DOCTORAL DISSERTATION

THE EFFECTS OF ORGANIZATION DEVELOPMENT INTERVENTIONS [ODI] ON THE WORKERS PERFORMANCE IN THE CO-OPERATIVE COLLEGE OF KENYA
NAIROBI – KENYA

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ABSTRACT

This study is an analytical descriptive research study to assess the attainment of peak performance of the Co-operative College of Kenya. The study aimed to achieve the degree of effectiveness of the interventions in ensuring that the organization works towards the employee profiles in the areas of commitment, confidence, competence, working conditions and communication and to determine the behavioral changes among the leadership and the employees after conducting the interventions to improve the overall performance of the Co-operative College of Kenya. The theoretical framework of this study is based on Kurt Lewin's Field Theory as expounded by Dessler (1980). The pre and post intervention instrument is a questionnaire which is an adaptation of the tool developed by Ken Hultman (2003). Fifty eight employees of Co-operative College were asked to rate themselves through the pre-intervention survey, on how well they performed on fifteen categories of the areas of commitment, confidence, competence, working conditions and communication. The results formed the basis for conducting planned interventions in June 2008. During the period May to December 2008, the researcher worked with the staff of the College on various team building and other group activities to ensure consistency in addressing the issues that emerged during the pre-intervention survey. In December 2008, a post intervention survey instrument was given again to the employees (using the same survey instrument as the pre intervention). The data from the pre intervention assessment and the post intervention evaluation were statistically treated using the means. The t-test was used for comparison of the pre and post intervention data for improvements significant at 0.05 levels. The results of the survey showed significant improvements in the obtained t-value from the difference of the pre and post assessment, which means that the intervention offered were successful. The analysis of the pre intervention assessment and post test intervention evaluation data were statically significant therefore the organization development interventions were successful in improving the workers' performance of the Co-operative College of Kenya. The results recommend that further intervention activities will be conducted to sustain the continued improved performance of the workers to attain optimal (peak) performance.

CHAPTER 1

THE CHALLENGE
THEORITICAL FRAMEWORK

INTRODUCTION

The Co-operative College of Kenya, hereinafter referred to as COCK, is the highest learning training institution in co-operative studies in Kenya. Within the Kenyan education sector, the Co-operative College features as a middle level institution that provides in-service training to the co-operative movement and government employees of the Ministry in charge of co-operatives. Its clients also include pre-service candidates from secondary schools who are absorbed in the labor market after completion of their studies. Furthermore the college provides consultancy and research services to the co-operative sector and related organizations. The college was started way back in 1967 to train the personnel of the co-operative sector. The College was established with the support of the Nordic Countries in collaboration with the Government of Kenya. The Government assisted with the Nordic countries provided initial funding and later after the withdrawal of the donor support in 1993, the Government continued funding the college. The full funding by the Government continued until 1998 when the college was granted a semi-autonomous status through an act of parliament, the Co-operative College of Kenya Act, 1995, which was operationalized in 1998. The act prompted the College to take responsibility of its partial funding with the aim of acquiring self sustainability in the long run. Currently the College has moved to a point where sixty percent of its budget is met by the institution through generated income and only forty percent is met by the Government.

The Vision statement of the College states that the College aspires to be a leader in the provision of Co-operative Education and Training, Research, Consultancy and Information. The mission of the college is to provide quality education, training, research, consultancy, information and related services with emphasis to the co-operative sector through relevant Programmes, Information Data-base, Outreach and Competent Personnel. The broad aim of the College is to equip the staff of the co-operative movement and those in the Ministry of Co-operative Development & Marketing with appropriate managerial and supervisory skills, to enable them contribute more effectively to the development of co-operatives. Through its various programmes and courses the College seeks to foster national unity and social cohesion in fulfilling its mandate of being the standard bearer in the field of Co-operative Education and Training.

The specific objectives are as follows:

(a) To provide Co-operative Education and training for various categories of the personnel of the Co-operative Movement and the Government officers and serve as a center of academic excellence for the co-operative movement in Kenya.
(b) To promote the development and expansion of opportunities for continuing education in co-operative management and finance as approved by the academic board.
(c) To provide consultancy services in co-operative Management and other development areas relating to co-operatives.

(d) To undertake research in disciplines relating to co-operative management either directly or through approved institutions.
(e) To conduct examinations and to award diplomas, certificates and make other awards of the college.
(f) To develop syllabi and curricula for co-operative education and training.
(g) To examine and make proposals for the establishment of constituent training centers, departments and faculties.
(h) To collaborate with other national and International co-operative colleges and universities and institutions in the field of co-operative education and training, in research and consultancy services, and exchange programs.

The management of Cock is clearly illustrated by its organization structure below:

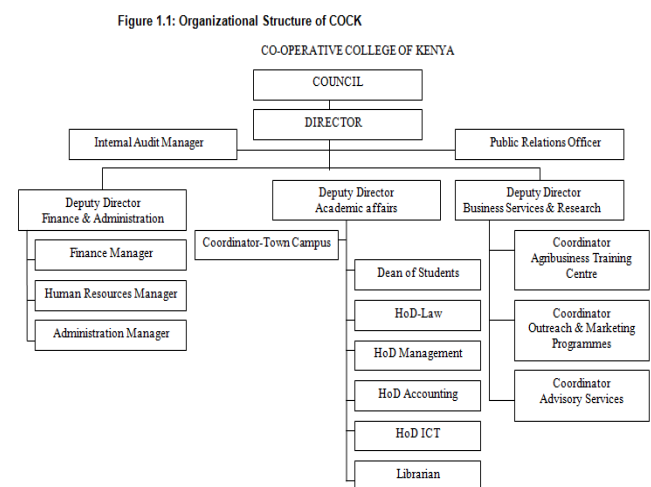Figure 1.1: Organizational Structure of COCK

Figure I show that the organization has a council that provides leadership and governance to the organization. The council is composed of the Chairman, seven members elected/nominated from the co-operative movement and three from relevant government departments. The council is in charge of policy formulation, hiring of employees, soliciting for funding, making decisions and is the custodian of the assets of the College. The director is the secretary to the council and is in charge of day to day management of the college, policy implementation and decision making. The director is the Chief Executive Officer of the organization and is therefore in charge of coordinating the activities of the organization. She supervises employees under her who include the Deputy Director Finance and Administration who is in charge of finance and administrative matters, the Deputy Director Academic who is in charge of academic matters, and the Deputy Director Research and Consultancy and Outreach programmes. The officers in charge of the internal Audit, Marketing and Public relations and Planning/Monitoring /Evaluation also report directly to the Director. Under each of the Deputy Directors there are various levels of departments and units related to the respective discipline. The deputy directors supervise the officers working under them and report to the Director.

Currently some of the key positions indicated in the organization chart are not filled. These include the marketing and public relations office, the planning/monitoring/evaluation

as well as Deputy Director Research and Out-Reach programmes. There are various functional committees worthy of mention though not reflected in the organizational chart which include: The Academic Board is a statutory board charged with duties of handling college academic matters and advises the council appropriately. The Assessment committee receives and processes the results of all college students and determines their performance. The Human Resource Advisory Committee is responsible for human resource development. The committee advises the director on placement, training needs and promotion.

Organizational Analysis

The organization is guided by a five year strategy plan (2004-2009). The strategic plan was developed through a participatory process which involved the key stakeholders and the employees of the college. The SWOT analysis of the College had identified critical strategic issues in six main strategic areas based on the specific objectives enlisted earlier namely:

- Programme diversification and content which is related to specific objective (b) to promote the development and expansion of opportunities for continuing education in co-operative management and finance as approved by the academic board.
- Human resource management which is related to the specific objectives (b) and f)
- Organizational Transformation which is related to specific objective (d)
- Stakeholder involvement and participation which is related to specific objectives h)
- Strategic marketing which is related to specific objective(h)
- Improvement and expansion of physical facilities which is related to specific objective (g)

Specific targets were agreed on that would guide the implementation of the strategic plan. After setting the targets the means to deliver the strategy were identified which should have been followed with a review of the formal structure and hierarchies, followed by the selection, development and leadership of people to create a work environment and culture that supports each element of the strategy framework. Though the vision had guided the college to undertake the activities contained in the strategic plan quite a number of issues were still outstanding. Management meetings did not take place regularly as envisaged in the plan. The lack of the envisaged training affected the workers' confidence leading to inadequate planning and setting of performance targets. It is in the planning where objectives and competence requirements would be agreed on and these in turn would lead to performance improvement and personal development plans. A review of the strategic plan conducted during the month of April, 2008 through a workshop attended by the senior members of staff and the College Council rmade the following revelations:

Under programme diversification and content there was underperformance and the set targets were not fully achieved. There was inadequate collaboration between and within departments and budget allocations were inadequate. There was therefore a tendency to concentrate on short term issues at the expense of longer term strategic needs. Product innovation

and development has been an issue. The departmental targets for the performance contract period of 2007/2008 were not set and the departments did not have operational plans. Under human resource development, the Human Resource Management Systems at the college (that is training, supervisory), concrete incentives such as remuneration (living wage, reward systems), promotion and performance review processes, career structures, (organizational work culture) are not consistently handled. Furthermore workers operate within rigid guidelines covering these processes tending to stifle innovation and engender laxity. At the College salaries are guaranteed, "high – flyers" are not recognized in any meaningful way. There are weaknesses in the reward system, non-performers easily "free-ride", and working conditions are therefore not conducive to high performance.

There were issues that were not achieved specifically in the areas review of terms and conditions of service which included, review of salaries, establishment of medical scheme, development of transport policy. Inadequate competencies were not fully addressed especially in areas of communication skills, delivery methods of training, and computer literacy. This manifested in lack of confidence on the side of workers and inadequate communication within the organization.

Existing scheme of service for employees was not fully implemented. College staff were said to be lower in grades compared to mainstream civil service. There were no systematic reward systems. Staff development policies were not being adhered to. The performance appraisal system is operated as a top-down and largely bureaucratic system owned by the HR department rather than the line managers. It looks at what has gone right or wrong rather than looking forward to future development needs. Furthermore, there is no link between the appraisal and the business needs of the organization. Majority of the Co-operative College of Kenya staff had been seconded from the former Ministry of Co-operative Development and consequently the prevailing attitude manifests guaranteed job security, relatively lower than optimal performance and some degree of moonlighting. The time-lag and action on corrective/disciplinary measures on staff leads to unresolved issues of discipline on the part of some staff. This calls for a renewal of organizational culture and a complete change of attitude and mindset. The academic level of the staff needs to be upgraded.

Under stakeholder involvement linkages with various stakeholders were not adequately addressed which led to failure to understand the needs of the stakeholders which manifested in lack of commitment as perceived by the stakeholders. Under strategic marketing, the marketing plan was not fully implemented. Field visits were not conducted as envisaged due to pressure of work as a result of understaffing; leading to less increase in student population as anticipated. Under improvement and expansion of physical facilities the anticipated outreach centers were not established except within Nairobi due to inadequate staffing. Thus decentralization of the college to establish outreach centers was not achieved.

Under organizational transformation there was under performance and some of the planned activities under research and consultancy especially capacity building and also the review of the co-operative college of Kenya Act was not

achieved resulting in undesirable working conditions. There is a tendency to concentrate on short term issues at the expense of longer term strategic needs. The departmental targets for the performance contract period of 2007/2008 were not set and the departments did not have operational plans. Furthermore in all the Administration and Academic Units, the Human Resource function is not well coordinated. Coordination of the various departments would result in synergy being experienced in the organization. As it is now there is no evidence of collaboration where by people have developed strong bonds of trust between each other and created time to discuss ideas. Within any team there will be a variety of skills, abilities, and commitments. There is notable absence of strategic thinking and employee empowerment strategies; the vision, mission and values should be focused clearly and understood by the council, management and employees. The Human Resource Policy does not provide for a strategic approach to learning and development within the college. It does not provide a framework for the identification of corporate skills, needs, both current and for future and for the identification and incorporation of the learning needs of individuals. The College is not consistent when dealing with staff issues resulting in:

- Inadequacy in attracting and retaining, developing and managing quality employees.
- Inadequate policy in balancing work and family commitments.
- Inadequate preparedness in meeting diverse client needs
- Slow acceptance of change
- Inadequate mechanisms to two way communication.

The researcher studied the report of the strategic plan review exercise and also held discussions with the Human Resource officer of the cooperative college and the line managers and summarized the issues of concern on commitment to work, confidence, competence working conditions and communication. The researcher would like to identify the changes in the organization and to find out if these changes are necessary. Moreover the study would recommend how to achieve improved or peak performance.

Organizational Problems

There was need to confirm the perceived problems through the use of the standardized instrument by Ken Hultman. The results of the pre-intervention assessment are presented in tables 1-5. On commitment only two areas out of fifteen were perceived as excellent by the respondents five items as very good and eight items as good giving a mean rate of 'good'. On confidence only one out of fifteen items was perceived as excellent, three items as very good and eleven items as good giving a mean rate of 'good'. On competence there was a similar trend of perception with a mean rating of "Good". The perception on working conditions was fair and communication was perceived as good though with a tendency towards fair.

The mean ratings shown below provided evidence that some performance improvement initiatives were required for the Co-operative College to reach its optimum level of performance. The ratings did not show that the organization was performing poorly. Rather they indicated that there was room for improvement. As Michael Armstrong has suggested, the improvement of performance is a fundamental part of

performance management. The aim should be the positive one of maximizing high performance, although this involves taking steps to deal with underperformance (Armstrong, 2006). The table below shows the pre-intervention results at a scale of 0-4; for the pre-intervention data.

PRE INTERVENTION RESULTS

Table 1. Committement

Area of intervention	Mean	Rating
I resist giving my best effort	3.63	Very Good
I disagree with organizational goals or methods	3.4	Good
I find my work unfulfilling	3.12	Good
I disagree with coworkers about policies	3.35	Good
I feel what I' am doing is unimportant	3.62	Very Good
I dread going to work	3.44	Good
I dream about doing a different type of work	3	Good
I feel restless at work	3.58	Very Good
I do only the minimum to get by	3.73	Excellent
I only do the work because I have to	3.83	Excellent
I rush through, just to get done	3.46	Good
I feel out of place in the job or organization	3.38	Good
I have trouble deciding what I want to do	3.6	Very Good
I lack enthusiasm for my work	3.12	Good
TOTAL	51.82	
Mean	3.454666667	

On commitment only two areas out of fifteen were perceived as excellent by the respondents five items as very good and eight items as good giving a mean rate of 'good' at 3.4.

