

**MANAGEMENT COMPETENCES AND STAFF PERFORMANCE IN MUNI  
UNIVERSITY**

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**DECLARATION**

I declare that this Research Proposal is my original work and has never been submitted to any institution of learning for any award.

Signature..... Date.....

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**APPROVAL**

This Research Proposal has been submitted with my approval as supervisor.

Signature..... Date.....

Dr. Dan Ayebale

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The study will examine the relationship between management competences and staff performance in Muni University. In this study, management competences are conceived as the independent variable and performance is the dependent variable. It is worth noting that management competences has many dimensions which includes task skills, contingency management skills and job role/environment skills (Allen, 2012).

For the purpose of this study focus will be on task skills. Task skills refers to undertaking the specific task/s required to complete a work activity to the required standard. This means being able to perform the individual actions as well as the whole task (Goldhaber, 1983).

Task management skills further means managing a number of different tasks to complete a whole work activity. The task skills shall be measured in terms of planning, communication and budgeting while performance will be measured in terms of time, cost and quality.

This chapter further presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, scope of the study, significance of the study, justification of the study, conceptual frame work, and operational definitions of terms and concepts.

### **1.2 Background to the study**

#### **1.2.1 Historical background**

Over the past two to three decades, universities world over have faced major challenges in terms of their management and staff performance. These challenges have resulted in significant

transformations in the scope of their mission, governance, knowledge production and circulation, and relations with wider national, regional and global economies and societies (Barnett, 2009). These transformations are part of a wider ‘paradigmatic transition’ facing all societies and universities, around the world (Santos, 2010: 1). Whilst at present what might be the enduring features of this transition are unknown, some of its constituent elements, and management politics, are visible, and are cause for major concern.

In Africa, in essence these management politics are changing what it means to talk about the university, critical knowledge production and performance in general. An underlying thread in all of these challenges is the dominance of management theories and performance of university staff.

Today, academics and University staff, their Universities, cities, regions and nations, are measured, compared, rated, ranked, rejected, targeted for treatment, re-measured in an intense process of staff performance, scrutiny and identity making. In other words, the competitive comparative advantage has been to think in imaginative ways as to how to become a world class education hub by buying in world class brands, world class academics and competent staff.

### **1.2.2 Theoretical background**

Management competences and staff performance is better understood in the context of this study with the use of Competence-based Strategic Management theory. Competence-based Strategic Management theory is a way of thinking about how organizations gain high performance for a significant period of time (Katz, 2013).

The theory further explains how organizations can develop sustainable competitive advantage in a systematic and structural way (Baggozi & Edwards, 1998). It is an integrative strategy theory that incorporates economic, organizational and behavioural concerns in a framework that is dynamic, systemic, cognitive and holistic (Sanchez and Heene, 2004). Competence-based Strategic Management theory defines competence as: the ability to sustain the coordinated deployment of resources in ways that helps an organization achieve its goals while creating and distributing value to customers and stakeholders (Draft & Lengel, 2008).

Another theory that we adopt to underpin this study is the institutional theory. This theory takes a sociological perspective to explain organizational structures and behavior (Dunn, 2010:4). Staff performance at university is a function that is heavily structure-managed and the behavior of individuals who manage the process through various structures has a significant role in improving the staff performance of organizations through applying the principles to make appropriate decisions.

The institutional theory draws attention to how organization decision making is influenced by the social and cultural factors as identified by Scott, (2001:32), and in particular how rationalized activities are adopted by organizations. The theory emphasizes the use of rules, laws and sanctions as enforcement mechanism, with expedience as basis for compliance (Scott 2004:23). And by its nature, university management and performance is a rules-bound game. When applied, the theory helps to explain the staff's effect of institutional decision making and the influence of the regulatory and oversight department in influencing performance (Scott, 2001).



### **1.2.3 Conceptual background**

Conceptually, this study is guided by the concepts of management competencies and staff performance as the independent and depend variables respectively. According to Leis (2011:12) management is the organization and coordination of the activities of a business in order to achieve defined objectives. Management consists of interlocking functions of creating corporate policy and organizing, planning, controlling and directing an organization's resources in order to achieve the organizational goals and objectives. In this study, management will be measured in terms of planning, budgeting and communicating.

Staff Performance is accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed. In management, staff performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract. Staff Performance has been described as “the degree of achievement of certain effort or undertaking”. It relates to the prescribed goals or objectives which form the parameters (Chitkara, 2005).

From management perspective, it is all about meeting or exceeding stakeholders' needs and expectations from a task. It invariably involves placing consideration on three major elements, i.e. time, cost and quality (Project management institute, 2004). For purposes of this study, staff performance will be measured in terms of time, cost and quality.

