

**ORGANIZATIONAL CLIMATE, ORGANIZATIONAL SOCIAL
CAPITAL, COMPETENCES, EMPOWERMENT AND
COMMITMENT TO RESULTS ORIENTED MANAGEMENT
(ROM) IN THE MINISTRY OF WORKS AND TRANSPORT .**

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DECLARATION:

I declare that this dissertation is a result of my own independent investigation and hard work. It has not been submitted to any other institution for any award. Where it is indebted to the work of others, due acknowledgment has been done.

Nakalembe Catherine

Signature:.....Date:.....

APPROVAL

This dissertation has been submitted for examination with my approval as the university supervisor.

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Date:.....

Supervisor

DEDICATION

To Julius-my dear husband, my mum and Jonah who have stood by me throughout and given me the support and encouragement at all times.

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ABSTRACT

The main objective of the study was to examine the relationship between organizational climate, employee competences, organizational social capital, empowerment and commitment to Results Oriented Management (ROM) the ministry of Works and Transport. I developed a conceptual framework, in which the above variables were linked and relationships developed to enable review of literature.

A cross sectional survey was carried out in which mainly quantitative data was collected on all the variables. More precisely, using a target sample of 200 respondents I randomly selected the respondents and received a response rate of 105 (52.5%) which was used as a basis of analysis.

According to the results of the study, there was a significant correlation between organizational climate and empowerment, organizational social capital and empowerment and empowerment and commitment except for empowerment and competences. Testing the strength of the relationship indicated that all the variables predict 29% of the variance in commitment to ROM.

The data collected further revealed that organizational social capital independently predicted commitment to ROM in the ministry (Sig 0.00, $t = 4.50$). The study thus recommends that the ministry encourages a supportive environment, in which employees freely interact and trust their supervisors and where top management support exists in all activities.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

The government of Uganda in 1996 as a reform measure in the public service introduced result oriented management (ROM). Spearheaded by the Ministry of public service (MPS), ROM is an approach to management which seeks to make the best use of resources available by clarifying the purpose for which the organization exists setting clear and attainable objectives for the main services delivered and measuring the organizations performance in achieving these results. The public service reform program annual report for the financial year 2003/04, revealed improvements in performance in form of time management, attendance at work places, and preparation of schedules of duties, customer care and general consciousness about service delivery. However, the 2004 evaluation report revealed that the level of practical application to ROM in planning, budgeting, performance monitoring and evaluation systems is still low at the level of 30%. (MPS, 2004). Commitment too remains weak. Several reasons are given.

The prevailing organizational climate does not favour supervisory style of management. The senior and top-level officers who would have served as supervisors and mentors to the subordinates are reluctant and uninterested to implement ROM and its related activities. Many see it as an academic undertaking that has no impact on the daily operations of institutions. To them, once the required documents have been produced, they are put on the shelves. Everyone forgets about ROM until someone from the Central ROM unit (CRU)

comes bothering them again (Munene, Mumanyire & Rwemigabo, 2006). To worsen the situation, the supervisors are not in agreement on what ROM is all about and have resorted to assigning work relating to ROM to junior officers. In case targets are not met, all the blame is assigned unto the subordinates yet ROM stresses learning and continuous improvement of performance. This scenario doesn't promote teamwork, weakens interpersonal relations and also makes it hard for the staff to accept any ROM related activities (MPS, 2004).

The scenario above makes it hard for organizational social capital to exist within the ministry. When the supervisors continually blame subordinates for work targets not met, a general feeling of mistrust emerges between the supervisors and subordinates associability is affected and teamwork is never realized, as everybody is on their own. Besides, the employees have made it a habit to avoid any meetings and seminars related to ROM. This gradually affects their commitment to ROM and the practical application of the concept.

There is evidence on the lack of skilled human resources with the necessary competences required for cascading and operationalising ROM to lower levels of management (MPS, 2004). The human capacities within the civil service are very weak partly as a result of the uncompetitive salary levels, which makes it virtually impossible for the civil service to retain high calibre staff. The ROM facilitators from within the Ministry and CRU too lack the necessary knowledge and skills needed to cascade ROM lower levels of management (Kajura, 2002).

The idea of empowering individuals in implementing ROM was ignored which consequently has affected their commitment. Decision-making and approval remains restricted to the top management and imposed on staff members who are expected to abide without questions. Lower civil servants are not acknowledged as important contributors and co-owners in decision-making. Senior administrative staffs are more concerned with individual development of members in leading, facilitating, directing and problem solving instead of seeking a collaborative effort of all members on how ROM is to be implemented. As a result there is a limitation on how far knowledge and skills can be shared among individuals at work.

The required level of co-operation and participation in ROM related activities by officers remains low. As a result there is no ownership and consequently commitment to ROM remains weak. There is thus need to change the existing climate to emphasize the value of competences and social capital if commitment to ROM is to be realized.

1.1 Problem statement

The implementation of ROM in the ministry of works, transport and communication has been characterized by set backs owing to the existing climate within its departments. Coupled with the inadequate competences and weak social capital, this has weakened the degree of empowerment to the employees. Consequently, this has affected their level of commitment towards ROM and its related activities.

1.2 Purpose of the study

The study seeks to examine the relationship between organizational climate, employee competences, organizational social capital, empowerment and commitment to ROM.

1.3 Objectives of the study

1. To study the relationship between organizational climate and empowerment.
2. To examine the relationship between social capital and empowerment.
3. To determine the relationship between competences and empowerment.
4. To determine the effects of empowerment on commitment to ROM in the ministry.

1.4 Research questions

1. What is the relationship between organizational climate and empowerment?
2. What is the relationship between social capital and empowerment?
3. What is the relationship between competences and empowerment?
4. What is the relationship between empowerment and organizational commitment?

1.5 Significances of the study

1. The findings of the study will add to the already existing literature on organizational climate, social, competences, empowerment and commitment
2. The findings of the study will enable the ministry to appreciate the concept of ROM and improve on their performance in ROM implementation.

3. The same findings will be of use to other ministries, departments and Agencies (MDAs) in enhancing ROM and its related activities.

1.6 Scope of the study

1.6.1 Conceptual scope

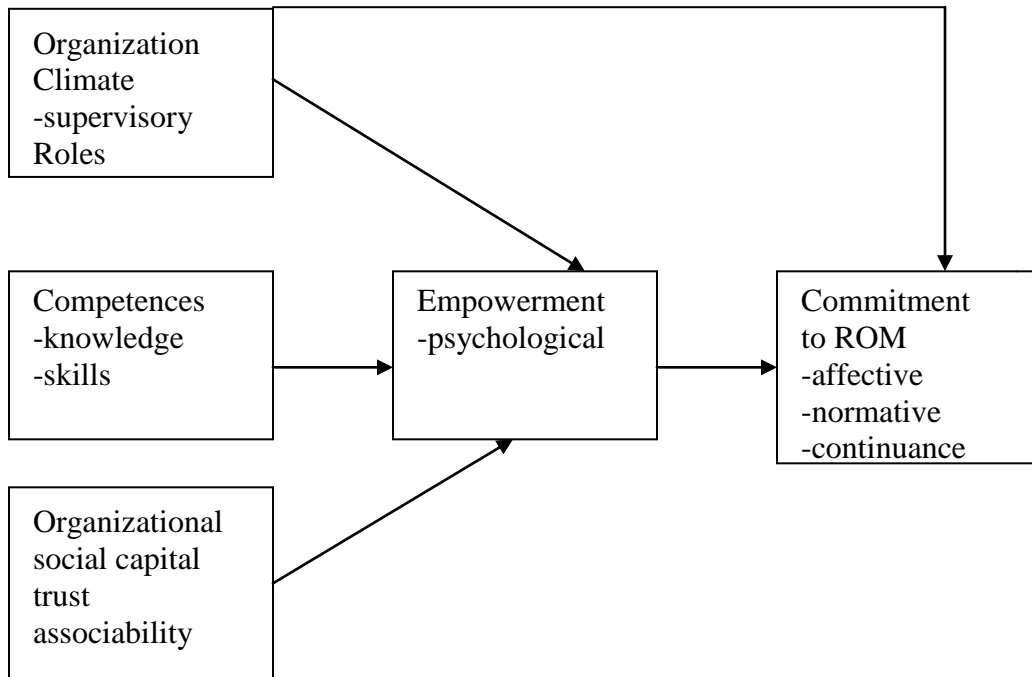
In studying organizational climate, the researcher examined the supervisory roles, Competences examined the skills and knowledge needed in implementing ROM, organizational social capital explored the attributes of trust and associability, empowerment focused on the psychological aspect, while affective, normative and continuance components were considered as determinants of commitment to ROM.