Table 2. Confidence

Area OF Intervention	Mean	Rating
I dwell on past failures	3.38	Good
I'm sure unsure of myself	3.73	Very Good
I feel intimidated by others	3.13	Good
I become easily discouraged	3.12	Good
I feel less capable than others	3.77	Excellent
I'm concerned about losing my job	3	Good
I worry about being criticized	3.25	Good
I avoid taking risks	3.04	Good
I feel self-conscious at work	2.79	Good
I question whether I could ever improve	3.29	Good
I worry about making mistakes	2.83	Good
I expect to do poorly	3.35	Good
I worry about what others think of me	3.35	Good
I tell myself I can't do the work	3.65	Very Good
I worry about being embarrassed or humiliated	2.73	Good
TOTAL	48.73	
Mean	3.248666667	Good

Table 3. Competence

Area of intervention	Mean	Rating
I expect too much of myself	2.58	Fair
I feel that I'd be better at a different job	3.17	Good
I have the trouble staying on top of the job	3.54	Very Good
I lack the necessary knowledge or understanding	3.63	Very Good
I struggle to keep up with changes	2.92	Good
I put things off until the last minute	3.4	Good
I lack the required skill or ability	3.27	Good
I feel burned out	3.04	Good
I take too much time to complete tasks	3.63	Very Good
I have trouble staying within the budget	1.96	Poor
Some of the tasks are too difficult	3.1	Good
I have problems with the quality of my work	3.75	Excellent
I make too many mistakes	3.6	Very Good
I have trouble getting enough work done	3.52	Very Good
Even my best effort seems inadequate	3.33	Good
TOTAL	48.44	
Mean	3.229333333	Good

Table 4. Working Conditions

Area of intervention	Mean	Rating
People I work with are unreliable	3.21	Good
I feel that I need more training	1.8	Poor
I lack adequate space	3.17	Good
Work deadlines are unrealistic	3.35	Good
The standards for output keep changing	2.54	Fair
Mistakes made by others disrupt my work	2.46	Fair
I'm given work that isn't in my job description	2.87	Good
I have inadequate ventilation or lighting	3.25	Good
The expectations to produce are too high	2.84	Good
I lack the necessary materials or supplies	2.33	Fair
My budget is too small to do the job right	2.33	Fair
I feel underpaid for what I do	1.5	Poor
I have fewer staff than necessary	2.48	Fair
I lack the necessary authority	3.06	Good
I lack the necessary equipment	2.17	Fair
TOTAL	39.38	
Mean	2.625333333	Fair

Table 5. Ccontigencies: Communications

Area of interventions	Mean	Rating
I have conflicts with coworkers	3.44	Good
I lack adequate supervision	3.5	Very Good
I mistrust people I work with	3.48	Good
Coworkers show a lack of respect towards me	3.65	Very Good
I feel left out when decisions are being made	2.21	Fair
Work expectations are unclear	2.96	Good
I feel treated like a number, not a person	3.25	Good
I feel my work goes unappreciated	2.48	Fair
Complaining by coworkers disturbs my work	2.98	Good
Lack of information impairs my work	2.38	Fair
My work is hindered by interruptions	2.69	Fair
Cooperation between people is lacking	2.56	Fair
I feel that I'm treated unfairly	2.88	Good
I lack constructive feedback from others	2.77	Good
I lack encouragement or support from others	2.67	Fair
TOTAL	43.9	
Mean	2.926666667	Good

Summary of the Five Categories

The organization diagnosis revealed that the causes of the problems of achieving peak performance centered on the areas of employees' commitment, confidence, competence, working conditions and communication. Respondents indicated the causes of their performance problems to dwell on the following areas. They suggested the actions needed for improvement as well as the expected outcomes and the time frame. The listing below gives a summary of the issues the respondents raised.

Working Conditions

- Inadequate incentives because there are no structures in place
- Budget for research is inadequate-
- Limited attention for HR function in budgeting allocation
- Under placement of the college in categorization of state corporations
- Understaffing in Key areas
- Lack of performance monitoring tools
- Poor Training Strategy
- Lack of clear set standards by the management hence crippling the efforts by the security staff to measure to the required standards
- Lack of training and updated security policies-
- Lack of necessary equipment
- Allocation of other duties at times without prior notice

- Unclear development path
- Poor tenure of service
- Lack of motivation
- Poor team work
- I feel what I do is not appreciated
- Remuneration is too low
- Upward mobility not properly addressed
- Promotions should be pegged on age limit
- Lack of cleaning equipment /materials
- Most cleaning staff are casuals
- Having inadequate equipment for work
- Having new casuals every now and then-Competence
- Lack of proper induction-
- Poor staff relationships-
- Feeling underpaid for what I do
- Most equipment are obsolete
- Inadequate funds -
- Upgrading of the college is long overdue-
- Stagnation on one job group for 12 years-
- Using underperforming vehicles
- Poor terms and conditions of service
- Presence of nepotism and tribalism
- Mistakes done by other people disrupt my work-
- Expenditure exceeding income-
- Thinking on how to finance the budget deficit-
- Uncompleted orientation-
- Public transport to the college not reliable making me waste time traveling to and from college -

Communication

- Lack of communication-Communication
- Poor communication- Communication
- No feed back on the letters I write-Communication

Commitment

- Expecting too much of myself-Commitment
- Attitude change for people to take security as a profession rather than plan B after failure-Commitment
- Attitude change for people to take security as a profession rather than plan B after failure-Commitment

Competence

- Employing people to posts which they do not have qualifications and experience-Competence
- Lack of competence and skills -Competence
- Lack of skilled personnel -Competence

Respondents suggested improvement as follows:

- Management to recognize performance when on merit
- Look for donor support to supplement on college income
- Enhance my education that will make me be promoted
- Upgrade the college to a higher status
- Reduce the expenditure on education by the end of 2008
- Inquire about relevant policies by end of year

- The management should place employees in proper job groups
- Placement of employees in the correct job groups because some employees with same qualification are placed in lower job groups
- Give promotions where necessary
- Improve terms and conditions of service
- Avail transport
- Employ high qualified staff
- Increase budgetary allocation for the HR function
- Review Co-operative College of Kenya ACT
- Enhance capacity building in key results areas
- Establish effective performance monitoring bench marks/ tools
- Undertake TNA for staff development purposes
- Invite a security consultant to give a lecture on security
- Training for security staff is essential
- Provision of necessary equipment
- Develop proper job descriptions
- Proper career development path
- Comprehensive planning and budgeting
- The management should enlighten staff on what is going on through regular meetings
- Staff welfare should be given more priority
- Good communication among staff
- Management should come up with motivation incentives
- Staff performance appraisal should be taken seriously
- Salary reviews should be prioritized
- Professional qualifications and performance should be prioritized
- Quality cleaning materials and equipment
- Organizations to have clear communication both horizontal and vertical
- People to be employed on permanent basis
- Training of staff in relevant fields
- Regular meetings involving all cadres of staff
- Better remuneration
- Training opportunities should be offered on merit and not selectively
- Motivate staff by giving credit where its due
- To put down our targets every year and achieved targets
- The top management to act

Respondents indicated the specific actions they would take to achieve each goal as below

- Arrange to sensitize donors on the need for collaboration
- Review training projections
- Undertake salary review and implement staff welfare programmes which include medical insurance schemes.
- Introduce performance based rewards e.g. responsibility and sitting allowance
- Lobby for change for categorization from tertiary institution to research and training institution
- Strategic recruitment and staff development

- All college employees shall sign performance contracts
- Undertake strategic training based on TNA report
- Enhance professionalism in the area of security
- Working hours need to be reviewed for security officers to be alert
- Proper survey should be conducted for the college to know the number of security staff needed.
- It depends on the management's initiative and will
- Be open about the management weaknesses as indicated in 2A above
- Quality cleaning equipment and materials needed
- To ensure there is flow of communication to everyone
- Purchase of new equipment immediately
- Induction programme and training for all new staff
- Initiate the process of hiring staff with administration
- Make a proposal for acquisition of machines and equipments
- I will improve on my communication to others and also socialize well with my o-workers
- I would like to go for training and attend seminars and workshops
- Acquire good facilities
- Give pay rise to the employees
- I will apply for training opportunities at the college
- Issue my budget projections early
- Organize a forum to discuss the staff grievances
- Having knowledge of my work and a good working environment
- Looking for scholarship

Respondents also gave their opinion of how they will measure results of action taken as follows:

- If changes I have proposed occur
- Re-aligning what I do with strategic plan
- Ensuring that I undergo training
- Carry out baseline survey
- By HR evaluating me
- By ensuring that all offices keep security records updated
- Encouraging attitude change on security by offering short courses
- Reduction of working hours for security officers to 8 hours a day
- Employee satisfaction survey and suggestion box to know the staff's feelings
- By improving the standard and quality of training
- By issuing appraisal forms to the officers concerned
- By making sure I do my work to the best of my knowledge and strength
- When there is high standards of cleanliness
- When I will attend school
- By establishing a check list indicating what has been done or not
- By ensuring there are adequate staff in place
- Vehicle purchased through tender
- By monitoring how one is doing his work
- Putting in place a suggestion box
- Carrying out an employee satisfaction survey

On time frame respondents indicated as follows:

- This year
- Ongoing
- One year after implementation of the recommended interventions
- If administration has good will, it will take them 2 years
- Annually
- Immediately I realize my failures
- Immediately
- As soon as possible
- Always
- When the pay is raised

The listing of the causes of performance improvement, the goals set for improvement and expected outcomes reveal that there is room for performance improvement until the ratings have achieved the excellent level. The responses indicate that there was need for improvement at all levels ranging from the workers to the management.

Theory

The theory adapted to this study is based on Kurt Lewin's Field Theory. Lewin's model proposes that a worker's behaviour in a factory (B) is a function of or is influenced significantly by the personality or personal characteristics of the worker (P) as well as the environment or climate (E). Dessler (1980) expounding on Lewin's work explained the 'Field Theory' which holds that group behaviour is an intricate set of interactions and forces that affect both group structure and individual bevaviour. He refers to Lewin's work in the 1930s which was motivated by his desire to link human behaviour and the environment. Dessler acknowledges Lewin's model describing the relationship between an individual and his environment: B=f (P.E.).

REVIEW OF RELATED LITERATURE AND STUDIES

Lewin's contribution to change in the workplace began shortly after the Second World War. Alex Bevalas, one of Lewin's students worked with Alfred Marrow.s Harwood manufacturing company and to explore ways to enhance productivity by using action research methods in which workers participated in experimental changes in methods. The conditions they created resulted in what we would call a learning organization today; workers were encouraged to experiment with different methods; to discuss them among themselves, and to choose the methods which they agreed were most effective. Groups of workers increased their own quotas after discovering and employing new methods (Marrow, 1969). Kurt Lewin developed a management technique known as Force Field Analysis, for diagnosing situations. This is useful when looking at variables involved in planning and implementing a change programme. It is also of use in team building projects, when attempting to overcome resistance to change. Lewin assumes that in any situation, there are both driving and restraining forces that influences any change that may occur.

Driving forces

Driving forces are those forces affecting a situation that are pushing in a particular direction; they tend to initiate a change and keep it going. In terms of improving productivity in a work group, pressure from a supervisor, incentive earnings, and competition may be examples of driving forces.
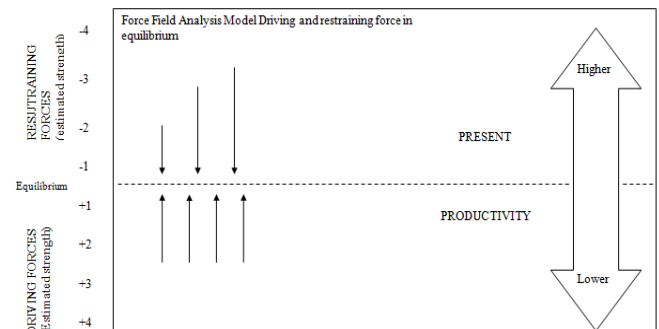
Restraining Forces

Figure 1.2

Restraining forces are forces acting to restrain or decrease the driving forces. Apathy, hostility, and poor maintenance of equipment may be examples of restraining forces against increased production. Equilibrium is reached when the sum of the driving forces equals the sum of the restraining forces. Equilibrium represents the present level of production.

Equilibrium

This equilibrium or present level of productivity can be raised or lowered by changes in the relationship between the driving and the restraining forces. For illustration, consider the dilemma of the new manager who takes over a work group in which productivity is high but whose predecessor drained the human resources. The former manager had upset the equilibrium by increasing the driving forces (that is being autocratic and keeping continual pressure on subordinates) and thus achieving increases in output in the short-run. By doing this, however, new restraining forces developed, such as increased hostility and antagonism, and at the time of the former manager's departure the restraining forces were beginning to increase and the results manifested themselves in turnover, absenteeism, and other restraining forces, which lowered productivity shortly after the new manager arrived. Now a new equilibrium at a significantly lower productivity is faced by the new manager.

Assuming that the new manager decides not to increase the driving forces but to reduce the restraining forces; the manager may do this by taking time away from the usual production operation and engaging in problem solving and training and development. In the short-run, output will tend to be lowered further. However, if commitment to objectives and technical know-how of the group are increased in the long run, they may become new driving forces, and that, along with the elimination of hostility and the apathy that were restraining forces, will now tend to move the balance to a higher level of output. Managers are often in a position in which they must consider not only output but also intervening variables and not only short-term but also long-term goals. It can be seen that force field analysis provides framework that is useful in diagnosing these inter-relationships. According to Coch and French (1948) participative management methods, in which workers discussed changes with their supervisors, were more effective than traditional approaches to change, in which industrial engineers specified the new processes workers

should use. Kurt Lewin's field theory led to the development of actual field research on human behaviour. With boldness Lewin manipulated complex situational variables in natural settings. His approach has guided experiments in the field of social cognition, social motivation, and group processes. Most importantly, lewin helped develop action research. Action research uses empirical social research, social action and controlled evaluation. Lewin viewed the social environment as a dynamic field which impacted in an interactive way with human consciousness. "Adjust elements of the social environment and particular types of psychological experience predictably ensue. In turn, the person's psychological state influences the social field or milieu". Lewin was well known for his terms 'life space' and 'field theory'. He was even better known for practical use of his theories in studying group dynamics, solving social problems related to prejudice, and group therapy (t-groups). Lewin sought to not only describe group life, but to investigate the conditions and forces which bring about change or resist change in groups. In the Field (or matrix) approach, Lewin believed that for change to take place, the total situation has to be taken into account. If only part of the situation is considered, a misrepresented picture is likely to develop.

Smith (2001) describing Lewins theory had this to say:

> For Kurt Lewin, behaviour was determined by totality of an individual's situation. In his field theory, a 'field' is defined as 'the totality of coexisting facts which are conceived of as mutually interdependent' (Lewin 1951:240). Individuals were seen to behave differently according to the way in which tensions between perceptions of the self and of the environment were worked through. The whole psychological field or 'lifespace', within which people acted had to be viewed, in order to understand behaviour. Within this individuals and groups could be seen in topological terms (using ma-like representations). Individuals participate in a series of life spaces (such as the family, work, school and church), and these were constructed under the influence of various force vectors (Lewin 1952).

Dessler, Jones (n.d.) in support of the field theory observed that although this theory may seem obvious to us now, it is important to remember the conceptual jump it represented in the 1930s. Early psychologists did not believe in behaviourism. Many psychologists at the time believed in the psychoanalytic theory that held human motives to be blind pushes from within. Lewin thought of motives as goal-directed forces. He believed that 'our behaviour is purposeful; we live in a psychological reality or life space that includes not only those parts of our physical and social environment that are important to us but also imagined states that do not currently exist' (Tesser 340). According to Dessler, what lewin emphasized was that a person's behaviour is not just some function of economic rewards. Instead, it is a complex product of the person's personality and the environment in which he works. Lewin's theory helped to emphasize that the employee behaviour was a *variable* not a *given* in the organization.

Christopher Mabey et al. argue, a major source of strategic human resource management (SHRM) ideas and assumptions is the concern to enhance organizational performance by two sorts of (potentially conflicting) performance improvement measures: measures that increase employee involvement and commitment, and measures that improve organizational efficiencies (i.e. the output /input ratio). Much SHRM literature argue that organizational performance is improved when employees stop merely fulfilling the basic formal contractual requirements and start showing mutual loyalty and commitment to the enterprise and its goals.