Competence models may be applicable to all employees in an organization or they may be position specific. Identifying employee competencies can contribute to improved staff performance. They are most effective if they meet several critical standards, including linkage to, and leverage within an organization's human resource system (Walumbwa, et. al. 2008). Core

competencies differentiate an organization from its competition and create a company's competitive advantage in the marketplace.

An organizational core competency is its strategic strength (Ammons & Weare, 2009). To be competent a person would need to be able to interpret the situation in the context and to have a repertoire of possible actions to take and have trained in the possible actions in the repertoire, if this is relevant. Regardless of training, competency would grow through experience and the extent of an individual to learn and adapt.

#### **1.2.4 Contextual background**

Contextually, meaningful higher education systems require successful education institutions. Such institutions cannot succeed without competent management. Although this is true the world over, concept of competent university staff and how to achieve it differ (Walumbwa, et. al. 2008). These differences might arise from variations in culture and traditions, historic experiences or from levels of development, to name just a few reasons. Regardless of these differences, there is wide spread agreement that better staff performance can help higher education institutions achieve their goals, reduce costs and frictions and increase effectiveness (Ammons & Weare, 2009).

It is impossible to run a university like a private company; however, it is not only possible, but also necessary to transform the management tools developed in the private sector and apply them appropriately to management in higher education (Asree & Zain, 2010). Once the importance of management competences is recognized and accepted, there is a need to identify how the concept applies to the specific duties of those who manage universities, faculties, departments or schools. This can elucidate issues and skills pertinent to such management duties. And, it is

important to clarify which persons in which positions at a university need to have which competencies (Assadifard, Roya et al 2011). And, if said competences and persons are identified, it still remains to establish the right means of providing those competences for better staff performance.

Management competences can distinguish and differentiate an organization from its competitors. While two organizations may be alike in financial results, the way in which the results were achieved could be different based on the competences that fit their particular strategy and organizational culture (Beheshtifar, 2011). By aligning competences to business strategies, organizations can better recruit and select employees for their organizations (Blair, 1999).

Competences have become a precise way for employers to distinguish superior from average or below average performance. The reason for this is because competencies extend beyond measuring baseline characteristics and or skills used to define and assess job performance (Brinckmann, 2008). In addition to recruitment and selection, a well sound Competency Model will help with performance management, succession planning and career development.

Competences are also what people need to be successful in their jobs. Job competencies are not the same as job task (Burnett & Dutsch, 2006). Competences include all the related knowledge, skills, abilities, and attributes that form a person's job. This set of context-specific qualities is correlated with superior job performance and can be used as a standard against which to measure job performance as well as to develop, recruit, and hire employees.

Lastly, competences can provide a structured model that can be used to integrate management practices throughout the organization. Competencies that align their recruiting, performance management, training and development and reward practices to reinforce key behaviors that the organization values. Competency models can help organizations align their initiatives to their overall business strategy (Bennis, 1984).

### **1.3 Statement of the problem**

In a bid to improve equitable access to university education, the government of Uganda has spent many resources in Universities including Muni University with the aim that the resources will be managed competently to bring about better performance (Khan, 2015). Despite the heavy investment in terms of resources, the staff at these Universities have not performed to the expected standards and this is evidenced in the many strikes by staff and students. The performance of the universities is less than expected as shown by 64% of the set target still off track (Uganda Government Annual Performance Report, 2015).

Consequently, the declining staff performance has been a source of rising concerns over lack of achievement of planned targets in time. In the circumstances, one would wonder whether the staff have had the require competences to perform the tasks. Therefore, this study will investigate the relationship between management competences and staff performance in Muni University.

### **1.4 Purpose of the Study**

The purpose of the study is to examine the relationship between management competences and staff performance in the unique context of Muni University.

### **1.5 Objectives of the Study**

The objectives of the study are:

- 1) To examine the extent to which planning competence affects staff performance in Muni University.
- 2) To establish the extent to which communication competence affects staff performance in Muni University.
- 3) To examine the extent to which budgeting competence affects staff performance in Muni University.

### **1.6 Research questions**

The research questions are:

- 1) To what extent does planning competence affect staff performance in Muni University?
- 2) To what extent does communication competence affect staff performance in Muni University?
- 3) To what extent budgeting competence affect staff performance in Muni University?

