing the effects of popular management techniques on firm performance, found that focusing on empowerment did have a significant effect on firm reputation but not on firm performance. In another study by (Korukonda et al, 1999) they noted that, "the practice of empowering subordinates is a principal component of managerial and organizational effectiveness". Conger and Kanungo (1988) Non Governmental Organizations proposed a number of managerial programs that would lead to empowered employees.

(Nadler, 2003) found that employees' loyalty to the organization evolves as a result of their everyday experiences at work. Most of these studies have been carried out in the western world. No similar study has been done among the international Non Governmental Organizations in the public health sector in Kenya. This study will therefore focus on the employee empowerment programs adopted by the international. Non Governmental Organizations in the Public Health sector in Kenya. No study has been on employee empowerment programs for international Non Governmental Organizations in Kenya.

1.3 Objectives of the Study

- i. To establish the employee empowerment programs adopted by the international Non Governmental Organizations in the Public Health sector in Kenya.
- ii. To determine the factors that influence the adoption of employee empowerment programs by the international Non Governmental Organizations in the Public Health sector in Kenya.

1.4 Importance of the Study

- i. This research will add knowledge to the existing studies on the employee empowerment effects.
- ii. It will also suggest some avenues for further research that may be fruitful in gaining a better understanding on empowerment effects in the workplace and how to strengthen the empowerment – performance relationship.
- iii. It will propose some practical considerations about how to deal with empowerment in the workplace. These may be especially helpful to managers who adhere to the empowerment principles.

CHAPTER TWO: LITERATURE REVIEW

Empowerment of employee is the process of giving an employee the right to take executive decisions with certain specific limits but requiring that person to assume full responsibility for his or her action (Jackson and Scheuler 1999). It also means letting employees make decisions at all levels of an organization without asking for approval from managers (Stoner et al 2002). Employee empowerment, involves the enlargement of employee jobs giving them the responsibility and “authority to make decisions about their work without supervisory approval” while still creating value for the customer (Boone & Kurtz 1998).

Another line of inquiry in this exploration of empowerment is what does it mean to be empowered from the point of view of individuals and social groupings? In practice, empowerment is viewed as a means whereby individuals, groups and/or communities are enabled to take control of their lives. However, empowerment also implies responsibility - for one's own decisions, actions and possibly outcomes. This raises the issue of freedom of choice; does everyone want to take this responsibility (especially in the workplace)? Collins (1996) points out that empowerment, democracy and participation are related constructs which must be analyzed together. Friedman (1992) places emphasis on autonomy in decision-making, self-reliance and direct (participatory) democracy, and experiential social learning.

Empowerment, by definition, must involve the sharing of power, which may be perceived as disempowerment by some. In any event, the practice of empowerment would require serious consideration of the significance and implications of the redistribution of power at all levels. Effective bosses worldwide now are called "coaches, advisers, sponsors, or facilitators". Good managers and good "coaches" are expected to help employees refine their job achievements by encouraging, instructing, guiding and giving them advice (Hocutt and Stove, 1999).

2.2 Perspectives of Employee Empowerment

Organizational researchers have distinguished between two major perspectives on employee empowerment; the structural and the psychological approach. Originally, the structural view focused on empowering management practices, including the delegation of decision making from higher to lower organizational levels (Hackett, 1995) and increasing access to information and resources for individuals at the lower levels (Hocutt & Stone, 1998). As such, central to the notion of structural empowerment is that it entails the delegation of decision-making prerogatives to employees, along with the discretion to act on one's own (Sitterly, 1998). In this structural view, the rationale is that employees will behave in an empowered way by making the necessary changes at the structural level. More specifically, employees would feel that they have more personal control over how to perform the job; would be more aware of the business and the strategic context in which the job is performed; and would be more accountable for performance.

Rather than approaching empowerment as "something managers do to their people" (Pastor, 1996), the psychological perspective focuses on perceptual or psychological dimensions of

empowerment (Conger & Kanungo, 1988). Extensive efforts in the organizational theory domain have been devoted towards the clarification of these psychological empowerment dimensions. House, R. J. (1986) defined psychological empowerment as increased intrinsic task motivation, i.e. generic conditions by an individual, pertaining directly to the task, that produce motivation and satisfaction. Building on the work of Conger and Kanungo (1988), these authors distinguished between four empowerment dimensions, which reflect four distinct cognitions relating to an employee's orientation to his or her work.

Over a decade ago, Conger and Kanungo (1988) noted that, "the practice of empowering subordinates is a principal component of managerial and organizational effectiveness" building on insights derived from research on human motivation. Nowadays, despite some decades of academic and practitioner attention on the empowerment construct, the received wisdom on the empowerment effects in the workplace is skepticism. Many leading service companies have dropped empowerment from their list of preferred management practices. While some abandoned the idea completely, others stacked the empowerment approach into a broader and more balanced array of people management strategies to foster employee and organizational effectiveness (Conger and Kanungo 1988).

Pastor (1996) asserts that such lack of clarity and ambiguity leads to confusion and difficulties in practice, concerning decision-making and access to information and knowledge. He contends that these inadequacies may also lead to industrial conflict arising from, for example, middle management defensiveness and alienation, and a mismatch between management expectations

and perceptions, and those of non-management personnel. Moreover, genuine attempts at empowerment may well have implications for organizational culture, structure, HR programs and so on, which, due to inadequate understanding, may not be fully recognized. Empowerment may be regarded as a reciprocal process: the leader empowers the followers, which in turn, empowers that leader to fulfill the roles of a leader rather than those of a manager. Another context is that of power, which itself has been described as a 'quality of relationship' (Hosking and Morley, 1991).

Power has the potential to be both negative and positive in its effects. In its negative form it can equate to domination and exploitation, while in positive form it can liberate and enable creativity. A positive exercise of power however, necessitates faith and trust. Such faith and trust, among other things, permit others to take risks and tolerate their mistakes. It is easy to dismiss employee empowerment as another management fad, yet the term is widely used in the management literature. Moreover, within the criterion 'People Management', the European Model of Business Excellence requires organizations to address the issue of 'how people are involved, empowered and recognized (Bass, 1985). It is widely accepted also, that in the complexity of the postmodern world, it is becoming less and less feasible to concentrate leadership at the top of organizations. Rather, it needs to be diffused, and responsibility for decision-making and problem-solving devolved (Collins, 1996). This raises the question of how these can best be achieved. However, the paper reveals that a review of the management literature alone does little to reduce the conceptual ambiguity surrounding empowerment. Nor does such a review clarify satisfactorily the relationship between empowerment if such a

construct exists and other related constructs, such as delegation, involvement, participation and democracy (Eylon and Herman, 1999).

The relative paucity of empirical research in the management context, has led to limited understanding of empowerment, lack of appropriate definitions and models, and provided little evidence of empowerment, as a distinct construct and in relation to how it can be operationalised (Hatten, 1997) today's organizations face unprecedented turbulence and significant challenges. Senior executives need to mobilize their organizations to respond effectively or otherwise risk failure. Energizing and leading today's human resources requires more than transactional leadership where subordinates put in an effort in return for monetary and extrinsic rewards (Bass, 1985). It increasingly requires substantial emotional bonding between the employees and the organization. What is needed is a dedicated and loyal workforce which is transformed, confident, and prepared to go beyond the normal and traditional bounds of performance to ensure organizational success (Bass, 1985). A workforce that is loyal to its management and its vision and direction.

