Identifying Empowerment Characteristics with Emphasis on Knowledge Management with Delphi Approach (Case Study: Kaleh Company)

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Abstract--- *The purpose of identifying the characteristics of empowerment with emphasis on knowledge management with the Delphi approach (Case study: Kaleh Company). This research is applied in terms of purpose and descriptive-survey method. The statistical population of the research includes experts familiar with the issues of empowerment and knowledge management in Kaleh Company, 8 of whom have been selected to conduct the research. Hypotheses and test questions were analyzed based on the data obtained from the relevant questionnaires using Excel and EXPERT-CHOICE software. In this study, tests were performed through a checklist and localization of the questionnaire and measuring the opinion of experts to identify the components and then based on it as well as the combination of known factors with the opinions of experts to measure the factors. It is one of the most important strategies for empowering human resources in the organization. Developing training programs for employees and implementing short-term and long-term courses that increase the intellectual and professional abilities of employees is one of the factors that play a very important role in empowering employees. Training by providing the knowledge and skills needed to perform tasks efficiently and effectively, leads to a sense of self-confidence and self-worth in employees and as a result a sense of implementation of knowledge management in employees, which results in higher productivity in the organization. The results show that according to the results obtained in the third stage of Delphi, the average value obtained for all sub-criteria is more than 3.5, so the identified sub-criteria are approved.*

Keywords--- *Employee Empowerment, Knowledge Management.*

I. INTRODUCTION

In recent decades, empowering the staff has become one of the concerns of the managers; because the workload of the managers has rapidly increased. Therefore, the managers must trust their subaltern; work conditions and the competition between the organizations have made the managers empower the staff more than ever so that nowadays, empowering the staff is one of the most miraculous approaches of the human resource development, leading to the growth of the human resource and the organization. Empowering is a permanent move and its significance is always increasing; because the basis of the development in today's business is alignment with the social changes, technology achievements, and the demand for a competitive environment and the organizations need people who present the best use of the advanced technology, find technologies, and be able to improve their products and services. Empowering is considered as one of the

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useful tools to improve the quality of the staff, and increase organizational effectiveness. To achieve success in today's changing environment, organizations, and companies including Kaleh company, need knowledge, opinions, energy, and the creativity of the staff, from pioneer staff to the senior managers. To realize this matter, the organizations empower the staff to encourage them to have initiative without any pressure, value the collective benefits of the organization with the least monitoring, and do their duty as the owners of the organization (Vadadi, Mehara, 2013).

Most simply, the empowering means the re-distribution of the power, however, in the practice area, it is considered as one the form of the staff participation, designed by the management to attract the staff knowledge management and, increase their contributions to the organization. Although some involvement and participation might introduce the staff to some channels so that their influence in the decision n makings increase; however, the staff participation does not include the sharing and legal division of power or the authority. The staff is allowed to involve participation. In contrast, empowering is more person-centered and at the best, includes small workgroups. According to this perspective, trade unions cannot be considered in empowerment mechanisms. Furthermore, empowerment includes direct engagement in work-related decision makings (Zahedi et al, 2016).

The current research addresses the quality improvement of the relationships between empowerment and knowledge management of the staff considering the significance of the human element.

II. THEORETICAL FOUNDATIONS AND RESEARCH BACKGROUND

Empowerment History and its Development Path

To understand the empowerment, power and control must be studied in a historical context and solve the obstacles in the empowerment. Because one of the main obstacles in the empowerment is the basic tension between the individuals' needs for the independent and the organization's needs for the control (Abdollahi and Naveh Ebrahim, 2016). By focusing on the psychological approach, Spritzer attempts to develop a legal network of empowerment in the work environment. His model consists of four components to which, the staff's perception was significant, and assesses the competency, effects, and self-determination. He defines being meaningful as the person's feelings based on the relationship between the job and the personal standards. This feeling is formed when the job tasks or values, a person's beliefs, and behaviors are matched. The feeling of competency and a person's belief about his abilities to do the activities are necessary. Self-determination is the person's perception of his right about the job which must be done (Saif & Saleh, 2013).

The effect of a person's feelings is about the extent of his influence on the consequences of a certain task. Spritzer has developed a "cognitive empowerment" scale to measure the degree to which a person is psychologically empowered. But his model is not used on a macro or team-based basis because his model does not facilitate the development and implementation of strategic human resource activities that seek to increase staff empowerment. Therefore, while this model is used as a tool to determine the basic level of psychological empowerment, it does not provide the necessary information to develop the empowerment of the company or organization.

The second empowerment-related model developed by Konzak is called the " Leader Empowering Behavior Questionnaire (Lebq) " questionnaire. This model is used to assess whether leaders engage in behaviors that facilitate the perception of employees' psychological competence.

