INFLUENCE OF CAPACITY BUILDING STRATEGIES ON ORGANIZATIONAL DEVELOPMENT OF NON-GOVERNMENTAL ORGANIZATIONS: A CASE OF UNITED NATIONS OFFICE OF PROJECT SERVICES (UNOPS)

BY

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UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

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This Research Project Report Submitted to Chandaria School of Business in Partial Fulfilment of Requirement for Masters’ Degree in Business Administration (MBA)

UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

SPRING 2018
STUDENT DECLARATION

I, the undersigned declare that this project is my original work and that it has not been submitted to any other college or other institution of higher learning for academic credit other than United States International University -Africa

Signed: ___________________________   Date: ____________________

Jackline Kwamboka (ID)

This project research report has been presented for examination with my approval as the appointed supervisor

Signed: ___________________________   Date: ____________________

Dr. Paul Katuse

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Dean, Chandaria School of Business
ABSTRACT

The purpose of this study was to examine the influence of capacity building strategies on organizational development at UNOPS Kenya office. This study was guided by the following research questions: How does human resources capacity building influence organizational development? How does knowledge management capacity building enhance organizations development? How does leadership capacity building influence organizational development?

This study adopted descriptive survey research design. This study had a population of 54 employees at UNOPS office in Nairobi. This study was a census. Therefore all the 54 employees were sampled for the study. A structured closed-ended questionnaire was used to collect primary data. Data was analyzed for descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS) version 22 and presented using Tables and Figures.

The first research question sought to examine the influence of human resource capacity building on organizational development at UNOPS. The findings show that there exists a statistically significant relationship between human resource capacity building and organizational development.

The second research question examined whether the knowledge management capacity building had an influence on organizational development at UNOPS. The findings of this study show that there exists a statistically significant relationship between knowledge management capacity building and organizational development.

The third research question examined whether the leadership capacity building had an influence on organizational development at UNOPS. The findings show that there exists a statistical relationship between leadership capacity building and organizational development.

This study concludes that training of employees within an organization is an essential aspect of organizational development that organizations should enhance. Employee empowerment programs are also important in strengthening their commitment to organizational objectives. Equally, offering employees autonomy at work is an essential aspect of organizational development. This study also concludes that investing in knowledge management systems is essential for an organization seeking to enhance internal development. Knowledge systems will require competent staff who are able to utilize knowledge innovations to increase organizations’ operational outcomes. Therefore, organizations should invest not only in
physical knowledge systems but also in the human knowledge competencies among employees. This study also concludes that leadership training is one of the most effective ways of enhancing organizational development. Additionally, leadership mentoring among employees was essential in ensuring that the organization has competent and capable leaders who drive the development agenda.

This study recommends that UNOPS should invest significantly in enhancing employee capacities through structured training. This should be done after an effective capacity assessment exercise has been conducted. This study recommends that UNOPS should improve organizational investments in knowledge management systems as a way of enhancing knowledge innovation. Knowledge innovation is a crucial contributor to organizational development. Finally, this study recommends that UNOPS should strengthen leadership training on an annual basis to ensure adequate assimilation of leadership skills among employees. UNOPS should also develop/improve the leadership mentoring program to ensure that every single employee is attached to a mentor who can guide them through the phases of career development, performance, and other aspects of employees’ personal life that might have an impact on the effectiveness of organizational development.
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I would like to acknowledge Dr. Paul Katuse for guiding me throughout this research project.
DEDICATION

I would like to dedicate this research project to my friends and family for encouraging me throughout my masters’ studies and throughout the writing of this research project.
# TABLE OF CONTENTS

STUDENT DECLARATION ........................................................................................................... ii
ABSTRACT ................................................................................................................................. iii
COPYRIGHT ............................................................................................................................... iv
ACKNOWLEDGEMENT ............................................................................................................. v
DEDICATION ............................................................................................................................. vi
TABLE OF CONTENTS ........................................................................................................... vii
LIST OF TABLES ........................................................................................................................ ix
LIST OF FIGURES ..................................................................................................................... xi

CHAPTER ONE .......................................................................................................................... 1
  1.0 INTRODUCTION ................................................................................................................ 1
  1.1 Background of The Study .................................................................................................. 1
  1.2 Statement of the Problem ............................................................................................... 6
  1.3 Purpose of the Study ........................................................................................................ 7
  1.4 Research Questions ........................................................................................................ 7
  1.5 Significance of the Study ............................................................................................... 7
  1.6 Scope of the Study .......................................................................................................... 8
  1.7 Definition of Terms ......................................................................................................... 8
  1.8 Chapter Summary .......................................................................................................... 9

CHAPTER TWO .......................................................................................................................... 10
  2.0 LITERATURE REVIEW .................................................................................................... 10
  2.1 Introduction ................................................................................................................... 10
  2.2 The Effect of Human Resource Capacity Building on Organizational Development .... 10
  2.3 The Influence of Knowledge Management Capacity Building on Organizational development .................................................................................................................. 14
  2.4 The Influence of Leadership Capacity Building on Organizational Development ........ 18
  2.6 Chapter Summary .......................................................................................................... 22

CHAPTER THREE ...................................................................................................................... 23
  3.0 RESEARCH METHODOLOGY ......................................................................................... 23
  3.1 Introduction .................................................................................................................... 23
3.2 Research Design ........................................................................................................... 23
3.3 Population and Sampling Design ............................................................................. 23
3.4 Data Collection Methods .......................................................................................... 25
3.5 Research Procedures ................................................................................................. 25
3.6 Data Analysis ............................................................................................................... 26
3.7 Chapter Summary ...................................................................................................... 26

CHAPTER FOUR ............................................................................................................ 28
4.0 RESULTS AND FINDINGS ......................................................................................... 28
4.1 Introduction ................................................................................................................ 28
4.2 Demographic Information ......................................................................................... 28
4.3 Influence of Human Resource Capacity Building on Organizational Development ....... 30
4.4 Influence of Knowledge Management on Organizational Development ................. 34
4.5 Influence of Leadership Capacity Building on Organizational Development .......... 38
4.6 Correlation Analysis .................................................................................................. 42
4.8 Chapter Summary ...................................................................................................... 45

CHAPTER FIVE .............................................................................................................. 46
5.0 DISCUSSION, CONCLUSION, RECOMMENDATIONS ......................................... 46
5.1 Introduction ................................................................................................................ 46
5.2 Summary of the Study .............................................................................................. 46
5.3 Discussion .................................................................................................................. 47
5.4 Conclusion ................................................................................................................ 51
5.5 Recommendations .................................................................................................... 52

REFERENCES ............................................................................................................... 55
APPENDIX I: COVER LETTER ..................................................................................... 61
APPENDIX II: QUESTIONNAIRE .................................................................................. 62
LIST OF TABLES

Table 3.1: Sample Size Distribution ................................................................................................. 25
Table 4.1: Availability of HR Capacity Building Initiatives at UNOPS ........................................ 30
Table 4.2: HR Capacity Building Enhances Organizational Development ................................. 31
Table 4.3: Employee Empowerment Enhances Organizational Development ......................... 32
Table 4.4: UNOPS Employee Capacity Training ........................................................................ 32
Table 4.5: Empowerment to Enhance Employee Responsibilities .............................................. 33
Table 4.6: Employee Work Autonomy ............................................................................................. 33
Table 4.7: Employee Empowerment Programs ............................................................................... 33
Table 4.8: Training and Productivity ............................................................................................... 34
Table 4.9: Conducive Work Environment and Organizational Development ............................. 34
Table 4.10: Knowledge Management Initiatives at UNOPS .......................................................... 35
Table 4.11: Knowledge Management is Essential for Organizational Development .................. 35
Table 4.12: Capacity Building and Innovative Technologies ......................................................... 35
Table 4.13: Knowledge Enhancement of Organizational Development ....................................... 37
Table 4.14: Online Information Enhancement ............................................................................... 37
Table 4.15: Online Information and Organization Operations ....................................................... 37
Table 16: Efficiency in Organizational Operations ........................................................................ 38
Table 4.17: Integrated Databases .................................................................................................... 38
Table 4.18: Availability of Leadership Capacity Building ............................................................... 39
Table 4.19: Leadership Capacity is Essential for Organizational Development .......................... 39
Table 4.20: Importance of Leadership Capacity Building .............................................................. 39
Table 4.21: Managers Training ........................................................................................................ 40
Table 4.22: Importance of Training Managers ............................................................................... 40
Table 4.23: Transformed management Style .................................................................................. 40
Table 4.24: Mentoring of Managers .............................................................................................. 41
Table 4.25: Mentoring Managers and Enhance Organizational Development.............42
Table 4.26: Good Management Practices ..............................................................42
Table 27: Correlation Analysis ..............................................................................43
Table 4.28: Regression Summary .........................................................................43
Table 4.29: ANOVA ...............................................................................................44
Table 4.30: Coefficients Summary .......................................................................44
LIST OF FIGURES

Figure 4.1: Respondents Gender ................................................................. 28
Figure 4.2: Respondents Age ................................................................. 29
Figure 4.3: Respondents Number of Years at UNOPS ................................. 29
Figure 4.4: Respondents Work unit ...................................................... 30
Figure 4.5: UNOPS Employee Empowerment Programs.............................. 31
Figure 4.6: Knowledge Management and Adoption of Technology ................ 36
Figure 4.7: Knowledge Management Innovations ...................................... 36
Figure 4.8: Management Skills Building .................................................. 41
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

World over, the business environment is quite complicated. Organizations have to keep reinventing themselves to remain competitive and relevant (Chrisoplos, Christie, Bergman & Hauer, 2013). As such, capacity building offers organizations the opportunity to acquire or grow technical capacities and competencies necessary and essential for performance and organizational development. Capacity building is defined as the process of strengthening and developing skills, abilities, resources, and procedures that an organization needs to survive or remain competitive in a dynamic business world (Rugumamu, 2011). Capacity building is also defined as the process that aims to facilitate consolidate capacities or competencies of an individual, a group or an organization as a way of allowing them to evolve and adapt to new or changing business environments so as to remain competitive (Dada, 2014).

Similarly, capacity building can be defined as planned development to increase knowledge, management skills, output rate, and other capacities of a given organization through the use of training, technology, and expert acquisitions (Williams, 2007). The effectiveness of organizational development depends on the organizations’ capacity, capabilities and competencies to compete at the with other players in the market (Dada, 2014). On the other hand, organizational development refers to an organizations ability to increase functional capabilities to achieve desired goals and objectives for internal stakeholders, external stakeholders, through the use of technology adaptations, increase in quality and quantity of staff, and increase in knowledge and strategic information the organization has developed (Temple, 2009).