2.2.1 Benefits of Employee Empowerment

Employee empowerment can be a powerful tool. This "new" form of administration challenges the hierarchical forms of leadership where the final authority was at the top of the tower watching the working mass (Bourke, 1998). The now advanced leadership style can increase efficiency and effectiveness inside an organization (Eylon and Herman, 1999). It increases productivity and reduces overhead. Overhead expenses are those needed for running a business,

i.e. salaries, rent, heat and advertising (Clark, 1999). It gives managers the freedom to dedicate their time to more important matters. Managers can highlight the talents and efforts of all employees. The leader and organization take advantage of the shared knowledge of workers (Hatten, 1997). Managers at the same time develop their own job qualifications and skills attaining personal advancements (Eylon and Herman, 1999). However, empowered employees can make decisions and suggestions that will down the line improve service and support, saving money, time and disputes between companies and their customers (Sitterly, 1998).

Empowerment of qualified employees will provide exceptional customer service in several competitive markets; therefore, it will improve profits through repeated business (Potochny, 1998). Customers prefer to deal with employees that have the power to manage arrangements and objections by themselves, without having to frequently inquire of their supervisors (Boone & Kurtz, 1998). Customers want their needs met without having to pass through "layers of approvals, referrals or excuses" ... they want "on-the-spot" decisions; they want to hear what can be done instead of what cannot (Sitterly, 1998). Empowerment is a strong tool that will increase "revenue and improve the bottom line" (Potochny, 1998). The U.S. Labor Department stated that empowered employees are more likely to produce higher profits for their organizations than non-empowered ones (Boone and Kurtz, 1998). Empowerment is also the best way to promote a good long-lasting employee-customer relationship (Potochny, 1998).

Empowerment also brings benefits to employees. It makes them feel better about their inputs to the company; it promotes a greater productivity, and provides them with a sense of personal and

professional balance (Bourke, 1998). It exercises employees' minds to find alternative and better ways to execute their jobs (Boone and Kurtz, 1998), and it increases their potential for promotions and job satisfaction. It results in personal growth since the whole process enlarges their feelings of confidence and control in themselves and their companies (Eylon and Herman, 1999). It is a process that makes workers to utilize their full potentials. This enables them to stay behind their decisions, assume risks, participate and take actions.

Benefits come with changes in the organization's culture itself. Benefits require changes in management and employees (Sitterly, 1998). For empowerment to succeed, the "management pyramid" must be inverted. Old-fashioned managers must step off their "pedestals" and for the first time serve their subordinates and give up control. Old-fashioned employees must also agree to changes. They could see empowerment as a threat, especially if they became used to the convenient old style of management structure where the rules and decisions came always from above (Clark, 1999). Managers are learning to give up control and employees are learning how to be responsible for their actions and decisions (Robbins, 1996).

To sum it up, it is fundamental that management share information, create autonomy and feedback, and train and create self-directed teams for empowerment to work properly. Managers often prefer not to communicate with employees, and not to share some extremely important information with them (Potochny, 1998), but an effective leader must have no hidden agendas. They must treat employees as stakeholders for the road of success (Bourke, 1998). Employees must have a clear vision of success, because if they are not aware of what success means to the

company and where the company is heading, there is no way they can feel empowered to help accomplish this success (Conger and Kanungo, 1988). Managers should teach the basics of cost and revenue to employees. They should open their financial books and inform employees of the situation so they can feel more related to the company (Potochny, 1998). "To empower means to entrust", it is much more than just telling employees they must create answers and be responsible for those answers, "that's passing the buck" (Clark, 1999).

Autonomy and feedback evaluations must also be created to achieve correct empowerment. Autonomy is seen as allowing people "absolute freedom" to finish the job when an exceptional situation occurs. It is to let employees decide how to handle clients and give them discretionary power when deciding what to spend in order to solve a certain problem (Hocutt and Stone, 1998). Individual and group feedback is the base for employee autonomy to work effectively towards beneficial empowerment. Feedback improves the decision-making ability. It can provide employee evaluations through the exchange of information where the company's missions and goals are stated. With feedback, managers can show employees how far they can go to satisfy a customer and how much they can exceed their expectations (Robbins, 1996).

For autonomy to work, management must equip employees with the correct special tools to provide them the necessary and specific guidelines on how to act during certain issues and to make certain decisions (Potochny, 1998). These special tools could come through internal and/or external company training, which is a good way to provide for appropriate decisions. It can set fair limits, can improve quality service and refine behaviors, it can increase customer

satisfaction, and it can teach how to deal with irritated customers. Training can build employee confidence on how to decide the best way to manipulate failure circumstances (Hocutt and Stone, 1998). Hierarchy must be replaced with self-directed teams that must be assembled accurately. They are groups no larger than five or six people who are assigned a specific problem to be solved from their area of expertise (Clark, 1999). An enthusiastic, self-directed and work-loving team leader, who is willing to be held accountable for the decisions, should be also selected (Potochny, 1998).

The problems to be addressed by the teams could be anything from diminishing defective products, excess inventories and shipping costs, to increasing production volume and promotion capital. Teams are given boundaries and constraints such as staffing, equipment, time, locations and budgets to operate under. They are to recommend a solution and, as long as it is under the pre-established limits, it is to be implemented and supported by upper management. Group decisions, implementations and commitments must be backed by management and supported by them at all times, even if group decisions were proved ineffective afterwards. No blame is to be assigned and no fingers are to be pointed. A mistake should be viewed as a learning tool (Clark, 1999). Employees should not be afraid to take risks when within their areas of discretion. They should feel they are part of the organization and part of a team of co-workers who can work together to resolve issues and who respect and appreciate teamwork (Conger and Kanungo, 1988).

The empowerment cognition is meaningfulness; it concerns the value of a work goal or purpose, judged in relation to an employee's own ideals and standards (Thomas and Velthouse, 1990). It refers to congruence between requirements of a work role and employee's beliefs, values, and behaviors (Block, 1987). The second empowerment cognition is competence. This is an employee's belief in his or her capability to perform task activities skillfully when he or she tries. Bandura's (1986) self-efficacy concept reflects this competence dimension. The third empowerment cognition, involves causal responsibility for a person's actions. It is the employee's perception on the autonomy in the initiation and continuation of work behaviors and processes (Block, 1987). Finally, impact is the fourth empowerment cognition. It reflects the degree to which an employee can influence strategic, administrative, or operating outcomes at work (Conger and Kanungo, 1988).

The empowerment literature is premised on the assumption that empowering employees has two possible effects, both positive and constructive. First, employees who have power are more likely to achieve their expected outcomes and those without power are more likely to have their output controlled by the individuals who wield power (Pfeffer, 1981). Power is usually defined as a function of the dependence or interdependence of actors. The more an actor depends on another individual, the more the latter's relative power (Pfeffer, 1981). Various sources of interpersonal power are legal (position), coercive (through punishment), remunerative (material rewards), normative (symbolic rewards), and knowledge (information) (French and Raven, 1959). Sharing of power with subordinates will increase their control and the likelihood of their success. The

increased probability of success will in turn lead to a higher degree of satisfaction and greater loyalty to the organization.

The second speculated consequence of empowerment is its impact on the subordinates' personal efficacy. Subordinates as a group operate in set roles (Tsui, 1984). Different stakeholder groups in the set roles have differing and sometimes conflicting expectations and demands which need to be satisfied by the subordinates. The dynamics of group interaction within the set roles are further complicated due to the creation of multiple realities in the roles (Smith, 1982). Each group tends to develop a framework for viewing the world around them. Such a framework is their perceived structure of reality and will help them study and interpret phenomena. Smith (1982) postulated that groups use social comparison processes to learn about themselves and to shape their paradigms. Their interaction with other groups and the feedback they receive from the other members of the set roles help develop their structure of reality and to develop their own self image.

Subordinates who are empowered interpret it as a reflection of the superior's trust and confidence in them and their abilities (Smith, 1982). They also build a higher expectation that their effort will result in the desired level of performance (Bandura, 1986; Conger and Kanungo, 1988). Both of these outcomes will result in a positive perceived structure of reality (Smith, 1982) enhancing subordinates' belief in their own effectiveness and their satisfaction with the organization. The positive consequences of empowerment identified above would lead to the conclusion that through empowerment, managers express their trust in their subordinates and

their abilities. Such an attitude will help build emotional ties with their employees and generate subordinate loyalty.