According to Laurie J. Mullins (2005) the effective management of people takes place in the context of the wider environmental setting, including the changing patterns of organizations and attitudes to work. He argues that a global economy, increased business competitiveness, the move towards customer-driven markets, advances in scientific knowledge, especially telecommunications and office automation, have led to a period of constant change and the need for greater organizational flexibility. In addition Muzyaka D. (2001) portends that new ideas of how to motivate and deploy people have developed. A new contract is evolving that involves the exchange of value. Individuals need to be encouraged and permitted to achieve: to perform to their highest potential, for their benefit and that of the employer. Organizations are encouraging staff to craft more flexible, value-laden, and specific rules governing their relationships. It is for these reasons that Cloke and Goldsmith (2002) refer to the age of traditional management coming to an end and the decline of hierarchical, bureaucratic, autocratic management. They contend that management is an idea whose time is up and organizations that do not recognize the need to share power and responsibility with all their workers will lose them. Reason and Bradbury (2001) argue that the workplace is central to our existence. Hence it is not surprising that social scientists have studied behaviour in the workplace in depth. They make reference to the work of the socio-technical school in which behavioural scientists (Pasmore, 1988; Trist, 1981; weibord, 1987) brought together Lewin's approach to action research with Bion's, (1946) theories about leaderless groups, and on Bertanffy's (1950) work on systems thinking to investigate and later intervene in a number of issues pertaining to workplace arrangements that could increase both human dignity and organizational effectiveness.

Mullins (2005) portends that many problems in the people-organization relationship arise not so much from what management does, but the manner in which it is done. Often, it is not so much the intent but the manner of implementation that is the root cause of staff unrest and dissatisfaction. Stalker (2000) suggests that successful companies are those that have that ability to balance the unwritten needs of their employees with the needs of the company. He goes on to explain that such companies use a simple formula of Caring, Communicating, Listening, Knowing and Rewarding. As Emmott (2001) points out, good people-management practices are the basis for a positive psychological contract -this is not a written document but implies a series of mutual expectations and satisfaction of needs arising from the people-organization relationship- and this means managers having to deal with the 'soft stuff'. Properly managed, Emmott believes the psychological contract delivers hard, bottom-line results and improved business performance. Bennin (2000) argues that exemplary leadership is impossible without the full inclusion, initiatives and co-

operation of followers. Many writers have argued for the demise of 'top down' leadership. Benin adds, 'The most urgent projects require the coordinated contributions of many talented people working together and no change can occur without willing and committed followers. This means the leadership of the organization needs to be examined to work out a model of leadership that is non-positional, team-based, or empowering. Greiner (1972) argues that there is need for change in the management style of top management and other organizational leaders as organizations evolve and mature. The way an organization manages its people impacts on its performance. Few would deny this simple statement and numerous company reports and studies have confirmed a link between possession of effective human resource strategies and organizational performance. Research over the last few years has clarified the features of good people management practices associated with high performance and how these can be used strategically, in combination (DTI, October 2003, p. 3.)

Mary Parker Forret and Chester Barnard were early advocates of a more humanistic perspective on management that emphasized the importance of understanding human behaviours, needs and attitudes in the workplace as well as social interactions and group processes (daft, 2000). One of the subfield based on the humanistic perspective is the human relations movement. According to Curt Tausky (1978) the human relations school of thought considers that truly effective control comes from within the individual worker rather than from strict, authoritarian control. This school of thought recognized and directly responded to social pressures for enlightened treatment of employees. In a series of studies at a Chicago electric company which came to be known as the Hawthorne studies, experiments on worker productivity began in 1924. The experiments attributed employees increased output to managers treatment of them during the study.

Figure 1.4
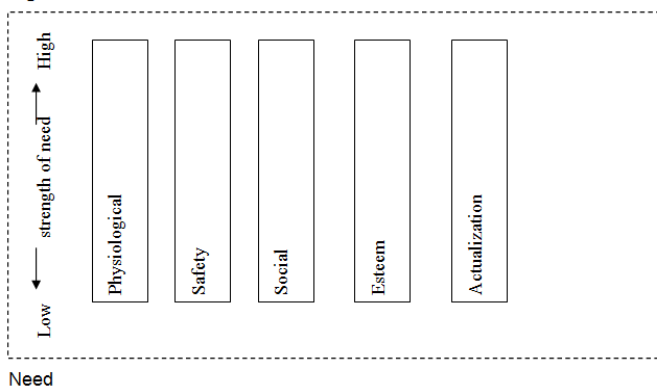
The Hawthorne studies began the human relations approach to management, whereby the needs and motivation of employees became the primary focus of Manager (Bedeian, 1993). Understanding what motivated employees and how they were motivated was the focus of many researchers following the publication of the Hawthorne Study Results (Tarpstra, 1979). Five major approaches that have led to our understanding of motivation are Maslow's needs- hierarchy theory, Herzberg;s two factory theory, Vroom's expectancy theory, Adams' equity theory and Skinner's reinforce theorty. According to Maslow the behavior of an individual at a particular moment is usually determined by his or her strongest need. It would seem significant, therefore, for Managers to have some

understanding about the needs that are commonly most important to people. Abraham Maslow developed an interesting and useable framework that helps explain the strength of certain needs. According to Maslow, there seems to be a hierarchy into which human needs arrange themselves as illustrated in figure below:-

The physiological needs are shown at the top of the hierarchy because they tend to have the highest strength until they are somewhat satisfied. These are the basic human needs. Peter Davis writing on Human Resource Management in Cooperatives has emphasized the importance of working in teams, empowering employees, ensuring participation in decision making and establishing effective two-way channels of communication (Davis 2005). According to Davis HRM captures and encompasses a number of messages drawn from modern management thinking which include:-

▪ Greater emphasis on horizontal teams and reduced hierarchy
▪ Blurring of the distinction between management and non-management
▪ Devolved responsibility for people management to line management and away from personnel managers (the role of personnel professional is to support and facilitate management in this task) treating human resource planning as an integral part of strategic planning.
▪ Recognizing that employees have the potential for growth and development within the organization (HRM enables this growth and development to move in line with the adaptive needs of the organization).
▪ Recognizing that employees' development can draw on the discipline of HRM for its own purposes.
▪ Understanding that value-based, HRM can greatly facilitate improved stakeholder relations and the realization of optimum standards of service in an organization (Davis 2005).

The emerging models of HRM indicate the need to distinguish between the "soft" and "hard" variants. The soft variance of HRM loses its calculative deterministic edge and by recognizing that "people make a difference", it shifts its emphasis from compliance and control to commitment, from market to people issues and from taken for granted rationalization to a concern with negotiation and mutual accommodation (Davis 2004). The individual is presented as creative rather than reactive. The emergent role of HRM is therefore one that accords a creative role to the employee, and which sees him/her as an actor whose commitment is no longer taken for granted, but which must be won. HRM managers therefore formulate human relations polices to create that reality within the organizational setting. As regards recruitment and selection, employees see themselves as a resource rather than a dispensable economic unit; an "excellence" by recruiting "the best" available from the labor market. The hard variant of HRM has a stricter concern with "market" issues, with management exercising the right to manage in a vigorous fashion. As concerns recruitment and selection, there will be an over-riding preoccupation with labor elimination, especially through mechanization and the adoption of technologies which remove the need to hire more labor. These apply, in the main to the peripheral workers, although the core is also kept small and trim in the exercise of cost rationalization and numerical

flexibility (At Kinson). Further conflict concerns the unitalist approach to goal congruence within the strategic approach to HRM, as this ignores divergent interests. Indeed Legge identifies elements of pluralism in normative models of HRM the emphasis on placing the "right" people for the "right" job as an important means of integrating HRM with organizational goals, resulting in a unitarist framework. With its underlying assumption of goal congruence, this denies the existence of conflict.

Empirical evidence in the U.K. and U.S.A. suggest that there have been substantial moves towards the uptake of HRM dimensions, but there is little evidence of these dimensions being integrated into the overall business strategy of organizations. If we reflect on these conflicts and the different emphasis, one thing that we can see has been lost (even in the so called soft version of HRM) is the very foundation upon which modern Personnel Management was built namely, welfare. We may not be comfortable with the strongly paternalistic tone of the original approach but it is essential for an organization to have a strong sense of the welfare of its staff as being an end not a means. Co-operative College is not expected to be a singe-tract, single purpose organization. It exists to provide services for clients; one such service might well be to provide employment of a better quality than is available from contemporary organizations.

Davis (2005) portends that for any organization to succeed in this competitive environment, it has to guarantee learning and growth through metrics that address the question of how the firm must learn, improve, and innovate in order to meet its objectives. Much of this objective is employee centered. It requires that the organization achieves strategic alignment throughout the organization. Whereas strategy is articulated in terms meaningful to top management, to be implemented it must be translated into objectives and measures that are actionable at lower levels in the organization. Sambrook and Stewart(2004) writing on the the concept of life-long learning have demonstrated that life-long learning will remain, an important issue as a country develops into a "learning society". Work organizations are becoming important partners in this learning society, as they provide ever more opportunities for continuous learning to their employees, in order to optimize organizational learning. Companies that explicitly encourage and support worker learning, from a strategic perspective, are called learning organizations. This new focus on employee learning changes the role of the Human Resource Development (HRD) function. The role of HRD within "learning organization" is becoming clearer, but many uncertainties remain for HRD professionals especially with regard to the question of how to bring their new roles into practice. There are only a few instruments to help HRD officers in this regard. Yet, many interesting initiatives are being undertaken by HRD practitioners to support strategic learning processes of the organization as a whole.

SUPPORTING STUDIES

In a study carried out to examine these HRD initiatives (Stewart and Sambrook), the objective was to first clarify the specific European outlook on the role that HRD, (in learning organizations) can fulfill in life-long learning thus contributing to the discussion on a "European Model of life long learning".

Secondly, the study aimed to contribute to the further professionalism of HRD in Europe, by providing both conceptual perspectives and practical examples.Reference was made to some case study descriptions which were made from HRD functions within 30 large learning oriented organizations throughout Belgium, Finland, Germany, Italy, the Netherlands and the United Kingdom. Additionally a survey was held under a large group of 65 companies. Based on a literature review, comparisons were made with Japanese and US organizations.

The study, on the aspect of creating an infrastructure for life long learning recommended that there was need for co-operation between the different parties in order to support learning in the work-place, companies could seek co-operation with higher institutions for vocational education and with universities. If learning initiatives in Europe are to meet the needs of industry, leaders of industry must ensure that their views are taken into account in the design of such initiatives. It is essential therefore that industrialists participate fully in professional, national and European initiatives, to foster and take forward lifelong learning (Chaplin, 1993). In the same study the Human Resource Development professionals indicated that strategies to support the business, to stimulate learning and knowledge sharing will become the most important strategies for the future. The study further indicated that the factors that appear to burden the change process most strongly, are a lack of time on behalf of the employees and managers, a lack of clarity on Human Resources Developments role, insufficient learning culture and low flexibility of the organizational structure. Hongoro, Mcpake *et al.* in a study entitled Human Resource Studies in Health for poor transitional countries investigated the importance of human resources in health. The purpose of the study was to understand why after years of concerted effort in building Human Resource capacity in many countries, health workers remained demoralized and underperforming. The research focused on wider systemic and not just health service related factors in-order to identify options for improving human resource capacity in healthy. The other aspect investigated was the healthy system's ability to improve the quality of services, access to these services by the poor, choice and consumer responsiveness centers on human resource capacity. Methodologically, four partner countries were brought together in a workshop. The workshop generated priority areas for research inhuman resources in the member countries (Bangladesh, Uganda, South Africa, and Russia). Key research questions were generated which attempted to capture all the cross-cutting themes reflected in the countries concerns on human resources, which included:

1. What are the systemic determinants of incentive structures that Health workers are facing in the four countries?
2. How are these systemic factors influencing staff training, development, retention and performance?
3. Does current external Human Resource capacity meet the needs of the Health system (including those generated by health sector reforms)?
4. How health sector are reforms changing incentive structures and influencing staff retention and performance?
5. How can these contracts be addressed?

The study made contributions to the need for Health Systems research in providing approaches to finding mechanisms to redress human resource problems. The study brought out broad study areas in human resources in health and some suggestions of possible data sources that could be used to study them. Abraham Maslow carried out his investigation into human behaviour between 1939 and 1943. Maslow suggested that there are five set of goals which may be called basic needs. These are:

- Physiological
- Safety
- Love
- Esteem and
- Self-actualization or self-fulfillment

He arranged these into a series of different levels or the order of importance of these basic needs. Man's basic needs are physiological, for example hunger, thirst, and sleep etc. when these are satisfied they are replaced by safety needs reflecting his desire for protection against danger or deprivation. These in turn, when satisfied, are replaced by the need for love or belonging to, which are functions of man's gregariousness and his desire to belong to a group, to give and receive friendship and to associate happily with people. When these needs are satisfied, there is the esteem needs, i.e. the desire for self esteem and self- respect, which are affected by a person's standing reputation, and his need for recognition and appreciation. Finally, individuals have a need for self actualization or a desire for self-fulfillment, which is an urge by individuals for self-development, creating and job satisfaction. In the past, management reward systems have attempted to satisfy an individual's lower level needs for safety and physiological security, for protection against deprivation and the threat to a worker or his family. However, management reward systems are now or should be endeavoring to satisfy esteem and self fulfillment.

CONCEPTUAL FRAMEWORK

The conceptual framework was based on an action research conforming to the famous Hawthorne experiments at the Western Electric Company in America (1924-32), and the subsequent publication of research findings. The studies indeed marked the turning point in the development of human relations movement. Among the people who wrote about the Hawthorne experiments was *Elton Mayo* (1880-1949) The Hawthorne experiments generated new ideas concerning the importance of workgroups and leadership, communications, output restrictions, motivation and job design. The experiments demonstrated the power of action research in dealing with pressing real issues.

They undoubtedly marked a significant step forward in providing a further insight into human behaviour at work and the development of management thinking. In a review of humane approaches to management, *Crainer asserts* that: 'the hawthorne Studies were important because they showed that views of how managers behaved were a vital aspect of motivation and improved performance. Also the research revealed the importance of informal work groups. (Crainer, S. *Key Management Ideas: Thinkers that changed the management world*, third edition, financial Times Prentice Hall (1998), p. 111.

SCHEMA OF THE STUDY

Such a system would provide for non-financial rewards such as recognition, provision for opportunities to succeed, skills development and career planning and enhancing job engagement and commitment. The interventions focused on the problem areas identified in the pretest: The main areas were performance management at organizational level which includes review of mission statement, value statement, critical success factors and strategies. The organizational performance measures considered include financial performance, operational performance and people performance. The other areas were improving team performance: setting work objectives, work-plans, team performance reviews; and also improving individual performance through training and more involvement in decision making: increasing ability by recruiting, selecting and learning and developing; increasing motivation by the provision of extrinsic and intrinsic rewards and increasing opportunity by providing the employees with opportunity to use, practice and develop their skills. Task forces have been established to work in the various areas that require interventions. These include review of terms and conditions of service, Staff establishment, Governance organs, Co-operative College Act, training and development programme for employees. The results of the appointed teams will form the basis for further interventions.
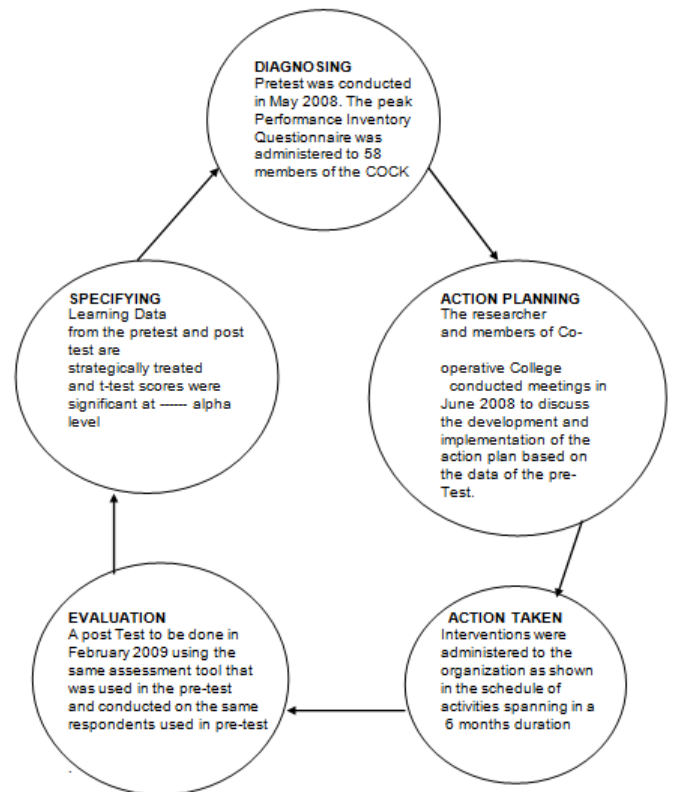

Fig. 1.5. The Action research Cycle

The above interventions provided a framework for the formulation of the schema of study given above and its schedule of intervention activities given below.