Haggard, MacIntyre, & Tiede (2012) notes that organizational development enables an organization to use available resources to improve efficiency, as well as expand productivity. Organizational development can equally be used to solve internal organizational can be used to analyze regulatory processes as a way of determining efficient means of enhancing organization growth and performance (Chrisoplos et al., 2013). Organizational development (OD) is majorly considered as a study of organizational change and performance (Haggard et al., 2012). The survey of OD emerged in the early 1930s
during the time period when psychologists realized that a business entity’s organizational structure influences behavior.

Kurt Lewin (1898-1947) is recognized as the founding father of OD (Germak, 2012). Lewin established the idea of group dynamics and action research which OD basic principles are anchored. As early as the World War II (1936-1945) Lewin experimented with OD process of planning, taking specific actions, and measuring the results. According to Cameron and Mullins, (2005), Lewin’s work became foundational in the establishment of OD not just as a practice, but a field of study. However, it was until the 1950s that Richard Beckhard coined the use of the word Organizational Development (OD) to describe in describing the innovative bottom-up change to organizational growth that had not fit into traditional consulting categories (Temple, 2009)

Organizational change is one of the major aspects of organizational development (Temple, 2009). The process of organizational development helps identify areas within an organization where change in needed. According to Gordon and Chadwick (2007), every organization goes through the process of change at some point. The need for change is usually necessitated by the need for development within functional and operational aspects of the organization that are required for competitiveness and competitive advantage. As such, without organizational development as part of change management, an organization would experience challenges in achieving its operational or strategic objectives (iams, 2007). Organizational development is equally an essential tool used by organizations to manage planned growth (Gordon & Chadwick, 2007). Growth within an organization is important not only for enhanced performance but for organizational sustainability. Business expansion and growth is most often predicated on development plans established and implemented by an organization (Temple, 2009).

Heerden (2008) posits that capacity building is one of the most effective ways an organization can use available resources to enhance not only functional competencies, and performance of the organization as a whole. Capacity building has acquired new found importance both in the private and public sectors. According to Dada (2014) capacity building is much more than just training of employees within an organization to acquire new skills and knowledge, but rather a holistic perspective to human development, which involves equipping individuals with requisite skills for personal development and for effective execution of their work. Barney (2001) equally asserts that capacity building goes
beyond mere access to information or new knowledge, but also empowerment of individuals to utilize the skills and knowledge for better functional output.

The concept of capacity building originated in at the United Nations in the 1950s and 1960s where the primary focus was placed on enhancing technological and self-help capacities for individuals’ rural areas (Mouallem, & Analoui, 2014). However, in the 1970s, a series of reports by United Nations Development Programme (UNDP) began to place emphasis on enhancing capacity for technical skills for developing countries administrative sectors. By 1980s, the concept of capacity building was adopted by institutional development agencies including intergovernmental and non-governmental agencies (Carroll & Stater, 2008). In this regard, institutional development was viewed as the long-term process essential for strengthening and building developing countries governments and equipping both the public and private sectors for economic and human capital development (Barney, 2001).

Heerden (2008) posits that in as much as capacity building existed earlier in different forms, it was not as powerful, or focused on international development or organizational development as was the case with the formal introduction of capacity building of the 1990s. The convergence of capacity building ideals was propelled by a confluence of different factors. According to Duggan (2014) research and commission reports by UNDP in the late 1980s such as the Capacity and Vulnerability Analysis (CVA) which carried three potent recommendations: That development was a process where capacities are enhanced to reduce vulnerabilities; that no one, nor country develop alone, and that development programmes are never self-interest in their impact. As such, the ideas of CVA, coupled with the realization that development is participatory propelled capacity building initiatives to institutional level (Chabbott, 1999).

Organizational capacity building in this respect focuses on strengthening and developing capacities for institutions and organizations, particularly NGOs (Mouallem & Analoui, 2014). This is necessary to enable organizations to accomplish development objectives they have set to accomplish. In most instances, failure of organizational development particularly in the south has been linked to organizations inability to deliver on their functional mandate (Carroll & Stater, 2008). In essence, the need for capacity building is essential for the development sector, since it enables NGOs in the sector to build up skills, knowledge, and abilities such as decision making, strategic planning, policy formulation, and learning. In NGOs, capacity building enables strengthening of an organization to perform specific
mandates and compete effectively in a dynamic changing and competitive world (Duggan, 2014).

The link between organizational development and capacity building gained steam in the last two decades with the advancement of globalization, technology and trade liberalization (Mouallem & Analoui, 2014). This was particularly the case with multinationals, transnationals, intergovernmental agencies and international organizations taking advantage of trade and market liberalization to venture into new markets, particularly in the developing world. The convergence of organizational development and capacity building zeros around human resource development, operations development for effective functions, and production and efficiency of employees (Templeton, 2009). To achieve organizational development, various internal objectives have to be established within an organization. Some of this includes objectives to increase inter-trust among employees, building a level of employee commitment and satisfaction at work, and enhancing employees’ confidence, competence and capacity to efficiency at their duties (Carroll & Stater, 2008; Heerden, 2008).

According to Gordon and Chadwick (2007) capacity building fulfills the objectives of organizational development. For instance, organizational mission, vision, and strategic objectives are fundamental pillars for organizational operations. However, if employees within an organization are not conversant with these elements, then, it becomes difficult to execute organizational mandate. Jones and George (2008) argue that capacity building of employees on the organizational mandate is the sure way of enhancing performance. This is due to the fact that employees are able to focus on core functions of the organization or their job roles and duties with a sense of awareness on what they are doing, and why they are important to an organization. According to Hackman (1986), the aim of OD is to improve organizational capacity; the way to do improve organizational capacity is through competencies training, skills and knowledge training, job enrichment, and empowerment of employees and managers to make timely effective decisions. Failure to develop an organization in a timely and consistent manner can be costly affair to organization sustainability and competitiveness (Jones & George, 2008).

The shift and rapid change in new technologies in addition to globalization have significantly shifted the field of organizational development and capacity building. According to Sullivan (2005) and Aubrey (2015), key development indicators (KDI) are
usually integrated into organizational growth and development plan, and used by organization’s managers and OD experts to develop capacity building plans and frameworks that organizations use to develop. Capacity building plans and structures have gained credence particularly with NGOs and other players in the humanitarian and international development sectors. In essence, the merging of OD and capacity building is helping organizations to not only enhance performance but align their strategies, mission, objectives, competencies, and capacities so as to compete effectively in the post-globalized world.

The United Nations Office for Project Services (UNOPS) is an arm of the United Nations (UN) that has been dedicated to implementing projects for the UN. UNOPS was established in early 1973, initially as part of the United Nations Development Programme (UNOPS, 2018). The UNOPS eventually became independent and self-financing in 1995. UNOPs areas of focus and expertise include procurement, infrastructure, financial management services, human resources, and project management (UNOPS, 2018). The main purpose of UNOPS existence is to help organizations and people build better lives, while equally helping countries achieve sustainable development. Stated differently, UNOPS envisions a world where people live lives fully supported by sustainable development goals, while at the same time, help countries to expand their available resources so as to achieve agenda 2030 (Sustainable development goals)

Over the last 30 years, UNOPS has proven to be a reliable service provider, helping governments, development agencies, and international development partners achieve development goals. Equally, the UN Assembly has reaffirmed UNOPS mandate by passing resolutions such as 65/176, that accorded UNOPS honors as a central resource for the United Nations agencies, particularly in procurement, contract management, and capacity building activities (UNOPS, 2014). As such, UNOPS measures its work against internationally set standards and practices. To remain at the top of excellence in performance, UNOPS relies on external certification and capacity building of core functions, processes, and personnel. This is to ensure that its core business and mandate are in place, and staff are equipped and empowered to deliver and to reflect expectations of international standard quality of service (UNOPS, 2018)

UNOPS has operated in Kenya since 1995 after it became self-reliant and financing. The Kenyan office manages and supports 17 countries in Africa. This includes Botswana,
Lesotho, Angola, Eritrea, Namibia, Somalia, Malawi, Seychelles, Mauritius, South Africa, Mozambique, South Sudan, Zimbabwe, Uganda, Swaziland, Zambia, and Tanzania (UNOPS, 2017). To be able to achieve the extensive outreach and support the stated African countries, UNOPS Kenya has continuously enhanced organizational development through various capacity building initiatives including training, core competencies certifications for staff and management.

1.2 **Statement of the Problem**

This study seeks to examine the effects of capacity building strategies on organizations development at UNOPS Kenya office. Since the launch of UNOPS Strategy and Audit Advisory Committee (SAAC) in 2007 in charge of strategy, organizational development, UNOPS Kenya has conducted numerous capacity building initiatives both at the local office and at support missions (UNOPS, 2017). Equally, through UNOPs decision 2013/23 on strategic plan 2014-2017, the emphasis was placed on capacity building for sustainability, national ownership of development and expansion of local resources, and capacity development of personnel to international standards and practices. However, since the enhanced capacity building initiatives were established in 2007, no study has been conducted at the UNOPS Kenya office to determine whether capacity building strategies and initiatives have influenced organizational development.

A study by Imasaja (2016) focused on capacity building strategies on performance management at Department for International Development for the United Kingdom (DFID) in Kenya. The study findings showed the existence of a relationship between financial management, human resource development, and information management and effective programme management and performance; however, the study did not examine the effect of organizational development. A study by Gordon and Chadwick (2007) examined the impact of capacity building and training on performance of two project case studies in Australia. The findings of this study show the existence of enhanced performance output as a result of capacity training; however, this study focuses on projects rather than organizational, operational development. A study by Yamoah (2013) on the effect of capacity building on employee performance in Ghana MTN communication Ltd, established that training does not always enhance employee performance problems, but rather it is part of the solution. However, this study focused more on training than holistic capacity building strategies. A study by Ven der Werf (2007) on the impact of capacity
building activities on the food industry in Rome, Italy. The study concluded that capacity building activities in food industry depend on the length of capacity support. Short-term training lack performance sustainability. Another study by Temple (2009) on a framework for assessing the impact of capacity building in Australia established that inputs into capacity building significantly impact outcomes, and as such, specific indicators should be in place to established significant output threshold. This paper did not examine specific capacity building strategies on organizational development

Based on the analysis of the reviewed studies, there is need to establish whether capacity building influences organizational development particularly, in development agencies. This study seeks to expand on the body of knowledge by examining the extent to which human resource capacity building influences organizational development; the extent to which financial resource development influences organization development; the extent to which knowledge capacity building, and leadership capacity building influence organizational development.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of capacity building strategies on organizational development at UNOPS Kenya office

1.4 Research Questions

The following research questions were used to guide this study.

1.4.1 To what extent does human resources capacity building influence organizational development?
1.4.2 How does knowledge management capacity building enhance organizations development?
1.4.3 To what extent does leadership capacity building influence organizational development?

