EFFECTS OF COMPETENCY BASED MANAGEMENT APPROACHES ON EMPLOYEE PERFORMANCE IN UNHCR KENYA

BY

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UNITED STATES INTERNATION UNIVERSITY – AFRICA

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A Research Project Submitted to the Chandaria School of Business in Partial Fulfilment of the Requirements for the Degree of Executive Master of Science in Organizational Development (EMOD)

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STUDENT'S DECLARATION

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

Signed_____________________________       Date_____________________________

Beatrice Adongo Sule (ID 619559)

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

Signed_____________________________       Date_____________________________

Dr. George K’Aol

Signed_____________________________       Date_____________________________

Dean, Chandaria School of Business
ABSTRACT

The purpose of this study was to determine the effects of competency based management approaches on employee performance. The research questions were: To what extent does competency based recruitment and selection affect the performance of employees? To what extent does competency based training and development affect performance of employees? To what extent does competency based performance management affect performance of employees?

The study adopted descriptive research design. The population of the study consisted of UNHCR employees from Nairobi, Kakuma, Dadaab, and Alinjugur duty stations. Stratified was used to determine the sample size of 330 employees from the total population. Data was collected using structured questionnaires based on the research questions. Descriptive statistics used to analyze data included frequencies and percentages distribution tables, and mean. For inferential statistics, correlation, linear regression and multiple regression were used to analyze data.

The findings on the extent to which competency based recruitment and selection affect employee job performance revealed that there exists a significant positive relationship between recruitment and selection and employee performance, \( r (0.395); P \leq 0.05 \).

The findings on the extent to which competency based training and development affects employee job performance indicated that there exists a significant positive relationship between training and development and employee performance, where \( r = (0.443), P \leq 0.05 \).

The findings on the extent to which competency based performance affects employee job performance revealed that there exists a strong positive relationship between competency based performance and employee where \( r = (0.592), P \leq 0.05 \). A multiple regression analysis indicated a strong significant relationship exists only with competency based performance with employee performance where \( r = (0.489), P \leq 0.50 \). Equally, 35.5% of variation in employee performance was attributable to variations in competency based performance, recruitment and selection, and training and development.
In conclusion, the relationship between competency based recruitment and selection and employee job performance is statistically significant. Job description, advertisements, interviews, and selection all constitute UNHCR recruitment as selection process that enhances employee job performance. Equally, the relationship between training and development and employee job performance is statistically significant. Job training designs, training itself, training evaluation and development opportunities all influence and enhance employee job performance. Finally, the relationship between competency based performance and employee job performance is statistically significant. Performance leadership, evaluation, and successive planning are all key components of competency based performance that enhances employee performance.

Recommendations for improvement at UNHCR includes development of a concerted effort to align organizational objectives and values into the recruitment and selection process. Job descriptions should also be aligned with employee’s skills, abilities and knowledge. On training and development, UNHCR organizational assessment should be conducted to determine training needs, capacity needs, and organization skills gap. On competency based performance, the 360 feedback and behavioural performance matrix should be aligned to cater not only for organizational objectives, but also employee career development plan. Equally, UNHCR should enhance mechanisms that will ensure that General Service employees do receive adequate coaching and mentoring as a way of enhancing employee’s performance.
ACKNOWLEDGEMENT

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I want to also thank Dr. George K’Aol for his wonderful guidance throughout the various stages of this project. Thanks for taking your time, and being patient with me to ensure that this project met high quality standards. Thank you.
DEDICATION

To my loving family for their encouragement and continuous support throughout my studies.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Increased global business transactions, the emergence of new markets, as well as a more intense competition among organizations at both the domestic and international level, as witnessed over the past few decades have been associated with a keen interest in, and need for comparative human resource management (Klett, 2010). These factors have precipitated organizations to become very competitive hence the need to consider implementing and adopting competency model in human resource management and development as a very important tool for gaining competitive advantage.

Globalization has led to an organization’s ability to acquire and learn new capabilities and competencies to become a more acceptable determinant of its competitive position than its current possession of unique resources (Kamotho, 2012). Managers feel the need to combine leadership, entrepreneurial and administrative skills during recruitment and selection to meet the challenges that the changing socio-political, economic and technological landscape presents (Alemu et al, 2011). Expectations from clients, beneficiaries, person of concern, politicians and the public have also influenced the arriving at this decision.

In the early 1970s, an American Professor known as David McCelland stated the study of competencies by demonstrating that behavioural traits and characteristics were much more effective than aptitude tests in determining who was successful in job performance. He published a paper; Testing for competency rather than for intelligence, in which he examined studies showing academic tests did not predict job performance or success in life (McCelland, 1973). His approach was further cited by Lucia and Lepsinger (2009) to show that competencies were based on employee’s actual behaviour and differentiated between superior and average performers.

According to Campion et al., (2011), Lucia and Lepsinger, (2009), Teodorescu (2006), competent employees are the main resource of any organization in acquiring a competitive advantage. Land, buildings or materials do not yield company productivity, rather, it is ‘people capital’ that runs a business and produces value from existing resources. An organization’s best source of competitive advantage lies with its employees. Strategies, business models,
products and services can all be copied by competitors, but talented and competent employees represent a sustainable source of differentiation (Kamotho, 2012). Human capital is a key source of innovation and competitive improvement. Exploiting its potential and boosting its value to the organization involves a systemic process to determine the competencies that are fundamental to achieve enhanced job performance (Klett, 2010).

A competency is any skill, knowledge, or other attribute that is observable and identifies successful performance (Sanghi, 2007). Researchers basing their views on a behavioral psychology perspective have argued that human resource management practices could contribute to a competitive advantage as long as they reinforce the knowledge, skills, attitudes, and behaviors (competencies) that result in decreasing costs and/or improving product differentiation (Meyrowitz, et al., 2012). Therefore, the important role of HR practices in contributing to a firm’s competitive advantage overlaps with the concept of competency recruitment as a HR strategy for effective job performance.

According to Kamotho (2012), most employers in Kenya recruit against subjective sets of criteria which vary depending on the organization. Inevitably, the lack of a systematic competency based technique for employee selection has resulted in inappropriate choices for respective jobs hence the misdirection of skill and talent. Such a failure translates to a loss for both the employer on one end in the form of mediocre worker productivity as well as the employees whose competencies are not exploited and aptitudes are underutilized hence wasted talent capacity.

The United Nations’ greatest asset is the quality of its staff. To ensure that the very best people join the UN team, competency based interview process are used. Such interviews are based on the concept that past behaviour and experience is the best indicator of future performance. Basically, according to this model, your history tells a story about you: your talents, skills, abilities, knowledge and actual experience in handling a variety of situations (UN careers, 2014).

The Office of the United Nations High Commissioner for Refugees was established on December 14, 1950 by the United Nations General Assembly. The agency is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. It strives
to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally or to resettle in a third country. It also has a mandate to help stateless people. (UNHCR, n.d)

UNHCR works to protect refugees and other displaced people across the globe. The work is diverse, highly challenging and requires committed, responsive and flexible staff with a high degree of motivation and professional skill. Positions range from Protection Officers and Programme or Logistics Experts in some of the world's most difficult trouble spots to specialist work in the agency's headquarters in Geneva. UNHCR staffs are expected to be mobile and work in different locations during their career. Under UNHCR's human resources policy, internal candidates are usually given first priority for selected posts after undergoing a competency based interview (UNHCR, 2014).

The Competency Framework was developed as part of the Performance Appraisal & Management System (PAMS) launched in 2008 by the Division of Human Resources Management. The framework was developed following a review of best practices among other UN agencies as well as companies in the private sector. In addition to supporting the management of staff performance, it forms the foundation for a number of human resources processes, such as recruitment, promotion and posting processes, career management and staff development. (UNHCR, 2014).

In 2000, UNHCR launched the concept of competency-based recruiting (IOM/FOM 20-21/2000) at a time when the Organization sought to systematize interviews for postings and when other UN agencies were also investing in this area. In the selection process and in career management, interviewing is a valuable tool which allows selecting managers and applicants to focus on specific post competency requirements for vacant posts within the context of operational needs. (UNHCR, 2014).

Given the dynamic environment, managers are engaging in a variety of behaviours geared towards increasing performance at the individual, group and organisational level (Wright & McMahan, 2011). Following a competency-based approach fosters a sense of fairness with regards to these processes. By building on previous practices, UNHCR focuses on the skills needed for competency-based model to enable it as a learning organization to systematize
interviewing processes as a whole for field and Head Quarters, as well as the way interviews are conducted across the Organization (UNHCR, 2014).

Although most organizations are still struggling with defining, designing and implementing competency model projects. Competency based approach has become integral in Human Resource Management as various organizations, institutions and business have embraced competency models to improve and integrate global trends and business strategies with their human capital resources (Meyrowitz, et al., 2012). A number of organizational factors, including management philosophy, customer requirements, business needs, and in processes are usually considered when arriving at a competency design (Sanghi, 2007). Often these factors vary from organizations thus requiring a customized approach to competency in the work place.

Evidence has shown that a host of organizations are already using competency models and utilizing the information to perform assessment and may be able to improve its Human Resource programs, for several different processes, including, talent acquisition practices, selection, performance management system, promotion, training and development tools, employee retention practices, and organization development strategies (Meyrowitz, et al., 2012).

1.2 Statement of the Problem

International organizations, UN and civil societies operating in Kenya play an important role towards the realization of vision 2030. These bodies have been singled out as the driving force towards achieving the millennium development goals and aiding the country to realise vision 2030, therefore the Government lays a lot of emphasis by supporting various projects being undertaken by the UN missions and International organizations in Kenya (GOK, 2012). In today’s increasingly challenging global competition, human capital management is the last tool for sustainable competitive advantage.

Observing due diligence is very important when arriving at a decision to introduce a competency based strategy in an organization. The successful implementation of any competency based approach is highly dependent on the management and HR professionals need to devote a significant amount of time for organizational needs assessment, planning,
data collection, communication, change and resistance management (Meyrowitz, et al., 2012). Competency models help organizations to take a more unified and coordinated approach in designing improvements to human resource management systems, including job redesign, recruitment, organizational learning, career management, performance improvements and compensation systems (UNIDO, 2002).

In today’s competitive and global environment it has become crucial for every organization to retain competent employee for survival. The success of an organization not only depends on how the organization makes the most out of human competencies, but also how it stimulates commitment to an organization. Employee commitment, together with a competent workforce, seems to be of decisive importance for an organization to be able to compete in quality and to go along with changes (Tripathi & Agrawal, 2014).

According to Armstrong (2009) talent management in an organization is a deliberate process that requires focused planning, execution and a means for integrating all related activities. The main objective is to ensure that the right people are doing the right things to accomplish the right outcomes. Draganidis and Mentzas, (2009), observes that in order to remain relevant and achieve their goals, organizations have undertaken human resource management practices including implementation of competency models. Every firm competing in an industry, according to Tripathi and Agrawal (2014), has a competitive strategy, whether implicit or explicit. The implementation of competency based approach may have been developed explicitly through a planning process or it may have evolved through the activities of the various functional departments of the firm.

Many organizations are currently talking about competencies and some have truly worked the concept into several of their processes while others have fully implemented competency modelling and reporting system in place (Sanghi, 2007). However, quite a few organizations are still striving to build and implement a competency model. In Kenya for instance, recruitment, selection and promotion of staff in the public service has largely been based on Academic/professional qualifications since independence. This resulted to some staff rising to senior positions without the competencies necessary for effective job performance and productivity (GOK, 2011). In a bid to curb this predicament the public service commission had to make adjustments to incorporate competency models in their human resource management and development programs.
Competency models help to align internal behaviour and skills with the strategic direction of the organization as a whole, by doing so they translate organizational strategies, goals and values into specific behaviours (Ashkezari & Aeen (2012). Lately, organizations have come to the realization that if properly designed and skilfully handled, the competency based approach leads to individual and organizational performance enhancements which further helps the integration and promotion of all HRM practices.