- The interventions are still ongoing. The aspiration of the college to be a "A market leader in offering quality cooperative training" should inspire all the key

- actors to contribute effectively to the achievement of the mission.
- The college needs to identify its opportunities and challenges and strategize itself to be continuously legitimate and relevant.
- The college should identify its key stakeholders and their expectations. Strategies should be applied to cultivate and maintain a sense of ownership and willingness to contribute ideas, efforts and resources.
- The college needs to reform the culture and behaviour acquired from the previous period when it was part of the Ministry of Co-operative Development.
- The council, management, staff and students need to acquire and maintain a private sector attitude and know that they have a key role in the sustainability of the college.
- The college should authentically adhere to its core values which will dictate corporate behaviour and motivate all key actors to be ethical, responsible, transparent, accountable and committed to high performance standards.

TIME SCHEDULE

Activities/Months	April	may	June	July	August	Sept.	
Literature Scanning and Desk research	From April 15 onwards						
Meetings for issues Mapping (Administration)		May					
Meetings for issues Mapping (Academic)		May					
Meeting for issues Mapping (Operators)		May					
Workshops for issues Mapping for all groups			June				
Administering Questionnaire			June				
Data Analysis followed by report				July			
Presentation of report followed by feedback from the respondents				July			
Refining of report to include the feedback and action planning for implementation					August		
Implementation of planned activities					August		
Monitoring and evaluation					February 2009		

The following diagram shows the intervention activities adapted for the study.

CHAPTER 2

THE RESEARCH FOCUS

The purpose

The purpose of this study was to evaluate the effects of Organizational Development Interventions on the Workers Performance at the co-operative college of Kenya.

Statement of the Problem

The study presented the data on the five identified problems before and after the planned interventions. Specifically it answered the following research questions:

What are the profiles of the respondents' evaluation before and after interventions in the following areas?

1.1 Commitment
1.2 Confidence
1.3 Competence
1.4 Working conditions
1.5 Communication

2. Are there significant differences in the data before and after intervention?
3. What are the transformation indicators?
4. What recommendations may be given to maintain the effects of the intervention?

HYPOTHESIS

This null hypothesis was to be accepted or rejected.

There were no significant differences between the pretest and post test data on the perception of the respondents on performance management profile before and after organization Development Interventions on the following:
1. Level of employees' Commitment
2. Level of employees' Confidence
3. Level of employees' Competence
4. Employees' perception of working conditions
5. Employees' perception of communication

SIGNIFICANCE OF THE STUDY

The study will benefit the following:-

Management of the Co-operative College:

The study will help the management to rethink on its treatment of its workers, the existing workplace policies and procedures. Management will develop a performance management programme to improve the effectiveness and efficiency of the College.

The Organization

The study will provide the organization with insights on what is hindering peak performance and learning.

The Community

Improved performance of the workers at the College will add value to the community through improved services to the College's customers, suppliers and other stakeholders.

Scope and limitation

Scope

The study focused on the impact of organization development interventions on the workers' peak performance at the Co-operative College of Kenya. Those involved in the study included senior managers and other full time employees of the College.

Limitation

The validity and reliability of data may be affected by the following factors:

Sincerity and honesty of the respondents may be compromised especially because the researcher is also the head of the institution. The employees who are not high performers are likely to be on the defensive hence lacking objectivity. The period covered by this research may not be adequate to completely evaluate the impact of the transformation.

The outputs of the interventions may not be sustained.

The quality and experience of the subjects of the study may not be adequate to bring out all the potential issues that need to be addressed. There will be time constraint as the subjects of the study are also involved in their day to day work and may not avail themselves fully to the study.

DEFINITION OF TERMS

The following terms are operationally defined.

Organization Development Interventions

-Action affecting another's affairs: the act of intervening, especially a deliberate entry into a situation in order to influence events or prevent undesirable consequences. (Interventions implemented to address the five problem areas)

Peak performance

- The point of greatest success, development, or strength of a process or activity

Commitment-Loyalty: devotion or dedication to work.
Confidence-self assurance or a belief in your ability to succeed

Competence

-Ability: the ability to do something well, measured against a standard, especially ability acquired through experience or training

Working conditions

-Existing state of affairs at the work place i.e. the working environment

Communication

–The exchange of information between people e.g. by means of speaking, writing, or using a common system of signs or behavior
SWOT- this refers to the strengths, Weaknesses, Opportunities and Threats of the College.

CHAPTER 3

THE RESEARCH DESIGN

1. Methodology of the Study

The study used two methods. The first was the assessment and evaluation of the five problems before and after intervention. The second was the descriptive research which compared the data before and after evaluation. The first step in data analysis is to describe or summarize the data using descriptive statistics. The purpose of descriptive statistics is to enable the researcher

to meaningfully describe a distribution of scores or measurements using a few indices or statistics. Each statistic used in descriptive statistics has a purpose or role. The types of statistics or indices used depend on the type of variables in the study and scale of measurement used (ratio, interval, ordinal, nominal) Mugenda and Mugenda, 1999). In this study, management practice incorporating aspects such as commitment, competence, communication work environment are described. Description data are collected through a questionnaire survey, interview or observation. The questionnaire in this study was meant to solicit information on several aspects of workers' performance of the Co-operative College of Kenya. Workshops will be held to bring participants together to raise concerns that will be addressed by the study. The use of questionnaires will enhance the identification process of the concerns of the workers at the Co-operative College. The diagnosed data was used to design a series of interventions aimed at suggesting solutions on how to manage the people at the college to produce optimum results.

2. Research Respondents

The Co-operative College has 108 full time employees but only 58 responded to the questionnaire. 58 members constitute – 53.7% of the full time employees. Since the respondents were all full time employees, it is expected that all the respondents will stay in the organization and that they will all be available for the post-intervention assessment.

3. Research Environment

The organization under study was Co-operative College of Kenya. The organization is based in Nairobi the capital city of Kenya. The College is the only National institution offering Co-operative Education and training to the Kenya Co-operative sector.

Research Instrument

A questionnaire was developed for the purpose of gathering the required information in this study. The questionnaire is an adaptation of the tool developed by Ken Hultman. Use of questionnaire gave the respondents a free chance to express their opinions and views independently.

Respondents were asked to rate each item with a scale of
The interpretation of ratings was as follows:

Ratings	Interpretation
0-0.9	Very Poor
0.9-1.9	Poor
1.9-2.7	Fair
2.7-3.5	Good
3.5-3.7	Very Good
3.7-4.0	Excellent

The responses were interpreted as follows:

Procedure for Data Gathering

Preliminary Procedure

The researcher wrote to the Council of the Co-operative College requesting to be allowed to conduct the study of the Co-operative College of Kenya. Consequently, the request was granted and the researcher was given the mandate to conduct the research. A letter of consent was also given to the

researcher (see appendix). The researcher also had full access to data and information.

After the approval to conduct the research was made, the researcher sent out invitations to the 108 members of staff of the organization requesting them to fill the questionnaire as honestly as possible. The researcher also gave the respondents information on how to fill the assessment questionnaire. The questionnaires were distributed to the employees through hand delivery and were self-administered. The respondents were asked to fill the questionnaires and then send them back to the researcher.

Conversations and Interviews

The researcher had conversations and interview with the top management of co-Co-operative college. Semi-structured interviews were held with the Deputy Director (Academics), Deputy Director (Administration), line managers and the Human Resource officer.

Statistical analysis

To facilitate interpretation of data gathered the following treatments were used in this study:

1. The mean was used in determining the levels of workers performance in areas of commitment, competence, confidence, working environment and communication.

$$\text{Weighted Average value} = \frac{\sum WX}{\sum x}$$

The formula for calculating the standard deviation (SD) was taken to be:

$$SD = \frac{(WX - X)^2}{N}$$

WX - weighted mean
X - observed response
N - Population Size

Finally a T - test will be carried out in correlating the samples in order to establish the significance of the differences before and after the interventions.

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{N_1 SD_1{}^2 + N_2 SD_2{}^2}{N_1 + N_2 - 2}} \times \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The Chapter presents the findings; analysis and interpretation of the data collected form the fifty eight (58) members of staff. The data obtained before the organization development interventions are presented as well as the data obtained after the intervention programme. The calculated t-value of two correlated mean as well as the critical value of fifty eight respondents based on a level of significant of .050 for a two – tailed test are presented for immediate reference of the extent of the significant effect of the intervention programme. The critical value at 95% with sample of 58 is 2.0.   The analysis and interpretation of the findings will be used as basis for the recommendation to sustain or increase improvement of the level of performance of the employees of the Co-operative College of Kenya.

PROFILES OF THE PRE AND POST INTERVENTION DATA

Tables 8 to 12 present the pre and post intervention profiles

Table 8. Commitment

A. COMMITMENT				
Key factors for workers performance	Before ODI Rating and description		After ODI Rating and description	
Area of intervention	Mean	Rating	Mean	Rating
1 .I resist giving my best effort	3.63	Very Good	3.65	Very Good
2. I disagree with organizational goals or methods	3.4	Good	3.51	Very Good
3. I find my work unfulfilling	3.12	Good	3.25	Good
4. I disagree with coworkers about policies	3.35	Good	3.65	Very Good
5. I feel what I' am doing is unimportant	3.62	Very Good	3.72	Excellent
6. I dread going to work	3.44	Good	3.51	Very Good
7. I dream about doing a different type of work	3.0	Good	3.50	Very Good
8. I feel restless at work	3.58	Very Good	3.58	Very Good
9. I do only the minimum to get by	3.73	Excellent	3.77	Excellent
10. I only do the work because I have to	3.83	Excellent	3.88	Excellent
11. I rush through, just to get done	3.46	Good	3.50	Very Good
12. I feel out of place in the job or organization	3.38	Good	3.50	Very Good
13. I have trouble deciding what I want to do	3.60	Very Good	3.65	Very Good
14. I lack enthusiasm for my work	3.12	Good	3.50	Very Good
15. I have trouble balancing my priorities	3.56	Very Good	3.68	Very Good
TOTAL	51.82		53.75	
16. Mean	3.45	Good	3.58	Very Good
Overall Mean	3.45	Good	3.58	Very Goood

Based on the data obtained, the factor on workers' commitment has significantly improved after the planned intervention. On the aspect of I find my work unfulfilling although the rating remained the same, the mean improved. The item that improved most is item 7, 'I dream about doing different type of work. The items that least improved are items 1 and 15 'I resist giving my best effort' and I have trouble balancing my priorities respectively. The overall factor of commitment improved from good to very good. The mean improved from 3.45 to 3.58. The data shows there was improvement on the workers awareness to participate in team work. Team members appreciated the recognition efforts made by the organization. They were exited and challenged by team opportunity.

As team members took the responsibility todesign their own vision and mission and set goals for their departments, there was significant improvement on the level of disagreement with organizations goals. This is supported by Daft (2000), who asserted that the source of motivation and commitment are the goals and plans that facilitate employees' identification with the organization and help motivate the employee by reducing uncertainty and clarify what they should accomplish. In addition, McNamara (2001) argued that, in a work setting, commitment is the minimum than an employee agrees to complete on assigned work and meet or exceed specifications of quality and quantity. According to Buchanan (1981), committed people require less supervision and that the most significant attribute of commitment is its capacity for fusing individuals and organizational goals.

Confidence

Table 9. presents the pre and post intervention data on confidence

B. CONFIDENCE				
Area of Intervention	Mean	Rating	Mean	Rating
1. I dwell on past failures	3.38	Good	3.74	Very Good
2. I'm sure/unsure of myself	3.73	Very Good	3.88	Excellent
3. I feel intimidated by others	3.13	Good	3.6	Good
4. I become easily discourage	3.12	Good	3.56	good
5. I feel less capable than others	3.77	Excellent	3.77	excellent
6. I'm concerned about losing my job	3.0	Good	3.25	good
7. I worry about being criticized	3.25	Good	3.36	Good
8. I avoid taking risks	3.04	Good	3.73	Good
9. I feel self-conscious at work	2.79	Good	3.04	Good
10. I question whether I could ever improve	3.29	Good	3.5	Good
11. I worry about making mistakes	2.83	Good	3.0	Good
12. I expect to do poorly	3.35	Good	3.65	Good
13. I worry about what others think of me	3.35	Good	3.73	Good
14. I tell myself I can't do the work	3.65	Very Good	3.73	Very Good
15.I worry about being embarrassed or humiliated	2.73	Good	3.04	Good
Overall mean	3.25	Good	3.258	Good

The table above shows the items relating to workers' confidence that have significantly improved after the interventions. The item on 'I avoid taking risks improved the most. The area of workers' confidence has improved after the intervention programme despite the fact that the data before and after the intervention have the same descriptive ratings. The data showed that after the organization development interventions, there has been a significant improvement in the employee awareness on their level of confidence. The self appraisal on confidence level created ownership on need to improve. The data shows improvement on number of people dwelling on past mistakes, being intimated by others, feeling embarrassed or humiliated. There was more self awareness and self acceptance. Workers possessing self confidence can develop greater trust, more open communication, more cooperation, and greater willingness to squarely face conflict, training covered relating positively with fellow employees, including management. This encouraged group cohesion and team spirit which are impossible without positive interpersonal attitudes Supporting studies have been done by Peters and Waterman who asserted that there was hardly a more pervasive theme in their excellent companies than respect for the individual.

