

Psychological empowerment essay

[Literature](#), [Russian Literature](#)



In the light of such developments and changes, an organization should empower its most important asset and crucial resource for driving organizational success that is its human resources. In addition, improving the level of employees' learning in the workplace to meet external and internal challenges and pressures is also under the test, since it enhances the level of employees' performance and their adaptability to environmental changes (Gerhard, 2006). Empowerment is far from the process of giving the employee the authority, as it includes a wider circle of knowledge, technical expertise, and self-confidence. On the other hand, learning in the workplace or workplace learning can enhance employee's understanding of workplace practices (Leakier & Walgreen, 2006).

Generally speaking, employees' workplace learning consists of features and characteristics which may not be changed independent from the process of empowerment. Several studies on workplace learning have investigated the impact of diverse factors on the workplace learning. Some of these factors are: organizational culture (Fill & Less, 1985), individuals' goal preferences (Deck, 1986), employees' levels of motivation (Button, Mathieu, & Jack, 1996), and manager's behavior (McGrath, 2001). To the best researcher knowledge, there are no previous fieldwork's that directly investigated the theoretical proposed assumption that psychological empowerment could be as one of workplace learning's antecedents (Locke & Cheerier, 1979; Hierarchical, Seasons, & Meandering, 1985; Gist and Mitchell, 1992; Zimmerman, 1995; Spirited, Kilos, & Mason, 1997). The exploring and recognition of the relationship between these two fundamental processes at organizational context can provide tactics in selecting appropriate ways for

the establishment of effective workplace learning. Therefore, the research problem for this study is that human resource development researchers and practitioners need more empirical evidence about the antecedents of employees' workplace learning.

So, the problem of this study can be derived from answering the following question: "What is the impact of psychological empowerment on employee's workplace learning?" This study is expected to be significant both theoretically and practically for Human Resource Development (HRD). Theoretically, this study provides empirical evidence for the literatures look at the impact of empowerment, especially on a crucial human resource developmental issue which is "employee's workplace learning". From a practical perspective, this SST better information for HRD practitioners in order to enhance the pop workplace learning.

By having a better understanding of the impact a Psychological empowerment on employee's workplace learning, organizations can d specific requirements and conditions to enrich workplace learning of employees. Particularly, HRD practitioners can pay attention to how support and collaborate in programs for workplace learning, focusing of psychological empowerment. Review of Literature Empowerment Empowerment is considered as a recent concept in the literature of h management. It has been kicked around a lot lately in business circle asses as one of the new management concepts and human resource process (Handhold, 1997). In term of process, empowerment can be defied building and increasing power through cooperation, sharing and word together" (Handhold, 1997: 202).

Conger and Kananga (1988) argue that it is a process of enhancing feelings of self-efficacy among organization through the determination of conditions that foster powerlessness a removal by organizational adjustments (Smith and Molly, 1998: 70). Respective on empowerment in the workplace have been used count management scholars and practitioners (Spirited & Done, 2005): structural perspective, (2) the critical perspective, and (3) the psychology perspective. According to the social-structural perspective, empower democracy rests on a system, where power resides in individuals at a system (Parkas, 2001). On the other hand, the critical perspective plan important role in changing the concept of power from “ power over” t to” (Bole and Rosalie, 2001). The political nature of empowerment and He for domination represented the focus in the critical perspective imp Psychological perspective drills empowerment down from the organize political state to the individual and his/her work experiences (Conger 1988; Spirited, 2007). Individual’s internal factor, attitude, feeling or work are the main focus of this perspective. According to Spirited (2 psychological empowerment is defined as “ a set of psychological stats necessary for individuals to feel a sense of control in relation to their This psychological state influenced by the work conditions that help c orientation to one’s Job (Thomas & Pilothouse, 1990).

After intensive re literature on empowerment across a variety of disciplines, Spirited (four-dimensional scale in an attempt to measure the four dimensions conceptualization of psychological empowerment developed by Them Pilothouse (1990). These dimensional conceptualization of psychological empowerment are: meaning, competence, self-determination,

and IM represents the value of a work goal or purpose, judged in relation to own ideals or standards (Thomas & Pilothouse, 1990), and involves a fit between the requirements of a work role and beliefs, values, and behaviors (Brief & Hickman & Lohde, 1980). Competence refers to individual's belief capability to perform activities with skill (Gist, 1987). Self-determination refers to individual's sense of having choice in initiating and regulating actions (Deci, Connell, & Ryan, 1989); and autonomy in the initiation and continuation of work behaviors and processes (e. g. , making decisions about work methods, pace, and effort) (Bell & Star, 1989; Specter, 1986). Finally, impact is the degree to which one can influence strategic, administrative, or operating outcomes at work (Spreitzer, 1989). Together, these four dimensions reflect an active, rather than passive, orientation to one's work role (Spreitzer & Done, 2005).