1.6.2 Geographical scope

The study was carried out in the ministry of works housing and communication headquarters in Entebbe although the researcher managed to cover some of the district offices in order to collect enough data.

1.7 Conceptual framework

The framework had organizational climate, Competences and organizational social capital as the independent variables while empowerment was the moderating variable that led to commitment to ROM, which was the dependent variable.



Source: self developed

The model attempts to explain that the prevailing organizational climate (characteristic of supervisory roles and leadership style), competences and the existence of organizational social capital will affect the attempts to empower the employees to execute their tasks. This will consequently have an impact on their commitment towards ROM and its related activities as well as their overall performance as far as the implementation of ROM is concerned.

1.8 Organisation of the thesis

The study has been organized in five chapters namely:

Chapter one introduces the study with a brief background to the study, statement of the problem, purpose of the study, research objectives and research questions, significance of

the study, scope of the study, a conceptual framework and a case of ROM in the ministry of works and transport.

Chapter two presents a detailed review of the relevant literature written about organizational climate, employee competences, organizational social capital, empowerment and commitment to ROM and how these variables relate with each other.

Chapter three provides the methods that were used to collect data, the research design, study population, instruments used, reliability and validity, measurement of variables, data analysis and limitation of the study.

Chapter four deals with the findings and analysis of the data collected in the study, It covers the, sample characteristics, relationships of the study variables and percentage predictions of all the variables to the dependent variable, commitment to ROM.

Chapter five covered discussions of the study findings as presented in chapter four, Conclusions, recommendations and areas of further studies.

1.9 Case of ROM in the Ministry of Works and Transport

ROM was introduced by the government of Uganda as part of a comprehensive Public Sector Reform Programme (PSRP) with the intention of developing a public service which delivers timely, high quality and an appropriate service, at the least cost to the nation, supports national development and facilitates the growth of a wealth creating private sector (MPS, 2002). The ROM approach seeks to optimize the use of resources by clearly defining a result framework for an organization. The result frameworks include the organisation's mission statement, the objectives that it aims to achieve, the key outputs that must be delivered and the performance indicators that will be used to assess how well the organisation is doing in delivering the outputs. Implementation of ROM in the Ministry of Works, transport and Communication currently known as the Ministry of Works and Transport commenced in 1996/97 with the expectation that its implementation would lead to the following:

- Better staff management by enabling managers better supervise their operational staff as they can monitor results delivered not simply activities taken. This would in turn assist in performance appraisal, contract appointments and renewal.
- Achievement of greater efficiency and effectiveness through accountability by officers. Individuals are expected to account for the resources (money, assets, and time) used and must do so in accordance with performance standards expected of them.

- The ministry would be able to identify its priorities and thus allocated available resources, both human and financial more effectively.
- As part of the Poverty Eradication Action Plan (PEAP), ROM was expected to contribute to improvement of the quality of life through demonstrated results for both the employees and the general public.

Despite the above benefits expected to accrue from implementing ROM, the level of understanding, ownership and commitment to implementation of ROM in the ministry is still very low.

ROM concept in the ministry has been communicated to departments, newly recruited officers and the Chief Executives of parastatals supervised by the ministry. However the concept has not been cascaded to the field station which generally means that operational practice of ROM has not fully taken off. Besides, the implementation is still centred at the top levels since the lower level staff have not been sensitised nor has the concept been cascaded downwards (M.O.W.T&C, 2003).

Decision-making and approval remains restricted to the top management and imposed on staff members who are expected to abide without questions. Lower civil servants are not acknowledged as important contributors and co-owners in decision-making. They are however expected to take the blame when targets are not met which brings about distrust between the supervisors and the subordinates. As a result, joint ownership and commitment to ROM initiative among the employees in the ministry remains lacking.

Top management remains knowledgeable on ROM activities and elements and has the authority to produce reports at each department level. However, no effort is made to discuss the reports during the top management meetings as many of these managers have made it a habit to avoid any meetings and seminars related to ROM. This has a negative effect on the continuous performance improvement process. Munene, Mumanyire & Rwemigabo, (2006) explain the situation above by arguing that top management officials view ROM

“as an academic undertaking that has no impact on the daily operations of institutions. To them, once the required documents have been produced, they are put on the shelves. Everyone forgets about ROM until someone from the Central ROM unit (CRU) comes bothering them again”

The delays in recruitment of approved staff has led to the lack of skilled human resources with the necessary competences required for cascading and operationalising ROM to lower levels of management (MPS, 2004). This is further worsened by the inadequate ROM manuals and the unavailability of continuous follow up and technical support supervision from the Central ROM Unit (CRU). This makes it hard to cascade ROM to the lower levels since it requires a big number of ROM facilitators who are currently unavailable.

In order to attain the required level of ownership and commitment to ROM, it is important that top management and managers in all the sections show interest during implementation. The ROM facilitators are expected to have the necessary competences if

they are to be in position to guide all employees on how to proceed. Similarly, the contribution of the lower staff even as far as decision making should be acknowledged if management is to gain their trust and ownership to their tasks. It is only after all employees clearly understand what is expected of them during the implementation process and are able to own the outcome of their work that commitment to ROM will be realized.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section tries to discuss some of the literature that attempts to link organisational climate, competences, organisational social capital, empowerment and commitment.

2.1 Organisational climate and commitment

Organisational climate refers to the perceptions that organisation member's share of the fundamental elements of their organisation (Kangis & Williams, 2000). Employees cluster their organisational experiences and events into meanings and these form a basis of organisational climate. Climate is therefore heavily dependent on organisational policies and procedures (Deborah and Paul, 2000). Employees observe what happens to them (or around them) and then draw conclusions about the organisational priorities and set their own priorities accordingly.

The supervisory related climate reflects perceived leader behaviours such as the extent to which the leader is seen as helping to accomplish goals by means of scheduling activities and planning. This also includes the extent to which they are perceived as facilitating interpersonal relationships and providing personal support. The researcher therefore found it important to focus on the supervisory roles in the organisational context owing to the influence of an employees' relationship with their supervisor on the employee and the work.

There is evidence that the climate of the organisation can have pronounced positive or negative effects on commitment to the organisational goals and demonstration of extra roles. Brown & Leigh, (1996) argued for a supportive management where subordinates may try and fail without any fear of reprisals. In such a climate employees are allowed to experience challenges and problems. The level of control, freedom and sense of security that this supportive style of management encourages is more likely to produce a high level of job commitment and motivation. Top management sets the organisational climate for and serves as a referent group to employees. Thus any discrepancy between employees' internal standards of ethics and their perceptions of top management will result in moral conflict and cognitive dissonance. In climates where managers and employees undergo a transformation in attitudes and behaviours, employees improve their performance through experiencing more control over and involvement in their work, leading to an increase in personal commitment to management aims (Cunningham & Hyman, 1996).

Other studies have revealed that the level of organisational and managerial support an employee feels will influence whether a person has high or low organisation commitment. If the work environment is not seen as friendly or co-operative and the relationship between employees is generally not amicable, then individuals are unlikely to feel committed to the organisation. This could be worsened by the existence of bureaucratic work practices which often result in negative employee commitment, This relationship is also seen as important by Steers (1977) who suggests that an individuals experiences of their co- worker's

commitment can have an effect on their own commitment. Where the majority of the employees are highly committed, it is likely that this will encourage individual commitment and the opposite effect is also likely. In summary there is evidence that the practices and behavior of line managers will affect the level of organisational commitment whether positively or negatively. The prevailing management style and practices in organisations may thus serve to affect favorably or adversely organisational commitment along with other work experience determinants (Gavin & Beverly, 2007).

In summary if a good supervisory climate exists, it simply provides the best possible conditions for commitment to achieve organisational tasks and thus quality service will be realized. The researcher agrees with the above scholars on the importance of the supervisor in providing personal support and facilitating interpersonal relationships. However the researcher also believes that management should take an upper hand in this cause by ensuring timely delivery of supplies, equipment and resources that are needed to support supervisors in building strong interpersonal relations at the workplace and consequently created highly committed employees.

2.1.1 Organisational climate and Empowerment

Derived from the theories of participative management and employee involvement, the concept of empowerment is designed to promote the idea that managers share decision making processes and power with subordinates to enhance performance and job satisfaction (Thomas & Velthouse, 1990).The

authors further suggest that an organisations climate can have a strong influence on empowerment. Employee interactions with their supervisors, peers and subordinates will have an influence on the level of empowerment among employees. Very often, a supervisor's exemplary behaviours empower subordinates to believe that they can at least achieve some improvement in performance (Conger & Kanungo, 1988). Leaders are instrumental in creating climates. In particular, leaders create the social architecture of respect and dignity in the institutions. Employees needed to have good communication with management. Furthermore, employees had to believe that they can work together with each other to solve problems, in order for them to be willing and able to make empowered actions. When members perceive that their leaders have power and are willing to share that power, they too feel empowered (Howard, Foster & Shannon, 2004).