### **1.7 Hypotheses of the Study**

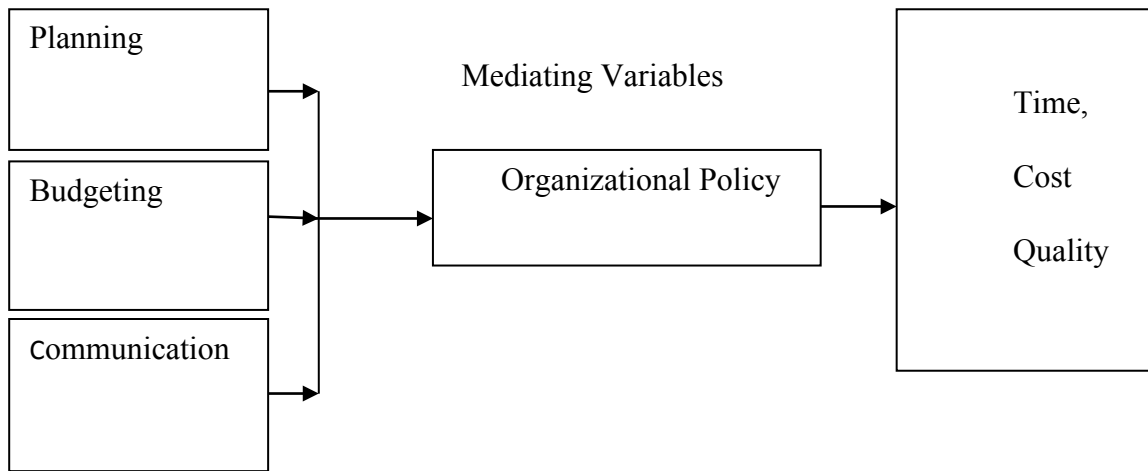
- 1) Planning competences at management level positively and significantly affects staff performance in Muni University.
- 2) Communication competences at management level has a positive and significant effect on staff performance in Muni University.
- 3) Budgeting competences at management level has a positive and significant effect on staff performance in Muni University.

## 1.8 Conceptual framework

The conceptual frame work for the study of management competences and staff performance in Muni University provides an explanation for the relationship that exists between the independent and dependent variables.

Independent Variable (IV)

Management Competencies



**Figure 1: Conceptual Framework**

*Source: Napoli (2012) with Modification by researcher*

The conceptual framework will guide the study to examine the relationship between management competences and staff performance in Muni University. The framework depicts management competences as independent variable consisting of planning, budgeting and communication. These have been conceptualized as having a relationship with staff performance.

The study further depicts staff performance as the dependent variable and the dimensions to be considered under this variable are time, cost and quality. Again, the study conceptualizes that if the components of management competencies are lacking then there is the likelihood that staff performance will be poor at the University.

The interaction between the dependent variable and independent variable is expected to result into performance which is expected to be manifested through ability to complete work assigned on time, quality of work done and the cost spent to accomplish the work.

### **1.9 Significance of the Study**

This study of management competences and performance in Muni University will provide helpful information to various stakeholders as follows. The government of Uganda through the ministry of education, science, technology and sports will benefit from the study as a source of information and foundation for the design of policies that can help to improve staff performance at the university level.

The study will provide lessons that will help Muni University come up with appropriate measures to address staff performance related problems. Other researchers will use the findings as a reference for further research in management competences and performance in Universities.

### **1.10 Justification of the study**

The rationale for conducting this study is in providing the bench marks under which management competences can be utilized to enhance the performance of University staff in the Ugandan context. In a bid to improve equitable access to university education, the government of Uganda has over the past years spent many resources in the Universities with the aim that the resources will be managed competently. However, there have been issues with competences and staff performance that have caused considerable concern. However, in Muni University there has been no empirical analysis conducted to assess where the problem exactly lies. It is thus hoped that this study will fill the gap.

## **1.11 Scope of the study**

### **Geographical Scope**

The study will be conducted in Muni University. Muni University is a Public university established by the Uganda Government by Statutory Instrument, 2013 No. 31, in accordance with the Universities & Other Tertiary Institutions Act 2006 as amended. Muni University campus is located in Arua District, 3Km South of Arua town in North-Western Uganda.

### **Time Scope**

The research investigations will cover the first 3 years of operation of Muni University, that is, from 2013 to 2015. This is the period when the university was established by the Uganda Government by Statutory Instrument, 2013 No. 31, in accordance with the Universities & Other Tertiary Institutions Act 2006 as amended. It is also the period when the first batch of students were admitted to the university.

### **Content Scope**

In terms of content, the study intends to examine the relationship between management competences and staff performance in Muni University. Specific emphasis will be on management competences in terms of planning, budgeting and communication and how they affect performance in terms of time, cost and quality in Muni University.

