

**EFFECTS OF EMPLOYEE DEVELOPMENT ON  
EMPLOYEE PERFORMANCE: A CASE OF USIU-AFRICA**

**BY**

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**UNITED STATES INTERNATIONAL UNIVERSITY- AFRICA**

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EMPLOYEE PERFORMANCE: A CASE OF USIU-AFRICA**

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of Business in partial Fulfillment of the Requirement for the  
Degree of Masters in Business Administration**

**UNITED STATES INTERNATIONAL UNIVERSITY- AFRICA**

**SUMMER 2018**

## STUDENT'S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other institution, or university other than the United States International University – Africa in Nairobi, Kenya for academic credit.

Signed \_\_\_\_\_

Date \_\_\_\_\_

**Asaba Immaculate (ID 651022)**

The research project has been presented for examination with my approval as the appointed supervisor.

Signed \_\_\_\_\_

Date \_\_\_\_\_

**Dr. JAMES NGARI**

Signed \_\_\_\_\_

Date \_\_\_\_\_

**Dean, Chandaria School of Business**

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## ABSTRACT

The general objective of the study was to evaluate the effect of employee development on employee performance a case of USIU Africa. Three specific objectives were employed: To determine the influence of skills attainment on employee performance, to identify the influence of team behavioral change on employee development and to identify the effect of individual behavioral change on employee performance.

This study adopted a descriptive survey research design. The population of the study was 343 USIU employees. Data was collected through questionnaires distributed to the different respondents by hand and through electronic mail and thereafter collected after submission. Only 232 responded from a targeted sample of 245 respondents and this gave a 95% response rate. The demographic data was tabulated using frequency and percentages. Pearson's correlations and regression analysis were used to describe the data. The findings were then presented using tables and figures.

The results revealed that USIU uses delegation and empowerment to enhance employee performance. There is a high level of employee involvement in organizational processes and decision-making and employees are encouraged to communicate during employee development activities. A Pearson correlation was done between employee performance and skill attainment concluded that skill attainment, positively and significantly influenced employee performance at USIU. The regression analysis showed that 50.1% of the variation in employee performance was explained by the variations in skill attainment.

The study also revealed that training and development has helped improve performance. It was also established that employees take responsibility of my long term individual development as well as enhanced employee responsibility is good for performance. A Pearson correlation between employee performance and individual behaviour concluded that individual behaviour positively and significantly influenced employee performance at USIU. The regression analysis results showed that 25.5% of the variation in employee performance was explained by the variations in individual behaviour.

It was also established that USIU management motivates its employees to participate in the employee development programs and activities. Employee creativity and competence enhances employee performance. A Pearson correlation done to establish the relationship between employee performance and team behaviour concluded that team behaviour positively and significantly influenced employee performance at USIU. The regression

results showed that 43.1% of the variation in employee performance was explained by the variations in Team behaviour.

It was concluded that there are laid down employee development programs at USIU and the Organization uses delegation and empowerment to enhance employee performance. Secondly, Managers motivates employees to participate in the employee development programs and activities, and engaging employees in creativity and competence enhances employee performance. Lastly, it was established that training and development has helped improve performance although the organization lack coaching and mentoring programs. Employee agreed to take responsibility long term individual development. Employee development is important for both my professionally and personal growth as well as empowered staff to carry out their duties without any difficulty.

It was recommended that USIU as an institution need to improve to create employee awareness on the importance of effective communication in the institutions performance. More emphasis should also be put on the workplace ethics. It was also recommended that there is a need for the institution to come up with more growth opportunities after holding training, such move would make employees have serious consideration for the trainings offered. Lastly, there is a need for the institution to increase employee participation in decision making and major activities as this was enhance employee performance.

## **ACKNOWLEDGMENT**

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## **DEDICATION**

This research project is dedicated to my mother Hajat Sauda Kaija, my sister Kugonza Juliana and the rest of the family who helped me get to this point and for all their support, love and encouragement.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

EEP	: Employee Education Program
HBR	: Harvard Business Review
HR	: Human Resource
HRT&D	: Human Resources Office of Training and Development
MBA	: Masters In Business Administration
MBTI	: Myers- Briggs Type Indicator
OJT	: On-The-Job-Training
SHRM	: Strategic Human Resource Management
UK	: United Kingdom
US	: United States
USIU	: United States International University

# CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1 Background of the Problem

Individuals in an organization form its vital resource and must be valued, nurtured and retained. Employees are the most valuable assets and truly the backbone of an organization. Every employee in his/her own way contributes towards the success or failure of an organization. Without employees in an organization, even the most powerful machinery with the latest technology would not function (MSG Experts, 2017).

Traditionally, development has focused on management-level employees, while line employees received training designed to improve a specific set of skills needed for their current job. However, with the greater use of work teams and employees' increased involvement in all aspects of business, development is becoming more important for all employees. Development refers to formal education, job experiences, relationships, and assessments of personality and abilities that help employees perform effectively in their current or future job and company (Noe, 2008). He further argues that employee development is a necessary component of a company's efforts to improve quality, to meet the challenges of global competition and social change, and to incorporate technological advances and changes in work design. It's also important for talent management, particularly for senior managers and employees with leadership potential.

According to Wasiam (2006), the issue to achieve the stability that is needed to function as an organization and, at the same time to encourage employees to develop their creativity was solved by companies like Nissan and Toyota through the quality circle concept to encourage creativity among employees. The authors also state that one of the key strategic choices in the development of employees involves how much the firm was invest in an employee to improve subpar performance. Several issues must be considered: the probability of improving the performance, the cost of improving it, legal considerations, replacement costs, and top management philosophy. When employees do not perform their jobs to the standards expected in some companies, they are terminated. In other companies, they are coached, counseled, and trained in hopes of improving their performance.

The response of companies who wish to retain staff in whom they have invested a great deal of time and resources is to give greater attention to career management, developing

a network of mentors and advisors who try to ensure that internal moves are available so as to retain the interest and loyalty of employees (Taylor, 1999).

The need is “employee development” to prepare an individual for movement to other jobs. It also upgrades skills and elicits new insights. It is related to performance appraisal and succession planning, continuous personal development and the development of transferable skills. A particular form of employee development, to which Rothwell and Kazanas (1989) make no reference, is management development, which seems worthy of separate classification (Walton, 1999).

University of Kentucky office of Human Resources in the United States of America has a staff development and training and employee education program policies to promote employee development. According to the University, it recognizes a responsibility to enhance the staff employee’s opportunity to develop skills and abilities for full performance within the position and for career advancement within the University. Both the department and the Human Resources Office of Training and Development (HRT&D) have a responsibility to assist in the professional development of staff employees. This can be done when the department initiates the professional development process with the use of an employee’s performance appraisal (Bhanot, 2009).

In the employee education program policy, the University encourages self-improvement and career growth of regular, full-time employees through supplemental educational courses and programs of study. An employee is eligible for tuition waiver for classes taken at the University of Kentucky through the University of Kentucky Employee Education Program (EEP) (Boyer, 2017)

Greif UK Ltd which a subsidiary of Greif Inc., a world leader in industrial packaging and services offers employees at different levels of the organization, opportunities to develop via on-the-job learning, training programs, coaching, new challenges and assignments within their current role as well as online development opportunities (Belcher, 2018). He also argue that it is also crucial that employees are trained in the core principles underlying the company values, including safety, integrity and sustainability. In addition, employee performance and development review process ensures an ongoing focus on individual development to improve job performance.

According to the Ford’s 2016/17 sustainability report, the company continuously invests in developing the professional, technical and leadership skills of employees. They are

establishing a common global framework for how they approach innovation in a customer-centric way, and are incorporating the innovation skills employees need into the leadership development programs and professional development offerings (Collier, Green, Peirson, & Wilkinson, 2003). These include a number of programs specifically designed for current and aspiring executives, directors and managers; The Global Leadership Summit (Aimed at executives and general managers responsible for global projects, departments and budgets, these programs are a combination of immersion in markets and the application of new skills), Global Executive Leadership (Geared toward directors and senior managers associated with a region, but with responsibilities that extend to the global enterprise), experienced Leader Program (Aimed at middle management, the program helps grow the capabilities of our skill team leaders running regional large projects and functional departments), and the Salaried Supervisor Institute (A program for new and experienced front-line leaders, which builds foundational leadership skills and hands-on applications) (Debashis & Senge, 2000). The report further states that their approach combines virtual web-based learning with classroom training, and spans simulations, project work, mentoring and coaching, social networking, workshops and team lunch-and-learn events. Together, these methods and tools support professional development, foster functional and technical excellence, encourage teamwork and leadership skills, promote One Ford values and drive improved performance (Elnaga, 2013).

With the case study of Ford's new Resource and Engagement center in South Africa, a key approach for is Leading by Teaching, where the company support their skilled and motivated people to develop themselves and each other. By teaching others, colleagues build self-awareness, gain opportunities for professional development and are exposed to a wide range of opinions; those being taught get exposure to leaders and subject matter experts, and acquire company-specific skills and knowledge in ways that foster engagement and enthusiasm for learning (Gratton, 2007). In 2016, Ford joined Case Western Reserve University to participate in a unique study, which found that listening to, understanding and inspiring colleagues can account for as much as 31 percent of engineers' effectiveness. Ford engineers and their colleagues were asked whether they love their workplace, and how they cooperate and discuss ideas. The study also found it was possible to predict how enthusiastic engineers would be about projects, just by knowing how those projects were communicated (Duggan, 2018). The company also

opened the Merkenich Innovation Hub in Germany, giving the 25,000 engineers who work across our global network of 10 engineering and research centers on-demand access to dedicated workshops, training and ideation sessions, research findings, and patent consultation (Bhanot, 2009).

According to Baxter Company in the US, their career development philosophy underscores that the primary way employees develop is through work experiences. In fact, an estimated 70 percent of an employee's development is achieved through these experiences. Feedback and relationship-building are important to development, as they help establish an employee's professional network. They offer a variety of career development tools and resources that are designed to help employees assess their strengths and development needs, as well as their career interests and personal motivations. Employees are encouraged to use and refer to these resources on an ongoing basis (Brearley, 2017).

In addition, employees have a variety of opportunities to grow and learn by taking advantage of online and in-classroom training programs. All employees have access to the Company global learning management system, which offers courses in multiple languages (Walton, 1999). The system contains more than 500 e-learning programs on subjects such as our focus on quality, Baxter processes and systems, company products, management and career development (including Harvard Manage Mentor, a collection of online resources organized by specific leadership and management topics), PC skills, environment, health and safety, pharmacovigilance, project management and many more. The company's talent management system provides integrated talent processes including performance management, development planning and talent acquisition (Hutton, 2014).

Baxter's global online employee mentoring program helps connect mentors and participants based on customized profiles, so they can share experiences and career-related knowledge. ITAP International argues that even with the best of intentions, many international companies continue to use training program content that assumes knowledge of the organization's home-culture, or that employs culture-specific metaphors or critical incidents, or that rely on styles of training delivery that are counter cultural and therefore counter-productive in many of the cultures in which the training is delivered (MSG Experts, 2017).

According to Brand Engineering South Africa limited, the competency of their employees is one of their highest priorities. The continuous development of their knowledge and skills are a corner stone in the company's ability to consistently deliver the quality of work that they are recognized for. They further argue that the ongoing development in technical, professional and administrative fields is facilitated through formal and informal training of our employees. This involves participation in: Learnerships, Apprenticeships, Specialist short course interventions and Management development courses (Lewis, 2018).

CIAR Africa, headquartered in Nairobi, Kenya, held a SHRM certification launch event in May 2015 attended by HR practitioners from multinational firms, Kenyan companies and international development organizations operating in East Africa. This SHRM partner provides training in leadership, sales, retail and HR, as well as organizational development and consulting services in organizational culture, high-performing teams and employee competency assessments (Belcher, 2018).

In United States International University, the human resource department offers employee development to all employees who are both the teaching staff and non-teaching staff. These employee development programs mainly encourage self-improvement of the employees. Some of these programs may include: formal education where employees are encouraged to build on their knowledge by paying for their education for instance, employees of USIU may study in the university for free but they only have to pay the library fee which is less than 10,000 Kenya shillings. USIU employees are also offered other employee development programs like, coaching, counseling, team building sessions, training where they gain professionalism, analytical, leadership and management skills, which in turn enhance the employee performance. Development therefore helps prepare employees for other positions in the company and increase their ability to move into jobs that may not yet exist. It also helps employees prepare for changes in their current job that may result from new technology, work designs, customers, or product markets (Noe , 2008). Employee development activities are very important for the employees, as the activities are performed, it indicates that organization cares about their employees and wants them to develop (Elena, 2000).

Washington Group believes that only through fully developing the skills of its employees can the company safely complete projects on time and at or below costs and provide high return for shareholders. To facilitate employee development, the company first created a

standard annual performance review for all salaried employees. Managers were asked to review 10 percent of their staff each month. The focus of the reviews was changed, from past performance to future goals. The process also includes having company's top executives visit all the Washington Group's business heads to review them, identify their top performers, and ask what they are doing to develop them. Washington Group's development efforts include formal courses, job experiences, and mentoring (Noe, 2008).

Furthermore, Noe argues that the Myers- Briggs Type Indicator (MBTI) is the most popular psychological test for employee development. It identifies individuals' preferences for energy (determines where individuals gain interpersonal strength and vitality), information gathering (relates to the actions individuals take when making decisions), decision making (differences in decision making styles are based on the amount of consideration the person gives to others' feelings in making decisions), and lifestyle (reflects an individual's tendency to be flexible and adaptable) ...so, instead of setting someone performance objectives linked directly to current organizational needs, the goals to be achieved would all relate to the development of an individual's own skills and knowledge (Taylor, 1999). This is in agreement with (Ashly, 2007) who states that the contribution of employee development is a competitive advantage.