One of the main reasons why competency-based approach has been adopted by companies or organizations is that it provides for identification of skills, knowledge, behaviours and capabilities needed to meet certain criterions which are aligned with the organizational strategies and priorities. Further, it also focuses on eliminating competency gaps among individuals and groups in a project, job role or enterprise strategy being selected (Draganidis & Mentzas, 2009).

Kamotho (2012) believes that maximum employee productivity is arguably the most valuable advantage organizations possess over its competition. Hiring the wrong people who exhibit problems reflects on organization’s judgement and abilities and can be very costly. This can in turn make daily job routine more difficult, thus creating possible production, morale and motivational problems. On the opposite side, organizations get more out of a person when they hire a qualified and an all rounded applicant through competency based recruitment. In such a situation organizations get people who are more likely to enjoy their work further translating to high productivity. Therefore retention also becomes high thus resulting in a positive impact on turnover rates and recruitment expenses, (Draganidis & Mentzas, 2009).

The aim of conducting competency based recruitment is to assess psychological difference between individuals and their relationship to successive performance.

According to Lucia and Lepsinger (2009), adoption of competency models addresses a number of business needs such as; providing clarification for both job and work expectations, assisting in creating effective recruitment practices, enhancing productivity, creating effective processes for 360-degree feedback, providing a tool that can assist in meeting today’s needs as well as assist with changing needs, and aligning behaviours with strategies of the organization and its values.
1.3 Purpose of the Study
The purpose of this study was to determine the effects of competency based management approaches on employee job performance.

1.4 Research Questions
The study was guided by the following research questions:

1.4.1 To what extent does competency based recruitment and selection affect the performance of employees?
1.4.2 To what extent does competency based training and development affect performance of employees?
1.4.3 To what extent does competency based performance management affect performance of employees?

1.5 Significance of the Study

1.5.1 UNHCR
The UNHCR’s Human Resources Management is expected to use the findings of the study as a yardstick to assess integration and application of competency based management approaches. The recommendations from the study on competency based recruitment, training, and performance are useful to the organization in understanding mechanisms of enhancing employee performance.

1.5.3 Researchers and Academics
The findings of the study will act as a point of reference on the subject for future studies. The documented report will be available in the library where it will be accessed and will in
particular, benefit students seeking to understand the effects of competency based management approaches in human resource management.

1.6 Scope of the Study

The study focused on establishing the effects of competency based management approaches on employee job performance at UNHCR representation in Kenya. The respondents were employees and managers of UNHCR Kenya. Duty stations surveyed were limited to Nairobi, Dadaab, Kakuma, and Alinjugur. The study covered three critical areas; the extent to which; competency based recruitment and selection, competency based training and development and competency based performance management affects performance of employees. The whole study took about nine months to conduct and compile.

1.7 Definition of Terms

1.7.1 Competency-Based Recruitment

According to Ashkezari (2012), competency-based recruitment is a process of recruiting employees based on their ability to articulate skills, knowledge, and technical know-how about their professional or job to which they are being recruited.

1.7.2 Competency-based Training

According to Ashkezari (2012), competency based training is a training technique that has emphasis placed on enhancing employee’s capacity within the realm of the employee’s duties and responsibilities at work. Competency based training is not based on time duration, rather on the competencies transferable to the employee to help improve work performance.

1.7.3 Competency-based Performance Management

According to Armstrong (2009), competency- based performance is the systematic process of evaluating employees who have gone through the process of competency-based recruitment and training. Competency-based performance is also defined as enhancing employees output based on given input and process enhancing job mechanisms.
1.8 Chapter Summary

This chapter has presented the study background information. The background has included an introduction of UNHCR Representation in Kenya which will be used as the case study. The chapter has outlined the research questions of the study. The chapter has also stated the purpose of the study. Further, it has provided the scope of the research, discussed the significance of the study and defined operational definitions of terms. The next chapter reviews empirical literature to the study topic and specifically focused on the research questions.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
The objective of this chapter was to provide a literature review of studies on the effects of competency based management approaches on performance of employees. This chapter is divided into three sections guided by the research questions: the first section discusses literature review on the extent to which competency based recruitment and selection affects performance of employees. The second section presents literature review on the extent to which competency based training and development affects performance of employees whereas the third section presents literature review on the extent to which competency based performance management affects performance of employees. The chapter reviewed relevant literatures related to the study and was guided by the research questions.

2.2 Competency based Recruitment and Selection and Employee Performance

Recruitment and selection has an important role to play in ensuring worker performance and positive organizational outcomes (Armstrong, 2009). According to Daniels et al., (2011), it is often claimed that selection of workers occurs not just to replace departing employees or add to a workforce but rather aims to put in place workers who can perform at a high level and demonstrate commitment.

Research and studies on competency based recruitments have laid emphasis to the fact that this concept usually includes underlying attributes, skills, traits, knowledge and attitudes that are required for successful performance in a job (Boyatzis, 2011: Spencer & Spencer, 2009). Daniels et al., (2011), notes that if the human resource management function is to remain effective, there must be consistently good levels of teamwork, plus ongoing co-operation and consultation between line managers and the HR manager. This is most definitely the case in recruitment and selection as specialist HR managers can be an important repository of up-to-date knowledge and skills (Armstrong, 2009).

2.2.1 Job Description

When looking up on competency requirements of a job role, we find that they are often represented pictorially and competencies clearly mapped out, with competencies existing on a
hierarchy (Sandwith, 1993). A competency profile or model contains behavioural descriptions of each of the essential competencies required to be successful in a particular job, workplace or organizational setting (Campion et al., 2011, Lucia & Lepsinger, 2009; Teodorescu, 2006) and forms the basis of an equitable and fair selection strategy (Saunders, 2002).

Armstrong (2009) describes job descriptions as; the outcomes employees are expected to deliver in terms of key result areas or accountabilities. It also lists the competencies required to perform effectively in the role (what role holders need to know and be able to do). Job descriptions are a preferred HR strategy because they are concerned with performance, results, knowledge and skills requirements and are in accordance with the present-day emphasis on high-performance working, outcomes and competencies.

Fogg (2009) described a competency model as the behavioural, model that articulates job description defined within each occupational function of job. On average a group of 7 to 9 total competencies, depending on the work or organizational environment are usually required of a particular job and depicted in a competency interview job description (Lucia et al., 2009).

Applicants are often exposed early in the recruitment process to some form of a job description or advertisement (Lucia et al., 2009). Job descriptions generally include a job title, reporting relationships, a summary of responsibilities, the level of decision-making authorized, and hiring requirements information (Fogg, 2009). Job descriptions that are used for recruitment are designed to gain the attention of and attract applicants. Daniels et al., (2011), argues that traditionally, job descriptions took a task-based format, but with the growing importance of aligning human resources functions for better strategic use, competency information is appearing more frequently in job descriptions.

The job description outlines the competencies considered essential for that particular post. Panel members should make sure they have reviewed the behavioural indicators for each competency at the level of the post in question, as outlined in detail in the UNHCR Competency Framework for the level of post. Based on the job description and in conjunction with the behavioural indications taken from the Competency Framework, competency questions can then be drafted which best will elicit from candidates a demonstration of the competencies sought as per the job description (UNHCR, 2014).
Competencies not only exist for individual efforts but also for work functions that require team collaboration. With global competition and technological advances, organizational success is depending more on team efforts (Cascio & Anguinis, 2011). Since competency models involve descriptions of the qualities required of a worker to be successful in a position, on a team, and within an organization, a competency framework must be robust, dynamic, fluid, and flexible to change with technological, economic, and other changes (Dubois, 1993). They should be re-evaluated and refined, along with the selection and other human resources tools developed and used with the competency model (Egodigwe, 2010; Lucia, & Lepsinger, 2009).

Many organizations have redesigned their work process and restructured their jobs for which there are few job incumbents with experience (Green, 2010). These new competency models, of necessity, describe emerging and anticipated skill requirements, rather than skills that have been effective in the past (Daniels et al., 2011). These organizations have resulted to adopting competency-based job descriptions to determine candidates who correspond with the job opening and organization. Individuals who possess certain characteristics, such as good communication, are able to perform a variety of functions associated with those knowledge, skills, and behaviours. This allows for more flexibility across workers and aids in strategically aligning HR processes (Halim & Abhyankar 2011).

2.2.2 Interviews

Recruitment strategies based solely on unstructured interviews have for a long time been viewed as lacking reliability and standardization (Harris, 2013). However, most organizations today are exploring and adopting new ways to improve productivity and employee performance. Current trends in human resource management place emphasis on the development and application of the term competency, particularly the important role it plays in improving job performance, which in turn achieves heightened organizational competitiveness (Green, 2010).

Competency based interviews (also called structured interviews) are interviews where each question is designed to test one or more specific skills whereby the response is then matched against pre-determined criteria and marked accordingly. Mostly these interviews are more
systematic with each question aimed at a specific skill or competency. Interviewees are required to demonstrate their behavioural characteristics and reactions to specific circumstances of which they are required to back up and provide specific explanations from which interviewers will probe further to ascertain the suitability of the candidate to the position (Ennis, 2008).

Competencies based approach help in identifying which selection techniques such as psychological testing are most likely to produce useful evidence. It provides the information required to conduct a competency based interview in which questions can focus on particular competency areas to establish the extent to which candidates meet the specification as set out in competency terms (Armstrong, 2009).

As Rankin (2002) suggests, it is helpful to address the user directly and give clear and brief examples of how the competency needs to be performed. The ultimate success of the interview process depends to a great extent on the degree to which both interviewer and interviewee are knowledgeable and committed to the competency model, and are willing to invest the time in preparation. The value of competency interview therefore consists of a holistic personal assessment or approaches developed to examine the competencies that an individual possesses and may still need to acquire as required by a given industry or occupation (Mansfield, 1989; Rodriguez et al., 2002). Competency based approach is vital in Human Resources Management as competencies can be used in different parts of employee management applications, having an important role in each of them.

Suggestion by Jackson and Rothstein, (1991) provide grounds for optimism in using competency tests as predictors of job performance. They noted that Employees possess different kinds and mixes of abilities which if unexploited create pressures that render the current work set up obsolete to certain workers. This reveals itself in attitudes such as moodiness, unresponsiveness and lack of initiative in the work place.

Competency centred psychometric tests have been found to be valid predictors for performance in virtually all jobs, and failure to employ them during selection has been found to lead to substantial economic losses (Green, 2010). Regardless of level or function, it was established that when work does not engage the heart and minds of employees, the employer reaps a litany of problems in terms of; productivity, emotional, morale, loyalty, conflict
problems and trouble maker problems. All these factors therefore translate to poor service delivery and performance by employees.

The modern use of competency based approach in interviews is much more systematic and not personalised. Using a competency model to develop behavioural-based interview protocols and assessment tools can ensure the right fit of a candidate when selecting and hiring for a position. More over incumbent staff are also prepared for succession into specific positions through development plans and training, and guidance received through a performance review (McClelland, 1998). Competency based interviews have carefully structured questions which have been assigned a numerical value to responses to each question.

2.2.3 Selection

The driving force behind introducing competency-based management approach has been forged by the growing need for HR professionals to translate business imperatives into learning and performance requirements more quickly and help their organizations face market challenges hence gain competitive advantage (Lucia et al., 2009). Forged by the critical need for transformation so as to match environmental dynamics, the use of competency-based recruitment for assessment, and development of workers has experienced a significant emergence. Organizations have turned their focus from skills acquisition and assessment to the competency modelling process for determining the needs of business and employers (Armstrong, 2009).

One of the oldest applications among all human resources systems can be traced to (Rowe, 1995) early work with competency for hiring purposes (Green, 2010). Competency-based approach is used in order to compare the capabilities of the candidate with the requirements of the offered position; once the best candidate is identified, competency gaps form the basis for an initial new-hire learning plan (Draganidis & Mentzas, 2009). The idea behind it is to establish the “behaviours” needed in a particular job and the extent to which these are possessed by different candidates (Rowe, 1995).