Self-conducted teams have also emerged, which are groups of empowered employees with no or very little supervision. These groups are able to solve work problems, make choices on schedules and operations, learn to do other employees' jobs, and are also held accountable and responsible for the quality of their outputs (Boone and Kurtz, 1998). Deming (1999) a statistician, quality expert and one of the leaders in the fight for quality, pointed out that to improve quality, the production processes were to be controlled as they were happening instead of corrected later. He then concluded that the best people to perform such control were the workers themselves. The only problem was that the average workers did not have freedom or necessary skills to do so (Conger, 1998). Rarely a problem turns out to be the employee's fault. The causes can normally be tracked back to incorrect product or system designs, or even to inappropriate training received by the employees (Ives, 1996).

2.2.2 Employee Empowerment Programs

Conger and Kanungo (1988) proposed a number of managerial programs that would lead to empowered employees. Fostering subordinate participation in decision making, by allowing subordinates to provide input and to take part in making decisions signals the superior's trust in their subordinates and his/her respect for their views, both of which will improve the personal efficacy of their subordinates (Block, 1987). Participation in decision making is also an important form of sharing control and power with employees (House, 1986). Expressing confidence in subordinates and having high expectations, this ensures the subordinates' view of

themselves is significantly influenced by the signals they receive from their superiors. Positive signals from higher levels help increase employees' self-confidence. Bandura (1986) suggested that when individuals are persuaded by others that they are capable of performing specific tasks, they are more likely to believe in their own abilities (Karukouda, et al 1999).

Providing autonomy from bureaucratic controls, bureaucratic organizations are designed to minimize unexpected outcomes, standardize employee behavior, and avoid uncertainty. To this end, they use rules and procedures to control individual behavior and inhibit autonomy and self-expression. Block (1987) pointed out; employees in such organizations tend to exhibit a diminished sense of self-efficacy. By removing bureaucratic controls, superiors will help enhance the subordinates' view of their own abilities. They have little emotional impact because they are of little challenge. On the other hand, goals that are unrealistically high are frustrating. Employees see little connection between effort and performance so their sense of self-efficacy is diminished (Conger and Kanungo, 1988).

Constructive, timely feedback, along with performance-based rewards will help employees assess the validity of their structure of reality and will help them make the required adjustments. As a result, their self-efficacy will be enhanced (Conger and Kanungo, 1988). Modeling, employees' sense of self-efficacy can be improved through vicarious experiences of observing others perform effectively on the job. A boss's superior performance can convince the subordinates that they can perform at a similar level or at least make some improvements

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(Conger and Kanungo, 1988). So supervisors who mentor their subordinates and act as their role models, help build the latter's sense of self confidence.

For an organization to practice and foster employee empowerment the management must trust and communicate with employees. Employee communication is one of the strongest signs of employee empowerment. Honest and repeated communication from elements of the strategic plan, key performance indicators, financial performance, down to daily decision making. For an organization to enjoy the returns from employee empowerment the leadership must diligently work to create the work environment where it is obvious to all that employee empowerment is desired, wanted and cultivated. Management's responsibility is to create the environment for employee empowerment. When organizational leadership has started to take actions to encourage employee empowerment it is then up to the employees to decide if they wish to take advantage of the opportunity or not. It is not unusual for only a small minority to accept the challenge initially. Also it is very likely that some fraction will never respond. It is the large middle group that must be convinced to practice employee empowerment.

Participative management has become a key word in employee empowerment. Research has shown that there is a positive link between participation and satisfaction, motivation and performance (Holander and Offerman, 1990) -organization" (Keighley, 1993). Employee involvement teams, which consist of small groups of employees who work on solving specific problems related to quality and productivity, represent one way of participative management. Such teams have proved effective in resolving problems related to productivity and quality, as

well as improved employee morale and job satisfaction (Bartol and Martin, 1991). In the participative methodology people are considered the primary resource for furthering productivity. Employees are encouraged to take the initiative in identifying problems and proposing solutions. Through participation in teams, people at all levels offer their unique expertise in a cooperative, problem solving process.

In employee empowerment programs, people should not expect to be told what to do, but they should know what to do. The primary role of management is "to support and stimulate their people, co-operate to overcome cross functional barriers and work to eliminate fear within their own team" (Hand, 1994). Employee empowerment from the "bottom up", the most important concept of employee empowerment is to delegate responsibility to the lowest levels in the organization. The decision making process should be to a high degree decentralized and individuals or work designed teams should be responsible for a complete part of work processes (Lawler, 1994). The ultimate success of a quality program is based on its ownership by employees and their empowerment to make changes (Turner, 1993). It is crucially important that management value employee suggestions and manage them accordingly. Naturally, workers directly involved in a process know best how to improve it (McMillan, Mahoney, 1994). In an Empowered organization, employees feel responsible beyond their own job, since they feel the responsibility to make the whole organization work better.

Empowered personnel have "responsibility, a sense of ownership, satisfaction in accomplishments, power over what and how things are done, recognition for their ideas, and the

knowledge that they are important to the organization” (Turney, 1993). Without productive employees, the organization is nothing and can do nothing. Empowerment works the best when employees need their organization as much as the organization needs them, "and the need is much more than a paycheck and benefit package" (Johnson, 1993). “Employees who are not treated correctly cannot be expected to treat external customers differently” (Johnson, 1993). Internal satisfaction can be achieved in the following ways: establish a high degree of participative management, decentralization of hierarchy power structures, create a large degree of autonomy throughout the organization and finally the development of effective work groups. All these ways are based on the concept of employee empowerment.

2.2.3 Factors that influence employee empowerment programs in an organization

The factors that influence are broadly driven by corporate policy and external environmental conditions. They either facilitate or hinder the empowerment process and or the programs adopted to enable employees acquire capacity to manage the work and associated responsibilities including development of the employee potential (Bartol, Martin, 1991). The factors that influence employee empowerment programs include existence of effective monitoring and control processes for employees, willingness by top management to let go of power and delegate responsibility to employees, willingness of employees to accept accountability for actions, ability of employee to learn (Dover, 1999). The degree to which employees participate in decision making and other activities in the organization influence the level of employee empowerment. The degree to which organizations foster and nurture creativity, innovations and equal opportunities for all determine the effectiveness of employee empowerment programs (Conger,

1998). The empowerment programs are partly dependent on the legal environment but many organizations take deliberate and voluntary initiatives to empower their employees.

According to (Keighley, 1993) most organizations have exactly the level of employee empowerment the management wants. This is demonstrated by the amount of communications, level of training provided employees, opportunities for personal growth, the solicitation and implementation of ideas, the recognition and reward system, promotion and advancement criteria, and uncountable little signals from management that demonstrate whether employees are valued or not (Sitterly, 1998). Management has the obligation to create the environment that fosters employee empowerment, employees have the duty to accept the opportunity and demonstrate they are willing and capable. One of the strongest signs from employees is when they take the lead to advance their skills and knowledge with education and training either provided by the organization or out side the organization (Friedman, 1992).

Factors that influence employee empowerment include accessibility to information, the extent to which information is readily available to the employees for example such information such as work activities, rules and regulations, career opportunities and explanations for decisions will to a very large extent determine the degree to which an employee is empowered. The ability to socialize and be a member of an informal group and also have a forum in which their personal problems can be addressed will also influence the degree of empowerment. Coaching and mentoring are critical in developing the employee capability and in turn influences their level of empowerment (Hand, 1994). The degree to which the organization supports innovation and

creativity, solicits for ideas from employees and adapts these ideas and invests in technology to support innovations is a key factor in employee empowerment (Johnson, 1993). However, many supervisors think that empowerment may lead to them losing authority and ultimately their jobs. Therefore, it is logical that most of the resistance to empowerment comes from the middle management (Keighley, 1993). He further argues that this resistance to change can be reduced by setting, measuring and evaluating performance together with the team. Likewise, Hand (1994) argues that supervisors and managers should be trained in order to cope with organizational change.