Lipman (2013) argues that development planning makes good sense and the following are the three reasons why it's a costly mistake: People care if any take a genuine interest in their future. Development planning should be something a manager takes a real personal interest in-not an HR-driven mandate; and it helps build loyalty, and loyalty increases productivity. Taking an honest interest in someone builds loyalty. Loyal employees are more engaged. Engaged employees are more productive; Good talented people naturally want to advance, and appreciate meaningful support in the process. As the HBR (Harvard Business Review) study showed, capable ambitious young employees want training, mentoring and coaching (Hutton, 2014). They want to gain skills. They want to become versatile and valuable to an Organization. He gives an example of how his company invested heavily in his MBA and it always meant a great deal to him. Who doesn't appreciate thoughtful support that helps you advance your own career? But the flip side is if one company doesn't provide it, enterprising employees was go elsewhere for it.

Employee development is the key to ensure that employees have competencies necessary to serve customers and create new products and customer solutions. Employee development is also important to ensure that companies have managerial talent needed to

successfully execute a growth strategy. Regardless of the business strategy, development is important for retaining talented employees (Raymond, 2008).

## **1.2 Statement of the Problem**

Employee development is a critical point in Organizations performance. Empirical studies done in this area indicate that, Companies have remained passive about their employee development programs, and this has resulted in the high cost of losing talent. According to the chronus website, on average, every lost employee costs about six to nine months of that employees' salary to replace. And that doesn't count the indirect costs of lost productivity (Barends et al., 2016).

However organizations have been reluctant in entrenching this in their policies and therefore organization are not performing well. Lipman and Victor (2013) argue that it's hard to think of an important aspect of management more neglected than development planning - helping your employees shape the future direction of their careers. Yet for a variety of reasons, this valuable activity is often ignored, or handled as a bureaucratic exercise, or an afterthought. He explains that there's just no time for it and we tend to focus on the here and now. So many businesses are in a constant frenetic state of upheaval, reorganizations and trying to do more with less. In this environment, managers naturally tend to be most focused on essential day-to-day operations and less interested in longer-term activities perceived as having less certain payback.

This is a problem that influences organizations as Hamori (2012) reported in her research that dissatisfaction with some employee-development efforts appeared to fuel many early exits. We asked young managers what their employers do to help them grow in their jobs and what they'd like their employers to do, and found some large gaps. Workers reported that companies generally satisfy their needs for on-the-job development and that they value these opportunities, which include high-visibility positions and significant increases in responsibility. But they're not getting much in the way of formal development, like training, mentoring and coaching - things they also value highly. She further reported that employers are understandably reluctant to make big investments in workers who might not stay long. But this creates a vicious circle: Companies won't train workers because they might leave, and workers leave because they don't get training. By offering promising young managers a more balanced menu of development opportunities, employers might boost their inclination to stick around.

Haims (2015) carried out a Global Human Capital Trends survey in 2015, they found out that more than 8 out of 10 (85 percent) respondents cited learning as “important” or “very important,” up 21 percent from last year. Yet, in a troubling development, more companies than ever report they were unprepared to meet this challenge. The capability gap between the importance of the issue and the ability to respond grew in magnitude by an enormous 211 percent over the last 12 months. Senior business leaders increasingly see shortages of skills as a major impediment to executing their business strategies. Only 28 percent of the respondents to this year’s survey believed that they are “ready” or “very ready” in the area of workforce capability. As the economy improves and the market for high-skill talent tightens even further, companies are realizing they cannot simply recruit all the talent they need, but must develop it internally.

This is a problem for the employees of the Organization, because their capabilities are not fully explored by management and this leads to motivational issues, which means employees don’t deliver their best ideas when needed. It’s also a problem because management of the different Companies have failed in the assessments of personality and abilities that help employees to perform effectively in their current or future job and organization. It is more than just a training program. It should be rooted in the company’s mission, goals, values, and business outcomes (Noe, 2010).

Employees also need to develop new skills rather than rely on a static knowledge base. This has resulted from companies’ need to be more responsive to customers’ service and product demands. The types of knowledge an employee needs have changed. In the traditional career, “knowing how” was critical. Although knowing how remains important, employees also need to “know why” and “know whom”. Knowing why refers to understanding the company’s business and culture so the employee can develop and apply knowledge and skills that can contribute to the business. Knowing “whom” refers to relationships the employee may develop to contribute to company success. These relationships may include networking with vendors, suppliers, community members, customers, or industry experts. Learning to know whom and know why requires more than formal courses and training programs. Learning and development in the protean career are increasingly likely to involve relationships and job experiences rather than formal courses (Raymond, 2008).

Therefore, the study seeks to bridge the gap that employee development should be invested as a continuous development of skills and abilities to maximize employee

contribution to the organization to investigate whether, skills attained, individual change, team change and meeting targets have any effect on employee performance.

### **1.3 General Objective**

The general objective of the study was to establish the effect of employee development on employee performance.

### **1.4 Specific Objectives**

**1.4.1** To determine the influence of skills attainment on employee performance.

**1.4.2** To identify the influence of team behavioural change on employee development.

**1.4.3** To identify the effect of individual behavioural change on employee performance.

### **1.5 Significance of the Study**

The significance of this study is to highlight the ways in which employee development can be beneficial not only to the employee performance but Organizational performance as well. Organizations usually concentrate on training, which is the process by which people are taught critical skills. Participants gain knowledge to carry out their current responsibilities and improve performance in the short term. This study therefore focused on employee development which refers to more personalized, individualized experiences, such as a certification process, job rotation period, coaching or mentoring. Employee development tends to prepare people for additional job roles for the long term.

#### **1.5.1 Significance to USIU Africa**

The study intends to help Organizations to identify the effect of employee development on employee performance thereby determine the significance of investing in employee development at all levels of the Organization.

#### **1.5.2 Significance to Employees**

The employees will benefit from the study as they will be able to appreciate the impact of USIU Africa investing on employee development. These findings also aim to educate employees to achieve maximum productivity, quality, opportunity and fulfillment of organizations goals.

#### **1.5.3 Significance to Researchers and Academicians**

Similarly, researchers and academicians interested in studies related to nonprofit Organizations would be able to use this study as a source of reference in the formation of their future research topics.

## **1.6 Scope of the Study**

This study was limited on the effect of employee development on employee performance. The study took place at United States International University- Africa in Nairobi. Some of the foreseen limitation during data collection was lack of commitment on the side of respondents to thoroughly read and comprehend the questionnaire. To avoid this, the researcher ensured the questionnaire had short and comprehensible questions.

## **1.7 Definition of Terms**

### **1.7.1 Employee Development**

Employee development is a joint initiative of the employee as well as the employer to upgrade the existing skills and knowledge of an individual. It is of utmost importance for employees to keep themselves abreast with the latest developments in the industry to survive the fierce competition (MSG Experts, 2017). Carter (2008), suggests that its involved training activities aimed at bringing an organization up to another threshold of performance, aimed at performing some job or a new role in the future.

### **1.7.2 Employee Performance**

Used as one that involved the achievement of specific set tasks measured against identified goals. It is manifested in improvement in production and highly motivated workers (Herbert, John & Lee, 2000).

### **1.7.3 Team Behavior Change**

A team is made up of two or more people who work together to achieve a common goal (Swarthout, 2018). Behavior change is a continuous process which involves strong community participation (Wheeler 2016). Therefore, team behaviour change is where two or more people transform their behaviours at the workplace.

### **1.7.4 Individual Behavior Change**

According to Umbrella-health and Resilience Limited (2015), any Organizational intervention requires individual behaviour change. The website explains that if you want employees to be more active, more engaged, show flexibility during change, or to use a new operating system, you are asking them to make changes to how they do things; that is, to change their behaviour. Individual behavioural change is strongly influenced by other people's behaviour and values (Avineri & Goodwin, 2010).

### **1.7.5 Skills Attainment**

A skill is an ability to perform an activity in a competent manner (SkillScan, 2012). Attainment is also the act of reaching a skill level through hard work and training (Admin, 2012). Therefore, skill attainment is the process by which individuals achieve skills at the workplace such as through employee development.

### **1.8 Chapter summary**

This chapter has presented the background of the study on the employee development and individual performance. The problem of the study and purpose of the study have also been presented. The chapter has also presented research questions, significance of the study to various stakeholders and also definition of terms used in this study. Chapter two reviewed literature, that is, past studies that have been done on employee development and performance. Chapter three covered the methodology used for this research, this entailed the research design, data collection, population and sampling, procedures to be used in research and data. In chapter four, results and findings are presented while in chapter five, summary, conclusions and recommendations are made.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of the literature on the topic of the effect of employee development on employee performance. The chapter is structured on the basis of the specific research objectives.

#### **2.2 Skills Attainment and Employee Performance**

Collier, (2003) has found a strong relationship between different levels of UK workforce skills and the sophistication of products. Other research has suggested that a more highly skilled workforce can bring other benefits such as enhancing company survival. For instance, Reid (2000) suggested that a more skilled UK workforce was related to a greater commercial orientation and strategic awareness and propensity to innovate to retain competitive advantage. In the US, Bates (1990) found that higher qualification levels were related to improved access to finance and increasing probability of business survival.

Tamkin (2005), all the studies found that the higher average levels of labor productivity in firms in continental Europe were closely related to the greater skills and knowledge of their workforces, especially intermediate skills. Within manufacturing, lower skills levels in the UK were found to have a negative effect directly on labor productivity and on the types of machinery chosen, the ways in which machinery was modified in line with particular needs, the smoothness of machinery running and the introduction of new technology. The proportion of employees holding a relevant vocational qualification at the intermediate level in these establishments in the UK was well below that in Europe. A study of the hotels sector suggested similar lower skills and productivity in services. Below are a number of skills attained in relation to employee performance in an Organization, which are categorized in leadership and management skills, and professionalism skills that show the learners level of knowledge.

##### **2.2.1 Leadership and Management Skills and Employee Performance**

According to Biz library (2018), coaching means building one to one relationship and managing a process that results in specific improved performance in targeted areas. According to the study by Bersin and Associates, organizations with senior leaders who

coach effectively and frequently improve their business results by 21% as compared to those who never coach. Therefore, one of the critical skills of a successful manager/ supervisor/ team leader is the capacity to coach. Biz library states that a strong coaching culture enables employees to continuously share their ideas with others and improve internal processes.

According to Nwagbara (2015), delegation is the transfer of power by one body or person to another to act for him. It empowers that other person to perform a task on behalf of the donor of the power. Joiner (2016), states that delegation of authority is a mechanism that builds and nourishes superior-subordinate relationships. Al-Jammal (2015), further argues that employees who are engaged in their work and committed to their organizations give the organizations crucial competitive advantages including higher productivity and lower employee turnover. Furthermore, delegation of authority boosts the moral of employees in any organization and it makes employees to have the self-confident and sense of belonging as part of the leaders in the organization. Delegation of authority is therefore a necessary subject for organizations. Senyuta (2013), estimates demonstrate that there is a positive effect of the level of authority delegated on the performance measures. This argument is in agreement with Kombo (2014), who mentions that delegation of authority improves performance in an organization.

The findings from Thomas (2016) research; suggest that delegation of authority is significant to improving employee performance in SMEs in Lagos State. The results show that the more authority delegated to employees, the more the employees perform the task expected from them effectively. The results identified that employees in SMEs appreciate it when authority is being delegated to them by good performance. Therefore, if authority is not delegated to the employees, execution of tasks was be ineffective. Giving the employees the right to carry out or executive some right increase their morale to perform effectively. Delegation develops positive relations among employees, is what Al-Jammal (2015) found out from their research and in addition, the capability of delegation to upgrade level of employee's performance was positive among the sampled employees.

Decision making is a key skill in the workplace, and is particularly important if you want to be an effective leader, this is according to Mindtools (2018), making decisions that produce successful results for your department or organization makes you look good and makes you promotable for leadership. Supervisors appreciate employees who are good decision makers because it allows them the freedom to focus on coaching and other

aspects of their jobs (Neil, 2018). Kathleen (2013), provides behavioural examples of the decision making skills; an individual demonstrates the ability to distinguish between personal preferences and objectively preferable courses of action, commits to action to carry out assignments; acts promptly and effectively once a decision on a course of action has been made, makes appropriate, informed decisions on technical matters or work processes, makes sound and timely decisions for activities within own area of responsibility, consulting others as appropriate, refers decisions upward only when necessary and appropriate, takes responsibility for own decisions, persists with decisions unless reliable and credible information indicates a better course of action, and sees and seizes opportunities to make things happen to make a positive difference.

According to the skills you need website (2018) diplomacy is a skill that is centered around an understanding of other people and being sensitive to their opinions, beliefs, ideas and feelings. Effective use of such skills comes from being able to sense accurately what another person is feeling or thinking at any given time and then responding in such a way as to avoid bad feelings or awkwardness, whilst at the same time asserting or reflecting your own ideas and feelings back in a delicate and well-meaning fashion.