Spreitzer (1996) further contends that a participative climate can promote feelings of psychological empowerment. She demonstrated that in a participative climate, the acknowledgement, creation, liberation of employees is valued and as a result, emphasis is placed on individual contribution and initiative. Managers should take time to develop personal relationships with their subordinates so that they feel comfortable and secure working with them. A shift from more formal relationships to more personal informal relationships may demonstrate the manager's confidence in employees and convey a belief that management trusts them and encourages individual initiative. Such actions in turn may strengthen employees' feelings of empowerment (Moye and Henkin, 2005). The

empowering leader's role is so important that more and more managers are being advised that effective leaders share power and responsibility with their employees. Employees should be given the power to make decisions at lower organisational layers or at least offer their views in the decision making process if they are to take responsibility for their actions.

2.2 Organisational Social capital and Empowerment

Organisational social capital is a form of social exchange where members of a department learn how to support each other through socialising among them and trusting each other (Munene et al, 2006). Lerner & Van Buren (1999) define organisational social capital as a resource reflecting the character or relations with an organisation. Unlike other forms of capital, it can not be traded on the open market, rather it is a form of capital that can change as relationships and rewards change over time and it disappears when relationships cease to exist. Jackson and Wade (2003) outline the features of social capital to include trust, norms and networks that can improve the efficiency of society by facilitating co-ordinated actions. Landman (2004) relates organisational social capital to the relationships between people and the resources contained therein. He further argues that it includes the institutions within and through which these resources are applied to produce desirable outputs. For the purposes of this research, the researcher focused on trust and associability as the two components of social capital.

Trust as defined by Tzafirir et al (2004) is one's expectations, assumptions, or beliefs about the likelihood that other person's future actions will be beneficial,

favourable or at least not detrimental to one's interests. Munene et al, (2006) contends that trust is the willingness of departmental members to become vulnerable to exploitation by offering free services, or information that may not be reciprocated. Mayer et al, (1995) uses three elements namely: capability, integrity and benevolence to define trust. Capability refers to group of skills, competencies and characteristics that enable a party to have influence within some specific domain. Benevolence is the extent to which a trustee is believed to want to do good to the trustor, aside from an egocentric profit motive. Integrity involves the perception of the trustor that the trustee adheres to a set of principles that the trustor finds acceptable.

Associability is defined by Lerna and Van Buren (1999) as the willingness and ability of participants in an organisation to subordinate individual goals and actions to collective goals and actions. It combines elements of sociability (the ability to interact socially with others) with willingness to subordinate the individual goals and actions to those of the group. Munene (1999) compares associability to the concept of collectivism which is characterised by co-operation among members and emphasis on the welfare of the group or organisation. However, one's willingness to participate in collective action is partially dependent on the belief that individual efforts benefiting everybody directly will also benefit the individual directly (Rwemigabo, 2005).

Both associability and trust are necessary for organisational social capital to exist in an organisation. Associability without trust is unlikely to be an equilibrium

condition in a voluntary organisation; individuals are not likely to remain in organisations that are not trustworthy or to work with untrustworthy individuals. Trust without associability means that individuals in an organisation neither agree upon nor are able to effect common goals, which ultimately mean that the organisation will cease to exist as a common enterprise.

There is insufficient literature that relates organisational social capital to empowerment. However this does not rule out any relationships that exist between the two variables. Spreitzer (1995) argues that employees who feel empowered in their positions appear inclined toward more positive relationship with their manager's relationships dependent on substantial, discernible level of interpersonal trust. Managers who do share power with their subordinates will in return increase on the employees trust. Similarly, associability improves on co-worker relations by making it possible for organisational members to behave as equal partners in the development of their individual interests. This means that with reduced vertical authority, members will be able to bring to bear their experiences which, may then individually or communally improve on organisational decision making in order to make sense of events in the context of their work. (Byaruhanga, 2003 as cited by Rwemigabo, 2005)

Literature shows that empowerment is based on trust and an assumption that employees values will be in line with those of the organisation. Without trust people assume self-protective, defensive postures that inhibit learning. As such, leaders need to trust employees by distributing power, exhibiting confidence in

employees, providing necessary resources, and accepting new ideas. It is therefore essential that appropriate training and resources be provided for employees while the responsibility for decision making is pushed down the hierarchy so that those who do the task can make decisions about the task. This will give employees a high level of ownership of what they do and will go ahead to manage it themselves (Torrington & Hall, 1998).

2.3 Competences and Empowerment

Competences refer to the relevant behavioral dimensions and cover the key output areas in a role that reflects the expectations of performance in terms of standards and results required in these areas (Kamba, 2004). From a management perspective it can be considered that competence is the ability to use knowledge and skills effectively in the performance of a specific task. Bergenheneggouwen, (1997) offers another view and defines competence as the underlying aspects that are important for essential and responsible task. However Robotham (1996) argues that the definition of competence that incorporates motives, traits, skills aspects of self-image has the implication that these skills can be learned through training and it is questionable whether it constitutes an improvement on the behaviour or job performance within an organization.

Competences are intangible and identifying them is an essential, elusive and growing problem for management (Fowler et al, 2000). The judgement of whether someone is competent depends in the confidence of the future performance of the person to whom the term is applied. Ubada & Almada (2007) emphasize that

competence involves the individuals working closely in a team by doing practical activities, as well as their daily routine which results in a constant “know how to learn”. The individuals must be apt to take the initiative and assume responsibilities to cope with professional situations which they come across. This responsibility is undoubtedly the counterpart of decentralizing decision making. The use of competences means rethinking the procedures of staff’s appraisal because each individual becomes aware of which result must be reached and how it can be achieved. The competences form the basis of the language used to define the expected behavior which enables performance and improvement to be carried out (Ubeda et al, 2007). For this study, the term competence is used to encompass skills and knowledge that are important for an individual to perform the designed tasks.

Literature relating empowerment and competences is based on the belief that every organisation that wants to create an empowerment structure must be able to set up an architecture that facilitates its knowledge concerning the skills and competences of its workforce. While it’s important that the organisation must know what it wants to empower, employees too must know what skills and competence profiles are defined for the various tasks within the company and must be able to perform some kind of matching that will support them in choosing the right development (Houtzagers, 1999).

The evaluation of individual and organisational performance within a competence approach provides organisations with a clear picture of the gaps in skill levels,

scarcity of other vital organisational resources, weaknesses in the operational system and the extent of structural and institutional obstacles. This information should subsequently inform the decision-making processes with regard to resource allocation (Kamoche, 1997). In line with this, empowerment is understood as a process in which individuals develop competences, knowledge and skills which enable them to understand and act in a given field.

Knowledge and empowerment are expected to be related constructs and the rise of knowledge work has been foreseen for many years. Without the right skills, it is impossible for individuals to participate in the business and influence its direction. At a more basic level, it is impossible for individuals without skills to do most jobs effectively (Melhem, 2003). Thus, knowledge increases an employee's confidence in their decisions and more importantly in serving their customers. It is important that managers and employees be competent so as to recognise problems, create solutions, innovations and implement these solutions. Each of them must be ready to act and sometimes struggle for their ideas. This forms the basis of empowerment as a success factor in the organisation.

In summary, Employees can only be empowered if they understand what empowerment means within their organisation. If employees are to be genuinely empowered so they can shape lasting solutions to their own problems, empowerment needs to be supported by the knowledge skills and ability to act. It is only after such empowerment has been achieved that momentum in the organisation will be sustained (Christopher & Brenda, 2004).

2.4 Psychological Empowerment and commitment

Conger and Kanungo (1988) viewed empowerment in terms of a motivational construct and defined it as a process of enhancing feelings of self efficacy of employees through the identification of conditions that foster powerlessness and through their removal. Relating it to Bandura's concept of self efficacy, they suggested that empowerment refers to a process whereby an individual's belief in his or her self- efficacy is enhanced. Thomas and Velthouse (1990) disagree and define empowerment more broadly as increased intrinsic motivation manifested in a set of four cognitions reflecting an individual's orientation to his or her work role, namely: meaning, competence, self determination and impact. According to them, impact was the degree to which behaviour is seen as making a difference in terms of accomplishing the purpose of the task; competence was the degree to which a person can perform task activities skilfully when he or she tries; meaningfulness involves the individual's intrinsic caring about a given task; and choice involves causal responsibility for a person's actions. The higher an individual scores in each of these elements, the greater the sense of empowerment. However, the authors were careful to point out that the behaviour of the supervisors must also be examined, for it would not be appropriate to say that they were empowered, if their supervisor did nothing intentional to empower them.