3.2 Population

The population of the study comprised of all 45 international Non Governmental Organizations in the public health sector registered with the Non Governmental Organizations Bureau Kenya (Non Governmental Organizations Directory, 2005).

3.3 Data Collection

Primary data was collected using a semi-structured questionnaire. The questionnaire was e-mailed or physically delivered to all organizations and collected later. The target respondents were individuals performing the human resource function within the organizations. The questionnaire had three sections which elicited the following categories of data: Section A – background information on the Non-Governmental Organizations; Section B – employee empowerment programs; Section C – factors influencing employee empowerment.

3.4 Data Analysis

Descriptive statistics were used to analyze the data. Descriptive statistics specifically, means, proportions and frequency distributions were computed and are presented as part of the study's results and findings.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The research design for this study was a descriptive census survey. This design was deemed appropriate for the study since the population was small and the study's intention is to investigate the types and characteristics of the variables in all the study units.

3.2 Population

The population of the study comprised of all 45 international Non Governmental Organization's in the public health sector registered with the Non Governmental Organizations Bureau Kenya (Non Governmental Organizations Directory, 2005).

3.3 Data Collection

Primary data was collected using a semi-structured questionnaire. The questionnaire was e-mailed or physically delivered to all organizations and collected later. The target respondents were individuals performing the human resource function within the organizations. The questionnaire had three sections which elicited the following categories of data: Section A – background information on the Non Governmental Organizations; Section B – employee empowerment programs, Section C – factors influencing employee empowerment.

3.5 Data Analysis

Descriptive statistics were used to analyze the data. Descriptive statistics specifically means, proportions and frequency distributions were computed and are presented as part of the studies results and findings.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1. Introduction

This chapter summarizes the results of the study survey. The chapter is divided into two sections: section 4.1 one gives data on the background information and section 4.2 results related to employee empowerment programs and factors influencing employee empowerment programs.

4.1.1 Response Rate

Twenty one organizations out of the targeted 45 returned completed the questionnaires representing a 47% response rate. This response rate is a representative sample of the population and these results can therefore be generalized to the population of International Non-Governmental Organization in the public health sector. All the respondents indicated they have their headquarters in Europe, North America and Asia.

4.1.2 Number of Employees

Table 4.1.2 below gives a summary of the number of employees of the surveyed organizations. The number of employees is used as a representation of the size of the organization. The results show that that most organizations (33.3%) have a workforce of between 50 and 80 employees. Two organizations (9.5%) have workforce of 10 – 20 employees, this is an indication that most of have a workforce of between 20 - 80 employees, which is an indication that these organizations are medium in size

Table 4.1.2: Number of Employees

<i>Number of Employees</i>	<i>Percent</i>
10 – 20	9.5
20 – 50	28.6
50 – 80	33.3
80 – 100	9.5
Over 100	19.0
Total	100.0

4.1.3 Areas of Operation for the Non Governmental Organizations in the Public Health Sector

Table 4.1.3 below gives a summary of the public health area addressed by the surveyed organizations. The surveyed organizations are involved in five different health related activities: HIV/AIDS, Reproductive Health, Malaria, Leprosy and Tuberculosis and research activities. The results show that most of the surveyed organizations are involved in HIV/AIDS (71.4%) and in reproductive health issues (57.1%). The results also show that only one organization is involved in either malaria or leprosy and tuberculosis (4.8%). From the survey the areas of concentration for these organizations are in HIV/AIDS and reproductive health

Table 4.1.3: Core Non Governmental Organizations Activities

<i>Public Health Issues</i>	<i>% of Responses</i>
HIV/AIDS	71.4
Reproductive Health	80.9
Malaria	4.8
Leprosy and Tuberculosis	4.8
Research	23.8
Total responses	185.7

NB: The total percentage is more 100% because some organizations are involved in more than one activity.

4.2 Structure of Human Resource Unit in the Organizations

Seventeen organizations (81%) indicated that they had human resource departments. Out of these seventeen organizations, six (35.6%) had only one employee within the department and one organization (5.9%) had three employees within the human resources department. However, all 21 organizations indicated that they had human resources programs. Organizations that indicated not having a human resources department were asked to explain how they dealt with human resource management issues. One respondent indicated that human resources issues were dealt with by the Finance Department and others indicated that the Country Director/Country Representative deals with human resource related issues.

Table 4.2.1 below summarizes the components of the surveyed organizations human resources policies. The results show that all of the surveyed organization's human resource management policies include how to deal with grievances and separation of service. The results also show that 81% of the surveyed organization's human resource management programs include orientation, staff training and development issues. Only five organizations (23.8%) have programs that include a welfare policy.

Table 4.2 Components of Human Resource Management Policies

<i>Component</i>	<i>% of Responses</i>
Definition of Employee Status	33.3
Office work schedule	57.1
Compensation and Benefits	57.1
Performance Evaluation	33.3
Leave Policy	33.3
Code of Conduct	33.3
Grievances and Separation of Service	100
Orientation, staff training and development	81
Maintenance of staff records	33.3
Welfare Policy	23.8

4.3 Employee Empowerment Policies

All the respondents indicated that they have some policies which define the employee status to ensure that the organizations are protected against possible litigations by employees. Most organizations also have clear policies on standards of conduct to ensure that employees are treated fairly and consistently. This section gives results on employee empowerment policies of the surveyed organizations, ten organizations (47.6%) indicated that they had empowerment policies while the other eleven (52.4%) did not have any such policies. The components of an employee empowerment programs within the organizations were: information, rights, employee capability, coaching and mentoring, participation and involvement and innovation and creativity. Respondents were asked indicate the job related information they provided their employees and in the case of later empowerment policies, to rate their organizations on a 1 – 5 Likert scale. All

organizations had some empowerment programs of some sort or the other, but the degree of how each program is implemented varied from one organization to the other.

4.3.1 Work Related Information Provided to Employees

Table 4.2.3 below gives a summary of the work related information that the surveyed organizations provide their employees.

Table 4.3.1 Work Related Information Provided to Employees

<i>Work Relate Information Provided to Employees</i>	<i>% of Responses</i>
Duties	100
Responsibilities	100
Targets	52.4
Clocking in and out time	76.2
Work expectations	100
Work outputs	47.6
Key results areas	100
Performance indicators	100
Rights to challenge unfair decisions	52.4
Rights to appeal	81
Rules and regulations	52.4
Career opportunities	28.6
Training and development	76.2
Deficiencies and weaknesses	52.4
Rights to equal opportunities	28.6
Risks to health	57.1
Risks to safety	28.6

All the respondents indicated that duties and responsibilities, key result areas and performance indicators are well communicated to the employees, this type information is essential in ensuring

that the employees have a thorough understanding of the business processes. However there is an indication that critical information is locked in up by management and not readily available to staff, for example only six organizations (28.6%) provide information on career opportunities, rights to equal opportunities and rights to safety.

The above results show that all surveyed organizations give information on duties and responsibilities to their employees. Organizations also provide information on rights to appeal (81%), clocking in and out time (76.2%) as well as on training and development (76.2%). However it was not possible to ascertain how this information impact on the employee empowerment programs in the organization.