## **1.12 Operational Definitions**

For better understanding of the study, key terms have been defined as per their use in the study. The key terms defined are management, competencies and performance.

**Management:** According to Santos (2010) management is the organization and coordination of the activities of a business in order to achieve defined objectives. Management consists of



interlocking functions of creating corporate policy and organizing, planning, controlling and directing an organization's resources in order to achieve the organizational goals and objectives.

**Competencies:** Barnett (2009) defines competences as the ability to do something successfully or efficiently.

**Performance:** It is accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract (Allen, 2012).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides a review of literature on management competencies and performance. The chapter presents the theories that will underpin the study and a review of literature related to management competencies and performance. The literature is presented in relation to the objectives that will guide this proposed study, that is, planning, budgeting and communication. The researcher does not only provide a summary of the literature, but also actual critique of the strengths and weaknesses of the related literature.

#### **2.2 Theoretical Review**

Organizational support theory supposes that employees develop global beliefs concerning their positive valuation in order to satisfy socio-emotional needs and to determine the organization's readiness to recognize and reward increased performance. Based on the norm of reciprocity these benefits should lead employees to respond to performance with greater in-role and extra-role behavior, as has been found (Eisenberger & Stinglhamber, 2011; Rhoades & Eisenberger, 2002; Shore & Shore, 1995; Gouldner, 1960). The norm of reciprocity entails the obligation to reciprocate the benefits received from another along with the expectation that favorable actions toward others will be rewarded and thus improve performance (Korsgaard, Meglino, Lester, & Jeong, 2010). It affects pro-social behavior, as individuals search for indicators of expected future returns (Gouldner, 1960). That is, when individuals receive benefits in the form of open communication from management and, they feel obligated to respond accordingly, namely, through the increase of their task performance and voluntary actions to benefit the organization.

As already noted, Competence-based Strategic Management theory defines competence as the ability to sustain the coordinated deployment of resources in ways that helps an organization achieve its goals while creating and distributing value to customers and stakeholders (Draft & Lengel, 2008). This understanding of competence is a clear integration of planning, budgeting and communication which are the phenomenon of this study.

### **2.3 Conceptual Review**

Draganidis & Mentzas, (2006), emphasized that competence depends on the ability and skills of employees on doing their job. Further, he stated that by having this ability and skills in doing the job could increase the employee's productivity which also leads to the performance. On the other hand, regardless of the employee skills and experience, necessary resources to perform have to be made available for staff.

Foot and Hook, (2008) asserted that staff need to be given the ability to contribute to the performance of the firm together with the means and incentive to do so. They further argued that the management should work in partnership with its staff for continuous and increased production through capacity building programs to increase performance. They also asserted that organizations should attempt to maximize their staff's contribution to the achievement of organizational goals so that employees have the ability to add value through high-performance working while at the same time directly benefiting staff themselves.

Mbithe (2012) stated that managers should initiate competence building activities which can help staff improve their weakness like engaging them in training and development exercises to attain the required skills which in return results to improved performance. He further argued that

organizations which are ignorant of the relationship between competence and staff performance might end up collapsing since managers do not have the right competence.

## **2.4 Planning Competences and Staff Performance**

Numerous researchers and executives advocate planning for better performance. Armstrong (1982), for example, argued that an explicit planning process rather than haphazard guesswork results in the collection and interpretation of data critical to creating and maintaining organization-environment alignment.

Similarly, Ansoff (1991) argued that planning generally produces better alignment and financial results than does trial-and-error learning. Despite the intuitive appeal of these arguments, several researchers have countered that explicit planning is dysfunctional, or at best irrelevant. One of the most widely circulated criticisms is that planning yields too much rigidity. Proponents of the rigidity hypothesis maintain that a plan channels attention and behavior to an unacceptable degree, driving out important innovations that are not part of the plan. Given that the future parameters of even relatively stable industries are difficult to predict, these theoreticians consider any reduction in creative thinking and action dysfunctional.

Mintzberg (2010), for example, when critiquing the planning, positioning, and design schools of strategic management, argued that all organizations must deal with uncertainty and that it is therefore dangerous for them to articulate strategies because explicit strategies "are blinders, designed to focus direction and block out peripheral vision" (2010; 184). Mintzberg offered a succinct summary of this position: "Setting oneself on a predetermined course in unknown waters is the perfect way to sail straight into an iceberg" (2007: 26). Two decades of empirical research have not produced consistent support for either of the positions stated above

(Mintzberg, 1991; Pearce, Freeman, & Robinson, 1987). The absence of a systematically validated model capable of accounting for the inconsistent planning-performance findings has been a problem. In light of the importance many researchers and executives attach to planning, this problem appeared to us to be of particular importance.