1.5 Significance of the Study

This study was significant to the following stakeholders:
1.5.1 **Academicians and Researchers**

Academicians and researchers can utilize the findings of this study for literature review, testing of hypothesis, and confirm similar study findings, and expand on the findings of this study.

1.5.2 **Government**

This study will benefit the government of Kenya, particularly the National Industrial Training Authority that is charged with the mandate to provide highest quality and efficiency of industrial training in Kenya, and equally, to ensure properly capacity built human capital supply at all levels in various industries.

1.5.3 **United Nations Office for Project Services (UNOPS)**

This study will benefit the United Nations Office for Project Services (UNOPS) by providing findings on the extent to which capacity building influences organizational development. As such, management at UNOPS can use the findings of this study to enhance choice of capacity building strategies to employ for different levels of staff, and what competencies to enhance capacity so as to remain relevant, sustainable and competitive in the dynamic international development world.

1.6 **Scope of the Study**

This study focused on middle and senior level managers since they are responsible for UNOPS operations and strategic planning including decision making on capacity building strategies to be adopted and implemented in the organization to shape organization development. This study will take place at UNOPS Nairobi office in Kenya. This study was conducted within a period of May and June 2018.

1.7 **Definition of Terms**

1.7.1 **Human Resource Capacity Building**

The human resource capacity building is defined as the development of employees’ knowledge, professional skills, leadership capacity for decision making, and performance as a way of enhancing organizational development and performance (Mullins & Christy, 2010).
1.7.2 Financial Resource Capacity Building

The financial resource capacity building is defined as monetary resources that provide an organization with the capability to take hold of opportunities, react effectively to competition, and withstand unexpected shock both internally and externally (Bowman, 2011)

1.7.3 Knowledge Management Capacity Building

Knowledge management capacity building is defined as creating the ability for an organization to manage knowledge in a manner that enhances learning, so as to deal with today’s situations and future challenges and opportunities in a manner that enhances organizational objectives (Ghoneim & Brown, 2011)

1.7.4 Leadership Capacity Building

Leadership capacity building is the development of leadership skills and abilities within an organization set up so as to enhance employees’ decision-making skills that have a significant positive impact on organization development and growth (Walumbwa, Lawler, Avolio, Wang & Shi, 2005)

1.7.5 Organizational Development

Organizational Development is defined as the systematically planned growth within an organization that positively enhances the realization of organization objectives, while at the same time, enabling individuals within the organization to acquire new skills and knowledge that enhances their personal capacity growth (Rajabifard & Williamson, 2004)

1.8 Chapter Summary

This chapter has highlighted the background of capacity building and organizational development. The statement of the problem has also been presented to highlight the need for the study. The purpose of the study, significance, definition of terms has also been presented. The chapters that follow are presented in the following manner: Chapter two presents a review of scholarly work as per each research question; chapter three has the study methodology; chapter four presents result and findings, while the final chapter five presents discussions, conclusion, and recommendations.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The main objective of this chapter is to review the literature on the effects of capacity building strategies on organizational development. The study takes special interest on Non-Governmental Organizations in Kenya. The researcher reviewed various literature previously done by other authors on the effect of capacity building the strategies on organizational development. The study is guided by the following research questions: To what extent is human resources capacity building influence organizational development? To what extent does financial resource capacity building influence organizational development? How does knowledge management capacity building enhance organizations development? And to what extent does leadership capacity building influence organizational development. At the end of this chapter, a summary covering major elements of the chapter has been provided.

2.2 The Influence of Human Resource Capacity Building on Organizational Development

The human resources capacity building has been defined and interpreted in various ways (Yamoah, 2014). The concept of the human resources capacity building is closely related to the education, training and human resource development. Groot and Molen (2000) defined the human resources capacity building as the development of skills, knowledge, attitudes in individuals and groups of people relevant in design, management, maintenance and development of operational and institutional infrastructures and processes that are meaningful. Based on the definition, capacity building for employees in a broad sense may mean to improvements in the ability of all staff to perform appropriate tasks within a more comprehensive set of performance standards (Rajabifard & Williamson, 2004).

Human Resource capacity building is mainly strengthened by encouraging the participation of the organization’s workforce in decision-making as well as through maintaining good relationships with the employees (Analoui & Mouallem, 2014). Senior managers in modern companies advocate human capacity building through developments of staffs’ professional skills and promotion of teamwork among employees. This can be enhanced through the application of leadership style which is considered democratic. Therefore, power is more
widespread within the organization (Mullins, 2005). Culture is mostly incorporated in modern management companies in order to support change and adaptation, and it is characterized by being a group culture where employees can exercise more freedom and accountability over their work, hence, resulting to professionalism, good relationships, and respect (Mullins, 2005). According to Roddy (2004), reliable communication and effective coaching from the senior managers to their subordinates tend to influence knowledge sharing, organizational learning perspective and effective leadership capacity building within the organization. Continuous feedback and employee’s performance appraisal from senior management is crucial for the employees’ performance improvement and motivation (Roddy, 2004).

In recent years, the human resource has been considered as an important source of gaining competitive advantage. Most of the human resource and theoretical as well as empirical work has been grounded in the Resource-Based View (RBV) of the firm (Makau, 2015). The theory holds that in order to develop a sustainable competitive advantage, companies must create resources in a sense that is rare, non-substitutable and non-imitable (Mullins, 2005). The Resource-Based View of the organization is a theoretical paradigm with its roots from the field of strategic management. The RBV theory holds the assumption that resources and various attributes of the organization are more critical to a sustainable competitive edge than the industry structure as well as the actions of competitors (Madhani, 2010). Resources have been defined as the intangible and tangible assets a company uses to choose and even implementing its strategies. This broad definition includes human, organizational, financial and the physical resources (Madhani, 2010). In addition, human resources are difficult to imitate since it becomes difficult to identify the exact source of competitive advantage and to be able to produce the underlying conditions that are necessary for it to take place (Makau, 2015).

According to the United Nations Committee of Experts on Public Administration, capacity building takes place at three levels, these include; at the individual level, the institutional level and the at the society level. Capacity building on the personal level refers to the development of various conditions that enable people to build and enhance the existing knowledge and skills. Additionally, the capacity building requires the conditions that will allow people to engage in the process of learning and adapting to a particular change in the dynamic business environment (Oni, 2012).
2.2.1 Empowerment

Empowerment refers to the capacity to do things that is to be able to do (Gibson, 1991). Human resource capacity building leads to employee empowerment due to the skills and training coming from the human capacity building strategy. Staff who feel strong empowered have qualities which creates a strong sense of self-esteem, good and successful professional performance as well as progress in the work assigned (Ortenblad, Abrahamson, & Sheaf, 2016). Basically, the empowerment of employees is mainly concerned with trust, the motivation, decision making and breaking the inner boundaries between the employees and management. Empowerment created as a result of human resource capacity building enables the employees to participate in the decision making which helps them to break out of stagnant mind-sets taking a risk and trying something new as they work towards the organizational goals attainment (Rajabifard & Williamson, 2004).

The significance of empowerment in improving the employee’s job performance has been established in many ways. According to the article “Enhancing Employee Performance via Empowerment” by Awamleh (2013), where a survey was conducted to study 500 employees by using descriptive analytic approach and found that there was a clear link between the empowerment and job performance, therefore, empowerment is critical for job performance to support the development of the organization. He further indicated that empowerment plays a significant role in satisfaction among employees, hence, promoting their performance in organizations (Awamle, 2013). Participation of employees in decision making, power delegation, and access to information and the resources as well as job enrichment are common forms of human resource capacity building that can lead to effective empowerment among employees. Similar findings were reported by Ashman and Zastrow (2013), whereby their results indicated a statistically significant positive relationship between the job satisfaction and empowerment (Zastrow & Ashman, 2013).

Klidas et al. (2007) carried down a survey of staff employed in 15 hotels located in 7 different European countries and drew a conclusion that stimulating empowerment in employees can lead to the attainment of organizational target goals. Wang and Lee (2009) also found out that human resource capacity building leads to job performance as far as the organizational targets are concerned (Klidas, Berg, & Wilderom, 2007).
2.2.2 Enhanced Productivity

The classical principles of management concentrate on principles for enhancing efficiency and productivity through the design of a coherent organizational structure (Mullins, 2005). In human resource capacity building the emphasis is placed on the division of tasks, and the designation of responsibilities and various duties that promote the functional principle. Human Resource management is one of the significant principles being incorporated in traditional organizations, whereby training and development programs, salary incentive programs, the welfare programs and upgraded working environment conditions are implemented (Mouallem & Analoui, 2014). Human Resource Capacity building compensates higher work output and above average performance can be measured and awarded with good remuneration as a motivation incentive (Deng, 2012).

According to Mouallem & Analoui (2014), coordination between management and employees it is considered crucial for enhancing productivity both in terms of quantity and even quality. Culture is a dominant feature in classical organizations, whereby the emphasis is purely on the tasks allocated by senior management making all the activities well planned and coordinated among employees (Ejaz, 2000). The management process in modern companies with features of their open systems (Analoui & Mouallem, 2014), it is considered as a continuous circular cycle comprising of individuals working in teams with an aim to reach specific objectives and concentrate on human relations and social needs (Ejaz, 2000).

Employees tend to perform better and become more satisfied when they are treated by their supervisors as people and when their opinions and innovative ideas are taken onto consideration to impact the company’s decision making (Kakabadse, 1988). The open system developed through the human resource capacity building is more prevalent (Analoui & Mouallem, 2014) in modern organizations which involves an informal structure in which tasks are non-monotonous, existence of knowledge at all levels of the organization, interaction among the staff is horizontal as well as vertical (Mullins, 2005). Communication can be both be informal and formal whereby informal communication intends to encourage various departments and hierarchy levels that enable employees to interact more easily and share knowledge, hence, enhancing team building that fosters productivity throughout the organization (Mullins, 2005).
2.3 The Influence of Knowledge Management Capacity Building on Organizational development

Knowledge management can be defined as the systematic process of managing knowledge assets, processes, and the organizational environment in order to facilitate the creation, sharing, organization and the utilization of knowledge for achieving the desired strategic aim of an organization (Lee, 2012). In today’s turbulent environment, effectively management of the organizational knowledge is of tremendous significance for any business to gain and sustain its competitive advantage due to the increased globalization, the advent of knowledge economy, rapid response of technology, the dynamic demand of increasingly sophisticated customers and the turbulent competitive markets (Deng, 2012).

The significance of effective knowledge management in an organization has been increasingly acknowledged both in business and in academy, leading to the development of various knowledge management theories as well as practices (Martensson, 2000) due to tremendous advantages that come along with effective knowledge management to organizations, these include; rapid developments of new products and services, improving project management practices, quick response to customers, shortening the response time for client engagements, increasing staff engagement, better performance measurements, efficient problem-solving time and enhanced communication (Deng, 2012). Knowledge management has various benefits; much attention has been paid to develop and design strategies and policies, technical tools for effective organizational knowledge management by using the available information and communication technologies in place (Association, 2012).