4.3.2 Employee Rights

Employee rights is a way of strengthening the connection between the worker and the work, provision of rights ensures that the workforce is motivated and the individuals are committed and connected to the organization. Employee empowerment programs include measures taken by management to increase the capability of employees to perform their duties and develop themselves. Employee rights are an important component of empowerment programs. Figure 1 below gives the mean ratings of employee rights within the surveyed organizations.

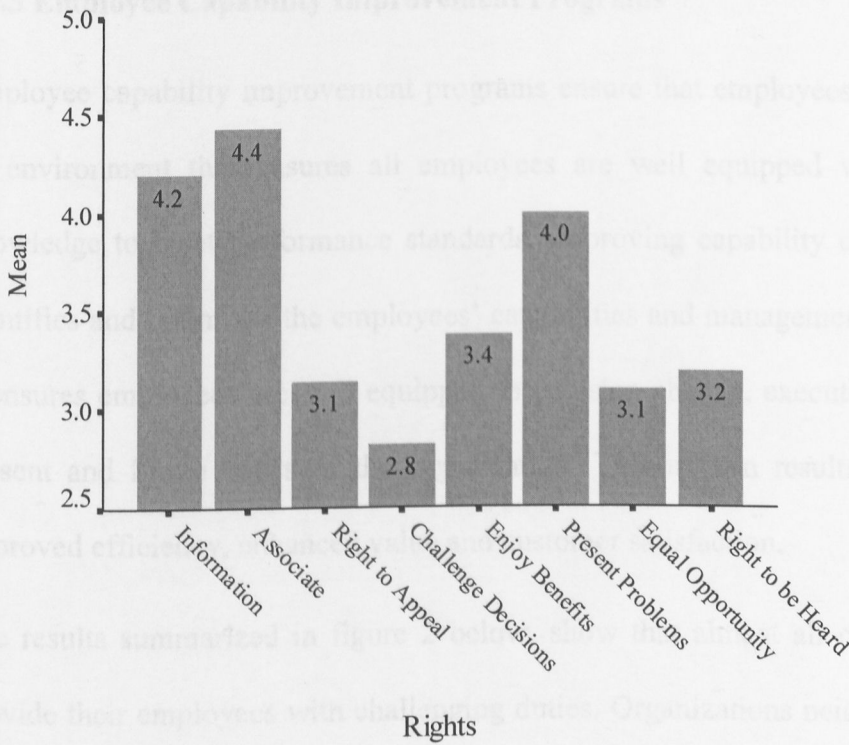


Figure 1: Ratings for Employee Rights

The above results show that most organizations recognize the right to association, followed by the right to present personal problems and the right to information. These rights all have a mean rating > 4, implying that in most organizations agree that employees enjoy them. The right to challenge decisions received the lowest mean rating slightly <3, implying that in most organizations, neither agree nor disagree that their employees enjoy the right to challenge decisions. The results indicate that many organizations engage in the in the employee rights programs actively, however organizations are indifferent about the right to challenge decisions and this could be because several of these organizations do not have a fully fledged department.

4.2.3 Employee Capability Improvement Programs

Employee capability improvement programs ensure that employees are empowered by creating an environment that ensures all employees are well equipped with the relevant skills and knowledge to meet performance standards. Improving capability ensures that the organization identifies and optimizes the employees' capabilities and management competencies at all levels. It ensures employees are well equipped to envision change, execute effective solutions to meet present and future needs of the organization. This in turn results into quality improvement, improved efficiency, enhanced value and customer satisfaction.

The results summarized in figure 2 below, show that almost all organizations agree that they provide their employees with challenging duties. Organizations neither agree nor disagree about providing their employees with professional development plans.

4.3.4 Coaching and Mentoring

Both coaching and mentoring are processes that enable both individuals and organizations to achieve their full potential. Coaching develops the employee's specific skills for the task, challenges and performance expectations at work. While on the other hand mentoring can either be a formal or informal relationship, focusing on the person, their career and support for the individual growth and maturity.

Figure 3 below gives a summary of respondents' ratings of their organizations' provision of coaching and mentoring opportunities to their employees. The main aspect of coaching and

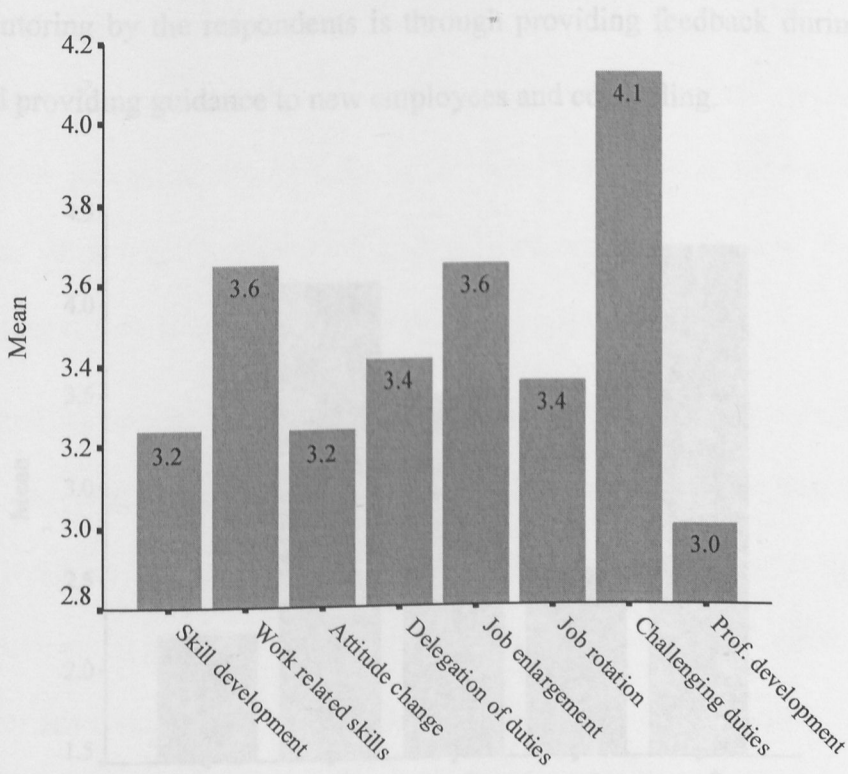


Figure 2: Employee Capability Improvement Programs

4.3.4 Coaching and Mentoring

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Figure 3 below gives a summary of respondents’ ratings of their organizations’ provision of coaching and mentoring opportunities to their employees. The main aspect of coaching and

mentoring by the respondents is through providing feedback during the performance appraisal and providing guidance to new employees and counseling.

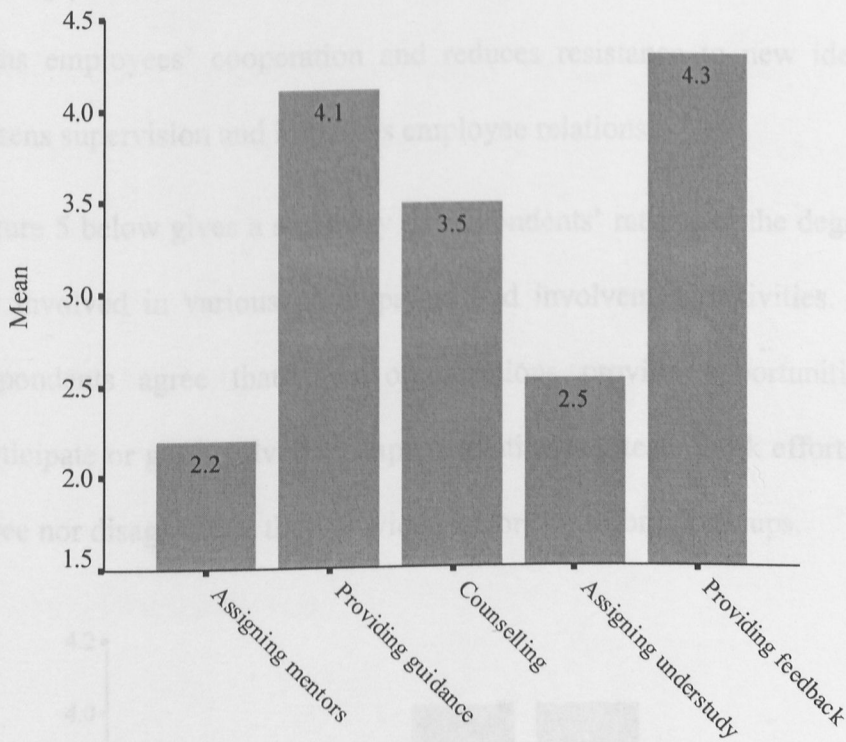


Figure 3: Coaching and Mentoring Ratings

The above results show that respondents generally agree that their organizations provide guidance and feedback on progress mean rating >4 as part of coaching and mentoring of employees. However, most organizations don't provide employees with mentors or assign an understudy mean rating $<$. Participation in decision making for the respondents was very low. This could be because the management feels that it would loose control by having too much involvement in decision making by employees.