This model includes 6 aspects that are the delegation of authority, responsibility, autonomous decision making, sharing information, developing the ability, and consultant for innovative performance. The more managers show these six dimensions in their behaviors, the more employees report a sense of cognitive empowerment. Konzak model is the first step in developing a quantitative scale to measure the level of employee empowerment, as well as a "diagnostic tool" for identifying managerial skills deficiencies related to empowerment facilitation. Because this model focuses only on leaders

and managers as an effective element in the perception of empowerment, it acts like the Spritzer model at the micro-level (Thomas et al., 2013).

By considering the error of the previous two models and literature review, Matheus et al propose three organizational factors related to the macro-environmental empowerment facilitators.

1- Dynamic structural framework
2- Controlling work environment decisions
3- Fluency of information sharing

Dynamic Structural Framework: Conceptually, it occurs when an organization provides a clear set of corrective guidelines that help employees make decisions in an emerging work environment, both in terms of procedures and behavior.

Controlling workplace decisions: Occurs when employees are allowed to apply all aspects of their professional work. Underlying factors that control the value of workplace decisions include a lack of clear goals or concepts and a lack of clarity on job roles and responsibilities.

Fluency of information sharing: Occurs when all the information related to the company's activities is available to all people and employees of the company. To investigate the fluidity of information sharing, employees must understand that the company has multiple ways of sharing important information at all levels of the organization. Disruption of such a mechanism leads to increased levels of uncertainty in employees. Therefore, information sharing is one of the most vital and forgotten components of empowerment (Wadhwa, 2015).

Background of psychological empowerment

The two personality traits "self-esteem" and "control center" are thought to be drivers of empowerment because they shape how people perceive themselves in relation to the workplace. The content of the work is also considered as a factor influencing the individual's sense of competence. Factors related to the content of the work include managerial actions and include the sharing of information in the organization, which is based on the Lawler and Counter model, and the other is the reward structure.

1. **Personality Traits**
   - **Self-esteem**

     It is defined as a general sense of personal value that is assumed to be relevant to the empowerment. People who have high self-esteem are more likely to value themselves more in a work environment. Through "self-esteem", people see themselves as valuable resources who have valuable talents to help and are therefore more likely to embrace more active work-related tendencies. Conversely, people who have little self-esteem are less likely to find themselves able to change working conditions or influence their work and organization.

   - **Control Center**

     Thomas and Volthouse state that the control center as a personality trait has the most relationship with the effect dimension; thus, it is related to the empowerment. A control center is a degree to which a person believes that he determines whatever happens in his life rather than being the product of the external forces. People with an internal control center concerning public life are more likely to be able to form their work and workplaces and as a result, feel empowered. They are more like to see themselves as an effective factor in the workplace rather than controlled creatures by organizational forces. In contrast, people with the external control center more likely to see their behaviors under the influence of a dominant system (Goodman et al, 2014). Although this personality trait is

considered as empowerment driver, according to Spritzer, the empowerment structure and its underlying aspects are separated from the personality trait because empowerment is a set of imaginations realized by the work content while the personality traits are the permanent moods and dispositions that are not influenced by the context immediately. Therefore, it can be assumed that self-esteem and control center is separated from the psychological empowerment.

2.   Work Content

-   **Information**

To empower the staff, organizations must allocate more information by more means at more levels to more people. There are two types of vital information to the success of the empowerment plans:

1-   The information related to the organization's mission, 2- information about the performance

Unless people are aware of the mission of the organization, they will not be able to take the lead, so information about the mission is important for the following reasons (Gretchen, 2015):

A)   It contributes to creating a sense of meaningful and purpose.

B)   Increases the ability of the individuals to influence the decisions that match the purposes and mission of the organization. In terms of performance, people need to have information about their performance to improve it in the future or maintain it. Information on the performance is vital to improve the sense of competency and that the individual is a valuable element in the organization.

-   **Reward**

Another variable related to the job that is in a close relationship with empowerment is the reward structure which rewards the performance. For a reward system to be empowering, it must consider and identify individual contributions. Although group and organizational rewards are useful, sometimes, the individuals do not have a proper understanding of how their activities influence their performance at higher levels. As a result, rewards based on individual performance is of particular significance in the empowerment. Individual incentives increase the empowerment through the following ways:

1-   Recognition and improvement of the individual competencies

2-   Encouraging individual to participate and influence the decision-making processes in the work

3-   Psychological Empowerment Outcomes

Psychological empowerment related to innovation and effectiveness is tested in complex ambiguous and uncertain managerial roles. From a managerial and empowerment perspective, it has the potential to contribute to these consequences because work processes cannot be structured by formal rules and procedures alone. Managerial effectiveness is generally defined as the degree to which a manager meets or exceeds his or her job expectations. Because, according to the definition, the empowered managers consider themselves capable and competent to influence the workplaces and jobs, and more likely, carry out their job responsibilities actively, independently, and along with predicting the issues, and thus, look effective. Empowerment increases the focus, pioneering, and job effective activities and as a result, increases managerial effectiveness. Besides, according to the conducted studies, each one of the individual dimensions of the empowerment has been considered with the effective behavior to the related management effectiveness (Hanaysha, 2016).