Key factors for workers performance	Before ODI Rating and description		After ODI Rating and description	
Area of intervention	Mean	Rating	Mean	Rating
C. COMPETENCE				
1. I expect too much of myself	2.58	Fair	3.14	Good
2. I feel that I'd be better at a different job	3.17	Good	3.54	Very Good
3. I have the trouble staying on top of the job	3.54	Very Good	3.54	Very Good
4. I lack the necessary knowledge or understanding	3.63	Very Good	3.65	Very Good
5. I struggle to keep up with changes	2.92	Good	3.04	Good
6.I put things off until the last minute	3.4	Good	3.65	Very Good
7. I lack the required skill or ability	3.27	Good	3.51	Very Good
8. I feel burned out	3.04	Good	3.73	Very Good
9. I take too much time to complete tasks	3.63	Very Good	3.88	Excellent
10. I have trouble staying within the budget	1.96	Poor	2.08	Fair
11. Some of the tasks are too difficult	3.1	Good	3.25	Good
11. I have problems with the quality of my work	3.75	Excellent	3.75	Good
12. I make too many mistakes	3.6	Very Good	3.85	Excellent
13. I have trouble getting enough work done	3.52	Very Good	3.64	Very Good
14. Even my best effort seems inadequate	3.33	Good	3.46	Very Good
Overall Mean	3.23	Good	3.43	Good

The table above shows that all the items on workers competence had improved. The mean rating improved from 3.23 to 3.42. The descriptive rating remained the same. The review of job analysis which resulted in identified training needs reviewed job descriptions facilitated placing workers at the appropriate levels of their competencies. This confirms the thinking of Michael Armstrong in his assertion that managing performance through people means finding ways to induce employees to work better or more effectively by triggering the discretionary behaviour that is required. This happens when people find their jobs satisfying, they feel motivated and they are committed to their employer in the sense of wishing to stay working for the organization in the foreseeable future (M. Armstrong, 2006). The aspect of competence is further supported by Mullins (2005), who stated that the strategic use of human resources will help managers to contribute to the release of true value by the optimum use of people' competencies.

Table 11. presents the pre and post intervention data on working conditions

	Before ODI		After ODI	
Working Condition Key factors for workers performance	Mean	Description	Mean	Description
Area of intervention	Rating	Rating	Rating	Description
1. People I work with are unreliable	3.21	Good	3.35	
2. I feel that I need more training	1.8	Poor	2.33	Rating
3. I lack adequate space	3.17	Good	3.27	Good
4. Work deadlines are unrealistic	3.35	Good	3.57	Fair
5. The standards for output keep changing	2.54	Fair	2.84	Good
6. Mistakes made by others disrupt my work	2.46	Fair	3.04	Good
7. I'm given work that isn't in my job description	2.87	Good	2.88	Good
8. I have inadequate ventilation or lighting	3.25	Good	3.25	Good
9. The expectations to produce are too high	2.84	Good	2.34	Fair
10. I lack the necessary materials or supplies	2.33	Fair	1.8	Poor
				Good
11. My budget is too small to do the job right	2.33	Fair	3.04	Good
12. I feel underpaid for what I do	1.5	Poor	3.34	Good
13. I have fewer staff than necessary	2.48	Fair	3.04	Good
14. I lack the necessary authority	3.06	Good	3.34	Good
15. I lack the necessary equipment	2.17	Fair	2.30	Fair
Overall mean	2.63	Fair	2.80	Good

The table above shows improvements after the interventions especially on need for more training which improved from poor to fair. The descriptive rating on reliability of workmates however remained the same but the mean improved. The average mean improved from 2.63 to 2.80. The descriptive rating improved from fair to good. This aspect of performance is supported by Herzberg F. (1959) who proposed the two factor theories; that is; motivation and hygiene theories which advocated that an individual relation to work is basic and that ones attitude towards work can determine success or failure. He determined intrinsic factors, such as advancement, recognition, success or failure. He determined intrinsic factors, such as advancement, recognition, responsibility and achievement which are on the one hand related to job satisfaction. On the other hand extrinsic factors are associated with dissatisfaction. These are factors such as company policy and administration, supervision and salary which he described as hygiene factors.

Table 12. presents the pre and post intervention data on communications

Communication	Before ODI		After ODI	
Key factors for workers performance	Mean description		Mean Description	
Area of interventions	Rating	Rating	Rating	Rating
1. I have conflicts with coworkers	3.44	Good	3.64	Very good
2. I lack adequate supervision	3.5	Very Good	3.75	Excellent
3. I mistrust people I work with	3.48	Good	3.66	Very Good
4. Coworkers show a lack of respect towards me	3.65	Very Good	3.67	Very Good
5. I feel left out when decisions are being made	2.21	Fair	3.44	Good
6. Work expectations are unclear	2.96	Good	3.5	Very Good
7. I feel treated like a number, not a person	3.25	Good	3.5	Good
8. I feel my work goes unappreciated	2.48	Fair	3.0	Good
9. Complaining by coworkers disturbs my work	2.98	Good	3.49	Good
10. Lack of information impairs my work	2.38	Fair	2.85	Good
11. my work is hindered by interruptions	2.69	Fair	3.04	Good
12. Cooperation between people is lacking	2.56	Fair	3.32	Good
13. I feel that I'm treated unfairly	2.88	Good	3.65	Very Good
14. I lack constructive feedback from others	2.77	Good	3.46	Good
15. I lack encouragement or support from others	2.67	Fair	3.46	Very Good
Overall Mean	2.93	Good	3.42	Good

The table shows significant improvement after the intervention. The overall mean improved from 2.93 to 3.42 though the descriptive rating remained the same. Constructive feedback from others had the highest improvement. Group dynamics were applied and sensitivity training was one of the means of the organization development intervention. Members of the group directed attention to the understanding of their own behavior and to self awarenessprogrammes and activities.

Clarity of work expectations had significantly improved, from good to very good. Through team building, there were clarifications of objectives and available resources organizational processes as well as the clarification of roles. After the organization development interventions, there was greater empowerment of employee, inclusive decision making and open channels of communications.

The item on treatment of employees improved from good to very good as evidenced by the computed mean after the intervention programme. After the organization development intervention, systems were put in place to recognize workers who had excelled. Excelling employees were recognized during College events eg, end of year party, students' congregation and others.

The results on communication have been supported by authorities such as Mears P. (1975), who noted that patterns and intensity of communication cultivate the right people getting into contact with each other regularly and the chaotic properties of a system are kept well under control because of regular contact and its nature. This confirms the findings of Peters and Waterman, who have asserted that the excellent companies are a vast network of informal and open communications.

Summary of the comparison Analysis of Workers Performance profiles at pre and Post Intervention at Critical Value = 2.0 at 0.05

Tables 13 to 17 present comparison of profiles before and after organization development interventions.

Table 13. below presents the comparison of Commitment after ODI

items	t-test		Significance
	t-value	Critical value	
I resist giving my best effort	7.149	2	Significant
I disagree with organizational goals or methods	8.44	2	Significant
I find my work unfulfilling	9.03	2	Significant
I disagree with coworkers about policies	6.499	2	Significant
I feel what I' am doing is unimportant	4.54	2	Significant
I dread going to work	4.613	2	Significant
I dream about doing a different type of work	4.717	2	Significant
I feel restless at work	2.5994	2	Significant
I do only the minimum to get by	3.24992	2	Significant
I only do the work because I have to	2.5994	2	Significant
I rush through, just to get done	7.799	2	Significant
I feel out of place in the job or organization	3.2499	2	Significant
I have trouble deciding what I want to do	5.6029	2	Significant
I lack enthusiasm for my work	7.799	2	Significant
I have trouble balancing my priorities	1.299	2	Significant
16. Mean t – value	2.628	2	Significant

Table 13 is about how the staff of the Co-operative College of Kenya rated themselves on commitment to work through the fifteen commitment items mentioned above. The following factors improved significantly after the organization development interventions.

The overall area of commitment descriptive rating improved from good to very goods. The t-test results revealed a significant difference in the calculated t-value of 2.628 as shown in table 13 which is greater than the critical value of 2.0 hence rejecting the null hypothesis.

Resistance to giving best effort improved from a mean rate of 3.63 to 3.65 thought the descriptive rate remained the same. The data obtained before and after intervention revealed a significant difference as the calculated t-value at 7.14983 is greater than the critical value of 2.0. the null hypothesis is therefore rejected.

The data showed there was improvement on the people's awareness to participate on the team. Team members were self driven to accomplish the teams mission and expected outcomes. Team members appreciated the recognition efforts made by the organization. They were more excited and challenged by the team opportunity. Team members had taken their area of responsibility and designed their own vision and mission and had defined and communicated their own goals, their anticipated outcomes and contributions; thereby significantly improving the level of disagreement with organizational goals.

This showed significant improvement from good to very good and a t-value of 8.4498. On the item 'I find my work unfulfilling' there was significant improvement at t-value of 9 even though the descriptive rating remained unchanged. The aspect of 'I disagree with co-workers on policies improved significantly with the descriptive rate improving from good to very good and at the t-value of 6.4 which is greater than the critical value 2. Other areas that showed significant improvement were 'I rush through just to get done' which improved from good to very good with a t-value of 7.7 and 'I feel out of place in the job which improved from good to very good at a t-value of 3.2 and 'I lack enthusiasm for my work which improved from good to very good at a t-value of 7.7.

Table 14 presents the comparison of confidence after ODI

Table 14. t-values on the items in Confidence

Items	t-test		Significance
Key factors for workers performance	t-value	Critical value	
I dwell on past failures	10.08	2	significant
I'm sure unsure of myself	4.20018	2	significant
I feel intimidated by others	14.8406	2	significant
I become easily discouraged	12.3205	2	significant
I feel less capable than others	0	2	significant
I'm concerned about losing my job	7.0003	2	significant
I worry about being criticized	3.08013	2	significant
I avoid taking risks	5.02895	2	significant
I feel self-conscious at work	7.003	2	significant
I question whether I could ever improve	5.88026	2	significant
I worry about making mistakes	4.76021	2	significant
I expect to do poorly	8.40036	2	significant
I worry about what others think of me	10.6405	2	significant
I tell myself I can't do the work	2.2401	2	significant
I worry about being embarrassed or humiliated	8.68038	2	significant
Mean	6.231	2	significant

Table 14 is about the levels of confidence of the workers of the Co-operative College of Kenya.

The area of workers' confidence has improved after the intervention programme despite the fact that the overall descriptive rating for the man before and after intervention remained unchanged. The t-test result revealed a significant difference in the calculated t-value of 6.230 as shown in table 14 against the critical value of 2.0. This significant difference leads to the rejection of the null hypothesis. The figures showed improvement in fourteen items out of fifteen. The man rating for one item remained unchanged. The data showed that after the organization development interventions, there has been a significant improvement in the workers awareness on their level of confidence. The self appraisal on confidence level created ownership on need to improve. The data show improvement on number of people dwelling on past mistakes, being intimated by others, feeling embarrassed or humiliated. There was more self awareness and self acceptance. Workers possessing self confidence can develop greater trust, more open communication, more cooperation, and greater willingness to squarely face conflict, training covered relating positively with fellow employees, including management. This encouraged group cohesion and team spirit which are impossible without positive interpersonal attitudes.

Table 15 presents the comparison of Competence after ODI

Table 15. t-value of the items in Competence

Items	t-test		Significance
	t-value	Critical Value	significant
I expect too much of myself	7.15294	2	significant
I feel that I'd be better at a different job	4.72605	2	significant
I have the trouble staying on top of the job	0	2	Not significant
I lack the necessary knowledge or understanding	0.25546	2	significant
I struggle to keep up with changes	1.53277	2	significant
I put things off until the last minute	3.19328	2	significant
I lack the required skill or ability	3.06555	2	significant
I feel burned out	8.813445	2	significant
I take too much time to complete tasks	3.19328	2	significant
I have trouble staying within the budget	1.53277	2	significant
Some of the tasks are too difficult	1.91597	2	significant
I have problems with the quality of my work	0	2	Not significant
I make too many mistakes	2.2024	2	significant
I have trouble getting enough work done	1.53277	2	significant
Even my best effort seems inadequate	1.6605	2	significant
Mean	4.215	2	significant

Table 15 is about the rating of the fifteen items on the workers' competence. The mean rating of fourteen out of fifteen items show improvement. The average descriptive rating improved from 'Good' to 'Very Good'. The mean rate improved from 3.23 to 3.38. The t-value on competence showed a significant difference at the calculated t-value of 4.215 as shown in table 15 against the critical value of 2.0. The workers felt they were needed participants of their teams, anticipated improved skills and improved in expecting too much of themselves. On expecting too much on oneself the descriptive rating improved from fair to good while the mean rating improved from 2.58 to 3.14. On the aspect of 'I feel that I would be better at a different job' the descriptive rating improved from 'Good' to 'Very Good. The t-test revealed a significant difference at the t-value of 4.72. On the item of 'I put things off till the last minute' the descriptive rating improved from Good to very good. The t-test revealed a significant different at the calculated t-value of 3.19 against the critical value of 2. On the item of 'I lack the required skill or ability the descriptive rate improved from Good to Very Good. The t-test revealed a calculated t-value of 3.06. After the organization development interventions, all the items showed significant improvement leading to the rejection of the null hypothesis.

After the organization interventions, employee's levels of competence were raised through job analysis and participation in the review of training and development for the workers and the review of job descriptions that facilitated placing the workers at their appropriate levels of competency. This confirms the thinking of Michael Armstrong in his assertion that managing performance through people means finding ways to induce employees to work better or more effectively by triggering the discretionary behaviour that is required. This happens when people find their jobs satisfying, they feel motivated and they are committed to their employer in the sense of wishing to stay working for the organization in the foreseeable future (M. Armstrong, 2006).

The organization has developed a competency framework. At the time of target setting, the line Manager and the individuals working in a particular department use the framework and discuss its implications at the planning stage. The competency framework which has been adopted by the College includes the following:-

- Personal drive - Demonstrate the drive to achieve acting confidentially with decisiveness and resilience.
- Business awareness - Identify and explore business opportunities, understand the business concerns and priorities of the organization and constantly seek methods of ensuring the organizational becomes more businesslike.
- Teamwork – Work co-operatively and flexibly with other members of the team with a full understanding of the role to be played as a team member.
- Communication – Communicate clearly and persuasively, orally or in writing
- Customer focus – Exercise unceasing care in looking after the interest of external and internal customers to ensure that their wants, needs and expectations are met or exceeded.

- Developing others – foster the development of members of his or her team, providing feedback, support, encouragement and coaching.
- Flexibility – adapt to and work effectively in different situations and carry out a variety of tasks.
- Leadership – Guide, encourage and motivate individuals and teams to achieve a desired result.
- Planning – Decide on courses for action, ensuring that the resources required to implement the action will be available and scheduling the programme of work required to achieve a defined end result.
- Problem solving – Analyze situations, diagnose problems, identify the key result issues, establish and evaluate alternative courses of action and produce a logical, practical and acceptable solution.

Training is therefore no longer handling the technical aspects only but also the behavioral aspects included in the above framework. Workers now have revised job descriptions which reflect their competencies.

Table 16. t-value of the items in working conditions

Items	t-test		
	t-value	Critical value	Significance
People I work with are unreliable	1.61051	2	significant
I feel that I need more training	6.09695	2	significant
I lack adequate space	1.15037	2	significant
Work deadlines are unrealistic	2.53081	2	significant
The standards for output keep changing	3.4511	2	significant
Mistakes made by others disrupt my work	6.67213	2	significant
I'm given work that isn't in my job description	0.11504	2	significant
I have inadequate ventilation or lighting	0	2	significant
The expectations to produce are too high	8.16761	2	significant
I lack the necessary materials or supplies	5.40673	2	significant
My budget is too small to do the job right	8.06761	2	significant
I feel underpaid for what I do	8.7576	2	significant
I have fewer staff than necessary	6.4426	2	significant
I lack the necessary authority	3.22103	2	significant
I lack the necessary equipment	1.49548	2	significant
Mean	3.832	2	significant

Table 16 shows the working conditions of the Co-operative College of Kenya. All the fifteen items improved significantly as shown by the numerical figures even though the descriptive rating of most of the items remained the same. On the area of working conditions there was significant improvement as revealed by the calculated t-value of 3.83 as shown in table 8 after the intervention which is greater than the critical value of 2.0 leading to rejection of the null hypothesis. Reliability of coworkers improved though not significantly as the calculated t-value at 1.6105 is less that the critical value of 2.0. The data showed that after the organization development intervention there was expansion of circles of dialogue through appreciative inquiry where the teams were involved which resulted in high human ideals and achievements which helped people to appreciate one another.