A person’s ability to contribute and effectively perform the duties and responsibilities will depend on competencies such as skill, trait, quality, or characteristics. There are primary categories that every job requires, tangible or measurable, knowledge behaviour competency
and interpersonal competencies Tripathi and Agrawal (2014). He further states that based on the particular responsibilities, each job specific competency should incorporate the four categories.

With the aim of comparing the capabilities of the candidate with the requirements of the offered position competencies are used; once the best candidate is identified, competency gaps form the basis for an initial new-hire learning plan (Draganidis & Mentzas, 2009). The rational is to establish the behaviours needed in a particular job and the extent to which these are possessed by different candidates (Rowe, 1995). Matching employee competencies and job requirements is claimed to improve employee and organizational performance, as well as lead to increased satisfaction (Spencer et al., 2009).

Evaluation process involves reviewing a completed behavioural checklist for each applicant and assigning a numerical value to his or her responses to each question. By using standard behavioural checklists and rating or profiles ensures that interviewers apply common standards to ensure accuracy and consistency of the observation and evaluation process to each applicant, (Warech, 2012). He further states that interviewers should record a performance rating for each applicant on each question. Next, the team calculates a competency score, which is the average of the ratings for all questions on a given competency. This calculation according to (Warech, 2012) results in a series of competency scores that, in turn, are averaged to yield a final overall score. If there is more than one interviewer involved then scoring is conducted independently and then the results are shared for discussion and finalizing.

One standard, recommended HRM practice is needs or front-end assessment, whereby the knowledge, skills, and abilities (KSAs) needed for job or task performance are identified and then used as the basis for assessing the extent to which individuals in those jobs possess those KSAs (Goldstein & Ford, 2012). Organizations gain competitive advantage by keeping the employees’ skills and job attributes at an optimal. Competency structuring can be helpful in policy formulations for aligning potential workforce to realize organizational specific best practices which are aimed towards achieving and exceeding the desired organizational performance. Competency provides a means and an end in the form of knowledge, skills and abilities required to be an effective employee functioning and performing at expected standards (Youn, Stepich, & Cox, 2006).
According to Tripathi and Agrawal (2014), recruitment and selection of employees is fundamental to the functioning of an organization, and there are compelling reasons for getting it right. Inappropriate selection decisions reduce organizational effectiveness, invalidate reward and development strategies, are frequently unfair on the individual recruit and can also be distressing for managers who have to deal with unsuitable employees. Records of selection decisions and ratings of competency, if regularly acted upon, can help organizations improve the effectiveness of selection decisions (Ozcelik & Ferman, 2010).

According Meyrowitz et al., (2012), competency based approach utilize a competency framework to align the strategic imperatives of an organization with its Key HR programs. By applying a systematic framework to evaluate employee competencies, organizations are able to utilize this information to build an ongoing snapshot of the overall knowledge and skills portfolio of its work. Competency based approach has enabled HR professionals to deliver high quality HR products and services for the organisation that may meet or exceed the needs of management, employees and other key stakeholders. The true test of HR service delivery is a high level of HR customer satisfaction that is periodically reported on (Meyer & Semark, 2013).

Draganidis and Mentzas (2009), strongly believe that competency models are used inflexibly in many organizations. When they are over complicated and detailed, or applied without thought, they can be a negative hindrance to finding and selecting talented people. Worse still they make managers feel comfortable that they have made the right decisions because they have followed required procedures, rather than use their experience, perception and common sense.

Ashworth and Saxton (2009) explain that framing of competencies as an outcome can ignore the mental and personal processes that are applied in developing and exhibiting skills and utilizing knowledge. Some distinctive competencies that can assist a person in being successful in their job or contributing to the competitiveness of an organization may be overlooked if the competency model is solely used to stragetically select only staff that fit this model and do not rely on developmental resources to facilitate acquisition of competencies where a gap exists (Lado &Wilson, 2010;Lado, Boyd, & Wright, 2009).
Successful implementation of competency based approach ought to be closely aligned with business strategy and also be able to support where the company is headed, not just reflect what made it successful in the past. For instance; A company that has been successful because of its focus on developing and selling innovative software directly to customers may decide instead to leverage its understanding of software and customer needs by creating an Internet site that brings customers and software developers together Klett (2010).

Schoonover (2002) concludes that, the success of long-term implementation of competency based recruitment depends on the alignment of competencies with the organization’s vision. Competencies impact systems that actively support the organization’s vision, strategy, and key capabilities so that individuals can understand how their behaviours support these strategies. When applied across a range of human resources development processes competencies produce the most significant change and development for employees’ performance. Armstrong (2009), also emphasizes that enhancing employee expertise through human-resource practices would increase the likelihood of achieving organizational objectives.

2.3 Competency based Training and Development and Employee Performance

According by Klett (2010), the management of talent and learning can only be achieved through the alignment of strategy, learning and technology. Going by this assumption, in order to set long term development goals for both, the organizations and employees, an alignment between managing learning, ability and performance is essential.

Competency-based training and development is defined as an attempt to bridge the gap between current demonstrated competencies levels to target levels of job profile. In order to close the gap, individual employees have to prioritize development needs which would produce the greatest impact on performance (PSDM, 2004). Thus, closer alignment between training and desired competencies leads to workers who become more competent and capable in the workplace (Holton et al., 2006).

2.3.1 Design of Training Model

Competency-based training and development is an approach that includes formal training programs, development centre feedback, self-development resource guides, computer and interactive video-assisted self-instruction, job assignments, mentoring relationships, and
organizational structure, process and culture interventions designed to increase individual competencies (Spencer & Spencer, 2009). A formal competency-based training program can be designed and conducted as a one or two-day classroom course led by a trainer, using adult experiential learning inputs: reading, lectures, live or video demonstrations, instrumented feedback, role plays and simulations, and self-assessment reflection exercises (Spencer & Spencer, 2009).

Competency-based training and performance reviews are critical, for although organizations may still be focused on whether they are meeting training mandates, to meet the promise of person-centred supports, organizations need to have a much higher level of confidence in their employees’ knowledge, skills, and attitudes (KSAs). It is one thing to satisfy regulators, organizations, and quality assurance monitors evaluating compliance issues in the short term by demonstrating attendance at training. It is another thing altogether to have confidence that an employee knows how to handle a wide variety of situations appropriately and with confidence (O’Neill & Hewitt, 2012).

The first step to creating effective training is job analysis. This involves, identifying what people need to know to do their jobs and understanding when they need to develop these skills and abilities. An organization can build snapshot of the overall knowledge and skills portfolio of its workforce by using a framework, HR practitioners utilize this information to identify current and future competency gaps and design its training and employee education strategies accordingly (Meyrowitz, et al., 2012). Education and training HR function was employed to leverage the competency strategy. Implementation process began with an analysis to identify competency gaps between employees’ competencies and competency requirement of present and future jobs. The result of the gap analysis thus is used to identify competencies the incumbent need to improve on.

Involving the line managers and employees in the design of the framework of competency based approach is very essential. During the implementation stage, HRM defines exactly how it should be used in covering such applications as performance management, interviews, training and development, and reward (Armstrong, 2009). The next step involves testing the framework by gauging the reactions of a balance selection of line managers and employees to ensure their understanding and belief of its relevance to their respective roles. Once this is achieved amendments are made as required and guideline notes on how it should be used are
prepared (Reiche, 2008). Armstrong (2009) further recommended that communicating to everyone the outcome of the project; what the frame work is, how it will be used and how people will benefit. Managers and HR staff training on the use of competency recruitment model follows eventually whereby HRM keeps monitoring and evaluating the framework from time to time making the necessary adjustment and amendments.

A well-constructed competency model includes not only behaviours that are indicators of effectiveness on the job but also those required to support the organization’s strategic direction, as well as develop and maintain the culture needed to achieve the expected results (Spencer & Spencer, 2009). Communication, training and education about the purposes, processes and impacts of the competency initiative to each member of an organization are crucial for the success of the competency based Human resource development strategy. Green (2010) argues that creating a common language through a planned communication strategy and communicating it effectively to employees is significant for successful implementation.

Most organizations, however, do not move beyond training mandates as a method for identifying employee training needs. To understand what training employees need, it is important for an organization to identify the competencies that they need (O’Nell & Hewitt, 2012). This has to be done within the context of the organization’s mission and vision. The focus on the mission and vision needs to permeate competency-based training so that employees have a clear understanding of what the organization considers important and why.

2.3.2 Evaluation of Training

Knowledge and skill competencies tend to be visible and relatively surface characteristics, whereas self-concept, traits and motive competencies are more hidden, deeper and central to personality. Surface knowledge and skill competencies are relatively easy to develop and training is the most cost-effective way to secure those employee abilities (Spencer & Spencer, 2009).

Whenever training or development opportunities are not taken advantage of a person through their own initiative while preparing for employment or as prescribed by an employer once employed and mastery is not accomplished, ineffective behaviour or inaction may occur. However, through training resources, and development opportunities such as mentoring and
modelling behaviour through management leadership, many competencies can be learned (Ennis, 2008).

Hyland (1993) and Youn (2006) caution that competency-based education trains one to be competent not expert, but expertise can be acquired through additional professional development opportunities and experiences. Important to the notion of competency-based education is that what is learnt in the vocational or other skills training is based on industry standards of competence (Mansfield, 1989). More specifically, the education is geared to the work role not the training role.

According to O’Nell and Hewitt (2012) to be considered effective by performance and competency standards, training must result in improved performance on the job. Performance appraisals and assessment methods should thus be designed to incorporate direct observation of skills in the actual work setting as the primary method for assessing the employee’s competency. This direct observation of skills call on a variety of sources, including people receiving supports and their family members, co-workers and supervisors.

Identifying the needed skills and competencies through conducting a job analysis is critical. All training for and evaluations of employees should be directly related to the KSAs indicated in the job analysis. Careful consideration of what employees need to learn and how they will apply that learning on the job is an important part of effective skills evaluation. Though implementing competency-based training is a challenge, the payoff of a competent workforce is well worth the effort (O’Nell & Hewitt, 2012).

2.3.3 Development

A framework for aligning HR and organizations strategies is provided by a competitive based approach that relates the different HR strategies to the Organizations’ competitive strategies. O’Nell and Hewitt (2012), suggest that seeking fit requires knowledge of the skills and behaviour needed to implement the strategy, knowledge of the human resource management practices necessary to elicit those skills and behaviours, and the ability to quickly implement the desired system of HRM practices.

Competency models are most often presented in a manner that facilities understanding, lasting impressions, and ease of use (Campion et al., 2011). As a first step, many organizations have
created a competency system team which consists of human resources staff, top executives and employees who possess a deep know how of the jobs included in the model (Draganidis and Mentzas, 2009). It is usually important to identify the owner of the implementation as among many other benefits he/she is also instrumental in managing cross functional teams that are usually formed for competency models. The strategy owner should have position power, visibility, credibility, and impact on the company so as to ensure successful implementation of a competency based strategy (Mirabile, 1997).

An alignment between managing learning, ability and performance is needed, in order to set long term development goals for both the organization and the employees. According to Meyrowitz, et al, 2012), organizations that commit to talent management and learning and decide to track, identify and process competencies and skills, can achieve a variety of business advantages such as transparency about the expectations of employees and managers; development of common language in the case of distributed and global organizations, in order to effectively communicate among multiple locations as well as implementation of consistent standards across the organization.

If an organization chooses to integrate competency models throughout their human resources practices, the competency model frameworks developed to describe jobs or occupations and promotional opportunities should be shared with all managers and staff; employee participation in development of competency model can assist with providing awareness of the model as well as create acceptance (Draganidis and Mentzas, 2009). The higher the level of trust between the management and employees, the higher would be the willingness to be candid and accurate in assessment.

Ozcelik and Ferman, (2010) established that competency-based career-planning systems links competencies with the development activities, which assists employees to learn what they need for further development. Under the competency based management approach employees can review the needed competencies of all the positions and through comparison with the competencies they possess and identify potential positions and develop their career plans (Draganidis & Mentzas, 2009).