Knowledge, however, is an elusive concept (Heerden, 2016), the complex nature of knowledge comes along with various challenges resulting in different approaches being developed. Among these, it is the technological approach to knowledge management which is commonly adopted (Deng, 2012). The approach focus on the application of information and communication technology to manage knowledge across the organization (Abou-Zeid, 2002). The rapid advancements of information communication technologies offer unprecedented abilities and potentials for having an effective knowledge management system.
According to Martin (2015), over two decades ago in the year 1990, the concept of knowledge management appeared to be found in the form of apprenticeship, corporate libraries, mentoring programs, discussion programs as well as training sessions. With gradual technology advances and computer systems being widely used, numerous changes in the definition of Knowledge management started taking shape (Martin, 2015). In the year 1999, the term personal knowledge management was first introduced despite the term focusing more on an individual level. Later, the significance of knowledge management was further passed upon, and it began being widely accepted by organizations as a part of strategy and measurement (Mabudafhasi, 2002). Businesses then started realizing that the application of the concept, this could help them drive cultural change and speeding up the process of learning (Mullins, 2005). Today, it is clear that knowledge management can offer several advantages and benefits to the organization as a whole.

2.3.1 Innovation

Innovation is defined in numerous ways in the literature. According to Chen et al. (2012) innovation is the introduction of the new combination of the essential factors used in production into the production system. Innovation capital is the capacity of organizing and implementing research and development, bringing forward the new technology as well as new products to meet the demands of consumers (Chen, Zhao, Liu, & Wu, 2012). Innovation process consists of the technical, the physical and knowledge-based activities which are central to forming product and service development (Basadur & Gelade, 2006).

The first driver for knowledge management’s role in innovation in today’s dynamic business environment is to create, maintain and build a competitive edge through the use of knowledge and collaboration practices (Akram, Siddiqui, Suleman, & Ghauri, 2011). Cavusgil et al. (2003) indicate that sustaining and building an innovation program has become increasingly complex due to the changing consumer needs, competitive pressure and rapid technological changes. Companies find it increasingly difficult to internalize creativity and innovations. Some large organizations like Hitachi and Xerox have therefore started working collaboratively across the organizational boundaries to ensure sustained innovation and competitive advantage. Knowledge management facilitates such collaboration. Acquiring knowledge as well as skills through collaboration is considered to be an effective as well as an efficient way of successful innovation (Abou-Zeid, 2002).
The second driver of the role of knowledge management in innovation is that knowledge is an intangible resource or asset to reduce complexity in the innovation process and managing knowledge as an asset will consequently be of significant importance. Innovation is extremely dependent on the presence of knowledge. Hence, the complexity created through the explosion of richness and reach of knowledge has to be acknowledged and managed (Adams & Lamont, 2003). According to Plessis (2007), the upsurge in the amount of knowledge that is readily available to companies seems to add increased complexity that can be addressed by knowledge-intensive units in the company that is strategic in nature (Plessis, 2007).

### 2.3.2 Competitive Advantage

According to Rahimli (2012), to obtain a competitive advantage, an organization should find out how to create, distribute and put knowledge into use through the organization and how to attach it to the process of the organization. Managers should also be aware of the kind of knowledge they should seek in order to enhance organizational practices to generate sustainable competitive advantage (Rahimli, 2012). For companies to get a sustainable competitive advantage, the significant role of knowledge management has to be acknowledged. On the other hand, knowledge management has made companies’ core competencies become stronger than before, hence, sustaining competitive advantage (Murray, 2012). Also, the significance of intangible asset is based on the knowledge management. Knowledge management is perceived as the development of organizing the intangible asset of a firm. The economic and production level of an organization relies more on its brainpower, human capital and invisible competencies than its physical assets (Jasimuddin, Klein, & Connel, 2005). It is acknowledged that each business function relies upon the knowledge of its human capital since employees apply this kind of knowledge in an attempt to build infrastructure and relational activities to achieve a sustainable competitive advantage.

For instance, through the management of strategic, recently, the emphasis has shifted to the understanding of “what” and “how.” In other words, it is what the company knows, what it is supposed to get for it to build a strong intangible core competencies and how the organization can achieve it (Chen, Zhao, Liu, & Wu, 2012). Knowledge achievement, the integration, and distribution need effective projects that spread through the entire organization. Such partnerships, associations and other forms of inter-company connections
have been recommended as the effective selections for acquisition, adding new capabilities and capital (Murray, 2012). In a related manner, the Information Technology perspective stresses the improvement of structure for a knowledge-based group. Proper detention, loading, retrieval and share-documented knowledge are based on Information Technology applications of the organization (Maier, 2004). Organizations apply on line document systems repository, the support of decision as well as professional methods, DMS, internet, and various internet tools that aim at empowering directors to have a guide and hand out data to organize knowledge (Maier, 2004). In addition to that, since the employees have been taken attention by supervisors. Strategic human resource management has been improved, and it is suggested that organizations should declare the value of intellectual capital in the financial reports to demonstrate the organization’s knowledge-based resources (Mouritsen, 2010).

Some researchers like Barney (2001) and Hammel (1990) have indicated that the knowledge can generate through various disciplines and the organization that has this opportunity to produce special knowledge through the context of the organization can have a competitive advantage. The two researchers have explored the role of knowledge as a tool to be survived in a competitive market. Various scholars have argued that knowledge management has a significant effect on the competitive advantage as the most valuable intangible asset (Halawi, 2005). Knowledge has actually appeared in financial information and regarded as an intellectual capital for the organization.

According to Rahimli (2012), there should be a clear distinction between knowledge based on strategy and knowledge not based on strategy. One of the research objectives in knowledge management has to recognize the traits of strategic knowledge that is knowledge has important implications for attaining competitive advantages among organizations. The goal considers strategic asset as a collection of abilities and resources that are very hard to imitate and commercialize since they are scarce. There are four circumstances that have been recognized in the resource-based view which provides assets with a strategic feature, and that is durability, the difficulty of substitution, imperfect mobility and problem of imitation (Rahimli, 2012).
2.4 The Influence of Leadership Capacity Building on Organizational Development

According to Duggan (2014), the building of leadership capacity consists of establishing competency model that describe the skills and behaviors of the leaders required by the company. With the use of self-assessment tools, employees can determine the kind of skills they lack. Successful companies tend to offer employees workshops, training alternatives, and seminars that provide the current workforce with the knowledge and experience required to perform executive functions and leading the company in future (Duggan, 2014). There is a shared attribute between successful companies and leadership capacity. Successful companies understand (Associates, 2014) the significance of harnessing leadership talent and taking time to develop it internally. Fewer than 10% of the companies believe that they have talented leaders to capitalize on their promising growth opportunities making the importance of building out leadership capacity to be must for any organization’s priorities.

The core of the criticism of companies in most literature is that all sorts of organizations ranging from corporations, government agencies and non-government organizations seem to be over-managed and under led (Owusu, Kalipeni, & Kiiru, 2014). The organizations that suffer from over-management tend to be slow in making necessary changes, hence, achieve less than what they could. In the organizations that have poor leadership, staff sees very little that is positive in an environment of distrust; employees learn that leaders will act in ways which are not easily understood or that do no tend to be in the organization’s best interests (West-Burnham, 2009). Poor leadership causes an abandonment of hope, resulting in an organization becoming dysfunctional. The organization must then deal with the practical impact of unfavorable change but more significantly under the burden of staff who have given up and have lost faith in the system or in the ability of leaders to turn the organization around.

Most organizations seem to be interested in becoming more effective, hence, more excellent; this is almost impossible if there is lack of competent leadership. Blumenthal indicated in her book “Investing in Capacity Building” that capacity building proves to be a daunting task as most building intentions fail due to lack of strong leadership capabilities in place (Bezos, 2017). Excellence as well as effective means that top management
performs a number of tasks, including the creation of the learning organization environment that trains and retains its workforce (Blumenthal, 2003).

According to Light (2004), there is a relationship between leadership in non-profit capacity building and the perceived organizational performance. Based on the study of 1140 non-profit organization employees (Light, 2004) found that organizations should continue to make adjustments to their internal and external environment for organizations to remain relevant. The internal adjustments involve the organization making changes in the managerial process which enable the organization to run more efficiently (Germak, 2012).

2.4.1 Leadership Mentoring

Blau (2010), conceptualized leadership mentoring as a fundamental process of adult development. However, she explicitly concentrated on mentoring in work setting and considered mentors in the context of their organizational relationship. On the basis of in-depth interviews with 18 management protégés with their mentors in a large public utility in the Northern United States, and the author concluded that more experienced organizational members provide guidance and support junior employees as they accomplish organizational development tasks (Blau, 2010). Leadership mentoring may provide a more social support as well as strategies for work-life balance to the protégés, because leaders especially women are in need of productive, and meaningful mentoring relationships, and more (Moore & Wang, 2017) research should be carried out to understand better the wants and needs of female professionals that are seeking development opportunities and how their needs can be addressed in the context of leadership mentoring.

In contrast to the growth and development of human improvement perspective, the career advancement view has emphasized the fundamental aspects of leadership mentoring in an attempt to promote protégés’ promotional mobility in the organization. Particularly, the perspective has viewed mentoring as a strategy that can be used to overcome barriers to career advancement such as gender or cultural background. (Zey, 1984), came up with a model of mentoring on the basis of his interviews with various managers in organizations in regards to their experiences with mentoring. The author indicates that mentoring offers protégés with a competitive advantage over other qualified candidates as they all strive for promotion in the organization. In turn, protégés help the mentors to accomplish tasks and build sustainable companies (Blau, 2010).
According to Susic (2017), leadership development programs are not just an investment in an individual but the investment to an organization because employees at all levels of management of the organization understand the significance of learning as well as skills development. Through encouraging and provision of access to leadership development programs, employees of the organization tend to feel that their organization is investing in them personally, hence, increased motivation towards attaining the main objectives of the company (Susic, 2017). A mentee can play a significant role in assisting the mentee in learning how to prioritize tasks that is an efficient way of doing things for instance high-prioritized tasks like grant submissions and reviewing manuscripts and have deadlines to be met (Bezos, 2017).

2.4.2 Development of Leader’s Good Practices

The prevailing form of induction of new employees, this could be a manager or an entry-level candidate should concentrate on developing good practices that are generally accepted at any place of work (Bersin, 2008). The position is gradually changing with many leadership trainers who are advocating for this change. Their position is that employees will form behaviors or habits whether they have the help of a mentor or not and therefore it is crucial to help the new employees form good habits from the outset rather than through knee-jerk reactions resulting from job stress (Alansari & Langdon, 2012). Sometimes employee engage themselves in informal debriefing with colleagues and this can be a reflection extended and nurtured by mentors in an attempt to help staff make connections between what they know and the new idea being introduced to help experienced staff in becoming problem solvers who are able to monitor and keep track of their work environment for better performance (Achinstein & Athanases, 2010). This indicates that leadership capacity building moves considerably beyond the emotional support and provisions of sample learning lessons that help staff to develop effective practices as well as the development of employees’ capability to solve their own issues hence improving on the organization performance.