The sense of being "meaningful" leads to high energy production and consumption. A sense of "competence" leads to effort, adaptation, high expectations, high performance, and resistance to critical situations. The notion of "self-determination" leads to learning and interest in activities and a lot of effort in dealing with undesirable situations. The perception of "impact" is associated with diminished withdrawal from difficult situations and high performance. In

addition, innovative behaviors indicate the creation of new or different things. According to the definition, innovative behavior is based on change because people become involved in creating a new product, service, thought, procedure, or process. More generally, intrinsic job motivation contributes to innovative behavior. Since empowered people believe they are independent and have the power to influence situations, they are more likely to be creative because they are less likely than others to believe in technical barriers or legal constraints (Jan 2015).

Empowerment Models

The model can be defined as a "selective abstraction of reality" that reflects certain aspects of reality (Hojjati et al, 2015). Therefore, to explain and introduce the process of the empowerment, some models are introduced as follow:

1- McLagan and Nel Model

McLagan and Nel presented a multidimensional approach to staff empowerment. Their model includes the following:

Establishing a system of company values, fluid-structure that is the opposite of hierarchical structure, facilitating leadership, and that each indicator is the manager of its core tasks. Open and intentional communication, performance-based relationships, employees who are knowledgeable about industry and commerce such as economics and finance, people who have vital skills, people who are competent in their duties, controls that are based on performance feedback. Using the payment when the organization performs well, everyone will be rewarded (McLagan et al, 2012).

2- Vegeta-Marl Model

Vegeta and Marl recognized the dimension of empowerment that is: education, leadership, guidance/ support, providing facilities, structuralization, and a person who can integrate the previous factors. According to their belief, empowerment might begin by a person or others. On an empowered organization, the staff participate fully and as a family and become a pioneer in carrying out the tasks. As they operate in individual tasks, they are active in teams as well and have the authority to make decisions. Despite this approach, the tasks of the management are to create the culture of participation through providing an obligatory mission, a structure emphasizing on the independence and flexibility, a reward system for participation, participation plans, and support integrating the work-life and family life of the staff (Saif & Saleh, 2013).

3- Malack and Karzted Model

Malack and Karzted have considered empowerment as a wider concept of participatory management. By emphasizing on the culture making and the role of managers in empowering the staff, they consider the empowerment consisting of four dimensions:

1- A behavior that is provoked internally and leads to
2- Internal justification of the implemented affairs and according to that,
3- The managers delegate some of their authorities and responsibilities to the other levels of the organization directly with a product or a service
4- that coordinates the coworkers to solve the problems.

They believe that empowerment should be permanently integrated into the culture of an organization, which means that first, a person uses another guide and models his behavior, then he develops his perception of empowerment and acts accordingly, and finally, becomes a leader for others. The task of management is also to understand that such a thing is a gradual process and people should be helped to move through these four phases (McLagan et al, 2012).

4- Spritzer Model

In the Spritzer model, empowerment is seen not as the result of a process, but as a factor that is influenced by environmental, organizational, and individual factors on the one hand and can act as an effective factor in the effectiveness of the organization on the other hand. From this perspective, the empowerment with organization function influenced by the society's culture is able to improve the organizational efficiency and effectiveness. The relationships of this network have been explained in the previous pages in detail, and here, drawing this model will be sufficient.

The Characteristics of the Social Structure of Work Units in the Process of Empowerment

The effect of highly participatory systems on empowerment is both cognitive and motivational. Cognitively, such systems enable individuals to make better use of information and thus better understand how to influence organizational activities. From a motivational perspective, participatory systems facilitate people's trust in the organization and increase a sense of control, job involvement, and organizational identity determination. Despite this, people's perception of empowerment is very important. Many researchers believe that empowerment resources are achieved when people first feel empowered (the reason for the failure of some research and empowerment plans) because according to the Bandura human factor model, people actively understand their environment, and these perceptions affect their behavior. "Empowerment" is not a state of mind, but a dynamic structure that reflects people's thoughts about the relationship between the individual and the environment. From this perspective, objective reality has the next place. Thus, individuals' judgments about observable organizational conditions are shaped by their interpretations that are beyond a plausible reality (Lawler et al., 2013):

"If people want to feel empowered, they must first understand their environment freely instead of considering it limited." For example, the organizational resources might be objectively non-concentrated; however, if the individuals are not aware of that (perceptual reality), the access to the resources will have less effect on their sense of empowerment. Similarly, if a person with organizational authority to carry out the tasks independently, does not feel independence and authority, he or she cannot be considered useful for the organization. In summary, empowerment arises from individuals' perceptions (mental reality) before it arises from objective facts.