When implementing competency models, it’s always advisable for the language used to be clear and jargon free. Without clear language and examples it can be difficult to assess the
level of competency achieved. They must not be vague or overlap with other competencies and they must specify clearly the sort of behaviour that is expected and the level of technical or functional skills (competencies) required to meet acceptable standards (Armstrong 2009).

Implementing a competency based approach that fits the culture and purpose of the organization and provides a sound basis for a number of key HR processes is not an undertaking to be taken lightly. Armstrong (2009) believes that it requires a lot of hard work, much of it concerned with involving staff and communicating with them to achieve understanding and buy-in. The successful translation of strategic organization’s need into a competency framework brings the buy in from and participation of top management for the implementation of competency based approach (Martone, 2003).

If used appropriately by Human resource Management Competency models can be used in integrating education and training as well as aligning both with needs of the labour market and promoting mobility as well as transparency for individuals. The adoption of competency based interviews and hiring have promoted career progressions in terms of vertical mobility, lateral which entails movement between sectors/departments, or spatial mobility as in geographically, more so for workers faced with job insecurity (Van der Klink & Boon, 2002). Therefore, general staff morale and confidence with the HR and management has improved substantially translating to improved job performance.

Athey and Orth, (2009) acknowledge that the challenges facing the field of competency practice are both daunting and exciting; the opportunities for Human Resource Development practitioners to reinvent competency methods to meet the challenges of the future are significant. In this light, HR practitioners have had to devote a significant amount of time in organizational needs assessment, planning, data collection, change and resistance management as well as communicating HRM strategies.

2.4 Competency based Performance Management and Employee Performance

An organization effective performance is highly dependent on systems to assess and develop employee performance against conceptually sound and measurable criteria. This is forged by the necessity for an organization to know whether their staffs possess the abilities critical for success to adapt to changing demands (Lucia & Lepsinger, 2009). According to Dale (2010) appointing the right person to the right job is the primary goal of the implementing
competency models. A poor or wrong selection decision can have negative consequences for an organization.

The role of competency-based performance management is gaining relevance in many industries and sectors. Unlike functional competences, which measure performance against predetermined minimum occupational standards, competency-based systems are founded on the key behavioral competencies that underlie superior levels of performance (Meyrowitz, et al., 2012).

2.4.1 Performance Leadership

The soul of managing an organizations or a business enterprise goes through the tasks of crafting, implementing, and executing corporate strategies and business approaches that management follows to achieve targeted organizational performance (Lucia and Lepsinger (2009). Keys to future productivity do not lie in antiquated management strategies but rather in the strategic development and application of an organization's "brain power" and "intellectual capital". An organization's competitive strengths are the collective learnings of its employees, particularly their ability to assimilate and direct their knowledge to the core processes of the business (Prehalad & Hamel, 1990).

The use of competency-based approach allows an organization to take advantage of a more flexible workforce by recruiting, selecting, and training individuals with the skills required for successful performance. The focus on individuals’ skills and potential, it would seem as if competencies would be highly attractive to individuals who seek out opportunities to learn and grow in the organization (Lawler, 2009). Edgar and Lockwood (2011), further points that competency based approach are more likely to emphasize long-term organizational fit as opposed to a shorter-term job match.

According to Edgar and Lockwood (2011), identifying and using core competencies to create products and services results in significant, positive contributions to corporate competitiveness. Therefore when looking at impact of competency based approach on organizational performance it is important for us to understand the role core competencies play in influencing performance.
Campion et al., (2011) noted that competency models are useful for distinguishing top performers from average performers, making the link to performance more prominent than task-based models. Competency based approach are often tied to business objectives and strategies. Aligning strategy and objectives through the use of a competency model streamlines business process, a seemingly effective and convenient approach. Competency modelling arrived on the HR radar just in time for a business environment that requires strategic alignment of practices (Boyatzis, 2011)

Hearn, et al., (2009), suggests that competencies should be incorporated into the performance management system. Incorporating competencies into the performance management system ensures the alignment of individual objectives with organizational goals. An organization can build an ongoing snapshot of the overall knowledge and skills portfolio of its workforce by using a competency framework. An organization can utilize this information to identify current and future competency gaps and design its training and employee education strategies accordingly.

2.4.2 Performance Evaluation

In the 1980s, attention in performance management switched from the "objectives to be accomplished" to the "capabilities" which Boyatzis (2011) referred to as "competencies" of the individual in doing the job. The influential competency assessment model of Boyatzis (2011) triggered a new concept of performance management whereby individual performance ceased to be perceived as a single subjective process by the individual but rather as an interaction between the environment, job requirement and competencies of the individual.

It is now common practise in most organizations; employee performance is evaluated against job competency as well as objectives (Draganidis & Mentzas, 2009). Today, performance is not only seen as “what” (objectives) an employee achieves but also viewed as “how” (competencies demonstrated) the job carried out. In such scenarios objective serves to assess individual’s strengths and weaknesses so that future development is identified. The competency, as measurement tool, identifies behavioural factors relevant to performance in the job.

The human resource management role in an organization has often been to identify the correct tools to evaluate employee performance. In order to achieve this, implementation of
Competency based approach have been recommended as an important dimension of human development for employability and corporate competitive advantage (Meyer & Semark 2013). Competencies are behaviours that encompass the knowledge, skills, and attributes required for successful performance. In addition to intelligence and aptitude, the underlying characteristics of a person, such as traits, habits, motives, social roles, and self-image, as well as the environment around them, enable a person to deliver superior performance in a given job, role, or situation (Edgar and Lockwood (2011).

Preparation of current and future workforce and the retention of skilled incumbent employees to meet the job requirements and other employee needs can be utilized as a viable tool by the implementation of competency model (Kamotho, 2012). The model offers an assistive device for successive planning. Using information contained within competency model, individuals manage their future career pathway, or apply the information to examine new opportunities while considering the utilization of transferable competencies. HR managers also use this to re-evaluate the current competencies of individuals in light of competencies required for optimal performance.

It is easier to apply the concept of competence to employee selection and management development, where underlying personal characteristics are the key determinant of success than it is to the assessment of job performance. According to Elkin (2009) this is because focusing on job performance results in long detailed lists of job task micro-competency statements that can be difficult to measure performance against. Thus, competency profiles arguably offer an improved benchmark against which managers’ performance can be assessed.

Through a performance evaluation process employees who have been identified as lacking specific competencies are directed to a specific training and development activity to aid in improving the specific competency (Meyrowitz et al., 2012). This is done through various custom designed in house programs (internal trainers) and outsourced programs (including online courses and external trainers).

Ozcelik and Ferman, (2010) supported performance appraisal by further referring to the “Mixed model” which they argued that performance management process becomes stronger when employees are appraised on both objectives (what) and behavioural performance (how).
The mixed model provides a shared understanding of what will be monitored and measured, and ensures an understanding of how the work gets done in addition to what gets done.

Performance of the Human Resource Management function in any organization is measured on the basis of the extent to which it creates value for the firm. Performance is viewed as the outcome that indicates and reflects organizational efficiencies or inefficiencies; it can be objectively or subjectively measured (Muli, Muathe & Muchiri, 2014). To be able to assess how effective a person has been in the past and how she/he will be able to perform in the future, organizations should identify job-specific competencies. The development and improvement of an employee's competencies demonstrates, in measurable terms, how the employee is living up to the expectations (Athey & Orth 2009). Performance appraisal, also known as employee appraisal is the most common way of performance management adopted by many organizations.

However, several authors also caution against using competency models for measuring or appraising certain areas of performance and providing developmental feedback based on these assessments (Meyer & Semark, 2013; Lucia & Lepsinger, 2009). Despite the efforts to assess the competencies associated with personal characteristics, traits and motivation, such competencies cannot be directly measured in behavioral terms, but more accurately there are behaviours associated with these competencies. Thus, assessments of such competencies are not objective, rather they are based on faulty or interpretable assumptions about behaviors that constitute maturity, flexibility, cooperation, autonomy, and independence, among others. For these competencies, measurements that meet professional standards are needed.

### 2.4.3 Succession Planning

According to Boyatzis (2011), successful succession planning requires updating competency based approach, recognizing internal talent through assessment training. Assessing and evaluating performance of an individual through competency appraisal system and providing guided training and professional development opportunities based on the competency model must also be included in an agency's practices.

With the adoption of competency based approach organizations have been able to maintain cohesion and alignment in a disruptive organizational change process such as merger/acquisitions or even downsizing by using organization-wide core competency model.
to give employees a clear, definitive picture of behaviours that future organizations require for success (Daniels, Erickson & Dalik, 2011).

Finding the link between new employee/business partner competencies and performance has been an issue for practitioners (Ulrich et al., 2008). According to Ozcelik and Ferman (2010), capability (what someone actually does) is what actually bridges the gap between competency and performance. However, such a perception might become a self-fulfilling reality in that any valid measures of effectiveness might be underplayed or ruled out. In many respects valid prediction is the fundamental rationale for competency models, so any undermining of perceived effectiveness must be a source of concern (Rynes et al., 2002).

Organizations’ headquarters have always called for flexibility when applying the competency framework, especially when considering local differences. Local human resource departments have always resorted to making the necessary changes in the framework whilst ensuring that employees possess the behaviours and skills required for superior performance in the regional and worldwide competitive environment (Ozcelik, & Ferman 2010).

2.5 Chapter Summary

The chapter covered literature review based on the three research questions. It provided a theoretical background by further reviewing studies done by human resources advocates and academicians on the effects of competency based management approaches on employee performance. The chapter was divided into three sections; the first focused on competency based recruitment and selection, the second was on competency based training and development and third was on competency based performance management and how the three competency based approaches affect performance of employees. The next chapter represents the research Methodology of the study.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research design, population and sampling technique, data collection methods, and data analysis employed in carrying out the research project.

3.2 Research Design

Research design constituted the blueprint for the collection, measurement and analysis of data. Research design aids the scientist in the allocation of his/her limited resources by posing crucial choices. It is the plan and structure of investigation so conceived as to obtain answers to research questions (Cooper, 2014). The study adopted a descriptive survey research design to conduct the study. A descriptive survey is one in which information is collected without changing anything or manipulating the environment. A descriptive survey was appropriate for this study because structured and semi-structured data was easily collected.

Descriptive research design was preferred in this study because the purpose of the study was to establish the effects of competency based management approaches on employee performance in UNHCR Kenya. Descriptive research design was adopted as it has the ability to combine quantitative and qualitative data.

3.3 Population and Sampling Design

3.3.1 Population

The target population is the subject in which the researcher is ultimately interested. Cooper (2014) states that a population is the total collection of elements about which one wishes to make some inferences. Raulin (2004) states that the population is the larger groups of events of interest (people, laboratory animals) from which a sample is selected. Cooper (2014) further observes that the basic idea of sampling is that, by selecting some of the elements in a population, one may draw conclusions about the entire population. While an element may be a person, it can just as easily be something else. A population element is the subject on which the measurement is being taken. It is the unit of the study.
The target population of the study consisted of national and international employees of UNHCR Kenya. The research focused on staff from across the four UNHCR duty stations in Kenya. It also took a keen interest on managers and human resource staff who were involved in the recruitment, training and development as well as performance management process. At the time of the study, UNHCR had a total of 430 employees, out of which 73 are international and 357 were national employees.

### Table 3.1 Population Distribution

<table>
<thead>
<tr>
<th>Duty Stations</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alinjugur</td>
<td>43</td>
</tr>
<tr>
<td>Dadaab</td>
<td>143</td>
</tr>
<tr>
<td>Kakuma</td>
<td>115</td>
</tr>
<tr>
<td>Nairobi</td>
<td>129</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>430</strong></td>
</tr>
</tbody>
</table>

#### 3.3.2 Sampling Design

The sampling design describes the sampling frame, sampling technique and the sample size adopted in the study.

##### 3.3.2.1 Sampling Frame

A sample frame is the list of elements from which the sample is actually drawn and contains the complete and correct list of the population members only (Cooper & Schindler, 2014). The authors explain further that it comprises of the entire representative elements in the population selected for a given study. In this study, the sampling frame was made up of a list of UNHCR Representation Kenya employees obtained from the human resource Office at the Headquarters/Branch office in Nairobi.