The psychological dimension of empowerment moves away from the traditional study of management practices and instead emphasises employees' perceptions and experiences of empowerment. Through such an approach, the emphasis is

upon beliefs of power competence, control and self efficacy (Greasley et al, 2004). That is, psychological empowerment involves workers' beliefs about the meaning of their work, their capability to do their job well, their sense of self-determination and their autonomy in influencing work outcomes. Spreitzer (1996) defines meaning to be when an individual perceives a connection between their job and their own personal standards. Meaning occurs when one's job tasks and one's personal values, beliefs, and behaviours possess a degree of fit. Competence is an individual's belief that he/she possesses the ability to perform necessary activities. Self-determination is defined as an individual's perception of choice in the tasks that he/she undertakes. Impact is the amount of influence a person feels he/she has on certain work outcomes.

Spreitzer, (1995) explains that these four cognitions additively create the psychological empowerment construct (i.e. the lack of a psychological empowerment construct deflates but does not completely eliminate, the overall degree of empowerment felt). Thomas and Velthouse (1990) assert that individuals perceive situations considering past, present and future events within a work setting, associating them with empowerment (or indeed disempowerment). It is important that managers do not down play the role of individuals since human beings are a critical source of improving quality results and empowered employees will increase efficiency and productivity. Empowered employees are more productive, display greater initiative (Thomas & Velthouse, 1990) and are more willing to change and innovate (Spreitzer, 1995).

Organisational commitment has been shown to be an important outcome of psychological empowerment (Liden, Wayne & Sparrow, 2000). The relationship between empowerment and commitment is based on the belief that employees who feel more empowered are more likely to reciprocate by being more committed to their organisation. Empowerment entails releasing self motivation of employees such that they have the will to perform and contribute more. It also emphasises delegation by setting clear guidelines and then getting out of the way and taking a supportive role. Employees must understand the objectives, expectations and their roles in the scheme of things. The objectives must come from the employees, or they probably will not “buy in”. It is not enough to delegate responsibility; authority must go with it (Coleman, 1996). It is in this regard that employees will fully be empowered and consequently remain committed to the organisation. Bordin (2007) suggests that “the greater the empowerment, the greater the job autonomy and the more involvement beyond the defined job of the individual, the greater the organisational commitment.

Empowerment may provide the conditions necessary to build organisational commitment. Recent studies have focused on empowerment as an antecedent of organisational commitment. Konczak et al, (2000) found, for example, that psychological empowerment mediated the relationship between leader behaviors and organisational commitment. The process of empowerment is an exchange process where managers share power with their subordinates and in return expect to gain increased performance (Tzafir, late Harel, Baruch & Dolan, 2003). Nyhan (2000) suggested that empowerment leads to increased interpersonal trust

between managers and employees, and that trust-building practice, in turn, resulted in strengthened organisational commitment.

Similarly, Berry (1995) suggests that empowerment leads to quicker response and commitment by employees to the needs of a customer as less time is wasted in referring customers' requests to line managers. In situations where customer needs are highly valuable, empowerment is crucial in allowing employees to remain committed to service delivery. Taking the case of the ministry, the customers who are the general public expect timely delivery in form of roads in good condition. This calls for timely delivery in case of emergencies like where bridges collapse and cut off sections of the road. This can only be remedied if engineers for instance are empowered and committed to respond to the customer's (public) needs.

2.5 Organisational commitment

Organisational commitment is commonly defined as “the relative strength of an individual's identification with and involvement in a particular organisation”. Dee, Henkin & Duemer (2003) characterized commitment as consisting of three factors: belief in and acceptance of organisational goals and values; a willingness to exert effort on behalf of the organisation; and a strong desire to maintain membership in the organisation. Little and Dean (2006) define commitment in terms of employees beliefs in the goals and values of an organisation, their willingness to exert effort and their intention to maintain membership of the organisation.

Mayer and Allen (as cited in Brooks, 2002) discussed commitment by using the terms affective, continuance and normative commitment. Affective commitment refers to employee attachment to, identification with, and involvement in the organisation. Continuance commitment on the other hand refers to an awareness of the costs associated with leaving the organisation. Normative commitment reflects a feeling of obligation to continue employment. (Jernigan, Beggs & Kohur, 2002). In simple terms people stay with the organisation because they want to (affective), because they need to (continuance), or because they feel they ought to (normative).

Mayer and Allen suggest that the levels of all three types of commitment are related to the relationship between the individual and the organisation. The strength of each of them, however, is influenced by different factors. Mayer suggests that affective attachment to the organisation is, influenced by the extent to which the individuals' needs and expectations about the organisation are matched by their actual experiences. Continuance commitment, on the other hand, is determined by the perceived costs of leaving the organisation. This does not rule out factors such as side-bets and other "investments", personal sacrifice" associated with leaving, and "limited opportunities" for other employment. Normative commitment is based upon generally accepted rules about reciprocal obligations between organisations and their employees. This is based on "social exchange theory", which suggests that a person receiving a benefit is under a strong "normative" (i.e. rule governed) obligation to repay it in some way. Thus the receipt by the employee of something "over and above" what they might

normally expect from their employer, places them under a social obligation to repay it in some way.

Organisational commitment was originally intended as a tool with which to manage human resources within a hierarchical organisational structure. Such organisations are now decreasing in number with the unit of activities becoming smaller. However due to its potential for increasing productivity, managers are now relying less on formal rules and more on building a committed workforce to attain organisational objectives (Dockel, 2003). The importance of management in shaping commitment is also illustrated by Benkhoff (1997a) who reported that employees who regard their superior as competent, who like their management style, and trust their superior, more often than not share the values of the organisation and feel proud to be members. Besides an individual who is highly committed is considered very loyal, which brings about a number of organisational benefits such as higher productivity, better work quality, higher employee morale, reduced turn over, and more employee willingness to exert extra effort. The researcher agrees with the above writers and concurs that with ROM employees have an understanding of the organisation's goals, have a say in company matters, are more satisfied with their jobs, are less likely to leave and consequently remain committed to the organisation.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section will explore the methods, which were used in carrying out the study. It specifies the research design, study area, sample size and selection, instruments which were used, measurement of variables, procedures, data collection, processing and analysis.

3.1 Research design

The study selected cross-sectional survey design in which mainly quantitative data was collected on organizational climate, competences, organizational social capital, Empowerment and its effect on commitment.

3.2 Study population and sample size

The study was carried out in various department of the ministry of works and transport with a target population of 450 employees. The sample size comprised of 200 staff ranging from senior management and middle level supervisors who were selected basing on Krejcie and Morgan (1970) sampling size determination model.

3.3 Sampling frame and procedure

A simple random sampling method was used to select the appropriate respondents. Since the target population is divided into different stratum, a list of

employees from each stratum was obtained that served as a sampling frame from which a convenient sample was randomly selected.

3.4 Measurements of variables

A structured questionnaire was administered to get quantifiable data from the respondent. The items in the questionnaire were linked to a five point likert scale ranging from strongly agree to strongly disagree.

- Organizational climate (supervisory style) was measured using Munene 2000 adopted measure.
- Organizational social capital was measured using Bullen and Onyx (1989) measure.
- Competence was measured using competence profiles developed by Rwemigabo (2005).
- Empowerment was measured using the Spreitzer (1995) instrument.
- Commitment was assessed using the revised three-point scale of affective, normative and continuance (Mayer et al, 1993) measures.

3.5 Data collection instruments

Questionnaires were distributed and used to evaluate employees on organizational climate, social capital, competences, degree of empowerment and commitment to ROM. Additional data was obtained from reviews of documents such as journals, ROM Reports, and available memos.

3.6 Reliability and validity

To ensure quality control a pre test of the research instruments was done to determine their validity and reliability. This was done to ensure that the instruments covered the desired items and to check for consistency of the instruments. Using an alpha cron-bach test of more than 0.7 the questionnaire was checked for accuracy.

3.7 Data processing and analysis

The data collected using questionnaires was edited and coded. The study used quantitative data analysis as well as qualitative data analysis. With the help of statistical package social scientist (SPSS) the data collected from the questionnaires was analyzed. Cross tabulation for Descriptive statistics; correlation in case of inferential statistics, regression, T-test ANOVA – tests were also used in analyzing that data.