This approach concentrates on the employees' reception of empowerment and delineates how they perceive empowerment (Spreitzer, 2002). The dimensions of meaning, competence, self-determination and impact are defined as sufficient set of cognitions for understanding psychological empowerment (Woolworth and Cartridge, 2003, adopted from Alsatian et al. , 2011).

Due to the significance of Spreitzer's four-dimensional scale of psychological empowerment and popularity in empirical research, the measurement of psychological empowerment in this study is based on that scale. As indicated by Spreitzer & Done (2005), as this scale has empirical evidence from a broad swath of contexts, the generalization of the psychological perspective on

empowerment is clearly established. A half century of research suggests that empowerment strategies are considered important because of the potential benefits that can result from it, including increased commitment, better decisions, improved quality, more innovation, and increased Job satisfaction (Kluge, 1998; Leach et al. , 2003; Earned et al. 2005).

Generally speaking, empowering employees are a primary component of managerial and organizational effectiveness (Bennie and Anus, 1985; Canter, 1989). Workplace Learning Contemporary organizations live in the “knowledge economy” era, as a result of globalization and technological advancement. Reeve & Gallagher (1999) argue that the growing emphasis on a “knowledge economy”, ‘have helped to give rise to a discourse of competitiveness in which a key element is the level and skill of the workforce’ (p. 25). They go on to assert that in this context, workplace learning: is seen as a flexible form of learning which enables employees to engage in the regular processes of up-dating and continuing professional development which have been increasingly emphasized. Moreover, insofar as the learning is work-based it is also seen as facilitating forms of learning, and types of knowledge which are of particular relevance to the work in which the learners are engaged.

(up. 25-6) According to Bout & Carsick (1999), workplace learning is an essential activity both for contributing to organizations success and for contributing to the broader learning and development of employees.

Doorknobs et al. (2004) view workplace learning as “integrated process requires effective interaction between employees and their environments

and as an internal process of inquisition, elaboration, and construction leading to learning result (Allergies, 2003: 252)". Jacobs & Park (2009) argued that this " process is used by individuals when engaged in training programs, education and development activities, for the purpose of acquiring the competence necessary to meet current and future work requirements" (p. 134). In short, workplace learning is a learning that takes place in work settings, and requires a considerable individual's engagement and participation to acquire, interpret, recognize, change or assimilate related knowledge, skills and feelings which result in improved his/her performance Rave, and taut strategic, transliterate'.

El (Sir, ere; ere 8, Done! (Holds Moe. ' ermine and POI invoke are cons deerΓ¶ import wearier' and organs reincorporate organic. Globalization and techie ' . A. ; resource' (f_L '23). The processes oaf up-dating (1 939).

Or source development of employ ' p'tests is used w,' development activities wet current and fat ere. Increment and apart T elated knowledge skill in the workplace. Improving productivity, creating innovation, competitiveness are some positive outcomes of workplace lea addition, workplace learning contributes to strengthening the organizational results and individual competence, which rest reference work environments and organizational competitor 2002).

Although workplace learning can be conceptualized as and include pedagogical practices (Hager, 2004), much of this informally wherever people have the need, motivation, and o (Marxism and Watkins, 1999). The goals workplace learning ca follows (Uniqueness and Workroom, 2007): (1)

preparation (EI for work), (2) optimization (learning for effective task execution (learning for innovation), and (4) personal development (learn In addition, Errata (2004) developed a typology of learning out eight categories: (1) task performance, (2) awareness and understanding, (4) teamwork, (5) role performance, (6) academia (7) decision making and problem solving, and (8) Judgment. The context of workplace learning have different perspectives across foundational areas, such as education, psychology, and social perspective, employees learn in continuous manner stimulate personal goals in the workplace (Oarfish, 2004). Psychological learning theories (e. G. , Behavioral learning theory, Cognitive Humanist learning theory) to deal with how employees use the fulfill their learning goals through participating in learning prior to the complexities of the workplace (Hubert & Kremlin, 1 Workplace learning from a sociological perspective has highly learn from their social interactions and contexts, and participant workplace (Black & Falstaff, 2007; Rogers, 2002).