##### 3.3.2.2 Sampling Technique

Stratified sampling technique was used for duty stations where respondents were sampled. Denscombe (2007) defines a stratified sample as one in which every member of the population
has a chance of being selected in relation to their proportion within the total population. The stratification within the duty station was based on general service employees, national level managers, and professional level officers. This was to ensure that all employees who represent different job groups had an equal chance of being sampled.

3.3.2.3 Sample Size

Sample size is simply the section of part which represents the whole population (Cooper & Shindler, 2014). Each duty station was subjected to Denscombe (2007), formula to determine the sample sizes as follows:

\[ n = \frac{N}{1 + N(e^2)} \]

Whereby:-

\[ n = \text{sample size} \]

\[ N = \text{total population} \]

\[ 1 = \text{Constant} \]

\[ e^2 = \text{estimated standard error equal to 5\% for 95\% confidence level} \]

The aggregate sample of 330 UNHCR employees was distributed proportionately among the four duty stations (the strata). The sample selected from each stratum was determined as;

\[ n_h = \frac{N_h}{N} \times n \]

Where; \( n_h \) = the sample to be selected from stratum \( h \)

\( N_h \) = the size of stratum \( h \)

\( N \) = the aggregate population size (430)\( n \) = the aggregate sample size (330)

Nairobi: \( n = \frac{129}{1+129(0.05^2)} = 98 \)

Dadaab: \( n = \frac{143}{1+143(0.05^2)} = 105 \)
The total sample size for all the duty station is shown in table 3.2 below.

<table>
<thead>
<tr>
<th>Duty Station (Stratum)</th>
<th>Population</th>
<th>% Sample Size</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alinjugur</td>
<td>43</td>
<td>88%</td>
<td>38</td>
</tr>
<tr>
<td>Dadaab</td>
<td>143</td>
<td>73%</td>
<td>105</td>
</tr>
<tr>
<td>Kakuma</td>
<td>115</td>
<td>77%</td>
<td>89</td>
</tr>
<tr>
<td>Nairobi</td>
<td>129</td>
<td>76%</td>
<td>98</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>430</strong></td>
<td><strong>330%</strong></td>
<td><strong>330</strong></td>
</tr>
</tbody>
</table>

3.4 Data Collection Methods

According to Cooper (2014), the gathering of data may range from a simple observation at one location to a grandiose survey of multinational corporations in different parts of the world. The method selected largely determines how the data was collected. Structured questionnaires were used to collect primary data. According to Saunders, Lewis and Thornhill (2009), a questionnaire is generally a good tool for collecting structured data or information. For this study, the questionnaire was divided into four sections. The first section was comprised of general questions seeking to establish respondents’ demographic data such as gender, age, level of education, tenure in the company, and their cadre. Second section dealt with first research question on effects of competency based recruitment and selection and employee performance. The third section dealt with second research question on effects of competency based training and employee, while the fourth section dealt with the third research question on effects of competency based performance and employee performance.

3.5 Research Procedures

The research process begun by seeking permission from UNHCR whereby intention to conduct the study was communicated to the Human Resource Officer, UNHCR
Representation Kenya through a letter of introduction from Assistant Human Resource Officer. Once an official permission was obtained the researcher embarked on developing the data collection instruments; questionnaires then the researcher contacted respondents, especially Head of Office: Branch Office Nairobi, Heads of Sub office (Dadaab & Kakuma) and Head of Field Office -Alinjugur and Heads of Department (Admin, Operations and Protection) seeking their assistance in relation to booking appointments for interviews. The researcher designed the questionnaire based on the research questions of the study to pave way for proper data collection. The questionnaire comprised of both closed and open-ended questions.

The researcher also conducted a pilot test of the instrument on 15 respondents drawn from the UNHCR Representation Kenya staff. This was used to assess the reliability and validity of the questionnaire. During the pilot, it was established that some of the questions were not clear, while others appeared the same to pilot respondents. These questions were refined, while the others were deleted. Equally, to enhance validity, results from pilot necessitated the refinement of employee performance measures so as to capture all areas that were of significant importance to employee performance at UNHCR.

The questionnaires were personally administered to the respective respondents with the help of research assistants. During the administration of the questionnaire, research assistants approached sampled UNHCR respondents from various departments and explained to them the purpose of the study. The assistants had been trained to explain or clarify any queries respondents had while answering the questionnaire. Once the questionnaire was completely filled, the research assistants collected it. Data collection process took three week to complete.

3.6 Data Analysis Methods

Before analysis, data collected from questionnaires obtained from respondents was reviewed carefully and checked for completeness and consistencies. Data was analyzed using frequency tables, correlations, and multiple regression. Descriptive statistics was presented using tables and figures. Pearson Correlation was also used to establish the existence, nature and strength of the relationships between various variables and their significance of the relationship between competency-based management approaches and employee performance. Inferential analysis technique included multiple regression, multiple regression was used to determine the level of significance in relationship between the competency-based recruitment, competency-based...
based training, competency-based performance and employee performance. ANOVA was used to determine whether significant differences existed between all the variables and employee performance.

The data analysis was done using the SPSS tool. Doing statistics with SPSS is ideal for those who need to interpret and analyze quantitative data in their research. Miller (2002) noted SPSS is by far the most popular statistical package used by social scientists.

3.7 Chapter Summary
The chapter has described the methodology that was used during the research study. It has described research design and justified the choice of the methods. The chapter also discussed population and sampling design which includes the sampling frame, sampling technique and sample size along with how the sample is calculated. The chapter defined and specified the data collection instrument, the research procedures to be followed as well as the analytical techniques and tools to be used. The next chapter presents the analysis of findings of the study.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter deals with study findings based on the research questions. The findings are presented from the first research question, then findings of second research question, and finally the findings on the third research question. The findings are presented in tables and figures. Out of the 330 questionnaires distributed, 166 were received back representing 50.3% response rate.

4.2 Demographic Data

The findings on demographic data are presented in this section. This includes respondent’s age, gender, marital status, education level, duty station, job category and number of years at UNHRC. The following are some of the results that were obtained with regards to demographic data.

4.2.1 Respondents Gender

The findings on gender respondents are presented in figure 4.1. According to the study, male respondents were 57%, while female respondents were 43%.

![Figure 4.1: Respondent Gender](image)

Figure 4.1: Respondent Gender
4.2.2 Respondents Age

According to the findings of the study on age of respondents as represented in Figure 4.2, the oldest respondents aged 55 to 64 years were 9.6%, respondents aged 35 to 54 years were 49.4%, respondents aged 26 to 34 years were 38.6%, while respondents ages 18-25 years were 2.4%.

![Figure 4.2: Respondents Age](image)

4.2.3 Marital Status

The study findings on marital status in figure 4.3 indicated that 58.4% of respondents were married, 30.7% were single, 6% were separated, 3% were divorced, while 1.8% were widows(ers).
4.2.4 Respondents Education Level

The study findings on respondents level of education in figure 4.4 indicates that respondents with university degrees were highest at 64%, followed by college level at 31% and lastly by high school at 5%.
4.2.5 Duty Stations

According to study findings in figure 4.5, 34.9% of respondents were from Dadaab duty station, followed by 30.1% form Nairobi duty station, then 25.3% from Kakuma duty station, and finally 9.6% from Alinjugur duty station.

![Figure 4.5: Respondents Duty Station](image)

4.2.6 Respondents Functional Groups

The study findings on respondents functional groups distribution at UNHCR shown in Table 4.1 indicates that 44.6% of respondents were from Protection Unit, 31.9% from Operations Unit, while 23.5% were from Administration Unit.

Table 4.1: Functional Groups

<table>
<thead>
<tr>
<th>Functional Group</th>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td></td>
<td>39</td>
<td>23.5%</td>
</tr>
<tr>
<td>Protection</td>
<td></td>
<td>74</td>
<td>44.6%</td>
</tr>
<tr>
<td>Operations</td>
<td></td>
<td>53</td>
<td>31.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>166</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
4.2.7 Job Category

The study findings on job category distribution at UNHCR indicates that General Service respondents were 63.9% followed by National Officers at 18.1% and Professional Officers at 18.1%.

Table 4.2: Respondents Job Category

<table>
<thead>
<tr>
<th>Job Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Service</td>
<td>106</td>
<td>63.9%</td>
</tr>
<tr>
<td>National Officer</td>
<td>30</td>
<td>18.1%</td>
</tr>
<tr>
<td>Professional Officer</td>
<td>30</td>
<td>18.1%</td>
</tr>
<tr>
<td>Total</td>
<td>166</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

4.2.8 Respondents Number of Years at UNHCR

The research findings in figure 4.6, on respondent’s number of years at UNHCR shows that respondents with less than 1 year at UNHCR were only 7.2%, respondents with 1-5 years were the majority at 42.2%, 6-10 years at 30.1%, while those above 10 years were 20.5%.

Figure 4.6: Respondents Number of Years at UNHCR
4.3 Effects of Competency Based Recruitment and Selection on Employee Performance

The extent to which competency based recruitment and selection of employees affects employee performance was assessed using a Likert scale of 1 to 5 where; 1= Not at all, 2= To a less Extent, 3= To a Moderate Extent, 4= To a Large Extent and 5= To a Very Large Extent. Table 4.3 shows the results of the various aspects/statements of competency based recruitment and selection as rated by the respondents.

Table 4.3: Descriptive Statistics – Competency Based Recruitment and Selection

<table>
<thead>
<tr>
<th>Statement</th>
<th>Distribution</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacancy Notice clearly defines operational context</td>
<td>f %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacancy Notice clearly defines essential job activities and responsibilities</td>
<td>f %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacancy Notice clearly defines behavioral competencies</td>
<td>f %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews assess experience skills and competencies</td>
<td>f %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All oral interviews are competency based</td>
<td>f %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written test assess technical competencies and skills</td>
<td>f %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved objectivity, leading to truer talent acquisition</td>
<td>f %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching employee competencies and skills</td>
<td>f %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates with the right competencies require less training on the job</td>
<td>f %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Competencies match Vacancy Notice</td>
<td>f %</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to table 4.3, majority of respondents at 54.8%, felt that vacancy notices at UNHCR clearly defined essential job activities and responsibilities. This was followed by 49.4% of respondents, who indicated that written tests at UNHCR were used to assess the technical competencies and skills. The issue of whether competencies at UNHCR do match vacancy notices had the least response at 39.8%. The other question that had the least response was a question on whether all oral interviews at UNHCR are competency based at 44%.

4.3.1 Correlation on Competency Based Recruitment and Selection and Employee Performance

To determine whether study findings on recruitment and selection had any relationship with employee performance, the findings were subjected to correlation analysis as shown in table 4.4.

Table 4.4: Correlation between Competency Based Recruitment and Selection and Employee Performance

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Employee Performance Pearson Correlation</th>
<th>Recruitment and Selection Pearson Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Performance</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>N</td>
<td>166</td>
<td>166</td>
</tr>
<tr>
<td>Recruitment and Selection</td>
<td>0.395**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>N</td>
<td>166</td>
<td>166</td>
</tr>
</tbody>
</table>

Table 4.4 indicates a weak positive relationship exists between recruitment and selection and employee performance, where r (0.395); P ≤ 0.05, therefore relationship was significant.
4.3.2: Competency Based Recruitment and Selection and Employee Performance

Linear Regression

Linear regression analysis was conducted to determine the level of relationship significance between recruitment and selection and employee performance. The findings are shown in table 4.5 and 4.6 below: \( Y = \beta_0 + \beta_1 X_1 \) linear model was used.