3.8 Procedures

A letter of introduction was obtained from Makerere University Business School (MUBS) by the researcher. This letter was attached to the questionnaires and delivered to the respondents. The questionnaires were thereafter collected upon completion from the respective respondents.

3.9 Anticipated problems

A number of challenges were faced by the researcher, these included:

- a) Lack of co-operation from respondents who may feel insecure and thus withhold the desired information.
- b) Limited resources both financial and time were a constraint to the study.
- c) Owing to the size of the questionnaire, the respondents might have lost concentration, which could affect their response.

However, the researcher managed to overcome these problems by getting closely involved in data collection and mobilized financial assistance from sponsors.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with the results of the study. A discussion of descriptive and inferential statistics was done. Statistical output of results was obtained using Cross-tabulations, Correlation, Regression analysis, T-test and ANOVA tests. The data was analyzed based on the research questions namely:

- 1) To study the relationship between organisational climate and empowerment.
- 2) To examine the relationship between social capital and empowerment.
- 3) To determine the relationship between competences and empowerment
- 4) To determine the effects of empowerment on commitment to ROM in the ministry.

4.2 Sample characteristics

The descriptive statistics included cross-tabulations which enabled the researcher to assess the nature of the sample. These were followed by the Chi-square tests to show whether the differences were significant. Below are the results from the cross tabulations.

Table 1: Sex by Age group

			How old are you				
			20-30	31-35	36-40	41+	Total
Sex	Male	Count%	18	14	17	17	66
		Row%	27.3	21.2	25.8	25.8	100
		Column%	47.4	73.7	68.0	73.9	62.9
		Total	17.1	13.3	16.2	16.2	62.9
	Female	Count%	20	5	8	6	39
		Row%	51.3	12.8	20.5	15.4	100
		Column%	52.6	26.3	32.0	26.1	37.1
		Total	19.0	4.8	7.6	5.7	37.1
	Total	Count%	38	19	19	25	105
		Row%	36.2	18.1	18.1	21.9	100.0
		Column%	100.0	100.0	100.0	100.0	100.0
		Total	36.2	18.1	23.8	21.9	100.0
Chi square = 6.34, df = 3, p= 0.09							

$P \leq 0.05$

The data revealed that 62.9% of the respondents in the ministry were male while the female were 37.1%. In the above results, the chi square = 6.34, p=0.09 a value that is greater than 0.05 thus there is no significant difference between the age of male and female respondents.

Table 2: Sex of respondent in terms of professional training

			Professional training				
			engineering	Social sciences	Finance	Other	Total
Sex	Male	Count%	35	8	7	15	65
		Row%	53.8	12.3	10.8	23.1	100.0
		Column%	89.7	47.1	70.0	40.5	63.1
		Total	34.0	7.8	6.8	14.6	63.1
	Female	Count%	4	9	3	22	38
		Row%	10.5	23.7	7.9	57.9	100.0
		Column%	10.3	52.9	30.0	59.5	36.9
		Total	3.9	8.7	2.9	21.4	36.9
	Total	Count%	39	17	10	37	103
		Row%	37.9	16.5	9.7	35.9	100.0
		Column%	100.0	100.0	100.0	100.0	100.0
		Total	37.9	16.5	9.7	35.9	100.0
Chi- square= 22.06, df= 3, p= 0.00							

$P \leq 0.05$

The data revealed that 63.1% of the respondents were male with the majority 89.7% within the engineering profession. While females constituted 36.9% of the respondents with the majority 59.5 within the other category of training. The results revealed that there is a significant difference in the sex of respondents in relation to the professional training.

Table 3: Sex by the length of service

			How many years have you worked in this organisation?			
			1-5 years	6-10 years	11 and above years	Total
Sex	Male	Count	24	19	23	66
		Row%	36.4	28.8	34.8	100.0
		Column%	47.1	73.1	82.1	62.9
		Total%	22.9	18.1	21.9	62.9
	Female	Count	27	7	5	39
		Row%	69.2	17.9	12.8	100.0
		Column%	52.9	26.9	17.9	37.1
		Total%	25.7	6.7	4.8	37.1
	Total	Count	51	26	28	105
		Row%	48.6	24.8	26.7	100.0
		Column%	100.0	100.0	100.0	100.0
		Total%	48.6	24.8	26.7	100.0
	Chi square= 11.1, df= 2, p = 0.00					

$P \leq 0.05$

The data revealed that 62.9% of the respondents were male with the majority 82.1% having worked for the organisation for a period of 11 years and above. While the females constituted 37.1% of the respondents with the majority having worked for a period of 1-5 years. The results further revealed that there is a significant difference in the sex of respondents in relation to the length of service.

4.3 Inferential statistics

4.3.1 Results of the Research Questions

The study was guided by the research questions and partly achieved by the Pearson correlation test. This was used to establish the significance of the relationships while using the significance of 0.01 as a basis for interpretation. It was specifically used to determine the relationships between the objectives of the

study and only strong significant relationships were considered. Results are interpreted under the subsections that follow:

Table 4: Correlations (zero order matrix): N = 105

	1	2	3	4	5	6	7	8
Kinship responsibility(1)	1							
Organizational climate (2)	0.16	1						
Organizational social capital (3)	0.06	0.61**	1					
Subordinate rated competencies (4)	0.13	-0.13*	-0.04	1				
Colleague rated competence (5)	0.18	0.72	0.10	-0.79**	1			
Psychological empowerment (6)	0.25*	0.56**	0.60**	-0.19	0.20	1		
Competences (7)	0.12	0.03	-0.09	0.12	0.50**	0.14	1	
Commitment to ROM (8)	-0.05	0.39**	0.58**	-0.07	-0.10	0.25**	-0.08	1

1) To study the relationship between organisational climate and empowerment

The results showed that there is a significant positive correlation between organisational climate and empowerment ($r=0.56^{**}$, $p\text{-value}<0.05$). This indicates that if the ministry provides a conducive climate for employees to carry out their tasks, then empowerment will be strengthened and vice versa.

2) To examine the relationship between social capital and empowerment

There was a positive correlation between social capital and empowerment ($r=0.60^{**}$, $p\text{-value}<0.05$). This implies that as long as the ministry strengthens the

level of trust and encourages associability between its employees, then its efforts to empower them will be successful.

3) To determine the relationship between competences and empowerment

The results revealed that there was no significant relationship between competences and empowerment ($r= 0.14$, $p\text{-value}<0.05$). This shows that the existence of the knowledge and skills needed for the job by the employees will not affect the level of empowerment.

4) To determine the effects of empowerment on commitment to ROM in the ministry

There was a significant positive correlation between empowerment and commitment in the ministry as shown by the results ($r=0.25^*$, $p\text{-value}<0.05$). This implies that once the ministry empowers its employees, this will boost their willingness to remain committed to their jobs and the ministry at large.

4.4 Prediction (Regression Analysis)

This was used to establish the amount of percentage the independent variable explains the dependent variable (commitment to ROM). It is specifically used to establish the combined effect of independent variables on the dependent variable. This is revealed by the adjusted R- Square. The findings are given in the table below:

Table 5: Relationships between variables

Predictor	Adjusted R Square	Df	Mean Square	F	Sig.
	0.29	6	1.13	5.82	0.00
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.98	0.52		1.88	0.06
Kinship responsibility	0.11	0.18	0.06	0.60	0.54
Organisational climate	-0.07	0.16	-0.06	-0.44	0.65
Organizational social capital	0.70	0.15	0.66	4.50	0.00
Subordinate rated competence	-0.05	0.18	-0.05	-0.32	0.74
Colleague rated competencies	0.01	0.16	0.01	0.06	0.94
Psychological empowerment	-0.61	0.16	-0.06	-0.37	0.71
Dependent variable: Commitment to ROM					

The Adjusted R Square results indicate that kinship responsibility, organisational climate, organisational social capital, subordinate rated competence, colleague rated competence and psychological empowerment predict 29% of the variance in commitment to ROM. However according to the results, only social capital independently predicts commitment to ROM (Sig 0.00, B=0.70).

4.5 Other Findings (ANOVA)

The analysis was carried out to establish the difference in perception of the various breakdowns of demographic variables on the independent and dependent variables. The basis of the interpretation is the levels of significance which are equal or below 0.05. The corresponding magnitude of the mean scores is then

used to assist which particular group has evaluated the institutional weaknesses in the construct more positively or negatively.