Thus, this perspective workplace learning as main component of organizational social (Wisely, 1994). In organizational context, socialization refers to social knowledge and skills necessary to assume an organization (Scheme, 1979). From the learning perspective, organizational socialization place at three levels: learning the Job, learning about the word about the organization (Morton, 1993).

To enhance the leading learning in the socialization process, sharing and disseminate values, norms, and procedures should be under consideration (Castoff & Kowalski, 1992). This study on workplace learning sociological perspective of workplace learning. Psychological workplace learning As

quality of employees such as psychological capital and Job primary source of organization's competitive advantage (Lute traditional command and control model will not be applicable performance in organization. Most studies indicate that psych plays a significant role in losing this traditional model (Roomier, studies in psychological empowerment focus on the relations psychological empowerment and other variables, such as intent (Linden et al. 000), organizational climate (Mock & Au-Young, 2002), leadership (Kara, Shaman, & Chem., 2003; Spirited, Decrease and Quinn, 1999), interpersonal trust (Money, Hankie, & Agle, 2004), Job satisfaction (Gibbers, Silver, & Randolph, 2004; Melee, 2005), organizational commitment (Viola, GHz, Koch, & Batik, 2004), and reflection (Capybara, 2005), work satisfaction and organizational commitment (Heather, Leeching, Finnegan, & Shaman, 2002). Based on the review of literature, most previous research in the field of workplace learning used an instrument developed by Morton (1993), called Workplace Adaptation Questionnaire (WAS), to measure employees' workplace learning.

The original WAS consisted of four subspaces, including Job knowledge, acculturation to the organization, establishing relationships, and satisfaction with learning experiences. Job knowledge refers to the extent to which employees have mastered their Job tasks. Acculturation to the organization measured the degree to which employees have learned the norms, values, and culture of the organization. Establishing relationships assessed the employees' ability to identify coworkers who could provide relevant information and who know how to get things done (Erie & Wisely, 2000). Satisfaction with learning experiences evaluates the employee's satisfaction

with the learning experiences one has encountered while at the organization (Thomas & Erie, 2007). According to Rainbow, Fuller, & Munroe (2007), the workplace is not a case of static but an outcome of the changing relationship between organizational factors, social relations, and employees.

Moreover, there are many studies that have investigated the impact of some organizational and interpersonal contexts on workplace learning (e. G. , Berg & Chuan, 2008; Clarke, 2005; Gaston, 2004; Mortician & Hermiston, 2003; Stevens & Gist, 1997). Based on the review of literature, empirical studies indirectly investigated the impact of psychological empowerment on work place learning. According to Yuk and Becker (2006), psychological empowerment plays a significant role on employees' perception that they have the opportunity to help determine work roles, accomplish meaningful work, and influence important decisions. In addition, psychological empowerment increases the level of reliance on horizontal structures and peer networks in organization, and improve the level of interaction between employees and organizations (Ekberg et al. , 1999; Prefer, 1994). Table 1.

Linkage between the dimensions of psychological empowerment and workplace learning's aspects

Dimensions of psychological empowerment	Aspects of workplace learning
Meaning	Value fulfillment and satisfaction at work (Spirited, Kilos, & Mason, 1997); sharing similar values (Equine & Spirited; 1997).
Competence	Self-efficacy and adaptability (Gist and Mitchell, 1992); Self-effectiveness (Smith, 2003), personal-mastery (Spirited, 1995);
Self-determination	Feeling of choice (Conger & Kananga, 1988); Individuals' motivation to learn and work (Locke & Cheerier, 1979); accurate response to

unique situation (Linden et al. 2000). Impact Internal locus of control and active control (Water, David & Cameron, 1999); impact organizational outcomes by working hard (Stretcher, Devils, Becker, & Rosenstein, 1986; Seaports, 1989). In the workplace learning contexts, psychological empowerment enhances: (1) employees' awareness of organizational social and political environments, (2) employees' knowledge about the processes of acquiring the needed resources, (3) employee's opportunities in skills and knowledge development, and participation in organizational decisions (Zimmerman, 1995).

Table shows how the four dimensions of psychological empowerment are linked to some aspects of workplace learning.