A survey conducted by Bartram and Garetta (2004) to find out the relationship between good practices development and the perceived career success, staff commitment to the company and turnover. The study employed a survey designed to elicit various responses capable of testing the hypotheses formulated by the study. The hypothesis of the research
predicted that good leader’s practices with protégés would strengthen performance within
the organization. Further, the study indicates that there was a positive relationship between
good practices exhibited by leaders and organizational performance they attract to the
organization (Batram & Garetta, 2004).

According to Bersin (2008), the development of good practices for leaders goes beyond than
just management training, as leaders move up in the company, their skills should also shift
from employees and project management to strategic business and management operations.
Organizations like Cisco, Aetna, and Agilent, tend to focus heavily on the company-specific
business initiatives in their leadership programs that aim at cultivation the desired practices
of a good leader to drive specific projects in order to achieve the organizational objectives
(Bersin, 2008). At New York Mellon, senior executives ensure that there is a strong
alignment to the values, culture, and strategies of the company, by undertaking leadership
development programs to bring their practices to the desire of the organization (Mck,
Jefferson, & Wick, 2000). The ten senior executives of New York Melon come together
quarterly and review how the efforts of their leadership development group are helping their
current business activities. Bersin (2008), indicated that top 30 to 35 senior executives
identified common attributes and gathered them into an organized set of leadership
competencies.

In addition to cultivating a conducive organizational environment which is built on a firm
foundation, effective leaders should exhibit specific skills and attributes dedicated to
achieving the objectives of the company. Leader’s development programs aimed at
developing communication skills, (SHRM, 2018) empathy, as well as emotional
intelligence, team-building skills, cultivating the understanding of the competitive
landscape and strategic thinking, are vital for the organizational performance.

Mayhew (2010) indicate that leadership, as well as management practices, involves more
than just knowing how delegation of tasks is done. Supervisors, as well as managers, should
demonstrate skillful utilization of their people management’s skills as well as technical
skills in order to keep staff engaged in additional technical expertise on how to run the entire
operations of the organization. From the point at companies hire leaders, the organization
should take responsibility to train leaders and modeling behavior which leaders should
emulate to a productive workforce (Mayhew, 2010).
2.6 Chapter Summary

This chapter presented the literature review based on the study research questions introduced in chapter one. First, is the review on the effect of human resources capacity building on organizational development, followed by the influence of the knowledge management capacity building on organizational development, then the influence of leadership capacity building on organizational development and the influence of the financial capacity building on organizational development. Chapter three of the study covers the research methodology that the study adopted.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was used to conduct this study. The research methodology. The research methodology of this study includes; the research design depicting the approach that the study took, the population of the study, the sample size, sampling technique, data analysis technique as well as the procedures which were adopted for the study and finally the chapter summary.

3.2 Research Design

Research design refers to the framework that can be used in collecting and analyzing data in order to respond to the research questions or the objectives guiding the study (Cooper & Schindler, 2014). According to Cresswell (2014), research design refers the overall strategy that can be used to integrate various components of the study in a logical way by ensuring that the research problem is addressed effectively (Cresswell, 2014). On the other hand, research design can be used to offer justification for a choice of data resources, its collection, and analysis of the data. The descriptive research design was adopted for this study. The descriptive research design was appropriate for the study since it promotes the collection data both the qualitative and quantitative without adjusting or influencing the environment of the study. The study utilized the purposive sampling because only middle-level management and top level management of the organization was sampled for this study.

3.3 Population and Sampling Design

3.3.1 Population

The population of a study refers to the total units which form the study subject the researcher wishes to investigate (Cooper & Schindler, 2014). Creswell (2014) defines population as a group of similar existing objects or items which is of the interest for an experiment or certain question under investigation. For this particular study, the target population is composed of 54 employees of the United Nations Office of Project Services.
3.3.2 Sampling Design

According to Lavrakas (2008), sampling design refers to the framework or a blueprint which serves as the basis for selection of a survey sample and can affect other crucial aspects of a survey. In a broad context, researchers conducting a study are interested in getting some type of data through a review of a target population of interest (Lavrakas, 2008). The researcher should define a sampling frame which represents the target population of interest from which a sample can be drawn from (Cresswell, 2014). The sampling design of this study presents the sampling frame, sampling technique, and the sample size.

3.3.2.1 Sampling Frame

Sampling frame refers to a list, or it can be a device used to define the target population which the researcher is interested in. A sampling frame defines set of items from which the researcher is able to select a sample of the target population of interest (Lewis-Beck, Bryman, & Liao, 2004). The sampling frame for this study was obtained from the Human Resource Department at United Nations Office of Projects Services in Nairobi office.

3.3.2.2 Sampling Technique

Sampling technique is a tactic used by a researcher in ensuring that numerous groups which are either homogeneous or heterogeneous are well represented in the final selected sample being used in the study (Cooper & Schindler, 2014). Stratified and simple random sampling techniques were used for this study to ensure that numerous functional departments at UNOPS are represented in the final selection of the study forming the respondents of the study without any bias.

3.3.2.3 Sample size

According to Lavrakas (2008), the sample size of a survey is the number of units that are chosen from a target population from which data was gathered to fulfill the objectives of the researcher. However, sample size can be defined in a number of ways, for instance, designated sample size, which is regarded as the number of sample units selected for data collection and the final sample size refers to the number of completed questionnaires or units from which data was collected (Lavrakas, 2008). The sample size was composed of all 54 employees as indicated in Table 3.1.
Table 3.1: Sample Size Distribution

<table>
<thead>
<tr>
<th>Departments</th>
<th>Population</th>
<th>Sample Size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Unit</td>
<td>22</td>
<td>22</td>
<td>41%</td>
</tr>
<tr>
<td>Design Unit</td>
<td>8</td>
<td>8</td>
<td>15%</td>
</tr>
<tr>
<td>Projects Unit</td>
<td>20</td>
<td>20</td>
<td>37%</td>
</tr>
<tr>
<td>Administration</td>
<td>4</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>54</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

3.4 Data Collection Methods

Data collection refers to the process of collecting all the data from the respondents forming the target population of the study in the well-established systematic manner in order to address the research questions or objectives accordingly (Cooper & Schindler, 2014). This study utilized a structured questionnaire being its tool for data collection based on a scale of 5 measurements that are Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree in response to the statements addressing the research objectives. The first section of the questionnaire had the demographic information of the respondents, second section will have the first objective of the study, the third section had statements based on the second objective of the study, the fourth had the third objective and the fifth had statements addressing the fourth objective of this study as introduced in chapter one. A questionnaire is regarded to be the main instrument for data collection in survey research, it is the ideal tool for collecting data to address the research objectives for this study since it has a set of standardized questions which follow a fixed scheme enabling the researcher to collect data on one or more specific topic (Lavrakas, 2008). Therefore, the use of a questionnaire as data collection tool for this research is justified to the extent that the researcher was able to capture the intended specific data from the respondents.

3.5 Research Procedures

According to Cooper and Schindler (2014), research procedures refers to the detailed sketch or framework consisting of step by step on how the researcher is going to conduct the research to meet the research objectives of the study. In this particular study, upon the approval of the project proposal by the supervisor, the letter was drafted to the Human Resource Manager for UNOPS to allow the research to collect the intended information as
well as data to address the research objectives. A pilot test was done consisting of 10 respondents in order to test its validity, its clarity to the respondents as well as the reliability of the content on the research questionnaire as the tool for data collection. The pilot test was done based on middle-level employees at UNOPS. After the completion of the pilot test, any identified weakness on the questionnaire was corrected accordingly before administering the actual questionnaire to the target respondents for data collection. The next step was the responsibility of the researcher to visit the office of UNOPS in Nairobi and locate the respondents and explain to them the intended purpose of the research and how they were to fill the questionnaires provided to them by the researcher. The researcher gave respondents a period of two weeks and then collect the questionnaires with a follow up of its completion before collecting them. Then the researcher after collecting the questionnaires, counter checked them to make sure that all the sections in the research questionnaire are filled as intended. If there were any missing sections in the questionnaire, they were returned to the specific respondents to seek the missing information since they are numbered. After which, all the research questionnaires were handled back to the researcher for data analysis.

3.6 Data Analysis

Data Analysis refers to the process of through the research inspects, cleanses, transforms and modeling data into meaningful information with the goal of discovering useful information and drawing conclusions that can support specific decision-making of the researcher (Cresswell, 2014). The study used both inferential as well as descriptive statistics which the analysis was done to support the objectives of the study. The descriptive statistics used in the study investigated mean, frequencies, percentages and standard deviation while inferential statistics including the correlation between variables used in the study, and multiple regression of the variables. Statistical Package for Social Studies (SPSS) was used to analyze the data obtained from the respondents and represented the findings using tables and figures.

3.7 Chapter Summary

The research methodology used to conduct this study has been described in this chapter. The research design to be used which is the descriptive research design has been described. The population of the study which is composed of 54 employees working at UNOPS Nairobi working station. A sample size comprising of top-level management and middle-level
management has been drawn from its target population, followed by the research procedure highlight each and every step on how the research was carried down. Finally, it’s the data analysis methods whereby the research used SPSS Software to analyze the collected data and draw various conclusions to address the research objectives. Chapter four presents the results and findings of the study.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

Results and findings of this study are presented in this chapter. The findings on demographic are presented first. This is followed by findings on effects of human resource capacity building strategies on organizational development; the influence of knowledge management on organizational development; and influence of leadership on organizational development. This study had a response rate of (77%). Out of 54 questionnaires that were handed out, 42 were returned with complete responses.