Table 6: Age group by Variables

	Age group (years)	N	Mean	Std. Deviation	df	Mean Square	F	Sig
Kinship responsibility	20-30	38	1.50	0.28	3	0.53	6.33	0.01
	31-35	19	1.81	0.31				
	36-40	24	1.61	0.23				
	41+	22	1.76	0.34				
	Total	103	1.64	0.31				
Organisational climate	20-30	38	2.48	0.54	3	0.34	1.36	0.25
	31-35	19	2.75	0.38				
	36-40	24	2.64	0.51				
	41+	22	2.54	0.49				
	Total	103	2.58	0.50				
Organizational social capital	20-30	37	2.54	0.50	3	0.98	0.44	0.72
	31-35	18	2.68	0.49				
	36-40	25	2.59	0.49				
	41+	22	2.53	0.33				
	Total	102	2.58	0.46				
Subordinate rated competence	20-30	32	3.21	0.35	3	0.38	1.72	0.16
	31-35	18	3.00	0.46				
	36-40	23	3.16	0.47				
	41+	20	2.94	0.60				
	Total	93	3.10	0.47				
Colleague rated competencies	20-30	29	3.07	0.39	3	0.23	0.88	0.45
	31-35	17	2.97	0.47				
	36-40	21	3.24	0.49				
	41+	17	3.10	0.69				
	Total	84	3.10	0.50				
Psychological empowerment	20-30	37	2.58	0.61	3	0.72	0.25	0.85
	31-35	19	2.69	0.44				
	36-40	22	2.57	0.57				
	41+	23	2.59	0.39				
	Total	101	2.60	0.52				
Commitment to ROM	20-30	37	2.54	0.56	3	0.19	0.70	0.55
	31-35	19	2.66	0.57				
	36-40	24	2.54	0.53				
	41+	22	2.42	0.44				
	Total	103	2.54	0.53				

The table above shows that there was no significant difference in the perceptions of the respondents in the different age groups about all the variables (organisational climate

p=0.10, organisational social capital p=0.72, Subordinate rated competence p=0.16, Colleague rated competencies p=0.45, Psychological empowerment p=0.85 and Commitment to ROM p=0.55) except for kinship responsibility. However the highest mean score was reflected in the age group 31-35 for psychological empowerment.

Table 7: Professional training by variables

	Professional training	N	Mean	Std. Deviation	df	Mean Square	F	Sig
Kinship responsibility	Engineering	38	1.57	0.27	3	0.27 0.09	2.94	0.03
	Social science	17	1.83	0.38				
	Finance	10	1.60	0.24				
	Other	36	1.63	0.31				
	Total	101	1.64	0.31				
Organisational climate	Engineering	37	2.51	0.58	3	0.40 0.25	1.62	0.18
	Social science	17	2.65	0.40				
	Finance	10	2.89	0.29				
	Other	37	2.55	0.48				
	Total	101	2.59	0.50				
Organizational social capital	Engineering	37	2.57	0.49	3	0.11 0.22	0.51	0.67
	Social science	17	2.47	0.36				
	Finance	10	2.61	0.42				
	Other	36	2.64	0.50				
	Total	100	2.58	0.46				
Subordinate rated competence	Engineering	32	3.10	0.49	3	0.14 0.22	0.64	0.58
	Social science	17	3.01	0.58				
	Finance	10	3.02	0.56				
	Other	33	3.19	0.40				
	Total	92	3.11	0.47				
Colleague rated competencies	Engineering	32	3.04	0.47	3	0.14 0.26	0.54	0.65
	Social science	15	3.23	0.58				
	Finance	8	3.19	0.69				
	Other	27	3.08	0.46				
	Total	82	3.10	0.51				
Psychological empowerment	Engineering	37	2.53	0.54	3	0.54 0.26	2.01	0.11
	Social science	17	2.86	0.31				
	Finance	9	2.75	0.31				

	Other Total	36 99	2.53 2.61	0.59 0.52				
Commitment to ROM	Engineering	38	2.49	0.50	3	0.26 0.28	0.90	0.44
	Social science	17	2.41	0.52				
	Finance	10	2.50	0.37				
	Other	37	2.64	0.60				
	Total	102	2.53	0.53				

The table above shows that respondents of the different professions did not differ significantly on their perceptions about all the variables (Organisational climate $p=0.54$, Organizational social capital $p=0.67$, Subordinate rated competence $p=0.51$, Colleague rated competencies $p=0.65$, Psychological empowerment $p=0.11$, Commitment to ROM $p=0.44$) except for kinship responsibility. However, the highest mean scores were reflected in colleague rated competences by the respondents with social sciences professional training.

Table 8: Length of service by variables

	Length of service (years)	N	Mean	Std. Deviation	Df	Mean Square	F	Sig
Kinship responsibility	1-5	51	1.57	0.30	2	0.28 0.09	3.02	0.05
	6-10	26	1.75	0.31				
	11 and above	26	1.67	0.30				
	Total	103	1.64	0.31				
Organisational climate	1-5	51	2.58	0.51	2	0.23 0.25	0.91	0.40
	6-10	26	2.67	0.50				
	11 and above	26	2.48	0.47				
	Total	103	2.58	0.50				
Organizational social capital	1-5	49	2.56	0.45	2	0.01 0.22	0.05	0.94
	6-10	26	2.60	0.57				
	11 and above	27	2.58	0.39				
	Total	102	2.58	0.46				
Subordinate rated competence	1-5	45	3.13	0.39	2	0.12 0.22	0.55	0.57
	6-10	24	3.13	0.47				
	11 and above	24	3.01	0.60				
	Total	93	3.10	0.47				

	Length of service (years)	N	Mean	Std. Deviation	Df	Mean Square	F	Sig
Colleague rated competencies	1-5	39	3.05	0.50	2	0.11	0.45	0.63
	6-10	23	3.11	0.46				
	11 and above	22	3.18	0.56				
	Total	84	3.10	0.50				
Psychological empowerment	1-5	50	2.56	0.58	2	0.44	1.62	0.20
	6-10	24	2.77	0.48				
	11 and above	27	2.53	0.42				
	Total	101	2.60	0.52				
Commitment to ROM	1-5	50	2.58	0.53	2	0.09	0.32	0.72
	6-10	26	2.53	0.55				
	11 and above	28	2.47	0.51				
	Total	104	2.54	0.53				

The above table shows that respondents of different length of service did not differ significantly on all variables with the exception of kinship responsibility. However, the length of service 6-10 reflected the highest mean scores implying that employees, who stay with the ministry for that time, consider themselves part of the organisation and remain committed to serve the ministry.

Table 9: T- test

	Sex	N	Mean	Std. Deviation	t	Df	Sig 2 tailed
Kinship responsibility	Male	65	1.66	0.28	0.94	101	0.34
	Female	38	1.60	0.35			
Organisational climate	Male	64	2.58	0.49	-0.04	101	0.96
	Female	39	2.58	0.52			
Organizational social capital	Male	64	2.60	0.48	0.53	100	0.59
	Female	38	2.54	0.43			
Subordinate rated competence	Male	59	2.01	0.48	0.04	91	0.96
	Female	34	2.01	0.41			
Colleague rated competencies	Male	55	3.08	0.49	-0.42	82	0.67
	Female	29	3.13	0.54			
Psychological empowerment	Male	62	2.60	0.52	0.03	99	0.97
	Female	39	2.60	0.53			
Commitment to ROM	Male	65	2.51	0.54	-0.61	102	0.53
	Female	39	2.58	0.50			

From the table above we can conclude that there is no significant difference regarding the perception of respondents for all the variables as regards to their sex.

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter discusses the findings in chapter four in relation to the objectives of the study and the review of the related literature. It is sub divided in three sections: the first section presents the cross tabulations, the second section discuss the relationship between organizational climate, organizational social capital, competences, empowerment and commitment to Results Oriented Management in the Ministry of Works and Transport.

The third section presents the conclusions, recommendations and other areas for further study.

5.2 Results of the research objectives

The study was carried out to establish the relationship between organizational climate, organisational social capital, competences, psychological empowerment and commitment to ROM in the Ministry of Works and Transport. This section therefore, discusses the findings of the study based on the four research objectives as follows:

5.2.1 Organisational climate and Empowerment

As observed from the Pearson's rank correlation results, a positive relationship was revealed between Organisational climate and Empowerment. This is supported by Spreitzer (1996) who emphasized the need for a participative

climate as a means of promoting psychological empowerment. She demonstrated that in a participative climate, the acknowledgement, creation, liberation of employees is valued and as a result, emphasis is placed on individual contribution and initiative.

This is further supported by Appelbaum, Deguire and Lay (2005) who stress the need for management support as an essential element for employees. They argue that Employees need to feel that they are supported in their actions by management and the entire organization if at all they are to take full responsibility for their actions. It is important that managers take time to develop personal relationships with their subordinates so that they feel comfortable and secure working with them if at all they are to be empowered to implement ROM successfully.