Therefore, according to Spritzer, to design work units in which the goal is the capability of employees, it is necessary to observe the characteristics that form such mental perceptions. According to him, these characteristics are (Lee et al, 2014):

1) Low ambiguity in the role
2) Suitable and relatively wide supervision area
3) Social-political supports
4) Easy access to the information
5) Working atmosphere (participatory)

Knowledge Management

In recent years, knowledge management has turned into the subject of scientific arenas. Scientific and practical communities both believe that organizations can maintain their superiority for the long term using the power of knowledge. Nowadays, the competitive prospects of organizations indicate the effects of these perspectives in the strategic areas of business organizations. If an organization cannot easily place the proper form of knowledge in an appropriate place, it will face problems in the competitive arenas. The most fundamental feature of smart organizations in the 21st century is the emphasis on knowledge and information. Despite the past organizations, today's organizations have advanced technology and need capturing, management, and benefitting from the information and knowledge to improve the efficiency, management, following up the endless changes (Hanaysha, 2016).

Definitions of Knowledge Management

Knowledge management is related to the exploitation and development of the knowledge belonging to the organizations and in line with their purposes (Mortazavi & Monirian, 2015).

Knowledge management is a coherent systematic process using a proper composition of information technologies and human interactions to recognize, manage, and share the information capitals of the organization (Gold et al, 2016).

Knowledge management is an integrated approach to create, attract, and record, organize, access, and benefit from the intellectual assets of an organization (Hashemi, 2014).

Knowledge management is a new initiative to transform the patterns of the information system from a data processing approach and provide information to the approach of collecting and using knowledge in organizations that include employing expertise and skills accumulated in the minds and hidden dreams of individuals to turning them into written and modern resources (Lahijanian, 2015).

Knowledge management is the process by which we manage our human-centered assets: this means that the special role of knowledge management is to protect and enhance the knowledge available to individuals and, if possible, to transfer this asset to a state where it can be easily shared with other employees within the company (Adli et al., 2015).

Knowledge management is a process that helps organizations select, organize, distribute knowledge, and experience to achieve a competitive advantage. Knowledge has a human structure that cannon be existed out of a person's mind and includes thinking in an area full of information. It has been stated that knowledge is a human action because knowledge exists in a human who knows. Knowledge includes formal knowledge, patterns, rules, plans and procedures, skills, and the experience of the individuals (Grant, 2014).

According to Gupta, knowledge management is a process that helps organizations select, organize, distribute, and transfer the most significant skills, and required information to do their activities (Mortazavi & Monirian, 2015).

A proper definition of knowledge management includes receiving and maintaining the information along with valuing intellectual assets. Knowledge management is principled and thought-out coordination of the individuals of an organization, technology, processes, and organizational structure to increase the value through reusing, and innovation. This type of coordination occurs through creating, sharing, and applying the knowledge as well as the valuable lessons and the best experiences in the memory of the organizations to increase and improve the continuous organizational learning (Juang & Liu, 2014).

Knowledge Classification Models

Zaim and Tatgulu Model (2014)

In this model, knowledge management includes the knowledge creation processes, classification, and storage of the knowledge, transferring and sharing the knowledge and using it. The ability to generate and gain knowledge and spreading it around the organization is considered as the main strategic ability of an organization to achieve sustainable competitive advantage. Knowledge management has been in the center of the knowledge management concern, including all the activities that contribute to the creation of novel and new ideas. This process can be defined as a conscious and purposive production of knowledge under particular activities. Knowledge makes sense when it is classified and stored in a proper format. In this case, it can be used by a proper person, in proper time, and in a proper way. Therefore, one of the main processes of knowledge management is its classification based on purposes and organizational preferences. Knowledge transfer and the advantages of its sharing in the organization is one of the subjects that has drawn the attention of many researchers (Hashemzadeh, 2015). Therefore, one of the main topics in knowledge management is the knowledge distribution in the organization's boundaries, and organizations that share their knowledge in a principled way will gain

superiority. One of the most significant purposes of knowledge management is to create knowledge of the knowledge sources of the organization so that the present knowledge in the organization turns into the practical and functional contexts. Therefore, the activities of the knowledge management must lead to the change in their functions, and develop the ideas, processes, and new policies. Therefore, it can be concluded that the success in the implementation of the knowledge management system in the organization will follow the effective and functional use of the knowledge more than others (Momeni & Tarzi, 2017).

Hising Model

Hising Model (2000) consists of the following four processes:

- **Create**: is referred to as the learning and relationship ability. Developing this ability, experiencing knowledge sharing, establishing relationships between the ideas, and creating the intersected areas with other topics have a vital significance

- **Store**: as the second element required for the knowledge management by which, an organized storing ability is generated that rapid search of the information, access to the information for the other staff, and the effective sharing of the knowledge are provided. In this system, the required knowledge must be easily stored for the use of everyone.