The data showed that adequacy of space improved slightly because the groups were involved in the planning process of reviewing and expanding the available space but the actual expansion was not achieved during the period of study. The data showed improvement on work deadlines from 3.35 to 3.57 which represent "good". During the organization development interventions teams got together to create plans for achieving their agreed objectives. The work plans specified priorities, responsibilities, timetables, budgets and arrangements for monitoring performance, feedback and holding progress

meetings. The data showed that the standards for output were changing less and this improved from fair to good. The calculated t-value of 3.4511 showed significant improvement. The results after intervention programme showed that the teams that were closely involved in setting objectives were able to monitor their own performance against those objectives and to take action to deal with problems without referring to a higher authority. The results of the intervention were self-managed teams. Disruption of work by mistakes made by others improved from fair to good. The t-test result revealed a significant difference in the calculated t-value of 6.67213 against the critical value of 2. This significant difference leads to the rejection of the null hypothesis. The employees were subjected to processes of continuous quality improvement through formation of quality circles which encouraged pushing decision making to the level at which recommendations were made by the people who do the job and know it better than anyone else.

Giving workers work that is not in their job descriptions remained more or less the same. The results of the intervention programme showed that job descriptions were revised and transformed into a management tool. The process involved linking basic job elements with expected results to facilitate the job description giving both the employees and the Manager a clear idea of what is expected in terms of productivity and performance. The implementation of the revised job description will facilitate continuous improvement. Ventilation and lighting remained the same. The item on 'Expectations to produce are too high' improved significantly. The t-test revealed a calculated t-value of 8.05 against the critical value of 2. The results of the interventions showed that the organization redesigned the jobs of a few employees as a pilot and the results created hope in the other staff and there was improved satisfaction on the workers Lack of necessary materials and supplies aspect has improved from poor to fair. The data obtained showed a positive increase on this aspect and the resulting t-test value of 5.40673 is greater than the critical value of 2. Every employee is involved in the planning process through the established quality circles. They are involved in the decision making of the supplies and materials to be procured.

On the aspect of necessary authority there was improvement even though the descriptive rating remains the same. The resulting mean of the data after intervention has increased and the t-value of 3.22103 is greater that the critical value of 2.0. Therefore the null hypothesis is rejected. Workers through the quality circles participate in identifying issues, discussing them and coming up with recommendations to the top management. The proposed broad banding of salary scales to form three bands at: Senior Management Salary scale; Management Salary Scale; and Operational salary scale has created a sense of satisfaction. People will no longer wait to be promoted because they have served a requisite number of years. Their remunerations will go up based on their performance. People will also access the resources they need to do the job. Using the Balanced Scorecard to integrate planning and budgeting processes the organization has overcome important barriers to strategy implementation. The budget has been transformed from a mechanical and tedious exercise focused on short-term financial numbers, into a management tool that directs attention and resources to critical strategic initiatives.

Communication

Table 17 presents the comparison of communication after ODI

Table 17. t-value of the items in communication

Items	t-test		Significance
	t-value	Critical value	
1. I have conflicts with coworkers	4.52005	2	Significant
2. I lack adequate supervision	3.25443	2	Significant
3. I mistrust people I work with	3.6572	2	Significant
4. Coworkers show a lack of respect towards me	7.1026	2	Significant
5. I feel left out when decisions are being made	9.7633	2	Significant
6. Work expectations are unclear	4.52005	2	Significant
7. I feel treated like a number, not a person	9.4017	2	Significant
8. I feel my work goes unappreciated	9.2209	2	Significant
9. Complaining by coworkers disturbs my work	8.49769	2	Significant
10. Lack of information impairs my work	6.32807	2	Significant
11. my work is hindered by interruptions	13.7409	2	Significant
12. Cooperation between people is lacking	13.9217	2	Significant
13. I feel that I'm treated unfairly	12.4753	2	Significant
14. I lack constructive feedback from others	14.2833	2	Significant
15. I lack encouragement or support from others	3.6160	2	Significant
TOTAL	6.222	2	Significant

Table 17 shows how the organization communicates with its employees

Communication is considered important in organization as it allows team members to be clear about the priority of their tasks. The aspect of communication has improved even though the descriptive rating did not change. The mean improved from 2.93 to 3.42 resulting in the calculated t-value of 6.2229 as shown in table 8 which is greater than the critical value of 2 therefore the null hypothesis is rejected. The aspect of conflict with co-workers improved from good to very good. The t-value Of 4.52005 is greater than the critical value of 2. The aspect of supervision improved from very good to excellent. The t-test after intervention revealed a significant difference of t-value of 3.25443. The item on mistrust of people improved significantly from good to very good. The organization development intervention helped the employees to realize and experience trust between each other. The item on involvement of employees in decision making improved from fair to good as evidenced by improved mean and the resulting t-test which revealed a t-value of 9.7633 which is greater than the critical value.

Group dynamics were applied and sensitivity training was one of the results of the organization development intervention. Members of the groups directed attention to the understanding of their own behaviour and to self awarenessprogrammes and activities. Clarity of work expectations had significantly improved, from good to very good. The mean data obtained increased and the t-value is greater than the critical value. Through team building, there were clarifications of objectives and available resources organizational processes as well as the clarification of roles. After the organization development interventions, there was greater empowerment of employee, inclusive decision making and open channels of communications. The item on treatment of employees improved from good to very good as evidenced by the computed mean after the intervention programme. Its calculated t-value showed significant difference. After the organization development intervention, systems were put in place to recognize workers who had excelled. Excelling

employees were recognized during College events e.g., end of year party, students' congregation and others. The significant difference in the data before and after intervention reveals improvements. On the aspect of appreciation of work there was improvement from fair to good. After the organization intervention a reward system was put in place and employees improved on their performance. The reward systems are now very clear and issues of equity and equality of treatment. The top management has recognized that when a new initiative has been launched, all employees must understand it so that they can find new and better ways to conduct their day to day business. This top down communication has been very effective and leaves to individuals at their local work-sites the task of finding innovative ways of helping the organization achieve its objectives. The table shows improvement in the organization communication. The t-values in all the fifteen categories were greater than the critical value and showed significant difference at 0.05 alpha level. The above table also shows the average improvement moved from a mean rating of 2.93 to 3.42. The descriptive rate did not change but the t-value Of 6.222 is above the critical value. The results indicate that there is still more room for improvement in the aspect of communication.

Comparison Analysis of Workers Performance Before and After Interventions

The table below presents a summary of the five categories before and after interventions

Table 18

	ITEM	Mean Before ODI	Mean After ODI	Obtained t-values	Significance
1	Commitment	3.45	3.58	0.16935	Significant
2	Confidence	3.25	3.258	0.19500	Significant
3	Competence	3.23	3.29	0.19664	Significant
4	Working Conditions	2.63	2.80	0.45750	Significant
5	Communication	2.93	3.42	0.31246	Significant

The chart below presents a graphical interpretation of table 18 in all the five categories
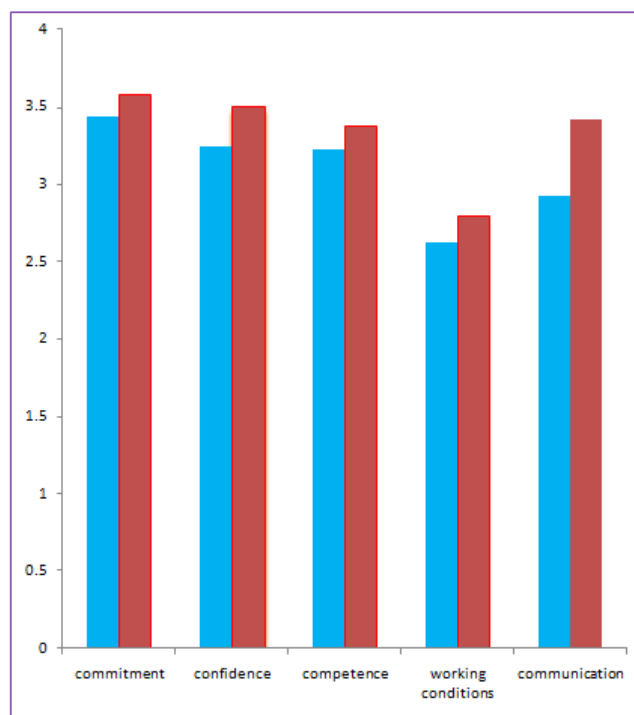

Chart 1. Comparison of the Means Before and After ODI

Table 18 shows the summary of the five factors' mean before and after ODI and the deviations after the intervention. This is analysis to prove the "Hypothesis Testing". Overall the perception of the subjects improved from 3.098 before intervention to 3.2696 after intervention with dramatic improvement from 2.93 to 3.42 for communication. This had the highest change of 0.3 representing an improvement of 10.2% while the lowest change was for confidence from 3.25 to 3.258 a change of 0.008. Nevertheless, overall positive change was 5.54(%). This perception confirms the successful implementation of interventions that addressed workers commitment, confidence, and competence while there were lower scores on improvement of working conditions and communications.

The post intervention assessment findings reveal that organization development interventions enhanced the ratings in the organization's workers' performance. The ratings and the interpretations thereof point to the fact that performance improvement has been experienced since all the category areas registered significant improvement from the pre-intervention status. The following are the specific findings relative to the impact brought out by the organization development interventions to the five areas of workers' performance at Co-operativeCollege. On the area of workers commitment the average scores in this category showed an improvement from 3.45 to 3.58. The results showed that there were significant improvements in all items of workers commitment. Members who participated in the team building activities facilitated the formation of organization groups and teams which helped to enhance cohesiveness in the organization. A series of exercises were used with members of cross-departmental teams which helped them to act and function as self directed teams. The groups participated in setting goals and planning in their departments. This is in tandem with Draft's assertion on source of motivation and commitment that goals and plans facilitate employees identification with the organization and help motivate them by reducing uncertainty and clarifying what they should accomplish (Daft, 2000).

The employees of the College developed their departmental performance targets for the period July 2008 to June 2009. These have provided a sense of direction. Members indicated that they wanted to participate on the teams as they were clear about what was expected of them and had participated in formulation of the goals. The teams set their own rules and targets during planning sessions and introduced rewards and sanctions which they willingly adhered to. Daft (2000) argues that commitment means that workers will share the leader's point of view and enthusiastically carry out instructions. He portends commitment is preferred to compliance or resistance. It is particularly important when change is the desired outcome of a leader's instructions, because change carries risk or uncertainty. Commitment assists the follower in overcoming fear of change.

Employees now work in teams and together:-

- set goals or priorities
- Analyze or allocate the way work is performed according to team members' roles and responsibilities
- Examine the way the team is working – that is, its processes, such as norms, decision making, communication and so forth, and
- Examine relationship among the team members

The organization is now benefiting from effective teams, in which team members have clarity about their ultimate purpose and are committed to its accomplishment. There is open communication whereby team members express their ideas, opinions and feelings openly and authentically. This is a reflection of (McGregor, 1967) that being absolutely open, regardless of the situation, is not the criterion for effectiveness. Openness is related to the task at hand. The working teams have also enhanced mutual trust. Trust and openness go hand in hand and openness is practically impossible to achieve without trust among team members. The Co-operativeCollege is now enjoying a good working climate which is characterized by absence of hostility or indifference among members. There is noticeable presence of care, concern and active help to one another. The new working methods have resulted in new ways of management of human differences. Group creativity has been evidence due to the current open exchange of different ideas and opinions and from an active process of integrating these differences into an outcome that represents the best of the individual contributions.

This confirms research findings that have clearly documented that the more groups uncover and deal with their differences, the higher the quality of their decisions will be (Hall, 1971, Hall and Watson, 1970 Hall and Williams, 1966). The organization is benefiting from enhanced leadership. The self managed teams have their own leaders who, with the support of their group members ensure all team activities are coordinated. The visibility of group dynamics have come into play at the College. Group members have come to believe that they as a group can accomplish the impossible. This kind of expectation stretches and challenges the group members and has established the potential for growth and development. The new working methods have helped the College leadership to:-

- understand more thoroughly the nature of group dynamics and effective teamwork, particularly the interrelationship of *process* and *content,* and
- learn to apply certain principles and skills of group process towards greater team effectiveness.

The organization is now committed to continuous commitment building. There is a realization at organizational level that individuals come to organizations with certain needs, desires and skills and expect to find a work environment where they can utilize their abilities and satisfy many of their basic needs. The College is committed to providing an environment where it makes effective use of its employees, and is dependable. The creation of the new working teams has resulted in employees feeling important through the work-group experiences, realization of expectations and the perceived personal importance to the organization. Dessler acknowledges that commitment does result in valuable outcomes to the organization. Commitment is inversely related to employee turnover and sometimes positively related to employee performance as well (Porch and Steers, 1976). Buchanan asserts that committed people require less supervision and that "the most significant attribute of commitment is its capacity for fusing individual and organizational goals (Buchanan 1981). On the aspect of employees' confidence, the employees are more confident as all the parameters have shown improvement. The leadership in the organization after the interventions realized that employees react the way the organizational

environment suggests they should. Self image in other words is the key to human behaviour and sets the boundaries of individual accomplishment. According to Robert Goddard "Your attitude towards, and subsequent treatment of someone has the power to transform that person. "Your expectation alone can bring about change in behaviour". The practice now at the College is one of giving positive comments across the board and Managers have learned that what they expect of their subordinates and the way they treat them largely determine their performance and career progress. The implementation of the 360 degree feedback allowed each employee the opportunity to receive performance feedback from their peers, their supervisors and customers. The feedback provided insights about the skills and behaviors desired in the organization to accomplish the mission to exceed customer satisfaction. It also helped each employee to understand his or her strengths and weaknesses, various aspects of their work needing professional development. The organization now intends to integrate the system into the performance management system.

The organization is now applying good management practices which include:-

- Recognizing that everyone is capable of improved performance thereby exercising patience and restraint with subordinates
- Showing staff that management has confidence in them. This includes giving the staff more challenging and responsible assignments.

More employees are participating in planning and decision making, increased authority and autonomy, more delegation and responsibility for work results, and greater involvement in setting performance objectives. The organization has adopted personalized coaching that has sent the message that the leadership is interested in its people and expect great things of them. Peters and Waterman assert that there was hardly a more pervasive theme in their excellent companies than respect for the individual. In this respect the COCK has come up with concrete policies in terms of appeal processes for disciplinary matters, people oriented language etc. The College is considering establishing a club where family members can meet as well as end of year X-mas parties to which family members will be invited. The College has undertaken to use socialization as a method of carefully screening new employees, potential staff recruits will be brought into the organization several times inorder to make sure that the organization know whom it is hiring and that the recruit knows what he or she is getting into. In successful firms, Dessler observes that once the person is hired, the long process of socialization begins a process aimed at infusing the employee with the values of the firm and of melding his or her goals with those of the organization until the two are one.

On the aspect of competence all parameters improved. The COCK intensified its investment on human resources to release true value. According to Mullins the strategic use of human resources will help managers to contribute to the release of true value by the optimum use of peoples' competencies (Mullins, 2005). The College is now using a strategic HR approach which requires that the needs and talents of employees become matched with the organization's goals. The College is in the process of developing the 2009-2012 Strategic Plan and has pledged to use the balanced scorecard approach to strategic management. This will facilitate development of systems with which it can discriminate good to superior from poor to average performance. The College has resolved to review its salary structure to implement broad band ing. It will adopt three broad bands, at senior management level, middle level and junior level. The College has resolved to introduce performance based systems where people will be rewarded because of the way they execute the duties assigned to them. This will allow flexibility and rewards based on performance. In the past employees looked forward to be promoted to the next job group regardless of their work performance. In the new structure there will be various categories of salary points within one band and people will receive increments based on achievement of set and agreed upon targets.