**Table 4.5: Competency Based Recruitment and Selection Linear 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>.395(^{a})</td>
<td>.156</td>
<td>.151</td>
<td>.726</td>
</tr>
</tbody>
</table>

\(^{a}\) Predictors: (Constant), Recruitment and Selection

**Table 4.6: Competency Based Recruitment and Selection Linear Regression Coefficients**

<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>(Constant)</td>
<td>1.101</td>
<td></td>
<td>2.598</td>
<td>.010</td>
</tr>
<tr>
<td>Recruitment and Selection</td>
<td>.645</td>
<td>.395</td>
<td>5.509</td>
<td>.000</td>
</tr>
</tbody>
</table>

\(^{a}\) Dependent Variable: general performance of the UNHCR Employees

According to the findings in table 4.6 a positive correlation exist between recruitment and selection and employee performance, \( r = 0.395 \); \( P \leq 0.05 \). Table 4.5 adjusted R square of 0.151, indicates that 15.1% of variation in employee performance is attributable to variations in recruitment and selection.

The formula used to compute the relationship was:

**Employee Performance = 1.101 + 645 X_1**
4.4 Competency Based Training and Development on Employee Performance

The effects of competency based training on employees' performance was assessed using a Likert scale of 1 to 5 where; 1 = Not at all, 2 = To a less Extent, 3 = To a Moderate Extent, 4 = To a Large Extent and 5 = To a Very Large Extent. Table 4.4 below shows the results of the various aspects/statements of competency based training as rated by the respondents.

Table 4.7: Descriptive Statistics – Competency Based Training and Development

<table>
<thead>
<tr>
<th>Statement</th>
<th>Distribution</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Training and development activities are goal-oriented and productive.</td>
<td>1 0.6%</td>
<td>16 9.6%</td>
<td>71 42.8%</td>
</tr>
<tr>
<td>Training acquired has improved the quality of my services</td>
<td>2 1.2%</td>
<td>1 0.6%</td>
<td>52 31.3%</td>
</tr>
<tr>
<td>Focus on areas identified as requiring performance improvement</td>
<td>9 5.4%</td>
<td>16 9.6%</td>
<td>65 39.2%</td>
</tr>
<tr>
<td>Team building workshops build &amp; maintain a great team</td>
<td>1 0.6%</td>
<td>24 14.5%</td>
<td>63 38%</td>
</tr>
<tr>
<td>Increases the potential for job satisfaction</td>
<td>2 1.2%</td>
<td>14 8.4%</td>
<td>79 47.6%</td>
</tr>
<tr>
<td>Provides clear direction for learning new job Skills</td>
<td>1 0.6%</td>
<td>10 6%</td>
<td>79 47.6%</td>
</tr>
<tr>
<td>Provides methods for employee potential or Career advancement.</td>
<td>2 1.2%</td>
<td>17 10.2%</td>
<td>81 48.8%</td>
</tr>
<tr>
<td>Identify competency gaps and focus on learning requirements for future roles;</td>
<td>4 2.4%</td>
<td>17 10.2%</td>
<td>77 46.4%</td>
</tr>
</tbody>
</table>

According to table 4.7, majority of respondents at 56.6% felt that training acquired at UNHCR had improved the quality of their services. This was followed by 39.8% of respondents who indicated that UNHCR focused on areas identified for performance improvement within the organization. The issues of whether UNHCR provides methods for employee potential and career advancement had the least response of 29.5%. The
other question that had the least response was whether trainings at UNHCR increased job satisfaction of employees at 44%.

4.4.1 Correlation between Competency Based Training and Development and Employee Performance

To determine whether study findings on competency based training had any relationship with employee performance, the findings were subjected to correlation analysis as shown in table 4.8.

Table 4.8: Correlation on Competency Based Training and Development and Employee Performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>Employee Performance</th>
<th>Training and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Performance</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>166</td>
</tr>
<tr>
<td>Training and Development</td>
<td>Pearson Correlation</td>
<td>.443**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>166 166</td>
</tr>
</tbody>
</table>

Correlation findings in Table 4.8 indicates that there exists a weak positive relationship between training and development and employee performance, where \( R (0.443); P V \leq 0.05 \). Therefore the relationship is significant.

4.4.2: Competency Based Training and Development and Employee Performance Linear Regression

Since correlation analysis between training and development had a significant relationship, it was subjected to regression analysis to determine level of significance. The findings are shown in table 4.9 and 4.10. \( Y= \beta_0 + \beta_2X_2 \) model was used for the linear regression.
Table 4.9: Regression Summary on Competency Based Training and Development

<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>.443&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.196</td>
<td>.192</td>
<td>.708</td>
</tr>
</tbody>
</table>

<sup>a</sup> Predictors: (Constant), Training and Development

Table 4.10: Competency Based Training and Development Regression Coefficients

<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</td>
<td>(Constant)</td>
<td>1.383</td>
<td>.326</td>
<td>4.245</td>
</tr>
<tr>
<td></td>
<td>Training</td>
<td>.592</td>
<td>.093</td>
<td>.443</td>
</tr>
<tr>
<td></td>
<td>Development</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> Dependent Variable: Employee Performance

According to the findings in table 4.9 a weak positive relationship exist between training and development and employee performance, where R (0.443); P< 0.05. Table 4.10 above shows an R square of 0.196, indicating that 19.6% of variation in employee performance is attributable to training and development. The formula used to compute the relationship was.

**Employee Performance = 1.383 + 592 X₂**

4.5 Competency Based Performance Management on Employee Performance

The effects of competency based performance management on employee performance were assessed using the Likert scale described in section 4.3. The descriptive statistics below are based on respondents response on questions concerning competency based performance and employee performance.
Table 4.11: Competency Based Performance Management

<table>
<thead>
<tr>
<th>Statement</th>
<th>Distribution</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Monitoring employee’s own delivery against a plan</td>
<td>1</td>
<td>0.6%</td>
<td>6</td>
</tr>
<tr>
<td>Performance objectives are linked to organizations goals</td>
<td>1</td>
<td>0.6%</td>
<td>4</td>
</tr>
<tr>
<td>Establishing reporting lines and allocating responsibilities within a team</td>
<td>1</td>
<td>0.6%</td>
<td>10</td>
</tr>
<tr>
<td>Encourage innovation and creativity</td>
<td>3</td>
<td>1.8%</td>
<td>12</td>
</tr>
<tr>
<td>360 performance feedback is objective</td>
<td>4</td>
<td>2.4%</td>
<td>5</td>
</tr>
<tr>
<td>Performance management improves communication between manager and employee</td>
<td>2</td>
<td>12%</td>
<td>7</td>
</tr>
<tr>
<td>Managers act as coach &amp; mentor</td>
<td>4</td>
<td>2.4%</td>
<td>21</td>
</tr>
<tr>
<td>Supportive supervision to boost employee productivity</td>
<td>7</td>
<td>4.2%</td>
<td>13</td>
</tr>
<tr>
<td>Motivating staff through building &amp; sustaining a positive work environment</td>
<td>7</td>
<td>4.2%</td>
<td>12</td>
</tr>
<tr>
<td>Having a competency improvement action plan</td>
<td>7</td>
<td>4.2%</td>
<td>17</td>
</tr>
</tbody>
</table>

According to table 4.11, majority of respondents at 54.2% felt that performance objectives at UNHCR were linked to organizations goals. This was followed by 49.4% of respondents who indicated that performance management at UNHCR had improved communication between managers and employee. The issues of whether competency improvement action plan at UNHCR improves employee performance had the least
response at 36.7 %. The other question that had the least response of 39.8%, was on whether managers acted as mentors and coaches at UNHCR, and if that increased job satisfaction for employees.

4.5.1 Correlation on Competency Based Performance Management and Employee Performance

To determine whether study findings on competency based performance had any relationship with employee performance, the findings were subjected to correlation analysis as shown in table 4.12.

**Table 4.12: Correlation on Competency Based Performance Management and Employee Performance**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Employee Performance</th>
<th>Competency Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Performance</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>166</td>
</tr>
<tr>
<td>Competency Performance</td>
<td>Pearson Correlation</td>
<td>.592**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>166</td>
</tr>
</tbody>
</table>

According to the results in table 4.12 above, there exists a strong positive relationship between competency based performance and employee performance, r (0.592); P<0.05. Therefore the relationship is statistically significant.

4.5.2: Linear Regression on Competency Performance Based Performance and Employee Performance

Since correlation analysis between training and development had a significant relationship, it was subjected to regression analysis to determine level of significance. The findings are shown in table 4.13 and 4.14. Y = β0 + β1X3+ e model was used.
According to the findings in table 4.14 a positive relationship between competency based performance and employee performance, where $R (0.592); P<0.05$. The adjusted $R$ square in Table 4.13 of 0.346, indicating that 34.6% of variation in employee performance is attributable to variations in competency based performance.

The formula used to compute the linear relationship was:

$$\text{Employee Performance} = 0.309 + 0.940X_3$$

4.7 Multiple Regression between Employee Performance, Recruitment and Selection, Training, and Performance

When individual variables were subjected to linear regression analysis, the findings indicated that all the individual variables had a significant relationship. The study was therefore subjected to multiple regression to establish whether the combined variables will still have a significant relationship with employee performance. The findings are shown in table 4.15 and 4.16. The regression model used was $Y= \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3+ e$. 
Table 4.15: Multiple 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>.606a</td>
<td>.367</td>
<td>.355</td>
<td>.632</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Competency Performance, Recruitment section, Training Development

Table 4.16: Multiple Regression Coefficients

<table>
<thead>
<tr>
<th>Variables</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>-.036</td>
<td>-.090</td>
</tr>
<tr>
<td>Recruitment selection</td>
<td>.076</td>
<td>.047</td>
</tr>
<tr>
<td>Training and Development</td>
<td>.177</td>
<td>.133</td>
</tr>
<tr>
<td>Competency Performance</td>
<td>.777</td>
<td>.489</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Employee Performance

According to the findings in table 4.16, when a multiple regression was conducted, a strong significant relationship was found to exists only with competency based performance management with employee job performance, R (0.489); P<0.50. The other variables had insignificant relationship. For instance, training development R (0.133); P ≥ 0.115>0.05; equally recruitment and selection R (0.47); P ≥ 0.570>0.05, therefore insignificant. Table 4.15 shows an adjusted R square of 0.355, which indicates that 35.5% of variation in employee performance is attributable to variations in competency based performance, recruitment and selection, and training and development.

The formula used to compute the relationship was;

**Employee Turnover = -0.036 + 0.07X1 + 0.177 X2+0.777 X3**

Where X1 = Recruitment and Selection  
X2 = Training and Development
4.7.1 ANOVA for Job Categories, Functional Groups, and Marital Status

One way ANOVA was used to compare means between employee performances, with UNHCR respondents. The findings are shown in the table 4.17 below.

Table 4.17: ANOVA on Job Category Summary

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>4.519</td>
<td>2</td>
<td>2.259</td>
<td>3.766</td>
<td>.025</td>
</tr>
<tr>
<td>Within Groups</td>
<td>97.801</td>
<td>163</td>
<td>.600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>102.319</td>
<td>165</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.18: ANOVA on Job Category Groups

<table>
<thead>
<tr>
<th>Job Categories</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Service</td>
<td>National Officer</td>
<td>-.308</td>
<td>.160</td>
</tr>
<tr>
<td></td>
<td>Professional Officer</td>
<td>-.374</td>
<td>.160</td>
</tr>
<tr>
<td>National Officer</td>
<td>General Service</td>
<td>.308</td>
<td>.160</td>
</tr>
<tr>
<td></td>
<td>Professional Officer</td>
<td>-.067</td>
<td>.200</td>
</tr>
<tr>
<td>Professional Officer</td>
<td>General Service</td>
<td>.374</td>
<td>.160</td>
</tr>
<tr>
<td></td>
<td>National Officer</td>
<td>.067</td>
<td>.200</td>
</tr>
</tbody>
</table>

According to table 4.17, the variation between the groups sum of squares was 4.519; df (2). The variations within the groups was 97.801, with degree of freedom df (163).

F (2, 163) = 3.766; P<0.025 <0.05; therefore there is significant relationship between respondents based on their job category, and views on employee performance at UNHCR. Table 4.18, indicates that the largest mean difference in respondents views on employee performance was observed between UNHCR professional respondents category, and General Service respondent category with a mean difference of 0.374.
With 95% confidence, you would expect the mean difference between professional officers, and general service respondents to fall between 0.00 (lower), and 0.750 (upper).