- **Share**: his process contributes to the development of a collective spirit in which, the individuals as the coworkers have a sense of solidarity to seek for the common purposes and are dependent on each other in their activities.

- **Apply:** the fourth process is generated from the idea that creating knowledge is mostly possible by applying new knowledge. This element completes the circle of the united knowledge management central process (Elliott et al, 2015).

Bachmann Model (2012)

Bachmann (2012) proposed the following 8 stages for the knowledge management process:

1- Identifying: determining the internal competencies and the strategic sources,

2- Capturing: formalization of the present knowledge;

3- Selecting: determining the related knowledge and removing the incompatible knowledge;

4- Storing: introducing the integrated memory;

5- Sharing: distributing knowledge for the users;

6- Applying: recovering and using the knowledge in decision makings and solving problems;

7- Creating: creating new knowledge in the researchers;

8- Trading: sale and trade, development, and new supply in the market in the form of the products and services (Young et al, 2013).

Bukowits and Williams Model

Bukowits and Williams (2012) proposed the 7 stages for the knowledge management process:

1- Gaining knowledge: using different tools to achieve the knowledge, library, and documents sector are among the samples of this tool.

2- Applying knowledge: using the gained knowledge in case of being useful and appropriate.

3- Learning: learning and understanding the achieved experiences

4- Sharing and exchanging the knowledge: transfer and exchange the knowledge of the organization's members among each other so that the "knowledge is power" be replaced with "sharing knowledge is power".

5- Knowledge evaluation: evaluating the status of knowledge and the knowledge assets of the organization;

6- Creating and fixing knowledge: the ability of the organization to generate and produce knowledge, and also fixing and maintaining it in the organization;

7- Optimal use of knowledge: complete and optimal use of the knowledge by the organization at a time that there is a new opportunity for the organization before using the external organizational resources (Cody et al, 2014).

Nonaka and Takeuchi Model

Management researchers, Nonaka, and Takeuchi have had a considerable effect on knowledge management. The concept of latent knowledge and obvious knowledge has been classified by Nonaka for the planning of the organizational learning theory. In this classification, considering the convergent between the latent and obvious forms of the knowledge, they founded a pattern that is known by their names. In contrast to other models, this model is focused on two types of latent and obvious knowledge and pays attention to their way of transferring to each other and its creation at all organizational levels (individual, group, and organizational levels). In this dynamic model, the method of using and transforming these two types of knowledge and the way of their management in this context are considered as a spiral motion. Also, in the mentioned thinking, it is assumed that only individuals create the knowledge, therefore, the organizational knowledge generation process must be a continuous process in which, the created knowledge by the individuals is directed and improved in an organized way. According to the model of Nonaka and Takeuchi, the following stages must be done to convert these two types of knowledge at the different levels of the organization (Reisenberger, 2015).

- Socializing (latent to latent): transferring the latent knowledge from a person to another;

- Externalization (latent to obvious): converting the latent knowledge to the obvious knowledge. In this state, a person can present his/her knowledge to others in the form of ordered contents (Seminars, workshop). The conversation between the members of this group at the questions and answers or the perception from the events are those normal activities in which, this transformation occurs.

- Composition (obvious to obvious): in this stage, movement from a personal obvious knowledge to the group obvious knowledge and storing it has been done and considering the use of the present knowledge, the possibility of solving problems through the group is provided, and consequently, the knowledge is developed.

- Internalization (obvious to latent): at this stage, the gained obvious knowledge in the organization is internalized. Also, passing this stage provides the individuals with the new personal implicit knowledge (gaining the new latent knowledge from the present obvious knowledge) (Tiwana, 2014).

III. RESEARCH BACKGROUND

Young et al (2019) studied "the effect of empowering, job satisfaction, job stress, and organizational commitment". By empowering the staff, job satisfaction has been increased and the job stress has been reduced; as a result, the organizational commitment in the staff increases. Among the psychological empowerment aspects, two aspects of a sense of competence and sense of being useful are effective in the job satisfaction of the staff. Among these two aspects, the sense of competency has affected the job stress of the staff and reduced it. Among the types of organizational commitment, continuous commitment has been the dominant and ruling type and the emotional commitment has had the least impact among the other present commitments on the staff.

Gullirose et al (2018) studied the indirect effect of job satisfaction, empowerment, and organizational commitment of the staff of the insurance companies in Turkey. There is a positive and significant relationship between job satisfaction and organizational commitment among the employees.

Budamousa (2017) studied the effect of empowerment of the staff on the organizational commitment on 400 employees. Empowerment affects the organizational commitment, and generally, is in line with the low levels of the lack of empowerment and high levels of the belief in the empowerment necessity.

Hanaysha (2016) conducted a study entitled "Assessing the Impact of Employee Empowerment, Teamwork and Staff Training on Organizational Commitment". Employee empowerment has a positive effect on organizational commitment. Also, the effect of teamwork has a positive and significant effect on organizational commitment. Finally, the findings showed that staff training has a positive effect on organizational commitment.