The appraisal system will depend on set targets followed by rewards of exceeding performance. The organization has set up a task force to review the appraisal instrument and replace it with one that allows measurement of tasks accomplished. The current one was observed to be subjective and does not provide for measurable targets. On the aspect of training, a policy whereby every employee must attend 10 days of training every year in their area of profession has been put in place. Training is believed to improve organizational performance. Training increases the level of individual and organizational competence. It helps to reconcile the gap of what should happen and what is happening – between desired targets or standards and actual levels of work performance. The College has and continues to show commitment to training as part of its business strategy.

The College has adopted polces and practices that aim to increase learning by coaching, mentoring and self-managed learning. The top management has held meetings with Line Managers to discuss their role of encouraging discretionary learning and supporting it through coaching and mentoring. This is being done through performance management which as explained by Michael Armstrong provides a valuable platform for doing this and goes ahead to explain the seven steps the approach covers;-

1. Select the goal – establish priority areas for action
2. Define expectations – targets and standards
3. Define performance measures – the basis upon which progress to achieve goals can be monitored
4. Plan the improvement programme
5. Act – implement the improvement programme
6. Monitor – review progress and analyze feedback to ensure the target or standard is achieved
7. Extend the process – continue the development programme as required (Armstrong M; 2006)

The items on struggle to keep up with changes and inadequacy, finding tasks difficult and staying within budget, lacking the necessary knowledge or understanding remained at the descriptive rate of fair. The organization has developed procedures of dealing with the people who fall under this category and who appear as underperformers. The Management has adopted the policy whereby mistakes are used as an opportunity for learning by forgiving and checking the root cause of such mistakes and underperformance. This

conforms to Howard Risher's sentiments that "poor performance is best seen as a problem in which the employee and management are both accountable. In fact, one can argue that such is unlikely to emerge if people are effectively managed. The organization is therefore looking at managing underperformers as a positive process which is based on feedback throughout the year and looks forward to what can be done by individuals to overcome performance problems. Line Managers are providing support and help. On the aspect of working conditions, the organization (COCK) has observed that this is an area that requires more attention. The mean rating after organization development intervention of 2.8 and a t-value of 3.8 though of significant change still remained at the descriptive rating of good. The College has put in place systems to address the working conditions.

A working group (task force) of eight employees cutting across all functional departments has been established. Two students' representatives have been included in the task force. The taskforce has been mandated to study the current status on working conditions with regard to;-

- People relations
- Need for training
- Work space
- Available equipment
- Staffing levels
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The task force was mandated to identify the gaps that existed and to recommend remedial measures. The task force came up with recommendations which were adopted by the College Management and implementation of the same is in progress.

Conflict resolution through regular team building.

The organization has set targets for team building and every employee is required to attend three team building activities in a year

Training and Development

Every individual will be required to attend at least ten days of training every year for skills development related to their job

Organizational Environment

All senior staff will have access to a computer. The College management has prepared a plan to purchase requisite equipments to modernize teaching aids and other related activities.

Efficiency of Systems and Procedures

The College has developed procedures which have led to ISO 9001: 2000 Certification. A steering Committee has been put in place to ensure maintenance of the standard. Internal audit teams are charged with the task of carrying out regular audits. The management teams meet every quarter to receive and review the reports of the audit teams.

Standards of Services

The College has developed a Client Service Charter that guides the employees on service delivery to the customers. This has been complimented by a performance based reward system.

The organization has developed a system of recognizing people's achievements and strengths. This is being done through feedback and appreciation of highperformers publicly during College events.

Through coaching and mentoring employees are guided on focused learning through skills development.

The College is considering pay based performance management based on Assessment

On the aspect of communication, the organization communication procedures have been reviewed and steps taken to establish clear lines of communication.

A newsletter has been established through which the Director will communicates about the latest events.

A day has been set aside under the name of C.E.Os, forum taking place every Tuesday between 7.00 and 8.00 a.m. During this time students are encouraged to meet the CEO voluntarily to air their views about the running of the institution. The CEO is able to receive information and recommendations directly from the students. The CEO uses the forum to inform students about the latest developments at the College. A prayer day has been established to take place every 1st Sunday after opening the College during which the CEO leads prayers on issues affecting the College. Suggestion boxes have been increased and are opened by the CEO immediately after the CEO's forum and any significant issues raised are brought to the next CEO's forum as feedback to the students. The organization has adopted informal means of communication. This has led to more action, more experiments, more learning and this has created the ability of the organization to stay more in touch and on top of things. This confirms the findings of Peters and Waterman that the excellent companies are a vast network of informal, open communications. This is a reflection of the thinking of Mears that patterns and intensity cultivate the right people getting into contact with each other regularly, and the chaotic/anarchic properties of a system are kept well under control, simply because of the regularity of contact and its nature (Mears P, 1975).

The top management is now able to communicate to the rest of the organization about the organization's vision of the future and the position of the organization relative to its customers and competitors.Communication has also meant that those at the top have to listen to and act upon the views on operational issues of those in the front line, particularly ideas on performance improvement. The people who are doing the jobs know most about the customers as they are in daily contact with them and know best how they feel. Co-operativeCollege is now creating time for communication. Time is required for meetings with individuals and with teams. The improved communication has also positively promoted other aspects such as reward system and people are given feedback promptly sometimes by way of just saying "thank you" which is indeed

the easiest and most cost-effective reward. The people are now more open to each other and can communicate with ease. Empowering people is now taken as a way of life at the College. Team-working is embraced. There is more genuine sharing of information. Time has become of essence and the major investment that is required is time; time to think, to meet, to discuss, to agree. Time is required to do all these things on top of one's basic job resulting in empowered workers

TRANSFORMATIONAL INDICATORS

The following are the transformational indicators of the five areas of service management.

On the area of commitment there is already clear goal setting and plans that has facilitated employees' identification with the organization and have helped to motivate them by reducing uncertainty and clarifying what they should accomplish. The team working which is evident has brought in more co-operation within the organization which has resulted to minimum competition between individuals and the various functional departments and sections. The participatory goal setting and planning has also provided a sense of direction. There is focus of attention on specific targets and has directed employee efforts towards efforts for important outcomes. It has helped in decision making whereby Managers and other employees have learned what the organization is trying to accomplish and make decisions to ensure that internal policies, roles, performance, structure, products and expenditures are in accordance with desired outcomes. Decisions throughout the organization are now aligned with the plan.

On the area of confidence, there is high level of trust between the Managers and the subordinates and vice-versa. There is more sharing of information throughout the organization and higher degree of freedom of action. The workers are now outgoing and taking risks and freely bringing in ideas for improvement. Employees take credit for their ideas and are therefore enthusiastic to give in all their energies to contribute to the goals of the organization. On the aspect of competence, the College has adopted a training policy where every member of staff should attend atleast ten days of training every year. The Human resource Policy Manual is under review to include the new initiatives. The introduced broad band salary structure has resulted to results based performance. Target setting has become accepted and employees are involved in identifying and setting their own goals and targets at departmental levels. The Human Resource department is working on the review of the staff appraisal instrument through a taskforce that includes the employees.

The work environment is marked with various working groups and working committees to identify the needs of employees and come up with recommendations. Conflict resolutions has improved through team building efforts. Plans have been put in place to acquire requisite equipment to facilitate efficiency and effectiveness. The organization is working on the terms and conditions of service with the view of improving the same to meet employees' expectations. The established quality systems have made work easier as all workers know how to carry out various activities and this has attracted more customers to the organization's programmes.   There are now

clear communication channels and both workers and students have opportunities and forum to air their views.   There are more informal ways of communication leading making it possible for the top management to stay more in touch with the people of the organization including other stakeholders. Table 9 shows the summary of the five factors' mean before and after ODI and the deviations after the intervention. This is analysis to prove the "Hypothesis Testing". Overall the perception of the subjects improved from 3.098 before intervention to 3.2696 after intervention with dramatic improvement from 2.93 to 3.42 for communication. This had the highest change of 0.3 representing an improvement of 10.2% while the lowest change was for confidence from 3.25 to 3.258 a change of 0.008. Nevertheless, overall positive change was 5.54(%). This perception confirms the successful implementation of interventions that addressed workers commitment, confidence, and competence while there were lower scores on improvement of working conditions and communications.

The post intervention assessment findings reveal that organization development interventions enhanced the ratings in the organization's workers' performance. The ratings and the interpretations thereof point to the fact that performance improvement has been experienced since all the category areas registered significant improvement from the pre-intervention status. The following are the specific findings relative to the impact brought out by the organization development interventions to the five areas of workers' performance at Co-operativeCollege.   On the area of workers commitment the average scores in this category showed an improvement from 3.45 to 3.58. The results showed that there were significant improvements in all items of workers commitment. Members who participated in the team building activities facilitated the formation of organization groups and teams which helped to enhance cohesiveness in the organization.   A series of exercises were used with members of cross-departmental teams which helped them to act and function as self directed teams. The groups participated in setting goals and planning in their departments.   This is in tandem with Draft's assertion on source of motivation and commitment that goals and plans facilitate employees identification with the organization and help motivate them by reducing uncertainty and clarifying what they should accomplish (Daft, 2000).

The employees of the College developed their departmental performance targets for the period July 2008 to June 2009. These have provided a sense of direction. Members indicated that they wanted to participate on the teams as they were clear about what was expected of them and had participated in formulation of the goals. The teams set their own rules and targets during planning sessions and introduced rewards and sanctions which they willingly adhered to.   Daft (2000) argues that commitment means that workers will share the leader's point of view and enthusiastically carry out instructions.   He portends commitment is   preferred to compliance or resistance. It is particularly important when change is the desired outcome of a leader's instructions, because change carries risk or uncertainty. Commitment assists the follower in overcoming fear of change.

Employees now work in teams and together:-

 (i) set goals or priorities
(ii) Analyze or allocate the way work is performed according
      to team members' roles
      and responsibilities
(iii) Examine the way the team is working – that is, its
      processes, such as norms, decision making,
      communication and so forth, and
(iv) Examine relationship among the team members

The organization is now benefiting from effective teams, in which team members have clarity about their ultimate purpose and are committed to its accomplishment. There is open communication whereby team members express their ideas, opinions and feelings openly and authentically. This is a reflection of (McGregor, 1967) that being absolutely open, regardless of the situation, is not the criterion for effectiveness. Openness is related to the task at hand. The working teams have also enhanced mutual trust. Trust and openness go hand in hand and openness is practically impossible to achieve without trust among team members. The Co-operativeCollege is now enjoying a good working climate which is characterized by absence of hostility or indifference among members. There is noticeable presence of care, concern and active help to one another. The new working methods have resulted in new ways of management of human differences.

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TRANSFORMATIONAL INDICATORS

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established quality systems have made work easier as all workers know how to carry out various activities and this has attracted more customers to the organization's programmes. There are now clear communication channels and both workers and students have opportunities and forum to air their views. There are more informal ways of communication leading making it possible for the top management to stay more in touch with the people of the organization including other stakeholders.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter represents the summary, findings, conclusions and recommendations of the study.

SUMMARY

Organizations must be improving continuously in order to meet new competitive challenges of today's globalized world. This study was designed to assess the effects of organization development interventions on the workers' performance in the Co-operative College of Kenya. This study focused on internal evaluation made by the employees of the organization. This study intended to evaluate the employees' perception of the organization's workers performance in the areas of commitment, confidence, competence, working conditions and communication. This study was undertaken at the College using all the permanent employees who number 108. Fifty eight of the employees returned the questionnaires and these were identified as the respondents who were also given the same questionnaires after the organization development interventions. On this study, each of the areas of study had a set of fifteen questionnaires to be discussed. The fifteen questions sought to establish the workers' performance profile in the Co-operative College.

1. What are the profiles of the respondents' evaluation before and after interventions in the following areas?

   1.1.1　　Commitment
   1.1.2　　Confidence
   1.1.3　　Competence
   1.1.4　　Working Conditions
   1.1.5　　Communication

2. Are there significant differences in the data before and after intervention?
3. What are the transformation indicators?

FINDINGS

The workers' performance at the Co-operativeCollege has improved after the planned interventions.

Commitment

The workers of the College have increased their commitment to teamwork and have increased their awareness and understanding of the organization's goals and targets. Workers have understood the purpose of working together in self-managed teams. There was significant improved rating of this factor from goo to very good.

Confidence

The result of the study showed that the workers understood that workers' level of confidence was related to performance and that they needed to work on their confidence levels in order to improve performance. The workers further increased their awareness that apart from their self confidence, they needed management to have confidence in the workers. The workers are now outgoing and ready to fully apply themselves to the organization's activities.

Competence

The mean percentage on the factor of workers' competence has increased after the intervention which indicates its positive improvement. The t-test results are indicative of the success of the intervention.

Working Conditions

There was a change on the aspect of working conditions form a mean rate of 2.63 to 2.80. Although the descriptive rate did not change the t-test showed improvement. The organization has improved its working conditions and put in place plans for further improvement.

Communication

On the factor of communicator, communication has improved. New channels of communication have been established which has made communication effective. There is effective feedback. The t-test results are indicative of the effectiveness of the organization development interventions. Workers are now aware that effective communication has resulted in significant improvement in performance.

Comparison of the Pre and Post Intervention

There was observable positive behavior change from poor to fair and good to very good and from very good to excellent in. The workers performance of the Co-operative College of Kenya. There were improved levels of commitment, confidence, competence, working conditions and communication. The obtained therefore rejected the hypothesis of no difference from the pre and post intervention evaluations, so there was significant improvement brought about by the interventions.

Conclusions

The organization development interventions for the improvement of the Workers performance of Cooperative College were successful. The Organization development intervention were successful in improving the workers commitment to work their confidence levels, their competence, working conditions and communications.

RECOMMENDATIONS

Based on the conclusion the following recommendations are offered:-

In the area of commitment, there is need to ensure continued building of organizational commitment, team building activities to ensure the momentum is not lost. It should not be a one time off activity but instead a continuous process and a new way of doing things in the organization. There should be a monitoring mechanism in place to ensure people are focused on doing the right things in order to continuously sustain a shared understanding of performance requirements throughout the organization.

2.   In the area of confidence, the need for performance related information and feedback should not be a once-a-year event. Performance appraisal should be carried out quarterly and feedback given to the employees appropriately. Any gaps found should be addressed and there should be continuous self appraisal on confidence level to ensure employees are able to address any gaps identified.

3.   On competence, there is need to regularly identify the employees level of competence and if any gaps are identified provide training to bridge such gaps. Job analysis should be a regular process and used for employee selection and performance management initiatives. The two approaches of job analysis should be used namely:-

- The task-oriented job analysis which involves an examination of the duties, tasks, and/or competencies required by a job.
- A worker oriented job analysis which involves an examination of the knowledge, skills, abilities and other characteristics required to successfully perform the work

The information received from job analysis should be used to create job-relevant selection procedures, performance appraisals and criteria, or training programmes. Job analysis information should also be used for job evaluations for the purpose of determining compensation levels and job redesign.

4.   The management should document the intervention activities carried out and ensure similar activities are undertaken regularly. This will ensure performance improvement is sustained until the employee achieve peak performance. The organization need to make 360 degrees feedback a regular exercise not only for employees but also for the organization as a whole to confirm whether improved performance of the employees trickles down to the customers and also inorder for stakeholders perception of the image of the organization to be captured.