4.2 Demographic Information

The demographic information analyzed for this study include respondents gender, age, years of work at UNOPS and respondents work department. The findings are presented as follows:

4.2.1 Respondents Gender

Respondents of this study were asked to indicate their gender. The results show that male respondents were the majority (67%), while female respondents were (33%) as indicated in Figure 4.1

![Figure 4.1: Respondents Gender](image)
4.2.2 Respondents Age

On the question of respondents age, (29%) indicate they were 48 years and above, and 41-47 years respectively, (26%) reported that were aged 26-33 years; (9%) were aged 34-40 years, while the remaining (7%) were aged 18-25 years as summarized in Figure 4.2

![Figure 4.2: Respondents Age](image)

4.2.3 Number of Years at UNOPS

When respondents were asked to indicate the number of years they had spent at UNOPS, (45%) reported 8-10 years; (29%) noted that had spent above 10 years at UNOPS, (17%) indicated that had spent 5-7 years, while (9%) indicated they had spent 2-4 years at the organization as summarized in Figure 4.3

![Figure 4.3: Respondents Number of Years at UNOPS](image)
4.2.4 Respondents Work Unit

When respondents were asked to indicate their work unit, (38%) stated they work in projects unit, (31%) in the business unit, (19%) in design unit, while the remaining (12%) were from administration unit as summarized in Figure 4.4

![Figure 4.4: Respondents Work unit](image)

4.3 Influence of Human Resource Capacity Building on Organizational Development

This study sought to determine whether human resource capacity building influenced organizational development. The findings are presented as follows:

4.3.1 Availability of HR Capacity Building Initiatives at UNOPS

When respondents were asked whether their organization had capacity building initiatives in place, the majority (74%) strongly agreed, (19%) agreed, while the remaining (7%) were neutral as indicated in Table 4.1

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>19.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>31</td>
<td>73.8</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.3.2 HR Capacity Building Enhances Organizational Development

This study sought to determine whether HR capacity building enhances organizational development at UNOPS. The findings show that majority (71%) of respondents strongly agreed, (21%) agreed on this to be the case, (5%) were neutral, while (2%) disagreed as highlighted in Table 4.2

Table 4.2: HR Capacity Building Enhances Organizational Development

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>21.4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>30</td>
<td>71.4</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.3 UNOPS Employee Empowerment Programs

This study sought to determine whether UNOPS had employee empowerment programs. The findings show that (69%) of respondents strongly agreed that UNOPS does have this programs, and the remaining (31%) also agreed on this to be the case as summarized in Figure 4.5

Figure 4.5: UNOPS Employee Empowerment Programs
4.3.4 Employee Empowerment Enhances Organizational Development

When respondents were asked whether employee empowerment enhances organizational development, (60%) strongly agreed, (33%) agreed on this to be the case, while (7%) as indicated in Table 4.3

Table 4.3: Employee Empowerment Enhances Organizational Development

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>33.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>25</td>
<td>59.6</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.5 UNOPS Employee Capacity Training

On the question of whether UNOPS employee empowerment involves capacity training, (74%) of respondents strongly agreed, (24%) agreed, while (2%) remained neutral as highlighted in Table 4.4

Table 4.4: UNOPS Employee Capacity Training

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>23.8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>31</td>
<td>73.8</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.6 Empowerment to Enhance Employees Responsibilities

When respondents were asked whether empowerment initiatives at UNOPS enhances employee responsibilities, (64%) strongly agreed, (31%) agreed, while (5%) were neutral as highlighted in Table 4.5
Table 4.5: Empowerment to Enhance Employee Responsibilities

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>31.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>27</td>
<td>64.3</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.7 Employee Work Autonomy

This study sought to examine whether employee empowerment at UNOPS entails work autonomy. The findings show that (79%) of respondents strongly agreed, (14%) agreed, (5%) were neutral, while (2%) disagreed as indicated in Table 4.6

Table 4.6: Employee Work Autonomy

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>33</td>
<td>78.6</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.8 Employee Empowerment Programs

On the question on whether employees were performing better because of empowerment programs, the majority (64%) strongly agreed, (29%) agreed, while (7%) were neutral as highlighted in Table 4.7

Table 4.7: Employee Empowerment Programs

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>28.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>27</td>
<td>64.3</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.3.9 Training and Work Productivity

When respondents were asked whether employee productivity had increased as a result of training, (69%) strongly agreed, (26%) agreed, and (5%) were neutral as indicated in Table 4.8

Table 4.8: Training and Productivity

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>26.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>29</td>
<td>69.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.10 Conducive Work Environment and Organizational Development

On the question on whether conducive work environment enhances organizations development, (71%) strongly agreed, (21%) agreed, (5%) disagreed while (2%) were neutral as summarized in Table 4.9

Table 4.9: Conducive Work Environment and Organizational Development

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>21.4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>30</td>
<td>71.4</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.4 Influence of Knowledge Management on Organizational Development

This study sought to examine the influence of knowledge management on organizational development at UNOPS. The findings are presented as follows:

4.4.1 Knowledge Management Initiatives at UNOPS

When respondents were asked whether UNOPS had knowledge management capacity building initiatives in place, the majority (64%) of respondents strongly agreed, (29%) agreed, while (7%) were neutral as indicated in Table 4.10
Table 4.10: Knowledge Management Initiatives at UNOPS

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>28.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>27</td>
<td>64.3</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.4.2 Knowledge Management is Essential for Organizational Development

On the question on whether knowledge management was essential for organizational development at UNOPS, (69%) of respondents strongly agreed, (26%) agreed, while (5%) were neutral as indicated in Table 4.11

Table 4.11: Knowledge Management is Essential for Organizational Development

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>26.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>29</td>
<td>69.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.4.3 Capacity Building and Innovative Technologies

When respondents were asked whether capacity building at UNOPS had enhanced adoption of innovative technologies, the majority (81%) strongly agreed, (14%) agreed, while (5%) were neutral as indicated in Table 4.12

Table 4.12: Capacity Building and Innovative Technologies

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>34</td>
<td>81.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.4.4 Knowledge Management and Adoption of Technology

This study sought to examine whether knowledge management had enhanced adoption and use of technology at UNOPS. The findings show that (64%) strongly agree while the remaining (36%) agreed as highlighted in Figure 4.6

![Figure 4.6: Knowledge Management and Adoption of Technology](image)

4.4.5 Knowledge Management Innovations

When respondents were asked whether knowledge management innovation is essential for UNOPS organizational development, the majority (81%) agreed, while the remaining (19%) also agreed as indicated in Figure 4.7

![Figure 4.7: Knowledge Management Innovations](image)
4.4.6 Knowledge Management Enhancement of Organizational Development

Respondents were asked whether knowledge management had enhanced organizational development at UNOPS. The findings show that (71%) of respondents strongly agreed, (24%) agreed, while (5%) remained neutral as indicated in Table 4.13

Table 4.13: Knowledge Enhancement of Organizational Development

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>23.8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>30</td>
<td>71.4</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.4.7 Online Information

On the question of whether the knowledge management capacity building had enhanced online sharing of information, (52%) strongly agreed, while the remaining (48%) agreed as highlighted in Table 4.14

Table 4.14: Online Information Enhancement

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20</td>
<td>47.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>22</td>
<td>52.4</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.4.8 Online Information and Organization Operations

When respondents were asked whether online sharing of information had enhanced efficiency in organizational operations, the majority (76%) strongly agreed, (14%) agreed, (7%) disagreed, while (2%) were neutral as indicated in Table 4.15

Table 4.15: Online Information and Organization Operations

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>32</td>
<td>76.2</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.4.9 Efficiency in Organizational Operations

When respondents were asked whether efficiency in organizational operations had enhanced development at UNOPS, (55%) strongly agreed, while (45%) agreed as highlighted in Table 4.16

Table 16: Efficiency in Organizational Operations

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>19</td>
<td>45.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>23</td>
<td>54.8</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.4.10 Integrated Databases

On the question on whether knowledge management had enhanced use of integrated databases, the majority (64%) strongly agreed this to be the case, (64%) strongly agreed, (31%) agreed, while (5%) were neutral as indicated in Table 4.17

Table 4.17: Integrated Databases

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>31.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>27</td>
<td>64.3</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.5 Influence of Leadership Capacity Building on Organizational Development

This study sought to examine whether leadership capacity building has an influence on organizational development at UNOPS. The findings are presented as follows:

4.5.1 Availability of Leadership Capacity Building

On the question on whether UNOPS had leadership capacity building in place, the majority (74%) of respondents strongly agreed, (21%) agreed, while (2%) disagreed and remained neutral respectively as indicated in Table 4.18
Table 4.18: Availability of Leadership Capacity Building

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>21.4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>31</td>
<td>73.8</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.5.2 Leadership Capacity is Essential for Organizational Development

When respondents were asked whether leadership capacity building was essential to organizational development, the majority (91%) strongly agreed, (7%) were neutral, while (2%) agreed as highlighted in Table 4.19

Table 4.19: Leadership Capacity is Essential for Organizational Development

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>38</td>
<td>90.5</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.5.3 Importance of Leadership Capacity Building

On the question of whether leadership capacity building enhances organizational development, (76%) strongly agreed, (19%) agreed, while the remaining (5%) were neutral as indicated in Table 4.20

Table 4.20: Importance of Leadership Capacity Building

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>19.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>32</td>
<td>76.2</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.5.4 Managers Training

When respondents were asked whether training of managers had enhanced organizational efficiency and development, (62%) strongly agreed this to be the case, (38%) agreed, while (2%) remained neutral as indicated in Table 4.21

Table 4.21: Managers Training

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>35.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>26</td>
<td>61.9</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.5.5 Importance of Training Managers

On the question on whether managers with enhanced capacity training were essential for organizational development, (86%) strongly agreed, (9%) agreed, while (5%) were neutral as highlighted in Table 4.22

Table 4.22: Importance of Training Managers

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>9.5</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>36</td>
<td>85.7</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.5.6 Transformed Management Style

This study sought to examine whether the leadership capacity building had transformed management style at UNOPS. The finding shows the majority (72%) strongly agreed, (21%) agreed, while (7%) were neutral as summarized in Table 4.23

Table 4.23: Transformed management Style

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>21.4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>30</td>
<td>71.5</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.5.7 Management Skills Building

On the question of management skills was essential for organizational development at UNOPS, the majority (88%) strongly agreed, and (12%) agreed as indicated in Figure 4.8

![Figure 4.8: Management Skills Building](image)

4.5.8 Mentoring of Managers

When respondents were asked whether mentoring of managers was essential for organizational development, the majority (86%) strongly agreed, while (14%) equally agreed as indicated in Table 4.24

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>36</td>
<td>85.7</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.5.9 Mentored Managers and Enhance Organizational Development

On the question of whether mentored managers had enhanced organizational development at UNOPS, (88%) strongly agreed, while (12%) agreed as indicated in Table 4.25.
Table 4.25: Mentoring Managers and Enhance Organizational Development

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>5</td>
<td>11.9</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>37</td>
<td>88.1</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.5.10 Good Management Practices

This study sought to determine whether good management practices were essential for organizational development. The findings show that majority (86%) strongly agreed on this to be the case, while (14%) agreed as highlighted in Table 4.26

Table 4.26: Good Management Practices

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>36</td>
<td>85.7</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.6 Correlation Analysis

This study sought to examine whether relationships between the study variables existed. To do this, a correlation analysis was conducted using human resource capacity building, knowledge management capacity building, and leadership capacity building as independent variables, and organizational development as the dependent variable. The findings show that human resource capacity building had the strongest relationship with organizational development, r (0.571); p-value <0.01. The relationship was statistically significant. The relationship between leadership capacities buildings was also statistically significant, r (0.463); p-value < 0.01. Finally, the relationship between knowledge management capacity building and organizational development was also statistically significant; r (0.375); p-value < 0.01 as summarized in Table 4.27
Table 27: Correlation Analysis

<table>
<thead>
<tr>
<th>Variables</th>
<th>Pearson Correlation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Development Building</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resource Capacity Building</td>
<td>Pearson Correlation</td>
<td>.571**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.002</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>42</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge Capacity Building</td>
<td>Pearson Correlation</td>
<td>.375**</td>
<td>.347**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Leadership Capacity Building</td>
<td>Pearson Correlation</td>
<td>.463**</td>
<td>.507**</td>
<td>.514</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.002</td>
<td>.000</td>
<td>.005</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>

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

4.7 Regression

A regression analysis was conducted to examine the level or relationship when all the variables were combined. The findings show an adjusted R square of (0.464), meaning that about (46%) or variability in organizational development is attributed to leadership capacity building, knowledge management capacity building, and human resource capacity building as indicated in Table 4.28. The remaining (54%) variability on organizational development was attributed to other factors not examined by this study.