Michelson (2015) conducted a study entitled "Study and explanation of the role of customer knowledge management in improving organizational performance." Data acquisition, knowledge development and customer relationship management affect the improvement of organizational performance. Data acquisition, data processing, and customer knowledge development also affect customer relationship management. On the other hand, data processing affects the development of customer knowledge and knowledge development affects the receipt of data.

Taregh et al., (2014) conducted a study entitled "Social Capital for Knowledge Management". By influencing the acquisition and assimilation of knowledge on the one hand and transferring and using knowledge, on the other hand, social capital affects the innovative performance of small and medium enterprises.

Jamshidi (2019) conducted a study entitled "The Impact of Empowerment on Organizational Commitment and Job Satisfaction of Employees in the General Directorate of Roads and Urban Development of Markazi Province". Given the positive impact of empowerment on organizational commitment and job satisfaction of employees in the General Directorate of Roads and Urban Development of Markazi Province, the right to choose, freedom of action and independence of employees, and participation in decision-making in such organizations can increase organizational commitment and job satisfaction.

A study entitled "The relationship between organizational empowerment and good governance in Iran insurance" was conducted at the Department of Humanities, Mazandaran University by Zarrabi (2018), to obtain a master's degree in management. There is a positive relationship between employees' sense of effectiveness, employees' sense of competence, employees' sense of choice, and a sense of meaningful job of Iran insurance employees with good organizational governance.

A study entitled "Study of the relationship between knowledge management and organizational performance in the hotel industry" was conducted Bahrami (2017) at the University of Isfahan to obtain a master's degree in management. The highest correlation is in the relationship between knowledge management and employee results and the use of knowledge and organizational performance. Knowledge management variable has a direct and significant effect on customer results, employee results, community results, and key performance outcomes; also, knowledge creation, knowledge storage, knowledge sharing, and applying knowledge has a direct and significant effect on organizational performance. In general, from the analysis of research data, it can be concluded that knowledge management leads to an improved organizational performance by affecting the hotels.

A study entitled "Empowerment, an effective step towards achieving good governance" to obtain a master's degree in business management in the Faculty of Management, University of Tehran Ghanbarnejad (2016). The status of good governance and empowerment indicators in the target community to improve and at the same time organizational empowerment has a direct impact on good governance.

Amiri et al. (2015) conducted a study entitled "Study of the effect of knowledge management strategies on innovation and organizational performance (a case study of health centers in North Fars)". Knowledge personalization and knowledge coding have a positive effect on innovation and organizational performance and also these variables have a

positive effect on organizational performance through innovation and there is a positive and significant relationship between innovation and organizational performance.

Shakiba et al. (2014) conducted a study entitled "Study of the relationship between the dimensions of knowledge management and innovation Case study: Free Institutes in Tehran province". The results show that there is a significant relationship between the dimensions of knowledge management and innovation.

IV. RESEARCH METHODOLOGY

The research is applied in terms of purpose and survey-descriptive in terms of method. The statistical population of the research includes the experts familiar with the empowerment and knowledge management in Kaleh company, out of which, 8 were selected to do the study. The hypotheses and questions of the test have been analyzed based on the data obtained from the related questionnaires using EXCEL Software and EXPERT-CHOICE. In this study, tests were performed through a checklist and localization of the questionnaire and measuring the opinions of experts to identify the components and then based on it as well as the combination of known factors with the opinions of experts to measure the factors.

V. DATA ANALYSIS

Identifying the empowerment indicators with an emphasis on knowledge management with the Delphi approach (case study: Kaleh company).

To answer this question, by studying the literature review, the criteria and sub-criteria were identified. Figure (1) presents the identified criteria and sub-criteria.
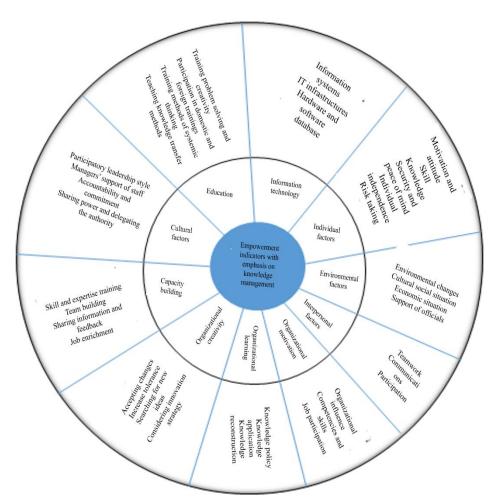
Figure 1- identified Criteria

Findings obtained from Delphi

After identifying and finalizing the criteria and sub-criteria, the questionnaire was prepared based on the Likert Scale and given to the research statistical sample.

First round of Delphi

In the first phase of Delphi, after collecting the questionnaires, the average obtained from the research criteria in the first phase have been presented in the following table. In this stage, the Kendall coefficient is 0.554.