### 4.7.5 Chi Square Tests

For this study, Chi-Square test was used to determine whether significant association existed between gender of the respondents and their marital status, duty station, and to determine UNHCR organizational distribution, and any significance of such distribution. The findings are shown in the table 4.24 below.

**Table 4.19: Gender and Marital status Cross Tabulation**

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Single</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>Married</td>
<td>67</td>
<td>30</td>
</tr>
<tr>
<td>Divorced</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Separated</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Widow (er)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>94</td>
<td>72</td>
</tr>
</tbody>
</table>

**Table 4.20: Chi Square Test for Gender and Marital Status**

<table>
<thead>
<tr>
<th>Chi Square Test</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>20.774a</td>
<td>4</td>
<td>.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>20.992</td>
<td>4</td>
<td>.000</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>8.150</td>
<td>1</td>
<td>.004</td>
</tr>
</tbody>
</table>

N of Valid Cases | 166

According to the findings, table 4.19, married men were the majority at 67 compared to female at 30, while female who were widows were the least with one respondent only. Table 4.20 indicates a Pearson Chi-Square $X^2 (4) = 20.774$; P<0.05; therefore there is a significant association between gender and marital status at UNHCR.
Table 4.21: Gender and Duty Station Cross Tabulation

<table>
<thead>
<tr>
<th>Duty Station</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Nairobi</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Dadaab</td>
<td>38</td>
<td>20</td>
</tr>
<tr>
<td>Alinjugur</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Kakuma</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>94</td>
<td>72</td>
</tr>
</tbody>
</table>

Table 4.22: Chi Square Test for Gender and Duty Stations

<table>
<thead>
<tr>
<th>Chi Square Tests</th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>3.672a</td>
<td>3</td>
<td>.299</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>3.695</td>
<td>3</td>
<td>.296</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.251</td>
<td>1</td>
<td>.616</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>166</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the findings, table 4.21, the Dadaab duty station had majority male respondents at 38 compared to 20 female, while Nairobi duty station had majority female respondents at 26 compared to male counterparts at 24. Table 4.22 indicates a Pearson Chi-Square $X^2 (3) = 3.672; P \geq 0.299 >0.05$; therefore there is no a significant association between gender and duty station at UNHCR.

Table 4.23: Gender and Job Category Cross Tabulation

<table>
<thead>
<tr>
<th>Job Category</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>General Service</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
<td>National Officer</td>
<td>23</td>
<td>7</td>
</tr>
<tr>
<td>Professional Officer</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>94</td>
<td>72</td>
</tr>
</tbody>
</table>
Table 4.24: Chi Square Test for Gender and Job Category

<table>
<thead>
<tr>
<th>Chi Square Test</th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>6.299a</td>
<td>2</td>
<td>.043</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>6.641</td>
<td>2</td>
<td>.036</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>1.457</td>
<td>1</td>
<td>.227</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>166</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the findings, table 4.23, male respondents were majority in general service category at 54, compared to 52 female male respondents. The job category with highest gender difference was national officer with 23 male respondents, compared to 7 female respondents. Table 4.24 indicates a Pearson Chi-Square $X^2 (2) = 6.299$; $P \leq 0.043 >0.05$; therefore there is a significant association between gender and Job category at UNHCR.

4.8 Chapter Summary

According to the study findings, research question one indicated the existence of a weak positive relationship between recruitment and selection and employee performance, $r (0.395)$; $P< 0.05$, therefore, the relationship between recruitment and selection and employee performance was positive and significant. The study findings on research question two indicated a weak positive relationship between training and development and employee performance, $r (0.443)$; $P< 0.05$. Therefore the relationship is significant. The findings of the third research question indicated a positive relationship between competency based performance and employee performance, $r (0.592)$; $P<0.05$. 

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CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter gives discussions, conclusions, and recommendations on the study findings. Furthermore, the chapter outlines the suggested recommendations for action based on the findings of the study. In addition, the chapter highlights areas of further study and research. Discussions were compared to the literature review as discussed in chapter two, and the actual findings from this research.

5.2 Summary

The purpose of this study was to determine the effects of competency based management approaches on employee performance. The research questions were: To what extent does competency based recruitment and selection affect the performance of employees? To what extent does competency based training and development affect performance of employees? To what extent does competency based performance management affect performance of employees?

The study adopted descriptive research design. The population of the study consisted of 430 UNHCR employees from Nairobi, Kakuma, Dadaab, and Alinjugur duty stations. Stratified sampling was used to determine the sample size of 330 employees from the total population. Data was collected using structured questionnaires based on the research questions. Descriptive statistics used to analyze data included frequencies and percentage distribution tables, and mean. For inferential statistics, correlation, linear regression and multiple regression were used to analyze data.

The findings on the extent to which recruitment and selection affect employee job performance revealed that there exists a significant positive relationship between recruitment and selection and employee performance, r (0.395); P<0.05.
The findings on the extent to which training and development affects employee job performance indicated that there exists a significant positive relationship between training and development and employee performance, \( r (0.443); P<0.05 \).

The findings on the extent to which competency based performance management affects employee job performance revealed that there exists a strong positive between competency based performance and employee where \( r (0.592); P<0.05 \). A multiple regression analysis indicated a strong significant relationship exists only with competency based performance with employee performance where \( r (0.489); P<0.50 \). Equally, 35.5\% of variation in employee performance was attributable to variations in competency based performance, recruitment and selection, and training and development.

5.3 Discussions

5.3.1 Competency Based Recruitment and Selection and Employee Performance

According to the study findings, there exists a strong positive relation between recruitment and selection and employee performance where \( r (0.395); P<0.05 \). The relationship is significant since the P value <0.05 the threshold level for determining significance. The study findings are in agreement with Ballantyne (2009), who argued that there exists a strong positive relationship between competency-based recruiting and selection, and employee performance. Green (2010), had argued that the success of long-term implementation of competency based recruitment depends on the alignment of competencies with the organization’s vision. Competencies impact systems that actively support the organization’s vision, strategy, and key capabilities so that individuals can understand how their behaviours support these strategies. Lucia et al., 2009). Equally, Lado and Wilson, (2010); Lado, Boyd, and Wright, (2009), had argued that job descriptions generally include a job title, reporting relationships, a summary of responsibilities, the level of decision-making authorized, and hiring requirements information. These findings are in line with Klett (2010) research findings that had equally indicated that the organizations ability to attract, harness, develop and sustain competent employees enhances employee performance. Armstrong (2009), had indicated that in order for organizations to develop competency-based recruitment they have to
enhance mechanisms that aligns recruits competencies, skills, and talents at the point of recruitment and selection. According Green (2010), competency centered psychometric tests in recruitment and selection have a profound effect on employee capabilities, and also it’s a valid predictors for performance jobs success, failure, or even longevity of employee at the job.

This findings are in line with the study that had been conducted by Campion et al., (2011), whose findings indicated that organizations that developed a competency profile or model containing behavioural descriptions a particular job, workplace or organizational setting, had a higher rate of employee performance compared to recruitment processes that didn’t have behavioral competencies. The driving force behind introducing competency-based management approach has been forged by the growing need for HR professionals to translate business imperatives into learning and performance requirements more quickly and help their organizations face market challenges hence gain competitive advantage (Lucia et al., 2009). Forged by the critical need for transformation so as to match environmental dynamics, the use of competency-based recruitment for assessment, and development of workers has experienced a significant emergence. Organizations have turned their focus from skills acquisition and assessment to the competency modelling process for determining the needs of business and employers (Armstrong, 2009).

One of the oldest applications among all human resources systems which can be traced to McClelland’s (1973) early work with competencies for hiring purposes (Ozcelik & Ferman, 2010) both indicates strong positive relationship between recruitment, and selection and employee performance. Competency-based approach is used in order to compare the capabilities of the candidate with the requirements of the offered position; once the best candidate is identified, competency gaps form the basis for an initial new-hire learning plan (Draganidis & Mentzas, 2009). The idea behind it is to establish the behavioral aspect needed for a particular job and the extent to which they are possessed by different candidates enriches the recruitment process.

Competencies based approach also help in identifying which selection techniques such as psychological testing that can be used to select employees with performance
characteristics. This is useful because psychological testing techniques provide analysis of interviewees’ skills meet a specified set of job competency requirements (Armstrong, 2009). According to Green (2010), an employee’s person’s ability to contribute and effectively in performing their duties and responsibilities will depend on competencies such as skill, trait, quality, that were identified during selection and recruitment process.

5.3.2 Competency Based Training and Development and Employee Performance

On training and development and employee performance, the study also found that there exists a significant positive relationship between training and development and employee performance, r (0.443); P<0.05. A regression indicated that 19.6% of variation in employee performance was attributable to variations in training and development. O’Nell and Hewitt (2012) had argued that training and development are critical components of organizational performance. They had further argued that there exists a positive relationship between training and development and employee performance. In their research, effective performance and competency standards, and training resulted in improved performance on the job. These findings are in alignment with O’Nell and Hewitt (2012) study on competency based trainings that indicated that for employers to enhance employee performance, they competency-based standards, training and compliance must be instituted at organizations.

Ozcelik and Ferman, (2010) established that competency-based career-planning systems links competencies with the development activities, which assists employees to learn what they need for further development. Under the competency based management approach employees can review the needed competencies of all the positions and through comparison with the competencies they possess and identify potential positions and develop their career plans (Draganidis & Mentzas, 2009).

Equally, training and development enhances performance when their implementing fits the culture and purpose of the organization. Armstrong (2009) believes that it requires a lot of hard work, much of it concerned with involving staff and communicating with them to achieve understanding and buy-in into training models, processes or procedures. He argued that the successful translation of strategic organizational needs into a competency
framework enhances buy in, which translates into employee’s performance. If implemented appropriately by Human Resource Management, competency models can be used in integrating education and training as well as aligning both with needs of the labour market and promoting mobility as well as transparency for individuals. The adoption of competency based interviews and hiring have promoted career progressions in terms of vertical mobility, lateral which entails movement between sectors/departments, or spatial mobility as in geographically, more so for workers faced with job insecurity (Van der Klink & Boon, 2002). Therefore, general staff morale and confidence with the HR and management can be improved substantially translating into improved job performance.

Athey and Orth, (2009) on the other hand acknowledged that the challenges facing the field of competency based training and development practice are both daunting and exciting. They argued that HR practitioners have had to devote a significant amount of time in organizational needs assessment, planning, data collection, change and resistance management as well as communicating HRM training strategies, in order to boost employee performance. Athey and Orth, (2009) findings on competency based training indicated that there exists a positive relationship between training and development and employee performance, which has been confirmed by this study.

5.3.3 Competency Based Performance Management and Employee Performance

This study had indicated that there exists a strong positive relationship between competency-based performance and employee performance, \( r (0.592); P<0.05 \). Since the \( p \) value \( \leq 0.000 <0.05 \) the threshold required to determine levels of significance, therefore the relationship was found to be statistically significant. The study regression analysis revealed that 34.6% of variation in employee performance is attributable to variations in competency based performance. Dale (2010) had asserted that an organization effective performance is highly dependent on systems to assess and develop employee skills, abilities, and knowledge. He further argued that there is a positive relationship between competencies based performance with employee performance, as employees are able to gainfully utilize eh competency measures to assess themselves and improve. The study
findings are in agreement with Dale (2010) whose study of competency based performance had indicated the existence of positive relationship between employee performance and competency-based performance. The findings are in agreement with Schippmann et al., (2011), who had pointed out that competency based approach to performance, enhances employee’s motivation, since appraisal parameters are well defined. The argument was based on the precept that employee performance is gained when the trade-off between organizational objectives, and employee needs are in perfect alignment. The employee feels motivated to give the organization more in terms of work output, whilst the organization feels motivated to reward the employee for the better performance.