Table 4.28: Regression Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.710a</td>
<td>.504</td>
<td>.464</td>
<td>.15911</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Leadership Capacity, Human Resource Capacity, Knowledge Capacity Building
The Analysis of Variance was conducted to examine whether there the means of the variables were statistically significant. The findings show a statistically significant mean variables, $F_{(3, 38)} = 12.850; \text{p-value} < 0.000$ as summarized in Table 4.29.

### Table 4.29: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>$F$</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>.976</td>
<td>3</td>
<td>.325</td>
<td>12.850</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>.962</td>
<td>38</td>
<td>.025</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1.938</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- a. Dependent Variable: Organizational Development
- b. Predictors: (Constant), Leadership Capacity, Human Resource Capacity, Knowledge Capacity building

The coefficient model show that human resource capacity building had the highest Beta coefficient $\beta$ (0.512); p-value = 0.00; followed by leadership capacity building Beta coefficient $\beta$ (0.470); p-value = 0.000; and finally, knowledge management capacity building Beta coefficient, $\beta$ (0.257); p-value =0.032. The p values < 0.05, therefore statistically significant.

### Table 4.30: Coefficients Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>-1.662</td>
<td>1.117</td>
<td>-1.487</td>
<td>.145</td>
</tr>
<tr>
<td>Human Resource Capacity</td>
<td>.438</td>
<td>.099</td>
<td>.512</td>
<td>.000</td>
</tr>
<tr>
<td>Knowledge Capacity Building</td>
<td>.321</td>
<td>.145</td>
<td>.257</td>
<td>.032</td>
</tr>
<tr>
<td>Leadership Capacity</td>
<td>.596</td>
<td>.145</td>
<td>.470</td>
<td>.000</td>
</tr>
</tbody>
</table>

- a. Dependent Variable: Organizational Development

44
4.8 Chapter Summary

The major finding of this study shows that human resource capacity building had the strongest relationship with organizational development, $r (0.571)$; $p$-value $< 0.01$. The relationship was statistically significant. The relationship between leadership capacities buildings was also statistically significant, $r (0.463)$; $p$-value $< 0.01$. Finally, the relationship between knowledge management capacity building and organizational development was also statistically significant; $r (0.375)$; $p$-value $< 0.01$. The next chapter presents the study discussion, conclusion and recommendations.
CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION, RECOMMENDATIONS

5.1 Introduction

This chapter presents the study summary, discussion, conclusion, and recommendations. The study summary is presented first, then followed by a discussion on the influence of the human resource capacity building on organizational development, the influence of knowledge management on organizational development, and influence of leadership capacity building on organizational development. The conclusion and recommendations are presented in the same order.

5.2 Summary of the Study

The purpose of this study was to examine the influence of capacity building strategies on organizational development at UNOPS Kenya office. This study was guided by the following research questions: How does human resources capacity building influence organizational development? How does knowledge management capacity building enhance organizations development? How does leadership capacity building influence organizational development?

This study adopted descriptive survey research design. This study had a population of 54 employees at UNOPS office in Nairobi. This study was a census. Therefore all the 54 employees were sampled for the study. A structured closed-ended questionnaire was used to collect primary data. Data were analyzed for descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS) version 22 and presented using Tables and Figures

The first research question sought to examine the influence of human resource capacity building on organizational development at UNOPS. The findings show that there exists a statistically significant relationship between human resource capacity building and organizational development.

The second research question examined whether the knowledge management capacity building had an influence on organizational development at UNOPS. The findings of this
study show that there exists a statistically significant relationship between knowledge management capacity building and organizational development.

The third research question examined whether the leadership capacity building had an influence on organizational development at UNOPS. The findings show that there exists a statistical relationship between leadership capacity building and organizational development.

5.3 Discussion

5.3.1 Influence of Human Resource Capacity Building on Organizational Development

This study sought to examine the influence of human resource capacity building and organizational development. The major findings of this study show that there exists a statistical significance relationship between human resource capacity building and organizational development. This finding confirms by Analoui and Mouallem (2014) that noted that human Resource capacity building is important because it strengthens encourage the participation of the organization’s workforce in decision-making as well as through maintaining good relationships with the employees. This means that when an organization strengthens its human resource capacities, the impact is felt in enhanced organizational development. Development can be viewed in different dimensions including enhanced performance, enhanced productivity, and employee satisfaction among others. This study also confirms arguments by Makau (2015) who noted that in the recent years, the human resource had been considered as an important source of gaining competitive advantage that is necessary for organizational development.

This study also found that human resources capacity building among employees enhances organizational development. The United Nations Committee of Experts on Public Administration, the capacity building, had noted that capacity building on the individual level within an organization enables employees to build and enhance the knowledge and skills that are essential for organizational development. Additionally, capacity building enables or provides sufficient conditions that allow employees to engage in the process of learning and adapting to a certain change in the dynamic business environment (Oni, 2012). The easier it is for employees to adopt to changing work environment, the easier it is an organization to go through successful development. In this regard, it could be argued that
staff who feel strong empowered have qualities which creates a strong sense of self-esteem, good and successful professional performance as well as progress in the work assigned (Ortenblad, Abrahamson , & Sheaf, 2016).

This study has established that human resource capacity building entails employee empowerment. Empowerment enables employees to enhance their skill and knowledge capabilities, which translated to enhanced output and employee performance. When employees are able to perform at optimal levels, they are able to enhance organizational development. Basically, the empowerment of employees is mainly concerned with trust, the motivation, decision making and breaking the inner boundaries between the employees and management. This finding confirms a study by Awamleh (2013) who argued that one of the ways to enhance organizational development is to empower employees to perform at optimal levels. Awamleh (2013) study where that surveyed 500 employees by using descriptive analytic approach found that there was a clear link between the empowerment and job performance. Therefore, empowerment is critical for job performance to support the development of the organization.

This study has also established that when employee autonomy is enhanced, organizational development is enhanced. Human Resource Capacity building compensates higher work output and above average performance can be measured and awarded with good remuneration as a motivation incentive (Deng, 2012). In most instances, employees tend to perform better and become more satisfied when they have sufficient autonomy to carry out their work. Autonomy is a testament to trust and confidence the employees’ ability to perform

5.3.2 Influence of Knowledge Management Capacity Building on Organizational Development

This study sought to examine whether knowledge management capacity building influences organizational development. The findings of this study show that there exists a statistically significant relationship between knowledge management capacity building and organizational development. In today’s turbulent environment, effectively management of the organizational knowledge is of tremendous significance for any business to gain and sustain its competitive advantage due to the increased globalization, the advent of knowledge economy, rapid response of technology, the dynamic demand of increasingly sophisticated customers and the turbulent competitive markets (Deng, 2012). As such, the
significance of effective knowledge management in an organization increasingly enhances organizational development. Similarly, Martensson (2002) had argued that knowledge management capacity building has tremendous advantages that come along with effective knowledge management to organizations. These advantages include rapid developments of new products and services, improving project management practices, quick response to customers, shortening the response time for client engagements, increasing staff engagement, better performance measurements. As such, an organization can enhance its organizational development, simply by enhancing its ability to incorporate knowledge capacity building within its operations. Akram et al., (2011) had argued that the role of knowledge management’s role in innovation in today’s dynamic business environment is to create, maintain and build a competitive edge through the use of knowledge and collaboration practices. As organization entrench knowledge management capacities, they develop a trajectory that enhances internal development.

The findings of this study established that knowledge innovation is also an essential aspect of organizational development. A study conducted by Cavusgil et al. (2003) had also established that for organizations to enhance development opportunities, investing in knowledge innovations and capacity building is inevitable. However, it also should be noted that building and sustaining innovation programs have become increasingly complex due to the changing consumer needs, competitive pressure and rapid technological changes. As such, companies find it increasingly difficult to internalize creativity and innovations but must strive to include knowledge innovations not only as a sustainability tool but as an organizational development tool. In most organizations, knowledge management facilitates collaboration, skills development, and efficiency in production, which is essential for enhanced organizational development.

The findings of this study have established that knowledge management capacity building enhances organizational development. As organizations adopt and utilize knowledge management systems, they are able to create, distribute and put knowledge within the organization that is important for development. However, it should be noted that not every knowledge management system enhances organizational development. In selecting a knowledge management capacity building, managers should focus on knowledge systems that improve the organization performance and performance outcomes. This is in line with the conclusions that Rahimli (2012) had noted that managers should be aware the kind of
knowledge they are introducing to their organization in order to enhance organizational practices that generate a sustainable competitive advantage, and development.

This study also found that knowledge management capacity building is an intangible asset that enhances organizations uniqueness and quality. Knowledge management is perceived as the development of organizing the intangible asset of a firm. The economic and production level of an organization relies more on its brainpower, human capital and invisible competencies than its physical assets (Jasimuddin, Klein, & Connel, 2005). It is essential that organizations invest significantly not only in hard systems but also human capital who are relied upon to apply knowledge innovations within the organization so as to achieve the organizational objectives.

5.3.3 Influence of Leadership Capacity Building on Organizational Development

This study sought to examine whether the leadership capacity building had the influence of organizational development. The findings of this study show that there exists a significant relationship between leadership capacity building and organizational development. This study confirms Light (2004) study findings that indicated the existence of a relationship between leadership in non-profit capacity building and the perceived organizational performance. Light’s study was based on 1140 non-profit organization employees. The study concluded that organizations should continue to make adjustments to their internal and external environment in leadership capacities so as to remain relevant in the long-term.

The interior modifications, in this case, would involve organizations making changes in the managerial process which enable the organization to run more efficiently, and thus enhance organizational development. Similarly, Duggan (2014) had argued that building of leadership capacity improved management competencies, skills, and behaviors that are required for an effectively competitive organization. Highly developed organizations tend to offer their leaders training to enhance their leadership capabilities.