However, what is on ground is that procedures are hit by bureaucracy which hinders autonomy and problem solving among employees in the ministry. Faster decision making is also affected as all decisions need to come from the top and approved by the minister in charge or the permanent secretary. Thus even in case of issues warranting immediate action, those responsible have no choice but to follow procedure. This ruins the idea of efficiency that is the core of ROM. Take the instance of a district engineer who discovers that one of the district roads needs urgent repair after a heavy downpour. He cannot proceed to work on it but has to write to the headquarters to seek for permission and resources which

becomes a long and frustrating process especially when he is not given a go ahead.

Moye and Henkin, (2005) emphasised the empowering leader's role as being important that more and more managers are being advised that effective leaders share power and responsibility with their employees. Employees should be given the power to make decisions at lower organisational layers or at least offer their views in the decision making process. This not only allows employees a feeling of empowerment but also improves efficiency something that underlies the implementation of ROM.

5.2.2 Organisational Social capital and Empowerment

The results revealed a positive correlation between social capital and empowerment. This implies that as long as the ministry strengthens the level of trust and associability among its employees, then empowerment will also increase and vice versa. This is further supported by Moye & Henkin (2005) who argued that employees who perceived that they have significant autonomy in deciding how they perform their jobs, and feel they have significant influence in their departments, were more likely to report mutually trusting relationships with their managers.

In their study on the construction industry, Greasley et al (2004) found out that employees described empowerment as not being left alone but being able to be trusted as being competent enough to conduct a task without the

constant direction of their leader. The district engineers for instance have the authority to supervise projects being undertaken in their respective districts and determine whether the work has been completed satisfactorily or not. In case they are satisfied with the work done, a completion certificate is given to the contractor who takes it to the headquarters to finalise with the payment.

The importance of both associability and trust is explained in the belief that associability without trust is unlikely to be an equilibrium condition in a voluntary organisation in a sense that individuals are not likely to remain in organisations that are not trustworthy or to work with untrustworthy individuals. Lerna & Van Buren (1999) insist that trust without associability would imply that individuals in an organisation neither agree upon nor are able to effect common goals, which ultimately means that the organisation will cease to exist as a common enterprise.

Such a scenario would not favour the implementation of ROM in the ministry given the importance of consensus between the employees and the employee during the implementation process. It is necessary that all the employees have a common understanding of how the implementation process is going to be carried out if the required level of joint ownership and co-operation is to be attained.

5.2.3 Competences and empowerment

The results showed that there was no significant correlation between competences and empowerment ($r= 0.14$, $p\text{-value}<0.01$). This implies that the existence of the knowledge and skills needed for the job by the employees will not necessarily

affect the level of empowerment. The procedures in place make it virtually impossible for individuals even with the relevant knowledge and skills to do the tasks. Independent thought and decision making is discouraged as all decisions must be made from the top and only passed down to those below.

Nevertheless this notion has not been favoured by many authors who instead insist on the significance of the relationship between competences and empowerment.

Melhem, (2003) contends that competences in form of knowledge and skills are related constructs to empowerment. He argues that without the right skills, it is impossible for individuals to participate in the business of the organisation and influence its direction. At a more basic level, it is impossible for individuals without skills to do most jobs effectively. This is further emphasised by Peter Drucker in his book *The New Realities* (1989) who asserts that knowledge, skill and expertise are very important conditions of empowered staff to act and deal with customers based on that skill or knowledge.

Houtzagers, (1999) further contends that it is important that organisations design an architecture that facilitates its knowledge concerning the skills and competences of its workforce. This should be done together with the employees whom he insists must know what skills and competence profiles are defined for the various tasks within the company and must be able to perform some kind of matching that will support them in choosing the right development.

The implication of the study to the Ministry of Works and Transport is that, it is not enough to empower the employees to take charge of the decision making process and their work roles at large but rather ensure that the staff have necessary skills and knowledge that are required to implement ROM. Munene, Mumanyire, Rwemigabo (2006) concur with the above and argue that ROM requires a set of competences that must exist before they can practice its values and principles. The knowledge acquired should facilitate the understanding of missions, visions, and objective to guide the employees in implementing ROM based on their key result areas.

5.2.4 Empowerment and Commitment to ROM

There was a positive correlation between empowerment and commitment in the ministry as shown by the results ($r=0.25^*$, $p\text{-value}<0.01$). This implies that once the ministry empowers its employees to perform their duties, this will boost their willingness to remain committed to their jobs and the ministry at large. This is supported by Liden, Wayne & Sparrow, (2000) who argue that the relationship between empowerment and commitment is based on the belief that employees who feel more empowered are more likely to reciprocate by being more committed to their organisation.

Empowerment of employees seems to offer the prize of generating feelings of commitment to their work roles given the appropriate amount of power and the freedom to use that power to meet the challenges of their work as they arise (Appelbaum, Kyle, Deguire & Lay, 2005). Fetterman & Wandersman (2007) in

their study, assert that people in all professions need to be recognized as experts in their fields, to have a sense of authority about what they do and how they do it, and to feel that they are engaged in meaningful work and are respected by others. Satisfaction of these needs develops in the employees a sense of commitment to their organization and their profession, as well as improving their performance. The ministry should endeavor to recognize the fact that commitment is greatly enhanced when the employees have opportunities to be involved in decisions that directly affect their work and to grow and develop as well as a sense of autonomy on the job. Besides, it is important that the objectives, expectations and roles of the employees are laid down during the implementation of ROM.

According to Bordin (2007), the objectives must come from the employees themselves or else they will not take them up. Ultimately, the success of ROM will be dependent in the first instance on the empowered being given the authority and freedom to make decisions which they themselves consider to be valuable, significant and important. For instance, besides having the autonomy to supervise projects, employees should be given the chance to make decisions instead of leaving the decision making function in the hands of the minister of the permanent secretary. Consequently, the employees will be empowered and remain committed to the organisation and many of its reforms including ROM.

5.3 Conclusion

The analysis of the study revealed that organisational social capital independently predicted commitment to ROM. The positive correlation therefore implies that to attain commitment to ROM, the ministry of works has put more emphasis on strengthening the trust and associability among employees. In this case, employees seemed to agree that their managers continue to engage in behaviors that promote trust and demonstrate concern, and a willingness to share control. Eventually, the employees become more engaged and responsible members of the ministry as they decide how the work is to be accomplished and also become involved in more decisions that affect their work. Such initiatives foster feelings of autonomy and control which ultimately makes employees remain committed to organizational goals and ROM at large.

5.3.1 Recommendations

As a means of increasing on the level of commitment to ROM among the employees, the Ministry of Works and Transport should adopt the following measures:

A significant relationship was realized between organisational climate and empowerment. This implies that if the ministry encourages a climate that is supportive of employees, in which employees freely interact with their supervisors and where top management support exists, then empowerment will be strengthened. It is upon such a background that individuals will get bonded to the organisation and attain a greater level of commitment to ROM.

It is also important that there exists a general consensus on the way ROM is to be implemented in the ministry. This will rule out any form of disagreements between subordinates on the way forward. Similarly, targets should be set in such a way that individuals know what is expected of them and are in a position to carry the blame in case of failure.

Despite the existence of policies and procedures by which the Ministry is supposed to go about with its business, it is important that senior management goes slow on some of these to ensure that employees are given the necessary autonomy and freedom to do their jobs. A less hierarchical structure of leadership should be encouraged so as to empower the employees while pushing down responsibility for decision making down the hierarchy. This will give employees a high level of ownership to the work being done.

5.3.2 Areas for further research

This research was centered on senior and administrative officers in the ministry of Works and Transport. Further studies should extend to other ministries while targeting employees at all levels.

Further research should investigate how the existing organisational climate limits commitment to ROM in the ministry of Works and Transport.

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QUESTIONNAIRES

Kindly spare your valuable time and respond to the following questions about your employment relationships.

Your answers will not be disclosed to anyone and thus there is no need to write your name on the questionnaire.