Duggan (2018), argued that effective problem solving skills enable employees to analyze problems, identify problem severity and assess the impact of alternative solutions. Workplace training designed to develop problem solving skills helps employees to work more efficiently with co-workers, customers, partners and vendors. Trained participants learn to use available resources to resolve issues in a constructive manner. Kathleen (2013) provides behavioural Examples at the All-Employee level; demonstrates the ability to predict objections and takes these into account, continually seeks better ways to accomplish work through alternatives. Demonstrates the ability to think critically, uses knowledge of assumptions, mental models, systems archetypes, as well as the context, i.e., political trends, priorities, and cultures to anticipate problems and to recognize a need for change, evaluates complex situations and ideas; clearly identifies and frames the problem; sorts out symptoms from root causes, challenges and provides alternatives to generally accepted practice, evaluates and adjusts solutions when they do not meet customers' needs or fit the situation, identifies issues, within the context of own job, that require decisions or other action, and works to fix the problem, not to blame.

Thibodeaux (2018), defines planning skills as any skills that allow you to look ahead and accomplish goals or avoid emotional, financial, physical or social hardship. George

(2018) argues that an employee skill set creates an understanding of work duties and how to effectively perform daily job tasks. When an employee has an adequate skill set, she is better equipped to plan each day's activities so that she can reach her production goals. The employee works with her manager to make sure that the employee has the proper skills to execute daily work plans.

Robinson *et al.*, (2018) described that effective communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. As well as being able to clearly convey a message, you need to also listen in a way that gains the full meaning of what's being said and makes the other person feel heard and understood. The authors stated that effective communication combines a set of 4 skills; engaged listening, nonverbal communication, managing stress in the moment and asserting yourself in a respectful way. Therefore, employees perform better in when they possess effective communication skills in the workplace. Actively checks to ensure the message has been understood. Looks for visual feedback from others and uses questions to check understanding, considering the audience members, their familiarity with the topic, and degree of interest prior to speaking, demonstrating articulate, clear, concise, and effective in communicating with others, demonstrating the ability to be prepared to listen to other views, flexible, and to modify own perspectives, recognizing and utilizes a variety of communication preferences (e.g., public or private, visual or auditory). 6. Speaks in a way that makes complex technical concepts understandable and uses appropriate supporting materials (charts, illustrations, etc.), using common conventions of language and grammar appropriate to professional settings, and appropriately using gesture, eye contact, vocal pitch and intensity to positively add to the impact of the message; these are behavioural examples provided by (Kathleen, 2013).

According to the Activia training newsletter, time management is considered to be one of the primary "soft skills" valued in the workplace, and effective time management skills are key to a successful work life, and play a major part in many of the top attributes valued by employers. Doyle (2017), states some examples of Time Management Skills in the Workplace; adapting plans to changing circumstances, allocating time for specific tasks, analyzing processes and selecting the simplest way to accomplish a task, asking for help when overwhelmed with demands, auditing how time is spent, breaking broader goals into smaller parts and focusing on one step at a time, breaking up projects into

manageable parts, creating schedules, Multitasking; (shifting smoothly from one task to another), prioritizing requests and demands, and punctuality.

### **2.2.2 Professionalism Skills and Employee Performance**

Ethics means moral rules or principles of behaviour that should guide the members of a profession or organization and make them deal honestly and fairly with each other and with their customers (Laczniak, 1990). Workplace ethics leads to happy and satisfied employees who enjoy coming to work rather than treating it as a mere source of burden. Employees also develop a feeling of loyalty and attachment towards the organization (MSG, 2018).

According to Kathleen (2013), strategic thinking skills formulate objectives and priorities and implements plans consistent with the long-term interests of the organization in a global environment. This capitalizes on opportunities and manages risks. Below are behavioural examples of such an employee, demonstrates a broad knowledge of own field and seeks knowledge in other areas that influence or are related to it, adroitly shifts direction and redirects efforts when changes are implemented, forms contingency plans to overcome potential obstacles, and to take advantage of unforeseeable opportunities, provides ideas and information to Supervisor and team/work unit members on possible enhancements or impediments to organizational performance, thinks strategically and suggests processes or procedures within the unit to avert problems and accomplish goals, demonstrates the ability to explain how work unit activities and priorities relate to strategic goals, identifies the basic issues, context, and customer concerns as addressed in the Agency's mission, and demonstrates the ability to link one's daily work to goals and strategies of the organization.

According to cleverism (2018), Self-confidence refers to the trust a person has in his abilities and judgment, which enables him to express his knowledge and opinion freely with no or little difficulties. Belcher (2018), argues that according to the life coach Rebekah Fensome, being more confident in a professional life is the key to cultivating a successful career. A confident worker may accomplish even more than he/she thought because he/she doesn't second-guess himself/herself. He/she may feel more comfortable working with others and using his/her skills to take on new challenges and projects, which can lead to positive attention from the company brass. Noe (2017), describes successful individuals as confident individuals. They become role models for other

employees to follow. Confidence enables an individual to encourage others to adapt to changing situations in the work environment. Remaining positive and confident can be the key to make one the individual that stands out from the crowd and put oneself on the road to a successful career.

According to the cleverism newsletter, Presentation skills can be defined as a set of abilities that enable an individual to: interact with the audience; transmit the messages with clarity; engage the audience in the presentation; and interpret and understand the mindsets of the listeners. These skills help an individual in enhancing his/her own growth opportunities. Having good presentation skills not only increases an individual's chances of success, but also enables him/her to add greatly to the organization (Ashly, 2007).

Webster (2018) argues that reliability skills are essential to employee performance. Reliability skills consist of the extent to which an individual or other entity may be counted on to do what is expected of him/her. The reliability of individual workers has a tremendous impact on the performance of the individual employee as well as those she/he works with. He further states that, the performance of a reliable worker may be degraded by the influence of an unreliable worker. Reliability in the performance evaluation and management process is also essential to employee performance. Workers must perceive that the performance evaluation is a reliable indicator of their actual performance and that wages and incentive are directly tied to performance. Bowdoin (2018) adds that when a worker perceives unfairness in the performance management process and believes that she was not be rewarded for her work, she may be less likely to commit to the organization and her job. Conversely, if the worker perceives that the process is fair and reliable, she may be motivated to perform at a higher level in order to achieve rewards and recognition.

Bhanot (2009), found that all companies are realizing the importance of soft skills (leadership skills, time management, presentation skills, communication skills, reliability skills, ethical skills, self-confidence skills etc.) for their employees and hence organize special training programs so that they can update themselves. People are able to do their jobs effectively only because of soft skills. Organizations are investing time and money so that their employees can realize their full potential by looking at things creatively, which not only leads to their overall development but also the sustained development of the organization. Such an organization becomes a proactive organization which can take up the day to day challenges head on.

Kathleen (2013) suggests interpersonal Skills, where by employee treats others with courtesy, sensitivity, and respect. Considers and appropriately responds to the needs and feelings of different people in different situations. The author provides behaviour examples like; builds consensus through give and take, builds trust through one's reliability and authenticity, considers and appropriately responds to the needs, feelings, and capabilities of different people in different situations, seeks to understand the culture, beliefs, values, biases, preferences, feelings, and other drivers of behaviour both conscious and unconscious in oneself and others, demonstrates discretion and tact when correcting or questioning another's idea or action, seeks accurate information, avoids jumping to conclusions, or passing on questionable information, seeks feedback from others to avoid blind spots that can cause misunderstandings, demonstrates respect for the values and ideas of others, even while not agreeing with them, and demonstrates understanding, tact, and concern for others.

## **2.3 Team Behavioral Change and Employee Performance**

### **2.3.1 Team Performance**

Mindtools (2018), states that teams do not become effective overnight. Team building is a process that requires due attention and care. To build, lead, or participate in a team requires an understanding of the stages of team development. Through extensive research, it has been found that successful teams have certain aspects of their development paths in common. The one that most people are aware of is Bruce Tuckman's Forming, Storming, Norming, and performing model. Two other factors that significantly increase a team's chances of being effective are having a well thought out team orientation process, and developing a clear team charter.

Webster (2018), mentions five things he learned to do that ultimately made his team a big success; focus on the present and what is needed to solve current problems; later look to the future and create a shared vision; tackle negativity head-on by challenging negative thinking, comments and behaviour; give the team opportunity to air their concerns and to discuss ways of tackling them and moving on; engage the team in decisions and the changes that needed to happen; be positive; think positive. He said 'changing our behaviour was inevitably affect the behaviour of people around us and a change of self is what is needed yet often overlooked.'

According to Stanart (2017), good behaviour change programs need to have what we call a “Wow!” factor. Meaning that, somewhere in the program, the participants have to have an experience where they accomplish something that they never thought that they could do. He gave examples of the most behaviour change programs; Performance Assessment Workshop (it’s a team assessment used to identify areas of training that was create the most dramatic impact on performance), he explains that it is very important to find out what specific behaviours would give one the most positive impact on performance; High Impact Leaders; Creating a Team Culture workshop can help your group identify characteristics that lead to better teamwork. The workshop helps your group build more of a team atmosphere and learn how and why people act “that way”. Ultimately, it shows team members how to deal more effectively with each other; Personality Traits that Influence Teams, this is a different version of Creating a Team Culture that teaches the four personality temperaments along with the strengths in weakness that each has in dealing with other people; Team fundamentals, this is a version of Creating a Team Culture that focuses on having fun in the workplace. Even the toughest job can be fun if the right attitude is present among the personnel! And lastly Charade Murder Mystery, although this program is more in line with the Shared Experience style of program, there is real teaching that occurs during the program. The event begins with a regular classroom session, but during the teaching, strange activities among a few participants create a distraction. Eventually, a murder occurs that everyone witnesses. But can they actually solve who did it? “Very fun way to teach leadership skills.” He adds that team building event starts off just like any other group activity with some fun exercises designed to improve communication.

Brearley (2017) argues that showing respect is one of the easiest team behaviours in many ways, but it has a big impact on teamwork. When your team members aren’t respectful to each other, small issues become large and temper flare. He describes team behaviours as the following; team members share the workload, the best teams I’ve worked in are those that share the workload, regardless of the role they play within the team. This promotes a collaborative atmosphere which can really motivate team members. Team members feel like they’re “all in this together” and that somebody was help them if they are in trouble. Support within a team is critical to employee engagement, and it doesn’t just come from the leader; team members give each other credit. One of the best team behaviours happens when team members openly share the credit for work, or publicly recognize each

other's contribution. It shows trust, a collaborative attitude and respect. It also demonstrates a less competitive mindset that may undermine the effectiveness of the team; Team members take accountability-When your team is working well, team members are more likely to show accountability for their actions. In addition, you may notice team members start to hold others accountable too. When your team members take accountability, it means you don't need to take everything on yourself. Your team was play their part and take ownership of their work. Ultimately, you are responsible for what happens in your team, but it helps when your team cares as much as you do.

### **2.3.2 Team Synergy**

Collaboration is said to take place when two individuals or a group of people work together towards achieving a common goal by sharing their ideas and skills. It can happen in traditional as well as virtual teams (Boyer, 2017). Gratton and Erickson (2007), argue that their recent research into team behaviour at 15 multinational companies reveals an interesting paradox: Although teams that are large, virtual, diverse, and composed of highly educated specialists are increasingly crucial with challenging projects, the qualities required for success are the same qualities that undermine success. Members of complex teams are less likely absent other influences to share knowledge freely, to learn from one another, to shift workloads flexibly to break up unexpected bottlenecks, to help one another complete jobs and meet deadlines, and to share resources in other words, to collaborate. They are less likely to say that they "sink or swim" together, want one another to succeed, or view their goals as compatible. Consider the issue of size. Teams have grown considerably over the past ten years. New technologies help companies extend participation on a project to an ever greater number of people, allowing firms to tap into a wide body of knowledge and expertise. A decade or so ago, the common view was that true teams rarely had more than 20 members. Today, according to our research, many complex tasks involve teams of 100 or more. However, as the size of a team increases beyond 20 members, the tendency to collaborate naturally decreases, we have found. Under the right conditions, large teams can achieve high levels of cooperation, but creating those conditions requires thoughtful, and sometimes significant, investments in the capacity for collaboration across the organization.

Gratton and Erickson (2007) further explain that working together virtually has a similar impact on teams. The majority of those we studied had members spread among multiple location in several cases, in as many as 13 sites around the globe. But as teams became

more virtual, we saw, cooperation also declined, unless the company had taken measures to establish a collaborative culture. They looked carefully at 55 large teams and identified those that demonstrated high levels of collaborative behaviour despite their complexity. Put differently, they succeeded both because of and despite their composition. Using a range of statistical analyses, we considered how more than 100 factors, such as the design of the task and the company culture, might contribute to collaboration, manifested, for example, to share knowledge and workloads. However, Cook and Maculay (2013) emphasize that too much collaborative 'togetherness' may well mean the quality of thinking and challenging suffers, resulting in poor outcomes.

Team participation, promotes a team atmosphere and passingly cooperates with others to achieve organization objectives such as; demonstrate respect for the opinions and ideas of others; readily shares information with others appropriately; supports final group decisions even when the decisions may not reflect one's own position; works well with all employees, capitalizing on the strengths of diversity; listens to all points of view; gives credit and recognition to all who have contributed; takes personal responsibility for mistakes and does not lay blame on others; demonstrates interest in helping others solve problems; finds areas of agreement when working with conflicting groups or individuals (Bowdoin, 2018).

### **2.3.3 Behaviour Change**

Nishiyama *et al.*, (2016), state that as existing studies and products dealing with behaviour change based on lifelong data have been focused on individual behaviour change or group-based behaviour change. It is not clear if such techniques for individual human behaviour work effectively when they are applied to the field of behaviour change of teams. In teams, the content to be shared among the team members, use of behaviour change promotion techniques including "collaboration" and "competition," as well as several fundamental properties of the team, such as "goal of the team," are considered to have an influence on the team's behaviour changes.