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Appendix I

PEAK PERFORMANCE INVENTORY

Directions: The inventory consists of 75 items. Review each item and circle the response that best applies to you. Then calculate your scores, place them on the Peak Performance Profile, and connect the dots with a line. Finally, read the Interpretation section and complete the Performance Improvement Worksheet.

	Almost Never				Almost Always
1. I resist giving my best effort.	4	3	2	1	0
2. 1 dwell on past failures.	4	3	2	1	0
3. I expect too much of myself.	4	3	2	1	0
4. People I work with are unreliable.	4	3	2	1	0
5. I have conflicts with coworkers.	4	3	2	1	0
6. I disagree with organizational goals or methods.	4	3	2	1	0
7. I'm unsure of myself.	4	3	2	1	0
8. I feel that I'd be better at a different job.	4	3	2	1	0
9. I feel that I need more training.	4	3	2	1	0
10. I lack adequate supervision.	4	3	2	1	0
11. I find my work unfulfilling.	4	3	2	1	0
12. I feel intimidated by others.	4	3	2	1	0
13. I have trouble staying on top of the job.	4	3	2	1	0
14. I lack adequate space.	4	3	2	1	0
15. I mistrust people I work with.	4	3	2	1	0
16. I disagree with coworkers about priorities.	4	3	2	1	0
17. I become easily discouraged.	4	3	2	1	0
18. I lack the necessary knowledge or understanding.	4	3	2	1	0
19. Work deadlines are unrealistic.	4	3	2	1	0
20. Coworkers show a lack of respect toward me.	4	3	2	1	0
21. I feel what I'm doing is unimportant.	4	3	2	1	0
22. I feel less capable than others.	4	3	2	1	0
23. I struggle to keep up with changes.	4	3	2	1	0
24. The standards for output keep changing.	4	3	2	1	0
25. I feel left out when decisions are being made.	4	3	2	1	0
26. I dread going to work.	4	3	2	1	0
27. I'm concerned about losing my job.	4	3	2	1	0
28. I put things off until the last minute.	4	3	2	1	0
29. Mistakes made by others disrupt my work.	4	3	2	1	0
30. Work expectations are unclear.	4	3	2	1	0

31. I dream about doing a different type of work.	4	3	2	1	0
32. I worry about being criticized.	4	3	2	1	0
33. I lack the required skill or ability.	4	3	2	1	0
34. I'm given work that isn't in my job description.	4	3	2	1	0
35. I feel treated like a number, not a person.	4	3	2	1	0
36. I feel restless at work.	4	3	2	1	0
37. I avoid taking risks.	4	3	2	1	0
38. I feel burned out.	4	3	2	1	0
39. I have inadequate ventilation or lighting.	4	3	2	1	0
40. I feel my work goes unappreciated.	4	3	2	1	0
41. I do only the minimum to get by.	4	3	2	1	0
42. I feel self-conscious at work.	4	3	2	1	0
43. I take too much time to complete tasks.	4	3	2	1	0
44. The expectations to produce are too high.	4	3	2	1	0
45. Complaining by coworkers disturbs my work.	4	3	2	1	0
46. I only do the work because I have to.	4	3	2	1	0
47. I question whether I could ever improve.	4	3	2	1	0
48. I have trouble staying within my budget.	4	3	2	1	0
49. I lack the necessary materials or supplies.	4	3	2	1	0
50. Lack of information impairs my work.	4	3	2	1	0
51. I rush through, just to get done.	4	3	2	1	0
52. I worry about making mistakes.	4	3	2	1	0
53. Some of the tasks are too difficult.	4	3	2	1	0
54. My budget is too small to do the job right.	4	3	2	1	0
55. My work is hindered by interruptions.	4	3	2	1	0
56. I feel out of place in the job or organization.	4	3	2	1	0
57. I expect to do poorly.	4	3	2	1	0
58. I have problems with the quality of my work.	4	3	2	1	0
59. I feel underpaid for what I do.	4	3	2	1	0
60. Cooperation between people is lacking.	4	3	2	1	0
61. I have trouble deciding what I want to do.	4	3	2	1	0
62. I worry about what others think of me.	4	3	2	1	0
63. I make too many mistakes.	4	3	2	1	0
64. I have fewer staff than necessary.	4	3	2	1	0
65. I feel that I'm treated unfairly.	4	3	2	1	0
66. I lack enthusiasm for my work.	4	3	2	1	0
67. I tell myself I can't do the work.	4	3	2	1	0
68. I have trouble getting enough work done.	4	3	2	1	0
69. I lack the necessary authority.	4	3	2	1	0
70. I lack constructive feedback from others.	4	3	2	1	0
71. I have trouble balancing my priorities.	4	3	2	1	0
72. I worry about being embarrassed or humiliated.	4	3	2	1	0
73. Even my best effort seems inadequate.	4	3	2	1	0
74. I lack the necessary equipment.	4	3	2	1	0
75. I lack encouragement or support from others.	4	3	2	1	0

Add up the scores you gave yourself for the items pertaining to each of the four performance factors: Commitment, Confidence, Competence, and Contingencies. Contingencies are subdivided into Working Conditions and Communication.

Contingencies:

Commitment	Confidence	Competence	Working Conditions	Contingencies: Communication
1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
26.	27.	28.	29.	30.
31.	32.	33.	34.	35.
36.	37.	38.	39.	40.
41.	42.	43.	44.	45.
46.	47.	48.	49.	50.
51.	52.	53.	54.	55.
56.	57.	58.	59.	60.
61.	62.	63.	64.	65.
66.	67.	68.	69.	70.
71. _	72.	73.	74.	75.
Total	Total	Total	Total	Total

Peak Performance Profile

Place a dot next to your scores on the Profile, and connect the dots with a line.

	Very Poor Poor Fair Good Very Good Excellent
Commitment	
Confidence	
Competence	
Working Conditions	
Communication	

MEAN SCORES: 0   5   10   15   20   25   30   35   40   45   50   55   60

PERFORMANCE IMPROVEMENT WORKSHEET

After identifying the cause(s) of your performance problems, complete the Performance Improvement Worksheet by following these steps:

1. List the cause(s) of the performance problem.
2. For each cause identified, set goal(s) for performance improvement.
3. Indicate specific actions you will take to achieve each goal.
4. Specify how and when you will measure progress toward achieving each goal.

1.   List the cause(s) of your performance problems.

_____
_____

2.   For each cause, set goals for improvement.

_____
_____
_____

3. Indicate specific actions you will take to achieve each goal.

_____
_____

4. Specify how and when you will measure results of actions taken.
    How:

_____
_____
_____

    When:

_____
_____
_____

APPENDIX "A"

8th April 2008

Mr. Silas Esilomo
Chairman
Co-operative College of Kenya Council
P.O. Box 24814- 00502 Nairobi

Dear Sir,

I am presently a student of Cebu Doctors' University and I would like to ask permission from your good office to allow me to conduct my study in this organization. I am presently working on my dissertation entitled:-

"

The Organization Development Interventions (ODI) on the worker's performance in the Co-operative College of Kenya.

Your kind approval and favourable support in this study will help me in my quest for better educational qualifications and growth. Be assured that the organization's policies, rules and regulations will be upheld and confidentially respected.

Thank you and hoping for a positive response on this request.

Sincerely yours,

Esther N. GICHERU (MRS0,
DODT – STUDENT

CC. ROSETTA F. MANTE, ED.D
    ADVISER

APPENDIX "A-1"

13th April 2008

Esther Gicheru
P.O. Box 24814-00502
Nairobi, Kenya

Dear Mrs. Gicheru

RE : **STUDY OF CO-OPERATIVE COLLEGE OF KENYA FOR THE DOCTORATE DEGREE**

We are in receipt of your letter dated 8th April 2008 requesting for permission to conduct a study on Co-operative College of Kenya for the Doctorate degree with Cebu Doctors' University. We have met as a board and looked at your request and hereby confirm that your request has been accepted.

Your study of our organization is of benefit to us because it will guide us through our transformation process.

Kindly feel free to embark on the study at your convenience.

Thank you.

Yours sincerely,
For Co-operative College

Chairman
0722598432

Appendix "A -2"

20th April

Dr. Marilou Alvar,
Dean, Graduate School,
Cebu Doctors University

Dear Dr. Marilou

Greetings,

I am, presently a student of Cebu Doctors' University Graduate School and I would like to ask permission from your good office to allow me to conduct my dissertation entitled "The Organization Development Interventions on the Workers' Performance in the Co-operative College of Kenya".

Your favourable consideration on this matter will greatly facilitate in the pursuance of my doctorate degree.

Thanking you in anticipation and God Bless you.

Yours sincerely,

Esther N. Gicheru,
DODT – STUDENT

Cc. Rosetta F. Mante, ED. D
    ADVISER

APPENDIX "A -3"

15th May 2008

Co-operative College of Kenya

Dear Respondents

Thank you for taking time to answer the Workers' Performance questionnaire. Please answer it as honestly as you can. Your responses will be most helpful in my ongoing study in the College in line with my dissertation entitled "Organization Development Interventions on the Workers' Performance in the Co-operative College of Kenya.

Rest assured that responses to the instrument shall be strictly kept confidential.

ESTHER N. GICHERU
DODT – STUDENT

APPENDIX "B"

PEAK PERFORMANCE INVENTORY

Directions: The inventory consists of 75 items. Review each item and circle the response that best applies to you. Then calculate your scores, place them on the Peak Performance Profile, and connect the dots with a line. Finally, read the Interpretation section and complete the Performance Improvement Worksheet.

	Almost Never				Almost Always
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2. 1 dwell on past failures.	4	3	2	1	0
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4. People I work with are unreliable.	4	3	2	1	0
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6. I disagree with organizational goals or methods.	4	3	2	1	0
7. I'm unsure of myself.	4	3	2	1	0
8. I feel that I'd be better at a different job.	4	3	2	1	0
9. I feel that I need more training.	4	3	2	1	0
10. I lack adequate supervision.	4	3	2	1	0
11. I find my work unfulfilling.	4	3	2	1	0
12. I feel intimidated by others.	4	3	2	1	0
13. I have trouble staying on top of the job.	4	3	2	1	0
14. I lack adequate space.	4	3	2	1	0
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18. I lack the necessary knowledge or understanding.	4	3	2	1	0
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20. Coworkers show a lack of respect toward me.	4	3	2	1	0
21. I feel what I'm doing is unimportant.	4	3	2	1	0
22. I feel less capable than others.	4	3	2	1	0
23. I struggle to keep up with changes.	4	3	2	1	0
24. The standards for output keep changing.	4	3	2	1	0
25. I feel left out when decisions are being made.	4	3	2	1	0
26. I dread going to work.	4	3	2	1	0
27. I'm concerned about losing my job.	4	3	2	1	0
28. I put things off until the last minute.	4	3	2	1	0
29. Mistakes made by others disrupt my work.	4	3	2	1	0
30. Work expectations are unclear.	4	3	2	1	0
31. I dream about doing a different type of work.	4	3	2	1	0
32. I worry about being criticized.	4	3	2	1	0
33. I lack the required skill or ability.	4	3	2	1	0
34. I'm given work that isn't in my job description.	4	3	2	1	0
35. I feel treated like a number, not a person.	4	3	2	1	0
36. I feel restless at work.	4	3	2	1	0
37. I avoid taking risks.	4	3	2	1	0
38. I feel burned out.	4	3	2	1	0
39. I have inadequate ventilation or lighting.	4	3	2	1	0
40. I feel my work goes unappreciated.	4	3	2	1	0

41. I do only the minimum to get by.	4	3	2	1	0
42. I feel self-conscious at work.	4	3	2	1	0
43. I take too much time to complete tasks.	4	3	2	1	0
44. The expectations to produce are too high.	4	3	2	1	0
45. Complaining by coworkers disturbs my work.	4	3	2	1	0
46. I only do the work because I have to.	4	3	2	1	0
47. I question whether I could ever improve.	4	3	2	1	0
48. I have trouble staying within my budget.	4	3	2	1	0
49. I lack the necessary materials or supplies.	4	3	2	1	0
50. Lack of information impairs my work.	4	3	2	1	0
51. I rush through, just to get done.	4	3	2	1	0
52. I worry about making mistakes.	4	3	2	1	0
53. Some of the tasks are too difficult.	4	3	2	1	0
54. My budget is too small to do the job right.	4	3	2	1	0
55. My work is hindered by interruptions.	4	3	2	1	0
56. I feel out of place in the job or organization.	4	3	2	1	0
57. I expect to do poorly.	4	3	2	1	0
58. I have problems with the quality of my work.	4	3	2	1	0
59. I feel underpaid for what I do.	4	3	2	1	0
60. Cooperation between people is lacking.	4	3	2	1	0
61. I have trouble deciding what I want to do.	4	3	2	1	0
62. I worry about what others think of me.	4	3	2	1	0
63. I make too many mistakes.	4	3	2	1	0
64. I have fewer staff than necessary.	4	3	2	1	0
65. I feel that I'm treated unfairly.	4	3	2	1	0
66. I lack enthusiasm for my work.	4	3	2	1	0
67. I tell myself I can't do the work.	4	3	2	1	0
68. I have trouble getting enough work done.	4	3	2	1	0
69. I lack the necessary authority.	4	3	2	1	0
70. I lack constructive feedback from others.	4	3	2	1	0
71. I have trouble balancing my priorities.	4	3	2	1	0
72. I worry about being embarrassed or humiliated.	4	3	2	1	0
73. Even my best effort seems inadequate.	4	3	2	1	0
74. I lack the necessary equipment.	4	3	2	1	0
75. I lack encouragement or support from others.	4	3	2	1	0

Add up the scores you gave yourself for the items pertaining to each of the four performance factors: Commitment, Confidence, Competence, and Contingencies. Contingencies are subdivided into Working Conditions and Communication.

Workshop on strategic planning
Director gives an input on 'Appreciative Inquiry'

Director addresses a departmental planning meeting on goals and target setting followed by a team building exercise

Director addresses a staff meeting on review of human resource Transport and housing policies

Director participates in a team building with other staff. The exercise was conducted starting from 6.00 a.m. to enhance commitment.

A group of staff in a team building exercise

Offsite team building activities for the co-operative college of Kenya staff.

An activity to address communication issues

A team building activity on trust walk to
Enhance trust building and confidence

Team building activities continued

CURRICULUM VITAE

Personal Data

Name	:	Esther Njoki Gicheru (Mrs.)
Date of Birth	:	05/08/1952
Marital Status	:	Married
Profession	:	Principal/Director – co-operative College of Kenya
Exposure	:	Expert in co-operative Theory and Practice
Nationality	:	Kenyan
City Address	:	Bogani Road, Karen, Kenya
Contact Details	:	P. O. Box 24814 – 00502, NAIROBI. Fax: ………….. Tel (office): +254-20-891851 Mobile: +254 733756982 Email: coopcoll@wananchi.com / esthergicheru@gmail.com
Present Position Held	:	Director – Co-operative College of Kenya

Career Objective

To champion the development and implementation of policies and strategies that facilitate development of sustainable Co-operatives contributing significantly attainment of Millennium Development Goals in Africa and beyond.

EDUCATION ATTAINMENT

A. Graduate Studies	Doctorate of Organization Development and Transformation Cebu Doctors' University Cebu City
	Masters degree in Co-operative Management and Organization Development
B. **Bachelor's Degree**	Bachelor of Science in Agriculture University of Nairobi

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