4.3.5 Participation and Involvement

Participation and involvement ensures that employees are treated as “partner” in decision-making processes. The benefits of increased participation and involvement include, more ideas, gains employees’ cooperation and reduces resistance to new ideas is, increases motivation, lessens supervision and improves employee relations.

Figure 5 below gives a summary of respondents’ ratings of the degree to which their employees are involved in various participation and involvement activities. The results show that most respondents agree that their organizations provide opportunities for their employees to participate or get involved in implementation and team work efforts. Most organizations neither agree nor disagree that they provide support for informal groups.

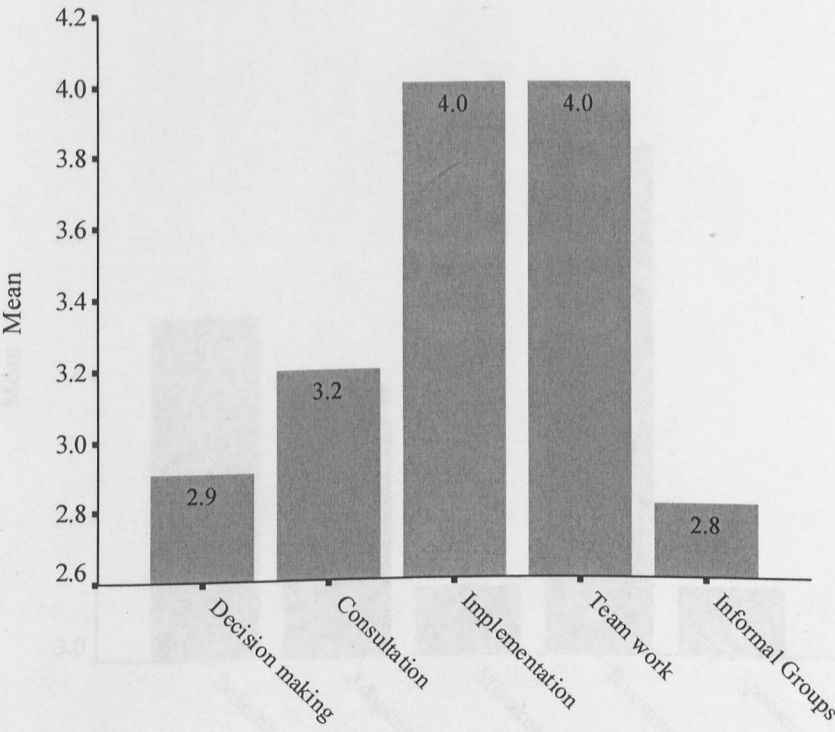


Figure 4: Participation and Involvement Ratings

4.3.6 Innovation and Creativity

Innovation and creativity result into generation of new ideas and concepts or the association of new ideas and existing ideas.

Figure 7 below summarizes respondents' ratings of how their organizations foster innovations and creativity. The results show that in most cases, respondents neither agree nor disagree with statements relating to how their organizations encourage innovation and creativity in their employees. The respondents indicated that their organizations invest in technology especially in information technology. The degree to which organizations solicit for new ideas from employees is high but the degree to which they are adopted is relatively lower than the degree of solicitation. The respondents felt that the organizations were indifferent about the tolerance for mistakes in the organization.

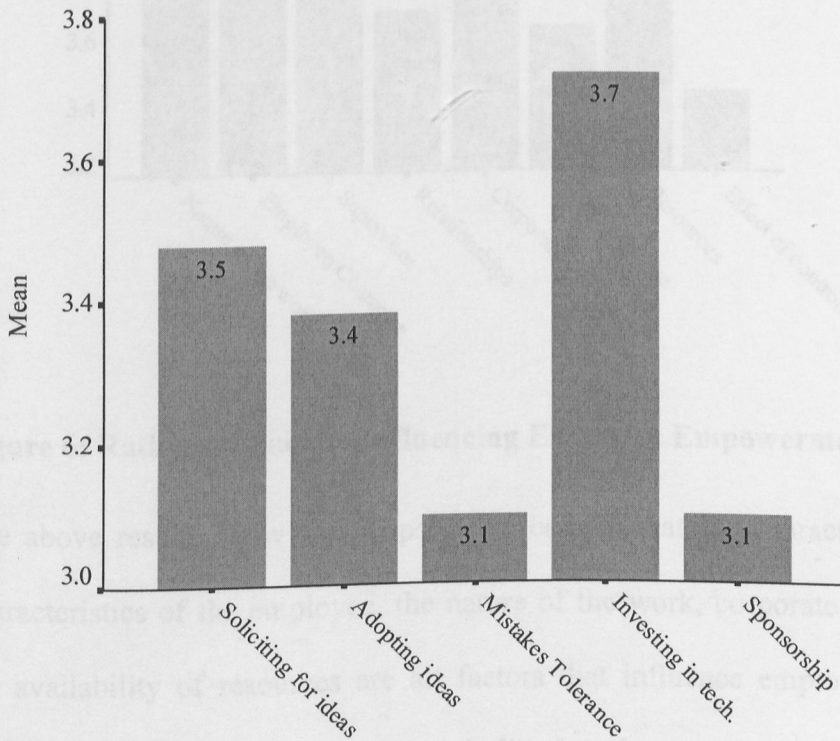


Figure 5: Innovation and Creativity

4.4 Factors Influencing Employee Empowerment

The factors that influence employee empowerment programs include existence of effective monitoring and control processes for employees, willingness by top management to let go of power and delegate responsibility to employees, willingness of employees to accept accountability for actions, ability of employee to learn. Figure 8 below summarizes respondent's ratings of these factors.