Kathleen (2013) argues that team building-Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals. Some of the team behavioural examples include; actively contributes to the development of team/work group goals and works toward the accomplishment of those goals; demonstrates the ability to be effective in drawing out the opinions and ideas of

group members; demonstrates a proactive approach to defusing arguments among peers; optimistically deals with negativity in presence of other employees, e.g., refusing to pass on gossip, recognizing positive contributions of colleagues by vocalizing recognition; recognizes and values the talents of others; supports team decisions, and is a good team player; demonstrates honesty and responsibility and performs fair share of the work; and works with colleagues in a collaborative and inclusive.

Kathleen (2013), states creativity and innovation develops new insights into situations. Behavioural examples include; actively recruits for diversity of thought, talent, and perspective among team members; effectively conducts creative problem-solving sessions with a team; establishes team processes and strategies that look beyond traditional boundaries, ideas, and approaches; facilitates team roles and processes that take greatest advantage of creative talent and innovative thought; identifies issues and opportunities to improve team processes, products, services, and service delivery; models creative thinking, problem solving; sets high expectations for continuing improvements to processes, products, and services; works with other teams, work units, and disciplines to achieve broader perspective on issues and to build on the good work of others.

Accountability holds self and others accountable for measurable high-quality, timely, and cost-effective results. It determines objectives, sets priorities, and delegates work. Teams accept responsibility for mistakes, compile with established control systems and rules, demonstrate ability to translate congressional and other stakeholder mandates into effective strategies and achievable programs of action, hold team and project members accountable for achieving results within assigned deadlines, listen to experts and balances various assessments of risk before making decisions of critical importance, maintain good overview and control of project/group budgets and costs, prioritize team/project tasks with respect to importance and time available while maintaining short- and long-term focus on task completion, seek the input of legal and ethical advisors when not clear how such framework must be applied in a given context, take personal responsibility for team/group outcomes, and understand the legal and ethical framework of the civil service and does not transgress against it, even when it might seem to offer some benefit to the project or program (Kathleen, 2013).

## **2.4 Individual Behavioural Change and Employee Performance**

Zhu (2013) in her research concludes that the behaviour of the employee, as the member of the organization, can be divided into two types, i.e. the in-role behaviour and the extra-role behaviour. The in-role behaviour of the employee refers to the collection of a series of actions of the employee based on his or her role in the organization. The extra-role behaviour of the employee refers to the collection of a series of actions that are not described or defined as a part of the work or reflected in the official salary system of the organization. Below are employee development activities that lead to individual behavioural change that affect employee performance.

### **2.4.1 Effective Leadership and Employee Performance**

According to Iqbal *et al.*, (2015)'s research, the participative style of leadership (where employees take part in the decision making process) has a greater positive effect on employee performance in which situation the employee feels power and confidence in doing their job and in making different decisions. And in autocratic style leaders only have the authority to take decisions in which employees' feels inferior in doing jobs and decisions. In democratic style, employees have to some extent discretionary power to do work so their performance is better than in autocratic style. Pradeep *et al.*, (2011)'s research shows that leadership was positively linked with employee performance for both transformational leadership behaviours and transactional contingent reward leadership behaviours. The implication of this finding is that the managers, who are perceived to demonstrate strong leadership behaviours, whether transformational or transactional, was be seen as engaging in increasing the employees' performance.

According to Mason (2014)'s research, leaders whose self-efficacy, perspective taking and positive affect increased over the training period also reported improvements in their transformational leadership behaviour. In addition, leaders whose positive affect increased were more likely to receive improved transformational leadership behaviour ratings from their supervisors, team members and peers.

### **2.4.2 Personal Effectiveness and Employee Performance**

Personal effectiveness refers to making use of all resources (both personal and professional) one has at one's disposal such as skills, time and talent to able one master one's life and achieve both work and life goals (Jane, 2018). According to the peak

performance center website (it provides resources and services for both individuals and organizations as they strive to achieve performance excellence), they focus on specific skills and competencies that was improve a person's ability to reach his or her personal goals. They also provide information to assist individuals in building personal skills such as time management, organization, problem solving and decision making. Developments of these skills allow individuals to become more capable, competent, and confident in themselves and their performance, and help them to be better able to reach the goals they set for themselves.

#### **2.4.5 Coaching/ Mentoring and Employee Performance**

Levonius (2014), states that Coaching is a continual process through which employees learn by doing, which is the very essence of OJT (on-the-job-training). This process is facilitated by coaches (think: talent developers) who monitor and analyze employee performance, provide ongoing feedback, reinforce positive behaviours, and methodically guide employees toward improving skills and competencies in order to achieve personal and organizational performance goals. Torrington (2005), argues that mentoring offers a wide range of advantages for the development of the responsibility and relationship building.

Kathleen (2013), Mentoring is a constantly evolving process and requires the mentor and protégé to work together as partners to define appropriate mentoring goals and to provide each other with sufficient feedback to enable the achievement of those goals.

When the focus is on improving performance, the person was realize that there are personal issues that need to be addressed. The implementation of coaching and mentoring in the workplace is a great contribution to the overall development of the individual and organizational level.

There is individual behavioural change with mentoring/coaching employee development activities. Individuals get increased reflectivity and clarity of thinking, improved psychological wellbeing and confidence, better problem-solving skills (including decision-making), gains in practitioner knowledge and skills, improved sharing of practice, better communication and relationships, more positive attitudes towards professional and career development, self-management and self-learning skills (NFER& TDA, 2008).

#### **2.4.6 Counseling and Employee Performance**

According to Stony Brook University (2017), a counseling session is a meeting between the supervisor and the employee which may focus on a specific incident, a particular aspect of an employee's performance which the supervisor has identified as needing improvement, or the employee's overall performance or conduct.

Matolo (2016), Conducted research on the role of Counseling in employee performance in Kenyatta University and reported that Counseling services were used by over 64% of the respondents who participated in the research. Their responses indicated that the services had helped them to overcome challenges and difficult situations they were facing at the time they sought the help. Counseling employees helped them after a single or more than one session depending on the type of the challenge and the client pinpoint the problem and the situation. Examining the progress and the outcome of clients undergoing therapy, it is apparent that while the majority of the employees improve, a majority remains unchanged and still others actually deteriorate. The study findings show that over half of employee participants, the management and the counselors rated the performance of counseling service as effective in helping them face challenges positively. Although it was rated positive and effective, some employees who responded revealed that they were not happy and satisfied with some areas, which need attention. Some cited that there was need for the counselors to maintain confidentiality, improve communication, and use demonstrations. It was clear that although the counseling department has been in existence, there are many areas affecting employees that needed to be dealt with. Some are not work related but affect their performance. The Counselors' response was, it is emerged that the counselor employed very few (5) for a population of about 1,700 members of staff. This therefore needs attention in order for them to be effective and offer satisfactory services.

#### **2.4.7 Empowerment and Employee Performance**

Empowerment plays significant role in employee's satisfaction thus promoting individual change in the organization. Empowerment is defined as the process of enabling and authorizing individuals to think, behaves, take action and decision and control work autonomously. It is the feeling of self-control of one's own destiny (Heathfield, 2012). According to Gershon (2018), empowerment is the process of enabling individuals to adopt new behaviours that further their individual aspirations and those of their

organizations. Employee empowerment does influence their performance and such influence can be mediated with appraisal in an organization. Therefore, it is very important for each and every organization to enhance their empowerment activity and a good performance appraisal to increase the level of employee performance (Yasothai, 2015). This is in agreement with Kimolo et al (2013), who state that the study they conducted established that employee empowerment can be used to articulate employee performance to improve tremendously.

#### **2.4.8 Training and Development on Employee Performance**

Nadeem (2013), quoted Goldstein & Ford, who argued that training, is the organized way in which organizations provide development and enhance quality of new and existing employees. Training is viewed as a systematic approach of learning and development that improve individual, group and organization. Thus it is the series of activities embarked upon by organization that leads to knowledge or skills acquisition for growing purposes.

Nda (2013), as a result states that this contributes to the wellbeing and performance of human capital, organization, as well as the society at large. Furthermore, training and development impacting on employee productivity does not only improve the wellbeing of organizations, but also aid the prosperity of most countries that put into consideration the design and delivery of training and development of workforce at national level. Mwangi (2017), argues that training programs are essential in ensuring that employees are adequately equipped to deal with their work responsibilities and as such, improve employee performance.

Training programs is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore, training should be designed on the basis of firm specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance (Elnaga, 2013). The authors' research affirmed the proposition that training has a positive impact on employee performance.

Falola (2014), argues that training is importation for the survival of any organization. It is also imperative for effective performance of employees, enhancement of employees' ability to adapt to the changing and challenging business environment and technology for better performance, increase employees' knowledge to develop creative and problem solving skills. The results of their findings indicated that training and development affects

employees' performance and organizational effectiveness, which implies that effort, must be made to ensure that employees' skills and knowledge are fully underutilized through adequate and timely training design and implementation.

According to Khatoon (2014)'s research on employee participation and its impact on their performance, there is greater significant link between employee participation in decision making and their performance towards the organization. If the organizations enhance participation of their employees in decision making it may lead to commitment, pool of ideas, loyalty, citizenship and trust towards the organization.

## **2.5 Chapter Summary**

This chapter contains the review of related literature on the effects of employee development which were organized in thematic areas guided by the objectives of the study that include: Skills attainment and employee performance, individual behavioural change and employee performance, team behavioural change and employee performance; and meeting goals and employee performance. In chapter three the research methodology is discussed.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Research methodology outlined in this study focused on research design adopted for the study, population and sampling design, the data collection methods, research procedures and finally data analysis methods that have been adopted to analyze the study primary data.

#### **3.2 Research Design**

The research design was used to structure the research, as well as to show how each of the major part of the research project, the samples or groups, and the research tools and analysis all work together in order to try to address the central research questions at hand. Understanding the relationships between designs and thinking about the strengths and weaknesses of different designs is important in making design choices (Collins, 2010).

This study adopted a descriptive survey research design. This design utilized both qualitative and quantitative methods of research, while at the same time, allowing the researcher to collect data without influencing or interfering with the study subject (Saunders, 2009). In addition, a descriptive study attempts to describe a subject, often by creating a profile of a group of problem, people or events, through collections of data and the tabulation of frequencies on research variables and the research reveals who, what, when, where or how much (Cooper & Schindler, 2003).

Descriptive research is considered appropriate because subjects are normally observed in their natural set up and can result in accurate and reliable information (Britt, 2006). This design lends itself to various approaches. This study adopted the survey approach. A survey in form of standardized questions in a questionnaire was used to collect data. This study was guided by four independent variables: skills attainment, team behavioural change, individual behavioural change and meeting targets, while the dependent variable is the employee performance.

### 3.3 Population and Sampling

#### 3.3.1 Population

Saunders (2003), explains that population means the totality of that is of interest to the researcher whereas target population refers to the group of objects/people from which the sample should be taken. The target population of the study was the teaching and the non-teaching staff at different levels comprised of 343 USIU employees. They were distributed as shown in Table 3.1.

**Table 3.1 Population Distribution**

<b>Division</b>	<b>Number</b>
Academic staff	150
Non-academic staff	193
<b>TOTAL</b>	<b>343</b>

**Source: USIU-AFRICA (2018)**

#### 3.3.2 Sampling Design

To obtain relevant sample for consideration and inclusion in the research, a significant number of individuals are selected from the population. Cooper and Schindler, (2003) explain that it is normally for researcher to collect and infer information, this is only made possible by the sample design adopted. The sampling design therefore comprise of the sampling frame, the sampling technique and the sample size.

##### 3.3.2.1 Sampling Frame

Mugenda (2003), defines a sample frame as an objective list of the population from which the researcher can make his or her selection. A sample frame must thus contain an up-to-date list of all those that comprise the target population. Saunders (2007) observed that a sampling frame should be a complete and correct list of population members only. United States International University- Africa is a nonprofit Organization with an aim to promote the discovery and application of knowledge, the acquisition of skills and the development of intellect and character in a manner that prepares students to contribute professionally, effectively and ethically as citizens of a changing and increasingly technological world. The sampling frame for this study was the total number of USIU staff which added up to 343 as indicated from the human resource office data base.

### 3.3.2.2 Sampling Technique

Sampling technique is the procedure a researcher uses to gather people, places or things to study. In particular, to this case it refers to the procedure the researcher uses to select the final sample to study. A sample is part of the target (or accessible) population that has been procedurally selected to represent it and whose properties are studied to gain information about the whole (Neuman, 2006). Stratified random sampling technique was employed to ensure fair representation of individual members in the groups selected for the study since the population is heterogeneous. A random sample is a subdivision of a sample chosen from a larger set, which in this case, is the population. Each group was chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each individual has the same probability of being chosen for the sample. This minimized bias and simplified analysis of the results.

### 3.3.2.3 Sample Size

Mugenda (2003) defines a sample size as unit representation of a population, from which a research conducts a study. An appropriate sample size was obtained by applying Cochran's sample size formula for categorical data for an alpha level a priori at .05 (error of 5%) =  $n_0 = (t)^2 * (p)(q) / (d)^2 = 384$

at 95% confidence interval  $t=1.96$

assuming a 80% sample size  $p=0.8$

$q=1-p=0.2$

$d= \text{error } 5\% =0.05$

The sample size was comprised of 245 employees at USIU Africa. It was hoped that the selected sample provided the vital information for the study.