This study found that leadership mentoring is one of the essential capacity building initiatives that enhance organizational development. This argument was also extended by Blau (2010), who had argued that conceptualized leadership mentoring was fundamental to organizational development. In her argument, she noted that leadership mentoring provides more social support as well as strategies for work-life balance to the protégés. Protégés do need mentoring to be able to assume high-level responsibilities that are critical to organizational performance and development.
In contrast to the growth and development of human improvement perspective, the career advancement view has emphasized the fundamental aspects of leadership mentoring in an attempt to promote protégés’ promotional mobility in the organization. Mentoring offers protégés with a competitive advantage over other qualified candidates as they all strive for promotion in the organization. In turn, protégés help the mentors to accomplish tasks and build sustainable companies. This argument by Blau (2010) has merit. However, it should also be noted that leadership mentoring is not just about the promotion of capable young leaders, but also for essential organizational, functional efficiency.

The findings of this study show that leadership development programs are important for organizational development. Leadership development programs are not just an investment in an individual, but the organization as a whole. To build effective organizational culture, leadership programs are essential both at the employee level, tertiary level, and high-level management. By encouraging and providing employees’ access to leadership development programs, employees of the organization tend to feel part and parcel of the organization. Involved employees tend to be more motivated and engaged in organizational performance outcomes (Duggan, 2014).

This study found that leadership practices do enhance organizational development initiatives. Leadership practices do enhance employees’ involvement in their departments, and their willingness to offer leadership in decision making which enhances organizations’ capabilities, even in dynamic and rapidly changing operational environments. Rahimli (2012) had argued that leadership capacity building goes beyond emotional support of their boss, or supervisor, to well-structured learning lessons that help staff to develop effective practices as well as the development of employees’ capability to solve their own issues hence improving on organizational performance outcomes and development.

5.4 Conclusion

5.4.1 Influence of Human Resource Capacity Building on Organizational Development

This study sought to examine whether human resource capacity building influenced organizational development. The findings of this study show the existence of a statistically significant relationship between human resource capacity building and organizational development. Therefore, this study concludes that training of employees within an
organization is an important aspect of organizational development that organizations should enhance. Employee empowerment programs are also important in enhancing their commitment to organizational objectives. Equally, offering employees autonomy at work is an important aspect of organizational development.

### 5.4.2 Influence of Knowledge Management Capacity Building and Organizational Development

This study sought to examine whether the knowledge management capacity building had an influence on organizational development. The study findings show that there exists a statistically significant relationship between knowledge management capacity building and organizational development. Therefore, this study concludes that investing in knowledge management systems is important for an organization seeking to enhance internal development. Knowledge systems will require competent staff who are able to utilize knowledge innovations to enhance organizations’ operational outcomes. Therefore, organizations should invest not only in physical knowledge systems but also in the human knowledge competencies among employees.

### 5.4.3 Influence of Leadership Capacity building on Organizational Development

This study sought to examine whether the leadership capacity building had an influence on organizational development. The findings show that there exists a statistically significant relationship between leadership capacity building and organizational development. Therefore, this study concludes that leadership training is one of the most effective ways of enhancing organizational development. Additionally, leadership mentoring among employees was essential in ensuring that the organization has competent and capable leaders who drive the development agenda.

### 5.5 Recommendations

#### 5.5.1 Recommendations for Improvement

##### 5.5.1.1 Influence of Human Resource Capacity Building and Organizational Development

Since the findings of this study have established the existence of a significant relationship between human resource capacity building and organizational development, this study recommends that UNOPS should invest significantly in enhancing employee capacities.
through structured training. This should be done after an effective capacity assessment exercise has been conducted. Capacity building should include professional course training in the field of employees’ expertise. This will enhance not only employees’ skills and knowledge but also the ability for employees to take on higher level responsibilities essential for organizational development.

5.5.1.2 Influence of Knowledge Management on Organizational Development

This study has established the existence of a significant relationship between knowledge management and organizational development. Therefore, this study recommends that UNOPS should enhance organizational investments in knowledge management systems as a way of enhancing knowledge innovation. Knowledge innovation is a key contributor to organizational development. Employees should also be trained on how to use and adopt knowledge systems as this enhance efficiency and effectiveness in communication, work schedules, performance, and quality.

5.5.1.3 Influence of Leadership Capacity Building on Organizational Development

The findings of this study have established that there exists a significant relationship between leadership capacity building and organizational development. This study recommends that UNOPS should enhance leadership training on an annual basis to ensure adequate assimilation of leadership skills among employees. UNOPS should also develop enhance the leadership mentoring program to ensure that every single employee is attached to a mentor who can guide them through the phases of career development, performance, and other aspects of employees’ personal life that might have an impact on the effectiveness of organizational development

5.5.2 Recommendations for Other Studies

This study focused exclusively on the influence of capacity building strategies on the organizational development of non-governmental organizations. The study variables relied on to carry out the study included human resource capacity building; knowledge management capacity building; and leadership capacity building. These variables are not exhaustive in their attempt to explain organizational development in NGOs. As such, future studies should focus on other factors such as the influence of corporate organizational governance and organizational competitive advantage. Similar, the variables of this study
could be tested in future studies on corporate profit-making organizations to see if there exist any variability in the findings.
REFERENCES


57

Mabudafhasi, R. (2002). The role of knowledge management and information sharing in capacity building for sustainable development—an example from South Africa. *Science Direct*.


Owusu, F., Kalipeni, E., & Kiuru, M. (2014). Capacity building for research leadership: *PASGR.*


SHRM. (2018). Developing Organizational Leaders. *SHRM.*


APPENDIX I: COVER LETTER

31st March 2018
Jackline Kwamboka
P.O.BOX 1242, 00200
Nairobi

Dear Sir/Madam,

RE: REQUEST FOR PARTICIPATION IN MY STUDY

I am a student at the United States International University (USIU-AFRICA) currently pursuing a Master’s in Business Administration (MBA). In partial fulfillment of my master’s program, I am currently working on my master’s thesis entitled, “Examining the Effects of Capacity Building Strategies on Organizational Development Non-Governmental Organizations: A Case of United Nations Office of Project Services (UNOPS).”

The study will be beneficial to UNOPS I that it will provide needful information on how turbulent environment has affected business performance, and as such, use this information to improve the organizational performance. Every employee will take part in this study, and thus how you have been selected to take part in the study. Your views and opinions are confidential, and your name will not be used anywhere in the study or findings. Kindly take few minutes to answer the questionnaire to the based on your knowledge.

Yours Sincerely,

Jackline Kwamboka
APPENDIX II: QUESTIONNAIRE

SECTION I: GENERAL INFORMATION

This section contains general questions. Kindly answer to the best of your knowledge

1. Kindly indicate your gender
   Male □    Female □

2. Kindly indicate your age range
   - 18-25 Years
   - 26-33 Years
   - 34-40 Years
   - 41-47 Years
   - 48 and Above

3. Kindly indicate the number of years you have worked at UNOPS
   - 0-1 Years
   - 2-4 Years
   - 5-7 Years
   - 8-10 Years
   - Above 10 years

4. Kindly indicate your job designation
   - Business Unit
   - Design Unit
   - Projects Unit
   - Administration

SECTION II: HUMAN RESOURCE CAPACITY BUILDING

Kindly answer the following questions to the best of your knowledge using the following Likert scale. Strongly disagree = 1, disagree = 2, neutral = 3, Agree = 4, strongly agree = 5
<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>UNOPS has HR capacity building initiatives in place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>HR capacity building enhances organizational development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>UNOPS has employee empowerment programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Employee empowerment enhances organizational development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>UNOPS employee empowerment involves capacity training</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Empowerment at UNOPS involves enhancing employee responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>Employee empowerment includes enhancing work autonomy</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Employees are performing better because of empowerment programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td>Employees work productivity has increased as a result of training</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>The conducive work environment is essential for organizational development at UNOPS</td>
<td></td>
<td></td>
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</tbody>
</table>

SECTION III: KNOWLEDGE MANAGEMENT CAPACITY BUILDING

Kindly answer the following questions using the Likert scale provided in section II

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>UNOPS has knowledge management capacity building initiatives in place</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>Capacity building initiatives in knowledge management are essential for the organizational development</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>17</td>
<td>Capacity building as UNOPS has enhanced adoption of innovative technologies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Knowledge management has therefore enhanced adoption of technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td></td>
<td></td>
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<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>19.</td>
<td>Knowledge management innovation is essential for UNOPS organizational development</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20.</td>
<td>Knowledge management has enhanced organizational development at UNOPS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>The knowledge management capacity building has enhanced online sharing of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>22.</td>
<td>Online sharing of information has enhanced efficiency in organization operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Efficiency in organizational operations has enhanced organizational development at UNOPS</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>24.</td>
<td>The knowledge management capacity building at UNOPS includes the introduction of integrated databases</td>
<td></td>
<td></td>
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</tbody>
</table>

**SECTION IV: LEADERSHIP CAPACITY BUILDING**

Kindly answer the following questions to the best of your knowledge using the Likert scale in Section II.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>UNOPS has leadership capacity building in place</td>
</tr>
<tr>
<td>26.</td>
<td>Leadership capacity building is essential for the organizational development</td>
</tr>
<tr>
<td>27.</td>
<td>Leadership capacity is important because it enhances organizational development</td>
</tr>
<tr>
<td>28.</td>
<td>Training of managers at UNOPS has enhanced their capacity and efficiency</td>
</tr>
<tr>
<td>29.</td>
<td>Managers with enhanced capacity are essential for the organizational development</td>
</tr>
<tr>
<td>30.</td>
<td>Leadership capacity building has transformed management style at UNOPS</td>
</tr>
<tr>
<td>31.</td>
<td>Leadership capacity building at UNOPS has entailed management skills building</td>
</tr>
</tbody>
</table>
Leadership capacity building enhances mentoring of managers.

Well mentored managers are essential for organizational development.

Leadership capacity building has to entail training on good organizational practices.

Good organizational practices are essential for organizational development.

SECTION V: FINANCIAL CAPACITY BUILDING

Kindly answer the following questions to the best of your knowledge using the Likert scale in Section II.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>UNOPS has financial capacity building initiatives in place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Financial capacity building enhances organizational development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>The financial capacity building at UNOPS includes resource mobilization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>The financial capacity building at UNOPS includes funds management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Resource mobilization is essential for organizational development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Resource mobilization enhances organizational development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>UNOPS has financial sustainability training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Financial sustainability is essential for organizational development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Financial sustainability training have enhanced efficiency if organizational funds management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>The financial capacity building includes bookkeeping at UNOPS</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
46. Efficient bookkeeping is essential for the organizational development

Thanks very much for your participation