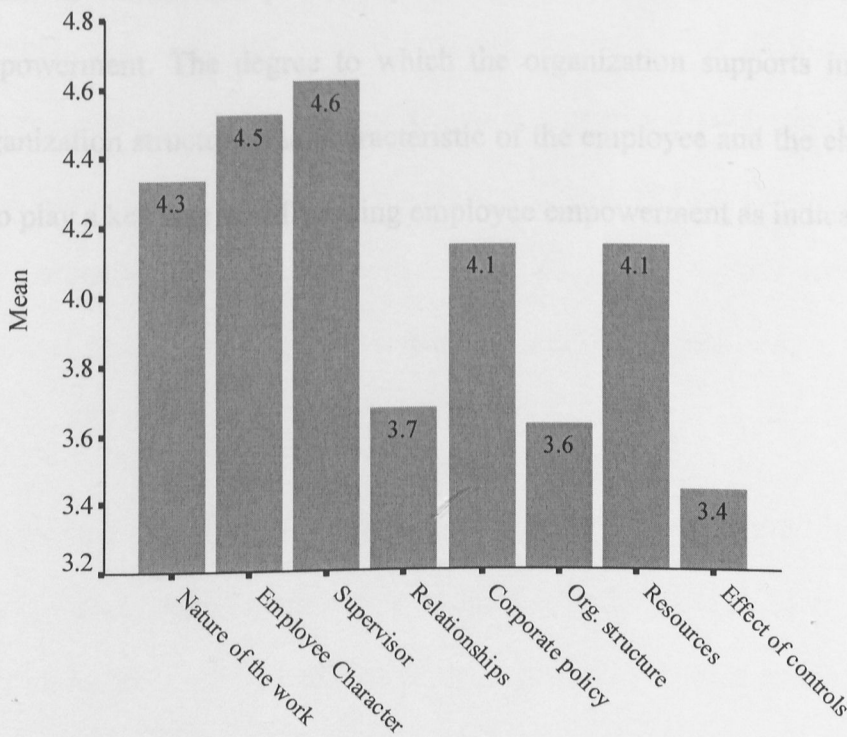


Figure 6: Ratings of Factors Influencing Employee Empowerment

The above results show that respondents believe that the characteristic of the supervisor, the characteristics of the employee, the nature of the work, corporate policy on empowerment and the availability of resources are all factors that influence employee empowerment. All these factors received a mean rating > 4 indicating that on average respondents either agreed or

strongly agreed that these factors influenced the level of employee empowerment within the organization. Factors that influence employee empowerment include accessibility to information, the extent to which information is readily available to the employees for example such information such as work activities, rules and regulations, career opportunities and explanations for decisions will to a very large extent determine the degree to which an employee is empowered. The ability to socialize and be a member of an informal group and also have a forum in which their personal problems can be addressed will also influence the degree of empowerment. The degree to which the organization supports innovation and creativity, the organization structure, the characteristic of the employee and the characteristic of the supervisor also play a key role in influencing employee empowerment as indicated in the graph above.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study's main objectives were to establish the employee empowerment programs adopted by the international Non Governmental Organizations in the Public Health sector in Kenya and to determine the factors that influence the adoption of employee empowerment programs by the international Non Governmental Organizations in the Public Health sector in Kenya. The research was designed as a descriptive census survey of these factors within all the 45 international Non Governmental Organizations in the public health sector registered with the Non Governmental Organizations Bureau Kenya. Human Resource Management heads within these organizations were sent and asked to complete the study questionnaire. The resulting data was analyzed using descriptive statistical methods and presented in tables and bar charts.

The major findings of the study are that that all of the surveyed organization's human resource management policies include how to deal with grievances and separation of service. The results also show that 81% of the surveyed organization's human resource management programs include orientation, staff training and development issues. Only five organizations (23.8%) have programs that include a welfare policy. Ten organizations (47.6%) indicated that they had empowerment policies while the other eleven (52.4%) did not have any such policies. All surveyed organizations give information on duties and responsibilities to their employees. Organizations also provide information on rights to appeal (81%), clocking in and out time (76.2%) as well as on training and development (76.2%). Only six organizations (28.6%) provide information on career opportunities, rights to equal opportunities and rights to safety. The most

recognized right is the right to association, followed by the right to present personal problems and the right to information. These rights all have a mean rating > 4 , implying that in most organizations there is agreement that employees should enjoy these rights. The right to challenge decisions received the lowest mean rating slightly < 3 .

Results relating to human resource development show that in most instances, employees are not provided with professional development plans. Respondents generally agree that their organizations provide guidance and feedback on progress mean rating > 4 as part of coaching and mentoring of employees. However, most organizations don't provide employees with mentors or assign an understudy mean rating < 3 . Finally, the results also show that respondents believe that the characteristic of the supervisor, the characteristics of the employee, the nature of the work, corporate policy on empowerment and the availability of resources are all factors that influence employee empowerment. All these factors received a mean rating > 4 indicating that on average respondents either agreed or strongly agreed that these factors influenced the level of employee empowerment within their organizations.

5.2 Conclusions

Several organizations have adopted programs that can empower their employees and make employees take responsibility for their actions. Various items were used to determine the empowerment programs within these organizations. The availability of information to employees is necessary condition for successful empowerment. Results show that the following employees are provided the following empowerment related information: rights to challenge unfair decisions (52%), rights to appeal (81%) and career opportunities (76%). However, important

information that could give empower employees further such as the rights to equal opportunities and training and development are not provided in most instances.

Rights are the second factor in employee empowerment. The results show that the rights to associate and the right to information are the most recognized. Important rights such as the rights to challenge decisions and the right to equal opportunity are however not provided. Finally, employees can be empowered by improving their capability; coaching and mentoring, as well as through the encouragement of 'participation and involvement' and 'innovation and creativity'. Results show that in terms of improving capability, employees are only assigned challenging duties while in terms of coaching and mentoring, only feedback and guidance are provided without mentors or understudies.

Given these results, it is concluded that international Non Governmental Organizations in the Public Health sector have adopted three programs to empower employees: provision of information, recognition of rights and improvement of capability. However, capability improvement programs involve only the assignment of challenging duties.

Five factors have been determined to influence the employee empowerment programs by the international Non Governmental Organizations in the Public Health sector in Kenya. These factors were rate by respondents as influencing employee empowerment within their organizations. It is therefore concluded that characteristic of the supervisor, the characteristics of

the employee, the nature of the work, corporate policy on empowerment and the availability of resources influence employee empowerment within an organization.

According to (Keighley, 1993) most organizations have exactly the level of employee empowerment the management wants. This is demonstrated by the amount of communications, level of training provided employees, opportunities for personal growth, the solicitation and implementation of ideas, the recognition and reward system, promotion and advancement criteria, and uncountable little signals from management that demonstrate whether employees are valued or not. Management has the obligation to create the environment that fosters employee empowerment, employees have the duty to accept the opportunity and demonstrate they are willing and capable. The study confirms that the organizations have a big role to play in influencing employee empowerment programs.

5.3 Limitations of the Study

The study does not indicate which programs have the greatest impact on employee empowerment it basically just looks at the various programs organization have in place. It also not go into details on how these programs are implemented and their effectiveness and contribution to the organization.

5.4 Suggestions for future studies

It is suggested that future studies should determine if the level of empowerment of employees have an effect on organizational outcomes. The literature suggests that amongst the benefits of employee empowerment are increased productivity, reduced overheads and increased time for managers to attend to more important things. However, it is not obvious whether these outcomes are automatically obtained by employee obtained and whether when such outcomes are obtained then they also go on to improve the overall results of the organization.

Researchers should also seek to investigate why certain empowerment programs are proffered by organizations at the expense of similar programs. For instance, the findings of this study show that organizations are ready to give employees challenging tasks and provide feedback while at the same time failing to provide mentors or understudies to improve employee's chances of succeeding at these challenging duties.