### 3.2 Sample Size Distribution Table

Category	Population	Percentage	Sample Size
Academic staff	150	44	107
Non- Academic staff	193	56	138
<b>Total</b>	<b>343</b>	<b>100%</b>	<b>245</b>

### **3.4 Data Collection Method**

This study was relying only on primary data. This data was collected using structured questionnaires. The questionnaires were suitable for this study since they allowed quantifiable information about what the study sought to elicit. The tool was also preferred in this study for their capacity to tackle a large number of respondents as well as it being able to gather information that was direct and factual in nature (Oanda, 2002). According to Mugenda and Mugenda (2003), questionnaires are relatively cheaper to use and the respondents are not influenced by the interviewer. Questionnaires were distributed to staff in their respective offices. Further, the questionnaires facilitated easier coding and analysis of data collected. Yin (2003) shows that one of the advantages of using this tool is that it helps save a lot of time that would have been spent in the field study. Similarly, documents are rich in information which helps validate or contradict information from other sources.

### **3.5 Research Procedures**

For this study, structured questionnaires was adopted. The research questions of the study were used to develop the questionnaires and the study used a five point Linkert scale to rate information. The questionnaire was crafted, after that, to ensure consistency, pilot testing was conducted of which 10% of the population was targeted and this was not form part of the final data collection. At the pilot testing stage, it became clear the intentions of the researcher were sufficiently understood by the subjects. The researcher was critical to their work and open to suggestions. The better the pilot testing, the fewer regrets there are at the end of the study (Nieuwenhuijsen, 2015). The piloted questionnaires were adjusted before commencing to the final data collection.

A refined questionnaire was sent out accompanied with a cover letter which explained the purpose of the study. Questionnaires were distributed to the respondents. The respondents were asked to tick where appropriate in the questionnaires. To ensure high response rate, the questionnaires were distributed and researched gave ample time wait for the respondent to complete the questions.

### **3.6 Data Analysis Methods**

In this study, analysis involved both qualitative and quantitative methods. Quantitative data on the development programs as well as development evaluation methods used to measure employees' performance from questionnaires were coded and analyzed using

Statistical Package for Social Sciences (SPSS) software. The study tool was tested to determine its reliability using a Cronbach Alpha. Normality Test was done for dependent variable (employee performance). The study also intends to undertake a correlation analysis for the dependent and independent variable as well as for the combined independent variable against the dependent variable. To establish the relationship a regression analysis was undertaken to establish the model fit (R square), ANOVA and the regression coefficient for the variables. I focused on the correlation and regression therefore determining the direct effect of employee development on employee performance at USIU. Descriptive data was reported using frequencies, and percentages, while inferential statistics was reported using Pearson's correlations, and regression analysis. Data was presented using tables and figures.

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + e$$

### **3.7 Chapter Summary**

This chapter has presented the research methodology going to be adopted for the study. Descriptive survey research design has been presented first followed by the population and sampling design. The study has a population of 343 USIU employees and a sample size of 245 USIU employees. Data collection was conducted using structured questionnaire, and analyzed descriptive statistics (frequencies and percentages) and inferential statistics (correlation, regression, and ANOVA). The next chapter presents the results and findings of the study. This is followed by conclusions and recommendations in chapter five.

## CHAPTER FOUR

### 4.0 RESULTS AND FINDINGS

#### 4.1 Introduction

This chapter addresses the research and findings on the establishment on the effect of employee development on employee performance. The study was conducted at USIU Africa and the results were analyzed and presented in the following section.

##### 4.1.1 Response Rate

The research issued a total of 245 questionnaires and a total of 232 were filled and returned giving a response rate of 95% and this was considered sufficient for the study as indicated in Table 4.1. According to Sekaran (2008), such as response is considered adequate for further subsequent analysis

**Table 4.1: Response Rate**

Variable	Frequency	Percentage
Filled and returned	232	95
Non-response	13	5
<b>Total</b>	<b>245</b>	<b>100</b>

##### 4.1.2 Reliability Test

A pilot test was conducted to determine the reliability of the data collection tool and the validity of the questions contained therein. The questions in the data collection instrument had a Cronbach Alpha value above 0.7 as presented in table 4.2, indicating the reliability of the data collection instrument.

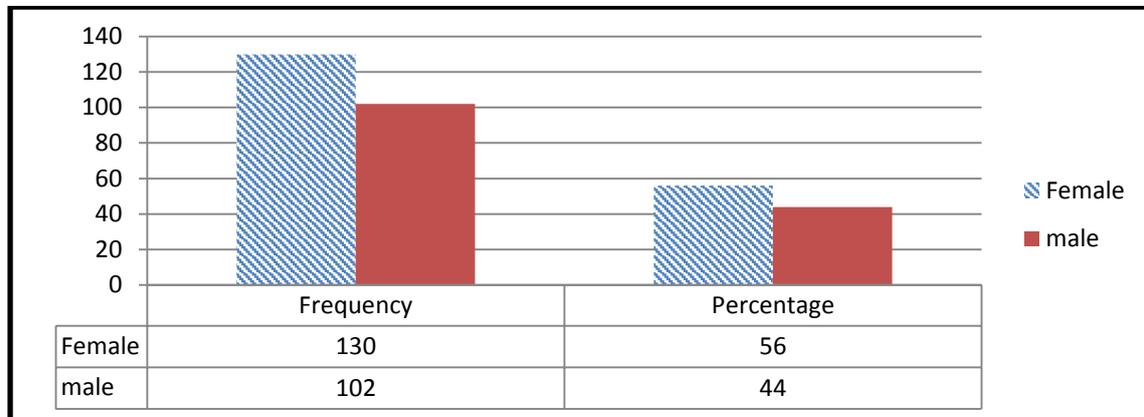
**Table 4.2: Reliability Test Results**

Variable Categories	Items per Category	Cronbach Alpha Value
Skill Attainment	10	0.809
Team Behaviour	10	0.718
Individual Behaviour	10	0.743
Employee Performance	5	0.8

## 4.2 General Information

### 4.2.1 Respondents Gender

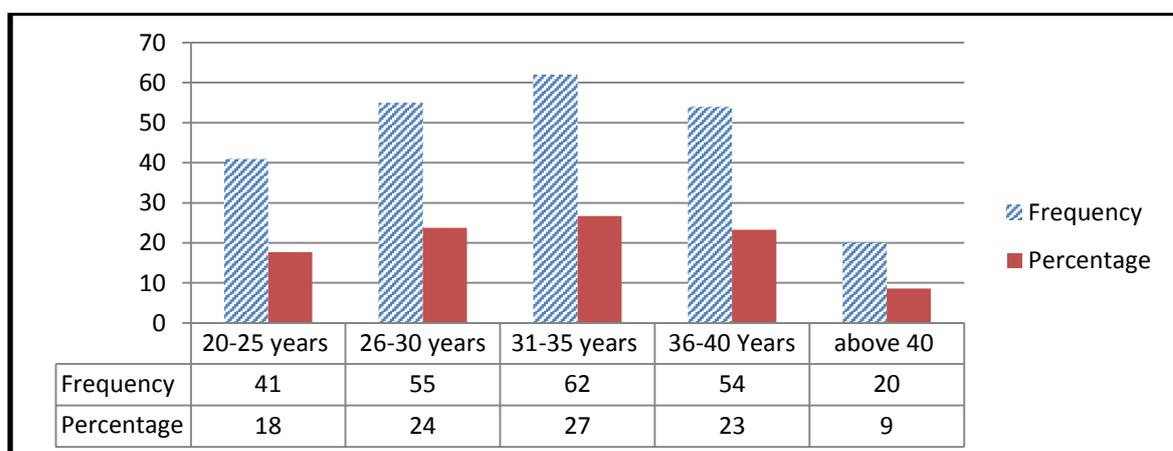
Analysis of the respondents' gender revealed that male represented 44% with female having a 56% representation. As indicated in Figure 4.1, this implies that there was a balance between genders in the response rate, thus impartiality with regard to gender.



**Figure 4.1: Respondents Gender**

### 4.2.2 Age Group

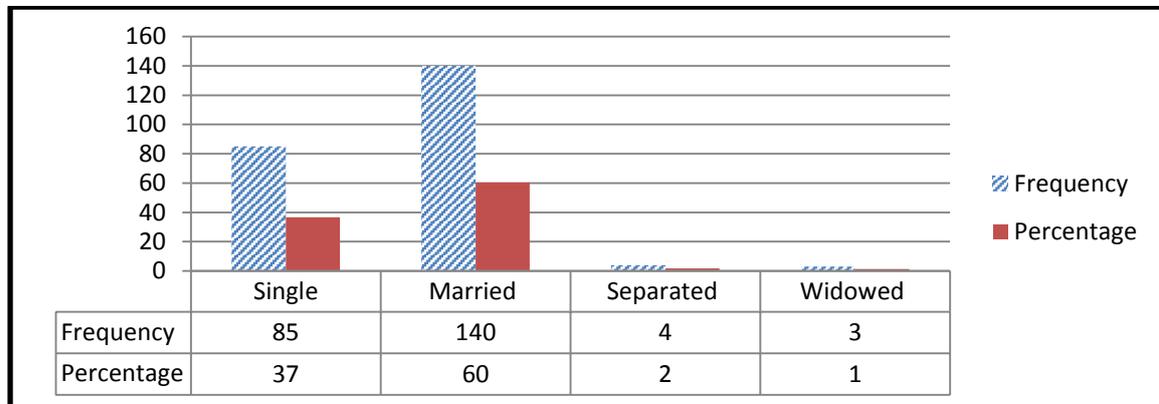
Analysis of the respondents' ages revealed that respondents aged 20- 25 years were 18%, while those of 26-30 years accounted for 24%. It was also revealed that individuals of 31-35 years were 27%. It was also noted that employees of 36-40 years were 23% and those of over 40 years were 9%. As indicated in Figure 4.2, this implied that the school had a diverse age group and majority were young therefore were able to serve the school for a long time.



**Figure 4.2: Age Group**

### 4.2.3 Marital Status

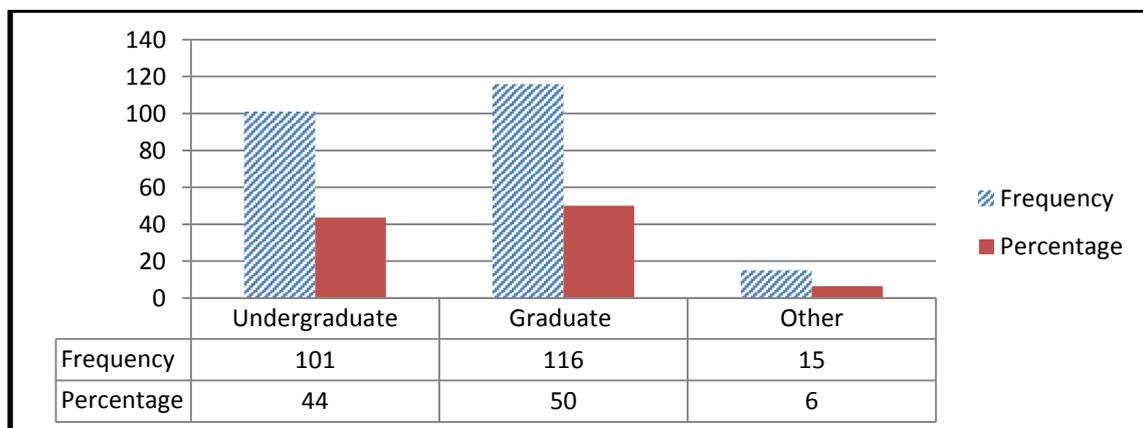
Analysis of the respondents' marital status revealed that single were 37%, while married respondents accounted for 60%. It was also revealed that individuals separated were 2%. It was also noted that those who are widowed accounted for 1% as indicated in Figure 4.2,



**Figure 4.3: Marital Status**

### 4.2.4 Highest Level of Education

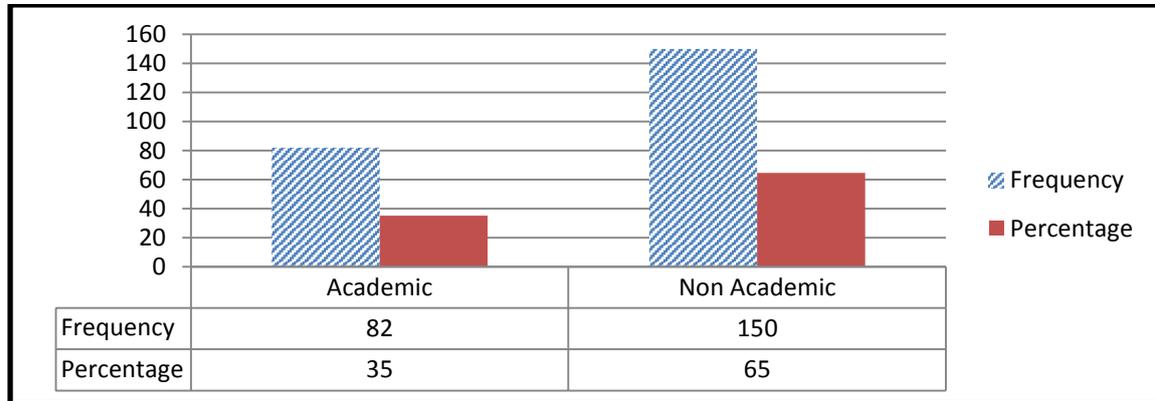
Analysis of the respondents' education levels revealed that undergraduate holders accounted for 44%, graduate degree holders were the majority accounting for 50%, while those with other certifications were 6%, as indicated to Figure 4.4. This implied that the respondents were literate enough to understand and comprehend the questionnaires; in addition the institution has employees with the right education to ensure prosperity of the organization.