The study findings are in alignment with Armstrong (2009), whose study on competency-based performance indicated that organizations with competency-based action plan for performance evaluation had a higher chance of enhancing employee performance than organizations that did not. Campion et al., (2011) noted that competency-based performance models that incorporate 360 evaluations enhances mutual feedback from employee to manager, and manager to employee thereby enhancing coaching, and mentoring that enables employees to perform better. Schippmann et al., (2011) study on competency based performance indicated that high performers in organizations were as a result of supportive managers who helping employees link performance objectives to employees’ day to day work.

Finally, a multiple regression analysis further indicated a strong significant relationship exists only with competency based performance with employee performance, r (0.489); \(P<0.50\), with 35.5% of variation in employee performance was attributable to variations in competency based performance, recruitment and selection, and training and development.

5.4 Conclusions
5.4.1 Competency Based Recruitment and Selection and Employee Performance

Employee performance is at the very heart of every organizations performance. The findings of the study indicate a strong positive relationship between UNHCR recruitment
and selection which includes job description, advertisements, interviews, and selection. The strong positive relationship have been established with recruitment and selection components, \( r (0.395); P< 0.05 \). Equally, a linear regression indicated a positive correlation exist between recruitment and selection and employee performance, \( r (0.395); P<0.05 \). Therefore, the relationship between recruitment and selection and employee performance is statistically significant.

### 5.4.2 Competency Based Training and Development and Employee Performance

The study findings indicates that training design, training itself, training evaluation and development opportunities all influence and enhance employee performance. The study established that a positive relationship exists between training and development and employee performance; \( r (0.443); P<0.05 \), therefore the relationship was significant.

### 5.4.3 Competency Based Performance Management and Employee Performance

The study findings have revealed that performance leadership, evaluation, and successive planning are all competency based performance that enhances and influences employee performance. Similarly, the study has established a strong positive relationship between competency based performance and employee performance, \( r (0.592); P <0.05 \); on linear regression analysis, a positive correlation exist between competency based performance and employee performance, where \( R (0.592); P<0.05 \). Therefore, the relationship between competency based performances and employee performance is statistically significant.

### 5.5 Recommendations

The following recommendations are based on the study findings and conclusions.

#### 5.5.1 Recommendations for Improvement

##### 5.5.1.1 Competency Based Recruitment and Selection and Employee Performance

In order for UNHCR to sustain the gains made on competency based recruitment and selection, there should be a concerted effort in aligning organizational objectives and values into the recruitment and selection process. Job descriptions have to be aligned with the required skills and competencies. A huge number of respondents also thought that recruitment and selection does not to some extent match employee competencies and
skills. Therefore, such alignment has to be done and mechanisms for monitoring the same developed.

5.5.1.2 Competency Based Training and Development and Employee Performance

Based on the findings of the study, UNHCR has done quite well in enhancing training and development into programs. However, training and development doesn’t necessarily increase employee job satisfaction, in cases where duties are not aligned with skills and competencies. An organizational assessment should be done to determine the alignments, and establish what individual employees would desire to be trained on. This will help UNHCR build a targeted approach to capacity building, training, and development, rather than relying on ad hoc approaches.

5.5.1.3 Competency Based Performance Management and Employee Performance.

Based on the findings of the study, UNHCR has done well on competency-based performance, and has done well to enhance employee performance. However, the study findings equally indicated that 360 feedback and behavioral performance matrix should be aligned to cater not only for organizational objectives, but also employee career development plan. The plan should be evaluated periodically together with performance evaluations. The study findings indicated that mentoring and coaching of general service employees was very minimal. UNHCR should enhance mechanisms that will ensure that General Service employees receive adequate coaching and mentoring as a way of enhancing employee’s performance.

5.5.1.2 Recommendations for Future Research

The study findings should be utilized by researchers and academicians who would wish to advance, test or confirm hypothesis regarding competency based approaches and employee performance, particularly with other UN agencies, other than UNHCR. This should be done to generate more knowledge and for comparative analysis.
REFERENCES


Donzelli A, Walsh V. Introducing competency management at ESA. ESA Bulletin 2006; (ISSN 0376- 4265), 126:72 – 76.


Competency-based training. Advances in Developing Human Resources. 8(2): 210-229.


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APPENDIX A:

Cover Letter

P. O. Box 14634, 00800
Nairobi
DATE

CELL: +254722796125
EMAIL: adongo.sule@gmail.com

Dear Respondent,

RE: RESEARCH QUESTIONNAIRE

I am a graduate student pursuing an Executive Master of Science in Organization Development (EMOD). I am currently undertaking a research on Effects of competency based approach on employee performance. This is a requirement in partial fulfilment of the re Executive Master of Science in Organizational Development (EMOD) degree program at United State International University (USIU).

The study will be based on the determining the effects of competency based management approaches on employee performance in UNHCR Representation in Kenya and you have been requested as one of the respondents to participate in the survey. The results of the survey will be instrumental for UNHCR in assessing the extent to which; competency based recruitment and selection, competency based training and development and competency based performance management affects performance of employees.

This is an Academic research and confidentiality shall strictly be adhered to. Your name will not appear anywhere in the report. Kindly spare at least 10 minutes to complete four sections of the questionnaire attached.

Yours faithfully

Beatrice Adongo Sule
APPENDIX B

RESEARCH QUESTIONNAIRE

1.0 SECTION A: Demographic Information

Kindly respond to the following questions by checking on the appropriate box (X)

1. What is your gender?
   ( ) Male       ( ) Female

2. How old are you?
   ( ) 18-25     ( ) 26-34     ( ) 35-54
   ( ) 55-64     ( ) 65 or over

3. What is your current marital status?
   ( ) Single     ( ) Married    ( ) Divorced
   ( ) Separated  ( ) Widow (er)

4. What is your highest level of education?
   ( ) High School ( ) College    ( ) University    ( ) Others

5. What is your duty station?
   ( ) Nairobi    ( ) Dadaab    ( ) Alinjugur    ( ) Kakuma

6. What is your major job responsibility?
   ( ) Admin       ( ) Protection ( ) Operations

7. What is your job category?
   ( ) General Service staff ( ) National professional Officer ( ) Professional Officer

8. How long have you been working with UNHCR?
   ( ) Under one year       ( ) 1-5 years
   ( ) 5-10 years           ( ) 10+ years
2.0 SECTION B: Effects of Competency Based Recruitment and Selection on Employee Performance

9. Please indicate the extent to which competency based recruitment and selection improve employee job performance at UNHCR.

**Directions:** Please indicate/Place an "X" mark in the box of your answer. The scale: (1) Not at all, (2) To a Low Extent, (3) To a Moderate Extent (4) To a large Extent (5) To a very large Extent.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Not at all (1)</th>
<th>To a low extent (2)</th>
<th>To a moderate extent (3)</th>
<th>To a large Extent (4)</th>
<th>To a very large Extent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Vacancy Notice clearly defines operational context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Vacancy Notice clearly defines essential job activities and responsibilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Vacancy Notice clearly defines behavioural competencies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Interviews assess experience, skills and competencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 All oral interviews are competency based</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Written test assess technical competencies and skills required.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Improved objectivity, leading to truer talent acquisition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Matching employee competencies and skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Candidates with the right competencies require less training on the job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Functional competencies match Vacancy Notice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.0 SECTION C: Effects of Competency Based Training and Development on Employee Performance

10. To what extent has competency based training and development techniques improved your performance at UNHCR.

**Directions:** Please indicate/Place an "X" mark in the box of your answer. The scale is: (1) Not at all, (2) To a Low Extent, (3) To a Moderate Extent (4)To a large Extent (5) To a very large Extent.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Not at all (1)</th>
<th>To a low extent (2)</th>
<th>To a moderate extent (3)</th>
<th>To a large Extent (4)</th>
<th>To a very large Extent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Training and development activities are goal-oriented and productive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Training acquired has improved the quality of services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Focus on areas identified as requiring performance improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Team building workshops build &amp; maintain a great team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Increases the potential for job satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Provides clear direction for learning new job Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Provides methods for employee potential or Career advancement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Identify competency gaps and focus on learning requirements for future roles;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Are the existing workforce training & development process responsive to service demands?
   Yes (   ) No (   ) If “Yes” to what extent do they impact on your performance (briefly explain)?
   ........................................................................................................................................

12. Please identify some of the competencies that are key to your performance which you feel you need to be trained on to enhance performance?
   ........................................................................................................................................
   ........................................................................................................................................
4.0 SECTION D: Competency Based Performance Management and Employee Performance

13. Please indicate the extent to which the competency based performance management has improved your Performance at UNHCR.

**Directions:** Please indicate/Place an "X" mark in the box of your answer. The scale is: (1) Not at all, (2) To a Low Extent, (3) To a Moderate Extent (4) To a large Extent (5) To a very large Extent.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Not at all (1)</th>
<th>To a low extent (2)</th>
<th>To a moderate extent (3)</th>
<th>To a large Extent (4)</th>
<th>To a very large Extent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Monitoring employee’s own delivery against a plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Performance objectives are linked to organizations goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Establishing reporting lines and allocating responsibilities within a team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Encourage innovation and creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 360 performance feedback is objective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Performance management improves communication between manager and employee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Managers acts as coach &amp; mentor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Supportive supervision to boost employee productivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9 Motivating staff through building &amp; sustaining a positive work environment</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10 Having a competency improvement action plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. On a scale of 1 to 5, Please rate the general performance of the UNHCR employees at your duty station. *The scale is: (1) Poor (2) Satisfactory. (3) Good (4) Very Good (5) Excellent*

<table>
<thead>
<tr>
<th>Poor 1</th>
<th>Satisfactory 2</th>
<th>Good 3</th>
<th>Very Good 4</th>
<th>Excellent 5</th>
</tr>
</thead>
</table>

The general performance of the UNHCR employees

THANK YOU FOR YOUR TIME & COOPERATION
## APPENDIX C

### RESEARCH BUDGET

<table>
<thead>
<tr>
<th>Budget Line Items</th>
<th>Cost in (Ksh)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Proposal Development</strong></td>
<td></td>
</tr>
<tr>
<td>- Materials (Flash disk)</td>
<td>1000.00</td>
</tr>
<tr>
<td>- Printing</td>
<td>2400.00</td>
</tr>
<tr>
<td>- Photocopying</td>
<td>4000.00</td>
</tr>
<tr>
<td>- Internet</td>
<td>3000.00</td>
</tr>
<tr>
<td><strong>2. Data Collection (Fieldwork)</strong></td>
<td></td>
</tr>
<tr>
<td>- Photocopying</td>
<td>1500.00</td>
</tr>
<tr>
<td>- Travelling</td>
<td>4200.00</td>
</tr>
<tr>
<td>- Research Assistant</td>
<td>7000.00</td>
</tr>
<tr>
<td><strong>3. Data Analysis &amp; Interpretation</strong></td>
<td></td>
</tr>
<tr>
<td>- Data Analysis</td>
<td>8000.00</td>
</tr>
<tr>
<td>- Printing</td>
<td>2500.00</td>
</tr>
<tr>
<td><strong>4. Report Writing &amp; Dissemination</strong></td>
<td></td>
</tr>
<tr>
<td>- Report writing</td>
<td>1500.00</td>
</tr>
<tr>
<td>- Binding &amp; Dissemination</td>
<td>5700.00</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td>Kshs 40,800</td>
</tr>
</tbody>
</table>
## APPENDIX D

### IMPLEMENTATION SCHEDULE

<table>
<thead>
<tr>
<th>Research Activities</th>
<th>Timeframe</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Proposal Development</td>
<td>October 2014 - December 2014</td>
<td>3 months</td>
</tr>
<tr>
<td>2. Data Collect (Fieldwork)</td>
<td>Jan 2015 - Feb 2015</td>
<td>2 months</td>
</tr>
<tr>
<td>3. Data Analysis &amp; Interpretation</td>
<td>March 2015 - April 2015</td>
<td>2 months</td>
</tr>
<tr>
<td>5. Report Dissemination</td>
<td>01 June 2015 - 05 June 2015</td>
<td>One week</td>
</tr>
</tbody>
</table>