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Appendix 1

	Organization	Email Address	Box	Contact Person
1	AMREF/Kenya	robinab@amrefke.org	P. O. Box 30125	Ms. Mette Kjaer
2	Action Aid	Admin@actionaidkenya.org	P. O. Box 4440440	Joan Sawe
3	ADRA-Adventist Dev. and Relief Agency	adrakenya@adventist.or.ke	P. O. Box 42276	George Baiden
5	Campaigners For And AIDS Free Society	cafs25@yahoo.com	P. O. Box 50194	Gordon Molitor
6	Care International	Info@care.or.ke	P.O. Box 43864	Leo Roozendaal
7	Catholic Org. For Relief & Dev. Aid	cordaid@net2000ke.com	P. O. Box 30776	Dr. Peter Spaariman
8	Catholic Relief Services	y.ferfuson@crs.nairobi.org	P. O. Box 49675	Yvonne Prempeh
9	Concern Worldwide	concernkenya@concern.net	P. O. Box 44390	Director
10	Family Planning International Assistance	fpia@form-net.com	P.O. Box 535338	Dr. Uche Azie
12	Futures Group International	rodingo@futures.nairobi.org	P. O. Box 41669	Richard Odingo
13	ICRH	Stanley.luchters@icrh.org	P. O. Box 91109	Dr. Stanley Luchters
16	Population Services International	gmorgan@psikenya.org	P. O. Box 22591	Mr. David Walker
18	Pharm Access International	lotay@nbi.ispkenya.com	P. O. Box 21507	Dr. Darsi Lotay
19	UNITID	unitid@uonbi.ac.ke	P. O. Box 30197	Director
23	MAP International	pokaale@map.org	P. O. Box 21662	Peter Okaalet
25	ICROSS	icross@form-net.com	P. O. Box 5070	Mr. Mike Megean
26	Handicap International	hikenya@handicap-international.or.ke	P. O. Box 76375	Athman Mravili
27	Family Programmes Promotional Services	fpfs_k@net2000ke.com	P. O. Box 46042,	Mr. Daudi Nturibi
28	GTZ - Multisectrol Initiative	HIV-AIDS-Project@ke.gtz.de	P. O. Box 41607	Margaret Mwailla
29	World Relief	wraids@wr.org	P. O. Box 3, 00502	Dr. Lillian Wambua
30	Muslim Education Development Association	medaedu@yahoo.com	P. O. Box 5156, 80200	Mr. Attas Shariff Ali
31	Goal Kenya	mgwada@goalkenya.org	P. O. Box 6624200800	Sinead Andrews
32	World View Kenya	worldview@iconnect.co.ke	P. O. Box 48108 - 00100	Mr. Stephen Makau

33	Pathfinder International	lcasey@pathfind.org	P. O. Box 48147	Mr. Charles Thube
34	JHPIEGO	plynam@jhpiego.net	P. O. Box 58247	Dr. Pamela Lynam
35	Path/Kenya	Rtrangrud@path-kenya.or.ke	P.O. Box 76634, Nairobi	Dr Pamela Lynam
36	Pathfinder	gplatt@pathfind.org	P.O. Box 48147 Nairobi	Ms. Georgianna Platt
37	Engender Health	amueke@engenderhealth.org	P.O. Box 57964	Anthony Mueke
38	CDC	kdecock@cdcnairobi.mimcom.net	P.O. Box 606	Dr. Samuel Mwenda
39	Intrah	Sonyango@Intra.or.ke	P.O. Box 44958, Nairobi	Dr Sarah Onyango
40	Family Health International	info@fhi.or.ke	P. O. Box 38835	Elizabeth Khavere
41	IPPF	mkinoti@ippfaro.org	P.O. Box 30234-00100,	Mr. Melesse
42	Plan International	mbanga@plan.or.ke	P.O. Box 25196, Nairobi	Mr. Paul Mbanga
43	Policy Project	asiparo@policy.or.ke	P.O. Box 3170-00100,	Ms. Angelina Siparo
44	Population Council	iaskew@pcnairobi.org	P.O. Box 17643, Nairobi	Dr. Ian Askew
45	Population Studies international	gmorgan@psikenya.org	P.O. Box 22591, Nairobi	Dr. Gwen Morgan

Appendix II: Letter of Introduction

Lydia K. Odongo

P. O. Box 19315 – 00200

NAIROBI

(Respondent address}

(Date)

Dear Sir/Madam

RE: RESEARCH ON A SURVEY OF EMPLOYEE EMPOWERMENT PROGRAMS AMONG INTERNATIONAL NON GOVERNMENTAL ORGANIZATIONS IN THE PUBLIC HEALTH SECTOR

I am a student at the University of Nairobi pursuing a Masters degree in Business Administration (MBA). I am undertaking the above research project as a part of the academic requirements. I would be most grateful if you could spare sometime and fill the attached questionnaire. Please answer the questions as honestly as possible.

The information you provide will be treated with utmost confidentiality and will be used solely for the research project; however the findings of this study can be availed to you upon request on completion of this research.

Upon completion of the questionnaire, kindly e-mail it back to me and in case you have any queries or need clarification on any of the questions please do not hesitate to contact me on 0722 648154. Thank you very much for taking your time to fill out this questionnaire.

Yours sincerely

MBA student

Lydia K. Odongo

Appendix III: Questionnaire

SECTION A: BACKGROUND INFORMATION

1. Name of the Organization (optional):-----

2. Date of incorporation: -----

3. Headquarters of the organization: -----

4. Regions of operation: Africa Asia Latin America North America
Europe Australia & New Zealand

5. Years of operation in Kenya: -----

6. Number of employees-----

10-20 20-50 50-80 80-100 Over 100

7. Areas of focus in Public Health: HIV/AIDS Reproductive Health Malaria
Leprosy & Tuberculosis Others (Specify) -----

SECTION B: EMPLOYEE EMPOWERMENT

1. Do you have an HR department? Yes No

If yes, please explain if it is a full fledged department and how large it is -----

If no, please explain how the HR issues are handled in the organization -----

2. Do you have policies on HRM programs? Yes No

If yes please enumerate the policies -----

3. Do you have policies on empowerment? Yes No

If yes please explain and if no please explain-----

4. Information

By placing a tick please indicate which of these areas you provide information to employees on:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
a. Duties					
b. Responsibilities					
c. Targets					
d. Clocking in and out time					
e. Work expectations					
f. Work outputs					
g. Key result areas					
h. Performance indicators					
i. Rights to challenge unfair decisions					
j. Rights to appeal					
k. Rules and regulations					
l. Career opportunities					
m. Training and development					
n. Deficiencies or weaknesses					
o. Rights to equal opportunities					
p. Risks to health					
q. Risks to safety					
r. Terms and conditions of service					

5. Rights

Please indicate the degree to which employees enjoy the following rights in your organization using the Likert scale below;

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Right to information					
Right to associate					
Right to appeal					
Right to challenge decisions					
Right to enjoy related benefits					
Right to present personal problems					
Right to equal opportunity (non discrimination)					
Right to be heard					

6. Employee Capability

Using the Likert scale below, please indicate the extent to which you feel your organization provides the following to staff;

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Skill development programs					
Work related knowledge					
Attitude change program					
Delegation of responsibility					
Job enlargement					
Job rotation					
Challenging duties					
Professional development plans					

7. Coaching and Mentoring

Please indicate to what extent you agree or disagree that your organization executes the following;

Decision making					
Team work					
Support for informal groups					

9. Innovation and creativity

Please indicate the degree of innovation and creativity;	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Assigning employees to mentors					
Providing guidance					
Providing counseling					
Assigning an Understudy					
Provides Feedback on progress					

8. Participation and involvement

Please indicate the degree to which you agree or disagree that employees participate or are involved in the following activities in your;

Section C: Factor influencing employee involvement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Decision making					
Consultation					
Implementation					
Team work					
Support for informal groups					

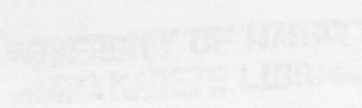
9. Innovation and creativity

Please indicate the degree to which you agree or disagree that your organization fosters innovation and creativity;

Nature of the work	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Soliciting for new ideas from employees					
Adopting ideas from employees					
Tolerance for mistakes					
Investing in technology to support innovations					
Sponsorship to support innovation					

Section C: Factor Influencing Employee Empowerment

Please indicate the degree to which of these factors influence empowerment programs,



	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Nature of the work					
Characteristics of the employee					
Characteristics of the supervisor					
Relationship between the employee and the supervisor					
Corporate policy on empowerment					
Organization structure					
Availability of resources					
Effectiveness of controls					

Others please specify-----