**Figure 4.4: Highest Level of Education**

### 4.2.5 Employee Job Category

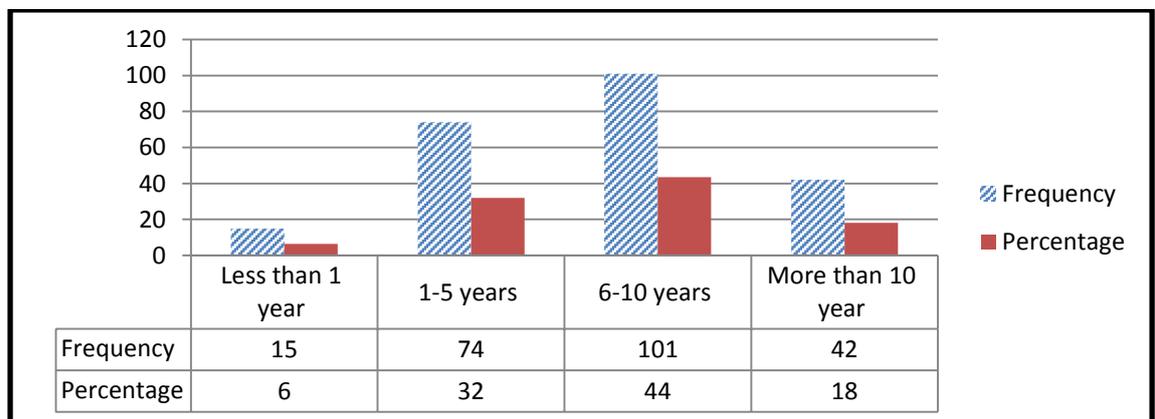
Analysis of the respondents' job category revealed that academic staff accounted for 35%, while the non-academic staffs were the majority accounting for 65%, as indicated to Figure 4.5.



**Figure 4.5: Employee Job Category**

### 4.2.6 Duration worked for in the Organization

Analysis of the years worked in the institution revealed that those who had worked for less than a year were 6%, those who had worked for 1-5 Years were 32%, and on the other hand respondents who had 6-10 years of experience were 44%, while those who had worked for over 10 years accounted for 18%. This implied that respondents had enough knowledge of the industry.



**Figure 4.6: Duration Worked For in the Organization**

### 4.3 Influence of Skills Attainment on Employee Performance

The study sought to analyze the influence of skills attainment on employee performance and to achieve this objective, respondents were asked a set of questions to indicate to

what extent they agree or disagreed with statement. Using a five point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree.

#### 4.3.1 Descriptive Statistics of Skills Attainment

The findings revealed that the organization has employee development programs (M=4.16, SD= 1.007), and the Organization uses delegation and empowerment to enhance employee performance (M= 4.44, SD=1.063). There is a high level of employee involvement in organizational processes and decision-making (M= 4.58,SD=0.734) and problem solving skills have enabled you to analyze problems, identify problem severity and assess the impact of alternative solutions (M=4.46, SD=0.737 ). It was also revealed that communication skills of the employees have been improved in the organization (M=3.82, SD=0.664). Time management and planning skills have helped improve employee performance (M=4.09, SD=0.767) and employee are encouraged to communicate during employee development activities (M= 4.22, SD=0.651). It was also revealed that enhanced employee self-confidence is good for performance (M=4.14, SD=0.731). There was uncertainty on workplace ethics and strategic thinking skills have led to enhanced employee performance in USIU (M=3.15, SD=0.614).

**Table 4.3: Descriptive Statistics of Skills Attainment**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
Your organization has employee development programs	232	4.16	1.007
Your Organization uses delegation and empowerment to enhance employee performance	232	4.44	1.063
There is a high level of employee involvement in organizational processes and decision-making.	232	4.58	.734
Problem solving skills have enabled you to analyze problems, identify problem severity and assess the impact of alternative solutions	232	4.46	.737
Communication skills of the employees have been improved in the organization	232	3.82	.664
Time management and planning skills have helped improve employee performance	232	4.09	.767
As an employee, I am encourage to communicate during employee development activities	232	4.22	.651
Enhanced employee self-confidence is good for performance	232	4.14	.731
Workplace ethics and strategic thinking skills have led to enhanced employee performance in USIU	232	3.15	.614

#### 4.4 Influence of Team Behavioral Change on Employee Development

The study sought to analyze the influence of team behavioral change on employee development and to achieve this objective; respondents were asked a set of questions to indicate to what extent they agree or disagreed with statement. Using a five point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree.

##### 4.4.1 Descriptive Statistics of Team Behavioral Change

It was established that training and development has helped improve your performance (M=3.73, SD=0.446), and the organization lack coaching and mentoring programs (M=2.85, SD=0.614). Employee agreed to take responsibility of my long term individual development (M=3.58, SD=0.834). The findings established that enhanced employee responsibility is good for performance (M=4.34, SD=0.691) and the organization uses professional training to enhance employee performance (M=3.66, SD=1.082). It was also revealed that employee development is important for both my professionally and personal growth (M=3.71, SD=0.709).

**Table 4.4: Descriptive Statistics of Team Behavioral Change**

Variable	N	Mean	SD
Training and Development has helped improve your performance	232	3.73	.446
Your Organization has coaching and mentoring programs	232	2.85	.614
Counseling services in your Organization contribute to development of an employee which in turn leads to increment in performance.	232	2.83	1.041
As an employee, I take responsibility of my long term individual development	232	3.58	.834
USIU provides opportunities to grow and learn after training.	232	2.62	.729
Enhanced employee responsibility is good for performance	232	4.34	.691
Your organization uses professional training to enhance employee performance	232	3.66	1.082
Employee development is important for both my professionally and personal growth	232	3.71	.709
Effective leadership is created as a result of employee development activities	232	3.32	1.079
Employee development has empowered me to carry out my duties without any difficulty	232	3.58	.734

It was revealed that employee development has empowered me to carry out my duties without any difficulty (M=3.73, SD=0.446). It was established that USIU does not provides opportunities to grow and learn after training (M=2.62, SD=0.729). It was

disagreed that counseling services in the organization contribute to development of an employee which in turn leads to increment in performance (M=2.83, SD=1.041). There was uncertainty if effective leadership is created as a result of employee development activities (M= 3.32, SD=1.079).

#### 4.5 Effect of Individual Behavioral Change on Employee Performance

The study sought to analyze the influence of individual behavioral change on employee performance and to achieve this objective; respondents were asked a set of questions to indicate to what extent they agree or disagreed with statement. Using a five point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree.

##### 4.5.1 Descriptive of Individual Behavioral Change

The study revealed that management motivates its employees to participate in the employee development programs and activities (M=4.79, SD=0.406), employee creativity enhances performance (M=4.8, SD= 0.457). It was revealed that employee competence enhances employee performance (M=4.75, SD=0.434). There is team commitment in employee development programs (M=4.07, SD=0.565) and there is a shared vision by USIU has enabled team work which has enhanced employee performance (M=4, SD=0.501) and due to the availability of team work in USIU, there is mutual respect among the employee (M=3.6, SD= 0.49).

**Table 4.5: Descriptive of Individual Behavioral Change**

Variable	N	Mean	SD
In your Organization, management motivates its employees to participate in the employee development programs and activities.	232	4.79	.406
Employee creativity enhances performance.	232	4.80	.457
Employee competence enhances employee performance.	232	4.75	.434
Employee participation has enhanced performance.	232	3.43	.705
There is team commitment in employee development programs	232	4.07	.565
Shared vision by USIU has enabled team work which has enhanced employee performance	232	4.00	.501
Due to the availability of team work in USIU, there is mutual respect among the employee.	232	3.60	.490
Working in teams has created a culture and accountability in the workplace.	232	3.33	.876
There is collaboration among employee in both Academic and Non Academic employees of USIU.	232	3.73	.446
Working in teams has enabled you to engage in the works provided which has motivated you to enhance your performance	232	3.53	.500

There is collaboration among employee in both Academic and Non Academic employees of USIU (M=3.73, SD=0.446) and working in teams has enabled you to engage in the works provided which has motivated you to enhance your performance (M=4.79, SD=0.406). There is uncertainty on employee participation has enhanced performance (M=3.43, SD=0.705), working in teams has created tam culture and accountability in the workplace (M=3.33, SD= 0.876).

#### 4.6 Employee Performance

The study sought to analyze the employee performance and to achieve this objective; respondents were asked a set of questions to indicate to what extent they agree or disagreed with statement. Using a five point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 – Agree

##### 4.6.1 Descriptive Statistics of Employee Performance

Performance evaluation has enhanced employee performance in USIU (M=4.73, SD=0.446) and time management is used as a measure of performance in the Organization (M=4.68, SD=0.469) while in USIU quality of work influences employee performance (M=4.41, SD=0.702) and goals and objectives set enhance employee performance in your organization (M=4.28, SD=0.674). In addition, regular client surveys performed have a great influence on employee performance (M=4.6, SD= 0.49).

**Table 4.6: Descriptive Statistics of Employee Performance**

Variable	N	Mean	SD
Performance evaluation has enhanced employee performance in USIU	232	4.73	.446
Time management is used as a measure of performance in the Organization	232	4.68	.469
In USIU quality of work influences employee performance.	232	4.41	.702
Goals and Objectives set enhance employee performance in your organization	232	4.28	.674
Regular client surveys performed have a great influence on employee performance	232	4.60	.490

##### 4.6.1 Normality Test

A test was done to establish the normality of performance evaluation, time management, and quality of work, goals and objectives, regular client surveys. The Kolmogorov-Smirnov (KS) and Shapiro-Wilk (SW) values were established as shown in table 4.7.

The SK and SW values for performance evaluation, time management, quality of work, goals and objectives, regular client surveys were significant ( $P < 0.05$ ) this implies that the variables were not normally distributed.

**Table 4.7: Test for Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
E1	.457	232	.000	.556	232	.000
E2	.432	232	.000	.589	232	.000
E3	.332	232	.000	.742	232	.000
E4	.263	232	.000	.779	232	.000
E5	.394	232	.000	.621	232	.000

a. Lilliefors Significance Correction

E1: Performance evaluation has enhanced employee performance in USIU

E2: Time management is used as a measure of performance in the Organization

E3: In USIU quality of work influences employee performance.

E4: Goals and Objectives set enhance employee performance in your organization

E5: Regular client surveys performed have a great influence on employee performance.

## 4.7 Inferential Statistics

### 4.7.1 Correlation Analysis of Employee Performance and Co factors

A Pearson correlation was done to establish the relationship between employee performance and other factors and the findings revealed that there was a positive relationship between employee performance and skill attainment ( $r=0.709$ ,  $p < 0.01$ ), individual behaviour ( $r=0.508$ ,  $p < 0.00$ ), and team behaviour ( $r=0.658$ ,  $p < 0.01$ ). It also revealed a significant correlation between skill attainment and individual behaviour ( $r=0.802$ ,  $p < 0.01$ ), skill attainment and team behaviour ( $r=0.614$ ,  $p < 0.01$ ) as well as team behaviour and individual behaviour ( $r=0.551$ ,  $p < 0.01$ ). Therefore it was concluded that skill attainment, individual behaviour and team behaviour positively and significantly influenced employee performance at USIU as shown in Table 4.8

**Table 4.8: Correlation Analysis of Employee Performance and Co factors**

		Performance skill	Individual Behaviour	Team Behaviour	
Performance	Pearson Correlation	1			
	Sig. (2-tailed)				
Skill	Pearson Correlation	.709**	1		
	Sig. (2-tailed)	.000			
Individual Behaviour	Pearson Correlation	.508**	.802**	1	
	Sig. (2-tailed)	.000	.000		
Team Behaviour	Pearson Correlation	.658**	.614**	.551**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	232	232	232	232

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### 4.7.2 Regression Analysis of Skill Attainment and Employee Performance

The research analyzed the relationship between the dependent variable (employee performance) against skill attainment. The results showed that adjusted R<sup>2</sup> value was 0.501 hence 50.1% of the variation in employee performance was explained by the variations in skill attainment while 49.9% was explained by other factors as illustrated in Table 4.9

**Table 4.9: Model Summary of Skill Attainment and Employee Performance**

Model	R	R Square	Std. Error Change Statistics			F Change	df1	df2	Sig. Change
			Adjusted R Square	of the R Square	Estimate				
1	.709 <sup>a</sup>	.503	.501	.29832	.503	232.626	1	230	.000

a. Predictors: (Constant), skill

#### 4.7.2.1 ANOVA of Skill Attainment and Employee Performance

ANOVA analysis results of the regression between employee performance and skill attainment was done at 95% confidence level, the F critical was 232.626 and the P value was (0.000) therefore below 0.05. This implied that it was statistically significant and can be used to assess the association between employee performance and attainment as illustrated in Table 4.10

**Table 4.10: ANOVA of Skill Attainment and Employee Performance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.702	1	20.702	232.626	.000 <sup>b</sup>
	Residual	20.469	230	.089		
	Total	41.171	231			

a. Dependent Variable: Performance

b. Predictors: (Constant), skill

The F calculated at 5% level of significance

$F = \text{Ms regression} / \text{Ms residual}$

$20.702 / .089 = 232.307$

F value in a test (232.626) is larger than the F calculated (232.607) and conclude that there is a significant relationship between skill attainment and employee performance as shown in Table 4.11.