Table 1. the results obtained from implementing the first phase of Delphi

Criterion	Sub-Criterion	Average	Standard Deviation
Cultural factors	Participatory leadership style	4.10	0.666
	Managers supporting employees	3.76	0.732
	Accountability and commitment	4.23	0.567
	Sharing power and delegating authority	4.16	0.678
Capacity Building	Skills and specialized training	3.76	0.451
	Creating team	3.41	0.561
	Sharing information and feedback	3.22	0.781
	Job enrichment	3.66	0.651

Organizational creativity	Accepting changes	3.45	0.891
	Increasing tolerance	3.55	0.671
	Searching for new opinions	3.22	0.981
	Considering innovation strategy	3.61	0.521
Organizational learning	Knowledge policy	3.69	0.671
	Applying knowledge	3.22	0.690
	Knowledge reconstruction	3.29	0.678
Organizational motivation	Organizational influence	3.49	0.890
	Competencies and skills	3.60	0.321
	Job involvement	3.78	0.450
Interpersonal factors	Teamwork	3.67	0.587
	Communications	3.88	0.439
	Participation	4.21	0.567
Environmental factors	Environmental changes	2.35	0.932
	The cultural and social situation	4.34	0.451
	Economic situation	3.87	0.632
	Officials support	3.56	0.731
Individual factors	Motivation and attitude	3.88	0.451
	Skill	3.67	0.342
	Knowledge	3.80	0.651
	Security and peace of mind	3.50	0.409
	Personal independence	3.65	0.691
	Risk-taking	3.43	0.543
Information Technology	Information systems	3.43	0.543
	IT infrastructures	3.23	0.765
	Hardware and software	3.76	0.561
	Database	3.45	0.761
Education	Problem-solving and creativity training	3.55	0.543
	Participation in domestic and foreign training	3.89	0.671
	Education methods supporting systemic thinking	3.28	0.892
	Education methods supporting group thinking	3.55	0.561
	Teaching knowledge transfer methods	3.43	0.897

The Second Stage of Delphi

In the second round, the questionnaire was again given to the panel members; however, this time, the score of every criterion in the first stage was written so that the individuals be able to insert their opinions according to the collective opinion. The results of collecting the views of the negotiators in the second round show an increase in the Kendall coefficient, which shows a higher degree of agreement, which is equal to 0.661 and indicates a significant improvement in the trend. Therefore, it is necessary to continue one more round to minimize the difference between the two stages.

Table 2. the results obtained from the implementation of the Delphi second round

Criterion	Sub-Criterion	Average of the first round	Average of the second round	Standard Deviation
Cultural factors	Participatory leadership style	4.10	4.21	0.457
	Managers supporting employees	3.76	4.01	0.761
	Accountability and commitment	4.23	4.39	0.521

	Sharing power and delegating authority	4.16	4.21	0.321
Capacity Building	Skills and specialized training	3.76	3.61	0.891
	creating team	3.41	3.67	0.451
	Sharing information and feedback	3.22	3.61	0.891
	Job enrichment	3.66	3.67	0.451
Organizational creativity	Accepting changes	3.45	3.56	0.541
	Increasing tolerance	3.55	3.89	0.501
	Searching for new opinions	3.22	3.69	0.450
	Considering innovation strategy	3.61	3.90	0.559
Organizational learning	Knowledge policy	3.69	4.02	0.590
	Applying knowledge	3.22	4.21	0.789
	Knowledge reconstruction	3.29	3.45	1.032
Organizational motivation	Organizational influence	3.49	3.55	0.671
	Competencies and skills	3.60	3.88	0.541
	Job involvement	3.78	4.21	0.761
Interpersonal factors	Teamwork	3.67	3.89	0.421
	Communications	3.88	3.95	0.540
	Participation	4.21	4.32	0.671
Environmental factors	Environmental changes	3.35	3.30	0.790
	The cultural and social situation	4.34	4.38	0.549
	Economic situation	3.87	4.10	0.671
	Officials support	3.56	3.61	0.541
Individual factors	Motivation and attitude	3.88	3.90	0.598
	Skill	3.67	3.95	0.561
	Knowledge	3.80	4.22	0.321
	Security and peace of mind	3.50	3.78	0.541
	Personal independence	3.65	3.87	0.981
	Risk taking	3.36	3.93	0.761
Information Technology	Information systems	3.43	3.56	0.407
	IT infrastructures	3.23	3.77	0.767
	Hardware and software	3.76	3.98	0.721
	Database	3.45	3.56	0.621
Education	Problem-solving and creativity training	3.55	3.87	0.990
	Participation in domestic and foreign training	3.89	4.01	0.564
	Education methods supporting systemic thinking	3.28	3.55	0.792
	Education methods supporting group thinking	3.55	3.76	0.590
	Teaching knowledge transfer methods	3.43	3.88	0.890

Results of the Delphi third round

In the third round, panel members expressed their views on each of the criteria that the Kendall Coordination coefficient increased to 0.669 because the Kendall Coordination coefficient increased less than in the second round and given that the Consensus of members does not show significant growth, so it is possible to end the repetition of Delphi courses. The table below presents the results of the third round of Delphi.