SECTION A: BACKGROUND INFORMATION

(Tick the correct box)

1. Sex
male
Female

2. How old are you?

20-25 years
26-30 years
31-35 years
36-40 years
41-45 years
51 and above

3. Professional training
Engineering
Social science
Finance
others

4. How many years have you worked in this organisation
1-5years 6-10years 11 and above years

5. What is your marital status?
Single married widow others

6. How many children do you have?
None 2-5 5-10 more than 10

7. Do you have children from other relatives?
Yes NO

8. Do you have other dependants?
Yes NO

ORGANISATIONAL CLIMATE

Please use the following scale to rate the work environment and its influence on the job. Tick one alternative that you think is most appropriate

Strongly Agree	Agree	Disagree	strongly disagree
4	3	2	1

		1	2	3	4
1	Your supervisor is friendly and easy to approach				
2	Everybody in this organization is cost conscious and very serious about it				
3	Your supervisor offers new ideas for implementing ROM and dealing with related problems				
4	Implementing new ideas here is so hard that people with good ideas quit.				
5	Opportunity for independent thought and action concerning ROM exists on the job				
6	Responsibility is assigned so that individuals have authority within their own area				
7	New staff members get on the job training they need				
8	You are able to get the necessary resources that your work group needs to fulfill the job requirements				
9	A friendly atmosphere exists among most of the members of your work group				
10	Supervisors often demonstrate accurate understanding of ROM results				
11	Staff members generally trust their supervisors				

ORGANISATIONAL SOCIAL CAPITAL

Please use the following scale to rate the relationship with your immediate supervisor, subordinates and co-workers. Tick one alternative that you think is most appropriate

Strongly Agree	Agree	Disagree	strongly disagree
4	3	2	1

TRUST		1	2	3	4
1	I can expect my employer to treat me in a consistent and predictable manner				
2	Managers at work seem to do an efficient job in implementing ROM				

3	I feel quite confident that the organisation will try to treat me fairly				
4	Our management would not be quite prepared to gain advantage by deceiving workers				
5	I am sure that I truly trust my employer and fellow employees				
6	My employer is open and upfront with me				
7	Management here is a not a top-down affair, status is not very important and decisions are not checked throughout the entire chain of command				
8	If I make a mistake, my Subordinates are willing to forgive and forget (Benevolence/ Integrity)				
9	Success in implementing ROM in this organization is not achieved by employees taking advantage of others				
	ASSOCIABILITY				
10	Employees freely interact and share opinions about ROM with fellow employees				
11	Employees are able to forego own goals so as to achieve the stated organizational goals				
12	Employees in the ministry highly respect norms and rules				
13	Employees with the knowledge on ROM are willing to train others to perform well on their jobs				
14	Employees seek others help when they need it				
15	Employees make positive statements about their immediate superior				
16	Employees exhibit dependability in carrying out their responsibilities				
17	Employees seldom exhibit annoyance with others				
18	Employees are able to co-operate well with those around them				

**SUPERVISOR QUESTIONNAIRE
COMPETENCES**

Please rate a colleague on the following practises and bwehaviors by comparing her/him to an imaginary individual below. Circle one number that you think is most appropriate. Kindly be as objective as possible.

This is very much like me	This is like me	This is not like	This is very unlike
1	2	3	4

Communication		1	2	3	4
1	Develops daily/ weekly/ monthly/ annual ROM reports that do not require correction				
2	Makes oral and written communication clear and easy to understand				
3	Seeks to clarify and confirm the accuracy of his/ her understanding of unfamiliar or vague terms used in ROM				
4	Generates direct, clear and timely responses to queries raised by stakeholders and members of the ministry				
5	Develops and or maintains systems of information exchange for the departments/ section/ unit				
6	Makes presentations, contributions and recommendations in meetings				
		1	2	3	4
Problem solving					
7	Anticipates problems and faults and develops mechanisms for detection and correction of these faults and problems				
8	Defines problems and identifies their causes				
9	Generates alternative solutions in trouble shooting scenarios				
10	Collects views from team members and stake holders with regard to problems				
11	Overcomes most obstacles/ problems without seeking guidance or supervision				
Quality control		1	2	3	4
12	Develops detailed and accurate reports				
13	Generate and keeps accurate data				
14	Develops and implements continuous improvement mechanisms or systems for his/ her section				
15	Develops solutions to quality problems				

	Team work	1	2	3	4
16	Develops and implements team projects				
17	Provides guidance to team members in his/ her area of specialization(e.g giving technical specifications, preferred terms of reference e.t.c)				
18	Stands in for an employee in his team when they are not available				
19	Provides information from and opinion about a section/ staff/ members' performance				
21	Listens and acts according to advice from team members				
22	Seeks information from and provides it whenever requested for				
23	Gives information to other departments whenever called upon to give assistance				
	Human Resource Management	1	2	3	4
24	Supervises and approaches subordinates in his/ her department/section/ unit in line with Human Resource Management				
25	Develops work schedules and manuals for subordinate for each activity they are supposed to carry out in line with their job description				
26	Develops instructions and guidelines for staff/ subordinates for their day to day in accordance with departmental work				
27	Counsels staff every week and listens to subordinates problems				
28	Follow up staff/ subordinates' recurrent requirements so that they do not lack any thing they are supposed to have for their work				

Psychological Empowerment

Please rate the work you do and your influence on the job. Tick the most appropriate alternative of your choice using the given scales

Strongly Agree	Agree	Disagree	strongly disagree
4	3	2	1

		1	2	3	4
1	The work I do is important to me				
2	My job activities are personally meaningful				

3	My organization gives me access to all the information related to ROM In order for me to do my work.				
4	All employees in my department clearly understand the expectations the organization has of them				
5	When doing our work the organization facilitates us in all that is required to do the work				
6	Members of my department have free access to resources needed for them to do their work				
7	In my department /section employees are free to consult with one another on their tasks				
8	The organisation provides training for all employees with identified competence gaps				
9	Members of my department know and understand exactly what they are supposed to do				
10	I see most members of my department/section as unapproachable and arrogant				
11	It is common for employees to use their own resources to facilitate their work				
12	I have significant autonomy in determining how I do my job				
13	In my position of responsibility I have all the authority I need to make decisions when assigned work				
14	Members of my department/ section are free to interact with each other even when at work.				

COMMITMENT TO ROM

Evaluate the following statement using these alternatives

Strongly Agree	Agree	Disagree	strongly disagree
4	3	2	1

1	Commitment to ROM workshop is adequate in this organisation				
2	There is a strong technical support and supervision about ROM Values				
3	Provision of instructional material for cascading purpose is high				
4	Registration of success on ROM implementation is always available				
5	Desire to carryout performance appraisal is increasing among supervisors				
6	Many officers have an impact on the implementation processes				
7	Budget processes is not delayed				
8	Delay in delivery of quarterly performance reports by various departments is not common				

9	There is a common format for implementing ROM values				
10	Resource allocation is routine related to ROM values				
11	Data required to monitor performance indicators is routinely collected				
12	I believe in remaining loyal to the organisational activities				

COMPETENCES

Please rate a subordinate on the following practises and behaviours by comparing her/him to an imaginary individual below. Circle one number that you think is most appropriate. Kindly be as objective as possible.

This is very much like me	This is like me	This is not like	This is very unlike
1	2	3	4

Communication		1	2	3	4
1	Develops daily/ weekly/ monthly/ annual ROM reports that do not require correction				
2	Makes oral and written communication clear and easy to understand				
3	Seeks to clarify and confirm the accuracy of his/ her understanding of unfamiliar or vague terms used in ROM				
4	Generates direct, clear and timely responses to queries raised by stakeholders and members of the ministry				
5	Develops and or maintains systems of information exchange for the departments/ section/ unit				
6	Makes presentations, contributions and recommendations in meetings				
		1	2	3	4
Problem solving					
7	Anticipates problems and faults and develops mechanisms for detection and correction of these faults and problems				
8	Defines problems and identifies their causes				
9	Generates alternative solutions in trouble shooting scenarios				
10	Collects views from team members and stake holders with regard to problems				
11	Overcomes most obstacles/ problems without seeking guidance or supervision				
Quality control		1	2	3	4

12	Develops detailed and accurate reports				
13	Generate and keeps accurate data				
14	Develops and implements continuous improvement mechanisms or systems for his/ her section				
15	Develops solutions to quality problems				
	Team work	1	2	3	4
16	Develops and implements team projects				
17	Provides guidance to team members in his/ her area of specialization(e.g giving technical specifications, preferred terms of reference e.t.c)				
18	Stands in for an employee in his team when they are not available				
19	Provides information from and opinion about a section/ staff/ members' performance				
21	Listens and acts according to advice from team members				
22	Seeks information from and provides it whenever requested for				
23	Gives information to other departments whenever called upon to give assistance				
	Human Resource Management	1	2	3	4
24	Supervises and approaches subordinates in his/ her department/section/ unit in line with Human Resource Management				
25	Develops work schedules and manuals for subordinate for each activity they are supposed to carry out in line with their job description				
26	Develops instructions and guidelines for staff/ subordinates for their day to day in accordance with departmental work				
27	Counsels staff every week and listens to subordinates problems				
28	Follow up staff/ subordinates' recurrent requirements so that they do not lack any thing they are supposed to have for their work				