#### 4.7.2.2 Coefficients of Employee Performance and Skill Attainment

The regression equation illustrated in Table 4.9 established that taking skill attainment into account and other factors held constant employee performance improved by 0.923 units. This implied that a unit change in skill attainment would lead to a 0.923 change in employee performance.

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

$$Y = 0.745 + 0.923 X_1 + .29832$$

Where:

Y is the dependent variable (employee performance)

$\beta_0$  is the regression constant;

$\beta_1$  coefficients of independent variables;

$X_1$  is skill attainment, and  $\varepsilon$  is the error term.

**Table 4.11: Coefficients of Employee Performance and Skill Attainment**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	.745	.250		2.984	.003
	skill	.923	.061	.709	15.252	.000

### 4.7.3 Regression Analysis of Individual Behaviour and Employee Performance

The research analyzed the relationship between the dependent variable (employee performance) against individual Behaviour. The results showed that adjusted R<sup>2</sup> value was 0.255 hence 25.5% of the variation in employee performance was explained by the variations in individual behaviour while 74.5% was explained by other factors as illustrated in Table 4.12

**Table 4.12: Model Summary of Individual Behaviour and Employee Performance**

Model	R	R Square	Adjusted R Square	Change Statistics			Sig. F Change
				Std. Error of the Estimate	R Square Change	F Change	
1	.508 <sup>a</sup>	.258	.255	.36445	.258	79.961	1 230 .000

a. Predictors: (Constant), individual Behaviour

#### 4.7.3.1 ANOVA of Individual Behaviour and Employee Performance

ANOVA analysis results of the regression between employee performance and individual Behaviour was done at 95% confidence level, the F critical was 79.961 and the P value was (0.000) therefore below 0.05. This implied that it was statistically significant and can be used to assess the association between employee performance and individual behaviour as illustrated in Table 4.13

**Table 4.13: ANOVA of Individual Behaviour and Employee Performance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.621	1	10.621	79.961	.000 <sup>b</sup>
	Residual	30.550	230	.133		
	Total	41.171	231			

a. Dependent Variable: Performance

b. Predictors: (Constant), individual behaviour

*H<sub>0</sub>: There is no relationship between Individual Behaviour and Employee Performance*

*H<sub>1</sub>: There is a relationship between Individual behaviour and Employee Performance*

The F calculated at 5% level of significance

F= Ms regression/ Ms residual

10.621/.133=78.857

F value in a test (79.961) is larger than the F calculated (79.857) and concluded that there is a significant relationship between individual skills and employee performance as shown in Table 4.13.

#### 4.7.3.2 Coefficients of Employee Performance and Individual Behaviour

The regression equation illustrated in Table 4.12 established that taking individual behaviour into account and other factors held constant employee performance improved by 0.491 units. This implied that a unit change in individual behaviour would lead to a 0.491 change in employee performance.

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

$$Y = 2.808 + 0.491 X_1 + .36445$$

Where:

Y is the dependent variable (employee performance)

$\beta_0$  is the regression constant;

$\beta_1$  coefficients of independent variables;

$X_1$  is individual Behaviour, and  $\varepsilon$  is the error term.

**Table 4.14: Coefficients of Employee Performance and Individual Behaviour**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.808	.195		14.398	.000
	Individual Behaviour	.491	.055	.508	8.942	.000

#### 4.7.4 Regression Analysis of Team Behaviour and Employee Performance

The research analyzed the relationship between the dependent variable (employee performance) against Team Behaviour. The results showed that adjusted  $R^2$  value was 0.431 hence 43.1% of the variation in employee performance was explained by the variations in Team behaviour while 56.9% was explained by other factors as illustrated in Table 4.15

**Table 4.15: Model Summary of Team Behaviour and Employee Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
					R Square Change	F	df1		df2
1	.658 <sup>a</sup>	.433	.431	.31846	.433	175.958	1	230	.000

a. Predictors: (Constant), Team Behaviour

#### 4.7.4.1 ANOVA of Team Behaviour and Employee Performance

ANOVA analysis results of the regression between employee performance and team Behaviour was done at 95% confidence level, the F critical was 175.958 and the P value was (0.000) therefore below 0.05. This implied that it was statistically significant and can be used to assess the association between employee performance and team behaviour as illustrated in Table 4.16

**Table 4.16: ANOVA of Team Behaviour and Employee Performance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.845	1	17.845	175.958	.000 <sup>b</sup>
	Residual	23.326	230	.101		
	Total	41.171	231			

a. Dependent Variable: Performance

b. Predictors: (Constant), individual behaviour

*H<sub>0</sub>: There is no relationship between Team Behaviour and Employee Performance*

*H<sub>1</sub>: There is a relationship between Team behaviour and Employee Performance*

The F calculated at 5% level of significance

F= Ms regression/ Ms residual

17.845/.101=176.683

F value in a test (175.958) is less than the F calculated (176.683) and concluded that there no significant relationship between team behaviour and employee performance as shown in Table 4.13.

#### 4.7.4.2 Coefficients of Employee Performance and Team Behaviour

The regression equation illustrated in Table 4.15 established that taking team behaviour into account and other factors held constant employee performance improved by 1.044 units. This implied that a unit change in team behaviour would lead to a 1.044 change in employee performance.

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

$$Y = 0.399 + 1.044 X_1 + .31846$$

Where:

Y is the dependent variable (employee performance)

$\beta_0$  is the regression constant;

$\beta_1$  coefficients of independent variables;

$X_1$  is team Behaviour, and  $\varepsilon$  is the error term.

**Table 4.17: Coefficients of Employee Performance and Team Behaviour**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.339	.317		1.068	.287
	Team Behaviour	1.044	.079	.658	13.265	.000

#### 4.7.5 Multi Regression

The research analyzed the relationship between the dependent variable (employee performance) against skill attainment, individual behaviour and team behaviour. The results showed that Adjusted  $R^2$  value was 0.596 hence 59.6% of the variation in employee performance was explained by the variations in skill attainment, individual behaviour and team behaviour as illustrated in Table 4.16

**Table 4.18: Model Summary of Employee Performance and Co Factors**

Model	R	R Square	Adjusted R Square	Change Statistics			Sig. F Change
				Std. Error of the Estimate	R Square Change	F Change	
1	.776 <sup>a</sup>	.602	.596	.26820	.602	114.794	3 228 .000

a. Predictors: (Constant), team behaviour, individual behaviour, skill

#### 4.7.5.1 ANOVA of Employee Performance and Co Factors

ANOVA analysis results of the regression between employee performance against skill attainment, individual behaviour and team behaviour was done at 95% confidence level, the F critical was 114.794 and the P value was (0.000) therefore below 0.05. This implied that it was statistically significant and can be used to assess the association between employee performance and skill attainment, individual behaviour and team behaviour as illustrated in Table 4.17

**Table 4.19: ANOVA of Employee Performance and Co Factors**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.771	3	8.257	114.794	.000 <sup>b</sup>
	Residual	16.400	228	.072		
	Total	41.171	231			

A. Dependent Variable: Performance

B. Predictors: (Constant), Team Behaviour, Individual Behaviour, Skill

#### 4.7.5.2 Coefficient of Employee Performance and Co Factors

The regression equation illustrated in Table 4.18 established that taking skill attainment, individual behaviour and team behaviour into account and other factors held constant a unit change in skill attainment led to a 0.862 positive change in performance, at the same time a unit change in individual performance led to a 0.225 negative change in employee performance, and a unit change in team behaviour led to a 0.602 positive change in employee performance holding all factors constant.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

$$Y = -.636 + 0.862 X_1 - .225 X_2 + .602 X_3 + .2982$$

Where:

Y is the dependent variable (employee performance)

$\beta_0$  is the regression constant;

$\beta_1, \beta_2, \beta_3$  coefficients of independent variables;

$X_1$  is skill attainment,  $X_2$  individual behaviour,  $X_3$  team behaviour and  $\varepsilon$  is the error term.

**Table 4.20: Coefficient of Employee Performance and Co Factors**

Model		Unstandardized		Standardize		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	-.636	.290		-2.194	.029
	skill	.862	.097	.662	8.884	.000
	individual behaviour	-.225	.068	-.232	-3.292	.001
	Team behaviour	.602	.085	.380	7.119	.000

#### **4.8 Chapter Summary**

This chapter presented the results established from the data analysis done, this include the result from employee demography and specific research objectives that sought to establish the effect of employee development on employee performance at USIU-Africa. Subsequently in the section, the data was presented in line with the specific objectives of the study and both descriptive and inferential statistics was used to establish the relationship between employee performance, skill attainment, individual behaviour and team behaviour. Chapter five offers the discussions, conclusions and recommendations of the study.

## CHAPTER FIVE

### 5.0 DISCUSSION CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

This section offered discussions of the findings in line with the literature review on the effect of employee development on employee performance. This is organized based on the specific research questions which established how skill attainment, individual behaviour and team behaviour affect employee performance at USIU Africa Kenya. The conclusion and recommendation are represented thereafter.

#### 5.2 Summary

The main purpose of the study was to evaluate the effect of employee development on employee performance. In a case of USIU Africa, three specific objectives were employed: Skills attainment, individual behavior change, team behavioral change and meeting goals in relation to employee performance.

This study adopted a descriptive survey research design. The population of the study was 343 USIU employees. Stratified random sampling technique was used to select the intended sample size for the study where a sample of 245 was arrived at. Data was collected through questionnaires distributed to the different respondents by hand and through electronic mail and thereafter collected after submission. Only 232 responded and this gave an 95% response rate. The demographic data was tabulated using frequency and percentages. Pearson's correlations and regression analysis were used to describe the data. The findings were then presented using tables and figures.

The results revealed that USIU uses delegation and empowerment to enhance employee performance. There is a high level of employee involvement in organizational processes and decision-making and employees are encouraged to communicate during employee development activities. A Pearson correlation was done between employee performance and skill attainment concluded that skill attainment, positively and significantly influenced employee performance at USIU. The regression analysis showed that 50.1% of the variation in employee performance was explained by the variations in skill attainment.

The study also revealed that training and development has helped improve performance. It was also established that employees take responsibility of my long term individual development as well as enhanced employee responsibility is good for performance. A

Pearson correlation between employee performance and individual behaviour concluded that individual behaviour positively and significantly influenced employee performance at USIU. The regression analysis results showed that 25.5% of the variation in employee performance was explained by the variations in individual behaviour. It was established that

It was also established that USIU management motivates its employees to participate in the employee development programs and activities. Employee creativity and competence enhances employee performance. A Pearson correlation done to establish the relationship between employee performance and team behaviour concluded that team behaviour positively and significantly influenced employee performance at USIU. The regression results showed that 43.1% of the variation in employee performance was explained by the variations in Team behaviour.

The research analyzed the relationship between the dependent variable (employee performance) against skill attainment, individual behaviour and team behaviour. The results showed that 59.6% of the variation in employee performance was explained by the variations in skill attainment, individual behaviour and team behaviour. The regression equation established that taking skill attainment, individual behaviour and team behaviour into account and other factors held constant a unit change in skill attainment led to a 0.862 positive change in performance, at the same time a unit change in individual performance led to a 0.225 negative change in employee performance, and a unit change in team behaviour led to a 0.602 positive change in employee performance holding all factors constant.

### **5.3 Discussions**

#### **5.3.1 Influence of Skill Attainment on Employee Performance**

There are laid down employee development programs at USIU and the Organization uses delegation and empowerment to enhance employee performance. According to Nwagbara (2015), delegation is the transfer of power by one body or person to another to act for him. It empowers that other person to perform a task on behalf of the donor of the power. Joiner (2016), states that delegation of authority is a mechanism that builds and nourishes superior-subordinate relationships. Al-Jammal (2015), further argues that employees who are engaged in their work and committed to their organizations give the organizations crucial competitive advantages including higher productivity and lower employee

turnover. Furthermore, delegation of authority boosts the moral of employees in any organization and it makes employees to have the self-confident and sense of belonging as part of the leaders in the organization. Delegation of authority is therefore a necessary subject for organizations. Senyuta (2013), estimates demonstrate that there is a positive effect of the level of authority delegated on the performance measures. This argument is in agreement with Kombo (2014), who mentions that delegation of authority improves performance in an organization.

There is a high level of employee involvement in organizational processes and decision-making. Decision making is a key skill in the workplace, and is particularly important if you want to be an effective leader, this is according to Mindtools, (2018). Making decisions that produce successful results for your department or organization makes you look good and makes you promotable for leadership. Supervisors appreciate employees who are good decision makers because it allows them the freedom to focus on coaching and other aspects of their jobs (Neil, 2018).

Use of time management and planning skills have helped improve employee performance. Thibodeaux (2018) also concurs and he defines planning skills as any skills that allow you to look ahead and accomplish goals or avoid emotional, financial, physical or social hardship. George (2018), argues that an employee skill set creates an understanding of work duties and how to effectively perform daily job tasks. When an employee has an adequate skill set, she is better equipped to plan each day's activities so that she can reach her production goals. The employee works with her manager to make sure that the employee has the proper skills to execute daily work plans.

The study established that employees are encouraged to communicate during employee development activities. Robinson et al (2018) described that effective communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. As well as being able to clearly convey a message, you need to also listen in a way that gains the full meaning of what's being said and makes the other person feel heard and understood. The authors stated that effective communication combines a set of 4 skills; engaged listening, nonverbal communication, managing stress in the moment and asserting yourself in a respectful way. Therefore, employees perform better in when they possess effective communication skills in the workplace. Actively checks to ensure the message has been understood.