Table (3). The results of implementing the third round of Delphi

Criterion	Sub-Criterion	Average of the second round	Average of the third round	Standard Deviation
Cultural factors	Participatory leadership style	4.21	4.24	0.567
	Managers supporting employees	4.01	4.10	0.239
	Accountability and commitment	4.39	4.44	0.543
	Sharing power and delegating authority	4.21	4.25	0.678
Capacity Building	Skills and specialized training	3.61	4.45	0.567
	creating team	3.67	3.69	0.189
	Sharing information and feedback	3.61	3.78	0.341
	Job enrichment	3.67	4.12	0.987
Organizational creativity	Accepting changes	3.65	3.68	0.561
	Increasing tolerance	3.89	3.93	0.564
	Searching for new opinions	3.69	3.78	0.782
	Considering innovation strategy	3.90	4.04	0.673
Organizational learning	Knowledge policy	4.02	4.10	0.540
	Applying knowledge	4.21	4.28	0.560
	Knowledge reconstruction	3.45	2.31	0.783
Organizational motivation	Organizational influence	3.55	3.61	0.451
	Competencies and skills	3.88	3.94	0.671
	Job involvement	4.21	4.13	0.562
Interpersonal factors	Teamwork	3.89	3.85	0.789
	Communications	3.95	4.10	0.451
	Participation	4.32	4.38	0.789
Environmental factors	Environmental changes	3.30	2.34	0.678
	The cultural and social situation	4.38	4.41	0.678
	Economic situation	4.10	4.14	0.981
	Officials support	3.61	2.31	0.678
Individual factors	Motivation and attitude	3.90	4.03	0.901
	Skill	3.95	4.09	0.906
	Knowledge	4.22	4.26	0.671
	Security and peace of mind	3.78	3.67	0.459
	Personal independence	3.87	4.98	0.945
	Risk taking	3.93	4.07	0.587
Information Technology	Information systems	3.56	3.48	0.567
	IT infrastructures	3.77	4.00	0.239
	Hardware and software	3.98	4.48	0.543
	Database	3.56	4.35	0.678
Education	Problem-solving and creativity training	3.87	4.45	0.507
	Participation in domestic and foreign training	4.01	4.69	0.689
	Education methods supporting systemic thinking	3.55	4.08	0.841
	Education methods supporting group thinking	3.76	4.10	0.907
	Teaching knowledge transfer methods	3.88	3.98	0.761

According to the results obtained in the third round of the Delphi, the average obtained for all the sub-criteria is higher than 3.5. Therefore, the identified sub-criteria are confirmed.

VI. DISCUSSION AND CONCLUSION

According to the results, the wide attention to the empowerment originates from this fact that organization's facing the global competitions and the organizational changes require having risk-taking and innovator staff who are pioneer in actions and has increased their abilities to adapt themselves with the uncertainty successes. Knowledge management has been introduced as an important and vital issue in the organization and knowledge management has become the subject of discussion in scientific communities and areas. Practical and scientific communities both believe that organizations can maintain their long term priorities by the power of knowledge. Nowadays, the competitive prospects of organizations indicate the effects of these perspectives in the strategic areas of business organizations. If an organization cannot easily form the proper shape of the knowledge in the proper place, it will face issues in the competitive areas. The most fundamental feature of the smart organizations of the 21st century is the emphasis on knowledge and information. Despite the past organizations, today's organizations have advanced technology and require capturing, management, and exploitation of knowledge and information to improve the efficiency, management and following the endless changes (Chang & Lee, 2015). Organizations believe that by applying the systems of the knowledge management can continue their long term superiority in the competition arenas. The experts of the organizational management point out that if an organization cannot easily apply the proper form of the knowledge management systems in a proper place, they will face issues in the global competition arenas. However, knowledge management is still a relatively young discipline and despite the thousands of publishers in many regions, there is a difference between various experts of knowledge management. In Kaleh company, to increase and improve the empowerment of the staff and organizational management which is an effective factor in increasing the effectiveness, efficiency, performance, and participation of the staff, and also the increase in the delay and absence of the staff, the managers must apply empowerment technics of the staff; to this end, it is suggested that they trust the abilities of their staff, consider their opinions, and engage them in work-related decision makings, and pay attention to their scientific abilities in the recruitment and selection of the staff to know that they have the required ability and skill to be successful in their job. In any case, leaders cannot empower their followers unless they empathize with them, motivate them, and be honest, loyal, and realistic with them. Besides, employees should trust the abilities, experience, and knowledge of managers to perform their assigned tasks and solve problems.

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