A Pearson correlation was done to establish the relationship between employee performance and skill attainment, it was concluded that skill attainment, positively and significantly influenced employee performance at USIU. Collier (2003) also found a strong relationship between different levels of UK workforce skills and the sophistication of products. Other research has suggested that a more highly skilled workforce can bring other benefits such as enhancing company survival. For instance, Reid (2000) suggested that a more skilled UK workforce was related to a greater commercial orientation and strategic awareness and propensity to innovate to retain competitive advantage. In the US, Bates (1990 in Bosworth forthcoming) found that higher qualification levels were related to improved access to finance and increasing probability of business survival.

### **5.3.2 Effect of Team Behaviour on Employee Performance**

The study established that managers motivate employees to participate in the employee development programs and activities. Gratton and Erickson (2007) concurs that working together virtually has a similar impact on teams. According to their study members spread among multiple locations—in several cases, in as many as 13 sites around the globe. But as teams became more virtual, cooperation also declined, unless the company has taken measures to establish a collaborative culture. Team participation, promotes a team atmosphere and willingly cooperates with others to achieve organization objectives such as; demonstrate respect for the opinions and ideas of others; readily shares information with others appropriately; supports final group decisions even when the decisions may not reflect one's own position; works well with all employees, capitalizing on the strengths of diversity; listens to all points of view; gives credit and recognition to all who have contributed; takes personal responsibility for mistakes and does not lay blame on others; demonstrates interest in helping others solve problems; finds areas of agreement when working with conflicting groups or individuals (Bowdoin, 2018).

The study also established that engaging employees in creativity and competence enhances employee performance. Although Kathleen (2013), argues that team building- Inspires and fosters team commitment, spirit, pride, and trust. Gratton and Erickson (2007) however contradicts that their recent research into team behavior at 15 multinational companies reveals an interesting paradox: Although teams that are large, virtual, diverse, and composed of highly educated specialists are increasingly crucial with challenging projects, the qualities required for success are the same qualities that undermine success. Members of complex teams are less likely—absent other

influences—to share knowledge freely, to learn from one another, to shift workloads flexibly to break up unexpected bottlenecks, to help one another complete jobs and meet deadlines, and to share resources—in other words, to collaborate. They are less likely to say that they “sink or swim” together, want one another to succeed, or view their goals as compatible.

It was established that due to the availability of team work in USIU, there is mutual respect among the employee. Kathleen (2013), argues that team building-Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals. Some of the team behavioral examples include; actively contributes to the development of team/work group goals and works toward the accomplishment of those goals; demonstrates the ability to be effective in drawing out the opinions and ideas of group members; demonstrates a proactive approach to defusing arguments among peers; optimistically deals with negativity in presence of other employees, e.g., refusing to pass on gossip, recognizing positive contributions of colleagues by vocalizing recognition; recognizes and values the talents of others; supports team decisions, and is a good team player; demonstrates honesty and responsibility and performs fair share of the work; and works with colleagues in a collaborative and inclusive

Working in teams has enabled employees to engage in the works provided hence enhance your performance. Bradley (2017) concurs that support within a team is critical to employee engagement, and it doesn't just come from the leader; team members give each other credit. One of the best team behaviors happens when team members openly share the credit for work, or publicly recognize each other's contribution. It shows trust, a collaborative attitude and respect. It also demonstrates a less competitive mindset that may undermine the effectiveness of the team; Team members take accountability-When the team is working well, team members are more likely to show accountability for their actions. In addition, team members start to hold others accountable too. When the team members take accountability, it means they don't need to take everything on themselves but rather the team will play their part and take ownership of their work.

### **5.3.3 Influence of Individual Behaviour on Employee Performance**

It was established that training and development has helped improve performance. Nadeem (2013) quoted Goldstein and Ford, who argued that training is the organized way

in which organizations provide development and enhance quality of new and existing employees. Training is viewed as a systematic approach of learning and development that improve individual, group and organization. Thus it is the series of activities embarked upon by organization that leads to knowledge or skills acquisition for growing purposes.

Nda (2013), as a result states that this contributes to the wellbeing and performance of human capital, organization, as well as the society at large. Furthermore, training and development impacting on employee productivity does not only improve the wellbeing of organizations, but also aid the prosperity of most countries that put into consideration the design and delivery of training and development of workforce at national level. Mwangi (2017), argues that training programs are essential in ensuring that employees are adequately equipped to deal with their work responsibilities and as such, improve employee performance.

The study established a lack of coaching and mentoring programs among employees. Levonius (2014), states that coaching is a continual process through which employees learn by doing, which is the very essence of OJT (on-the-job-training). This process is facilitated by coaches (think: talent developers) who monitor and analyze employee performance, provide ongoing feedback, reinforce positive behaviors, and methodically guide employees toward improving skills and competencies in order to achieve personal and organizational performance goals. Torrington (2005), argues that mentoring offers a wide range of advantages for the development of the responsibility and relationship building. Kathleen (2013), mentoring is a constantly evolving process and requires the mentor and protégé to work together as partners to define appropriate mentoring goals and to provide each other with sufficient feedback to enable the achievement of those goals. When the focus is on improving performance, the person will realize that there are personal issues that need to be addressed. The implementation of coaching and mentoring in the workplace is a great contribution to the overall development of the individual and organizational level.

The findings show that employee development empower staff to carry out their duties without any difficulty. Empowerment plays significant role in employee's satisfaction thus promoting individual change in the organization. Empowerment is defined as the process of enabling and authorizing individuals to think, behaves, take action and decision and control work autonomously. It is the feeling of self-control of one's own destiny (Heathfield, 2012). According to Gershon (2018), empowerment is the process of

enabling individuals to adopt new behaviors that further their individual aspirations and those of their organizations. Employee empowerment does influence their performance and such influence can be mediated with appraisal in an organization. Therefore, it is very important for each and every organization to enhance their empowerment activity and a good performance appraisal to increase the level of employee performance (Yasothai, 2015). This is in agreement with Kimolo et al (2013), who state that the study they conducted established that employee empowerment can be used to articulate employee performance to improve tremendously.

A Pearson correlation was done to establish the relationship between employee performance and individual behaviour and it was concluded that individual behaviour positively and significantly influenced employee performance at USIU. According to Khatoon (2014)'s research on employee participation and its impact on their performance, there is greater significant link between employee participation in decision making and their performance towards the organization. If the organizations enhance participation of their employees in decision making it may lead to commitment, pool of ideas, loyalty, citizenship and trust towards the organization.

## **5.4 Conclusion**

### **5.4.1 Influence of Skill Attainment on Employee Performance**

There are laid down employee development programs at USIU and the Organization uses delegation and empowerment to enhance employee performance. There is a high level of employee involvement in organizational processes and decision-making. Uses of time management and planning skills have helped improve employee performance and employees are encouraged to communicate during employee development activities. Enhanced employee self-confidence is vital in performance improvement.

### **5.4.2 Influence of Team Behaviour on Employee Performance**

Managers motivate employees to participate in the employee development programs and activities, and engaging employees in creativity and competence enhances employee performance. There is team commitment in employee development programs and having a shared vision by USIU has enabled team work which has enhanced employee performance. Due to the availability of team work in USIU, there is mutual respect among the employee and continuous collaboration among Academic and Non Academic

employees. Working in teams has enabled employees to engage in the works provided hence enhance your performance.

#### **5.4.3 Effect of Individual Behaviour on Employee Performance**

It was established that training and development has helped improve performance although the organization lack coaching and mentoring programs. Employee agreed to take responsibility long term individual development. Giving employee responsibility is good for performance and the organization uses professional training to enhance employee performance. Employee development is important for both my professionally and personal growth as well as empowered staff to carry out their duties without any difficulty.

### **5.5 Recommendations**

#### **5.5.1 Recommendation from Improvement**

##### **5.5.1.1 Influence of Skill Attainment on Employee Performance**

USIU as an institution need to improve in create employee awareness on the importance of effective communication in the institutions performance. This can be made possible through holding forums and discussions to chat a way forward towards the improvement of communication skills among its employees as this directly influences the organization performance. More emphasis should also be put on the workplace ethics; this will ensure that all employees clearly understand what is ethically required of them. There is also a need to involve employees in the strategic planning as such skills enhance employee performance.

##### **5.5.1.2 Influence of Team Behaviour on Employee Performance**

There is a need for the institution to come up with more growth opportunities after holding training, such move would make employees have serious consideration for the trainings offered. More employees also need to be advised to seek counseling services in order to help them face the challenges of work and life and thus lead to increment in performance. There is also a need for USIU to ensure effective leadership is created as a result of employee development activities and this would be effective for creating mentorship and succession planning.

### **5.5.1.3 Effect of Individual Behaviour on Employee Performance**

There is a need for the institution to increase employee participation in decision making and major activities as this will enhance employee performance. Team work should be highly encouraged and such a culture will ensure increased accountability in the workplace.

### **5.5.2 Recommendation for Further Research**

For further study, similar research needs to be done in other institution of higher learnings in order to be able to generalize the findings. In addition, there could also be a study to compare the influence of skills attainment, team behavioral change and individual behavioral change on employee performance in private and public university.

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## APPENDIX I: RESEARCH QUESTIONNAIRE

This is purely a research-based questionnaire administered by an external researcher and provides unbiased opportunity for you to air your opinion on the employee development in the organization. It is based on the issue of the impact of employee development on employee performance. The analysis of resultant responses shall enable researcher to come up with insightful factual findings for the organizations and an opportunity for improvement. Your openness and honest feedback is critical to the study success and shall be treated as strictly confidential and will be reported in aggregate form. Data will be tabulated by researcher and only presented as statistical summary for the entire group. I will appreciate your feedback on this questionnaire.

### SECTION A: GENERAL INFORMATION

Please answer every question as in outlined by using either a cross(x) or (ticking) in the option that applies.

1. What is your gender?

Female ( )

Male ( )

2. What is your age group?

A. 20-25 years ( ) B. 25-30 years ( ) C. 31-35 years ( ) D. 36-40 ( ) E. above 40 ( )

3. Marital status

A. Single ( ) B. Married ( ) C. Separated ( ) D. Widowed ( )

4. Circle what is your highest level of Education?

A. Undergraduate B. Graduate C. other (specify).....

5. Employee job category

A. Academic ( ) B. Non-academic ( )

6. How long have you worked for the Organization?

A. Less than 1 year ( ) B. 1-5 years ( ) C. 6-10 years ( )

D. More than 10 year ( )

**SECTION B. SKILLS ATTAINMENT AND EMPLOYEE PERFORMANCE.**

The questions below are based on your knowledge of employee development in the USIU. Select the option that most represents your opinion on each of the following statements and in some cases please elaborate your responses. Kindly use the following Likert scale to answer: *1. Strongly Disagree 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree*

	<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1.</b>	Your organization has employee development programs					
<b>2.</b>	Your Organization uses delegation and empowerment to enhance employee performance					
<b>3.</b>	There is a high level of employee involvement in organizational processes and decision-making.					
<b>4.</b>	Problem solving skills have enabled you to analyze problems, identify problem severity and assess the impact of alternative solutions					
<b>5.</b>	Communication skills of the employees have been improved in the organization					
<b>6.</b>	Time management and planning skills have helped improve employee performance					
<b>7.</b>	As an employee, I am encourage to communicate during employee development activities					
<b>8.</b>	Enhanced employee self-confidence is good for performance					
<b>9.</b>	Workplace ethics and strategic thinking skills have led to enhanced employee performance in USIU					

**SECTION C: INDIVIDUAL BEHAVIORAL CHANGE AND EMPLOYEE PERFORMANCE**

Kindly use the following Likert scale to answer: **1. Strongly Disagree 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree**

	<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Training and Development has helped improve your performance					
2	Your Organization has coaching and mentoring programs					
3	Counseling services in your Organization contribute to development of an employee which in turn leads to increment in performance.					
4	As an employee, I take responsibility of my long term individual development					
5	USIU provides opportunities to grow and learn after training.					
6	Enhanced employee responsibility is good for performance					
7	Your organization uses professional training to enhance employee performance					
8	Employee development is important for both my professionally and personal growth					
9	Effective leadership is created as a result of employee development activities					
10	Employee development has empowered me to carry out my duties without any difficulty					

**SECTION D: TEAM BEHAVIORAL CHANGE AND EMPLOYEE PERFORMANCE**

Kindly use the following Likert scale to answer: *1. Strongly Disagree 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree*

	<b>QUESTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	In your Organization, management motivates its employees to participate in the employee development programs and activities					
2.	Employee creativity enhances performance					
3.	Employee competence enhances employee performance					
4.	Employee participation has enhanced performance					
5.	There is team commitment in employee development programs					
6.	Shared vision by USIU has enabled team work which has enhanced employee performance					
7.	Due to the availability of team work in USIU, there is mutual respect among the employee					
8.	Working in teams has created team culture and accountability in the workplace					
9.	There is collaboration among employee in both Academic and Non Academic employees of USIU					
10.	Working in teams has enabled you to engage in the works provided which has motivated you to enhance your performance					

**SECTION E: EMPLOYEE PERFORMANCE**

Kindly use the following Likert scale to answer: *1. Strongly Disagree 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree*

	QUESTION	1	2	3	4	5
1	Performance evaluation has enhanced employee performance in USIU					
2	Time management is used as a measure of performance in the Organization					
3	In USIU quality of work influences employee performance.					
4	Goals and Objectives set enhance employee performance in your organization					
5	Regular client surveys performed have a great influence on employee performance					

**THANK YOU**