Another major purpose of planning is to help staff integrate and control various parts of a firm (Grinyer et al., 1986; Vancil & Lorange, 1975). Such integration and control involves multiple parts of the firm contributing directly or indirectly to a unified planning process and being held accountable for any incongruity with an existing plan; Vancil and Lorange (1975) elaborate these points. In contrast to the benefits of adaptive thinking, the integration and control benefits of strategic planning are probably greater for large firms than for small ones. The reason for this difference in integration and control benefits is that large firms are more complex and therefore more difficult to integrate and control than small firms. This heightened difficulty makes planning and other managerial tools that assist in integration and control more critical in large firms (Grinyer et al., 1986; Kukalis, 1989).

As Armstrong noted, careful planning in the face of high complexity can ensure that "the various bits and pieces fit together" (1982: 203). Numerous researchers (Armstrong, 1982; Pearce et al., 1987) have suggested that the effect of planning on performance is contingent upon the level of turbulence firms face. The most common line of reasoning is that executives in firms facing high turbulence must rely on large amounts of planning to cope with changing, unpredictable conditions, while executives in firms facing low turbulence need less planning (Ansoff, 1991; Miller & Friesen, 1983). As Miller and Friesen argued, "A dynamic environment must be studied

more carefully and diligently to afford executives with an adequate degree of mastery" (1983: 223).

## **2.5 Communication Competences and Staff Performance**

Birungi (2003) argues that communication plays a vital role in almost all the spheres of the business. In business it's very important to have excellent communication skills. The majority of the businesses rely heavily on effective communication. Lack of effective communication may lead to misunderstandings, lack of information, decrease in staff performance and decrease in company's turnover, as a result. Ineffective communication is frustrating for staff and becomes a source of a conflict. Staff's inability in clearly expressing their thoughts, ideas and demands will leads to staff's inability to perform work well, according to the company's demands.

Boyatzis (1982) claims that if a manager is able to express their ideas clearly, the staff will definitely not know what is asked of them, the subordinates will, consequently, perform their jobs correspondingly. The aggressive way of managing reports results in getting more and more frustration to the staff often guessing what their real faults were. A good style of management and the positive approach to communication ensures that an employee and a supervisor understand each other, and are more effective at the workplace.

As is explained by Dubois (1993), effective communication will provides the clear understanding of what is demanded from them to the staff, with knowledge of what to do and what to expect. For organizations, effective communication creates massive performance from the staff, and, consequently, increases customer loyalty and profit. A manager should make sure one's way of communication style is positive and effective. The employees, if they understand the situation correctly, should convey the problem to the supervisor, or to the higher management

in order for the company to take certain measures for solving the problem. Any problems should be communicated to both among the staff and up to supervisors. The atmosphere inside the company should be a place for encouraging effective communication so that staff clearly realize how important communication is for each staff member personally and to the company in general.

Furthermore, Hoy (1991) contends that good communication, clarification of roles, clear statement of expectations - all help avoid performance problems. The essential management and leader role is to act quickly. To maximize, communication and performance, the approach should be to use sound recruitment and selection processes to hire people with the required knowledge, skills and aptitude and ensure full and proper induction of new staff, ensuring good training and performance monitoring, use the probation period to assess performance and provide staff feedback and confirm employment and provide regular informal and formal learning and performance feedback opportunities.

Similarly, Lawrie, (1990) argues that excellent communication skills are essential for good performance. They are important competences used in the entire performance management process, from planning and communicating work expectations to recognizing staff for their successful achievements. To communicate effectively with staff, performance managers must: establish strong working relationships with staff, promote easy access to information and feedback, promote employee involvement in planning and development activities, and recognize and praise top performers. Competent managers individualize their efforts to communicate with staff, recognize their strengths, and support their development (Mulder et. al, 2016, 2014, 2014, 2013, 2012). It is clear that to keep talented and productive staff, managers must clarify

expectations, give staff the opportunity to do their best, recognize and praise them, and encourage individuals to develop their skills. These actions help build good working relationships. Successful managers develop a routine that includes frequent, in-depth discussions about performance with staff. The routine should remain simple and the informal conversation should center on how both the staff and supervisor view the staff performance and development. The meetings should focus on the future and on what "could be" as well as on the past. Asking specific questions to help the staff along can be important.

Mulder et. al, (2016, 2014, 2014, 2013, 2012) notes that when communication breaks down, and the intended message is not what was received, it can become costly in terms of wasted time, productivity, and even morale. This can be particularly challenging for supervisors who must routinely communicate with their staff on issues of performance and conduct. Managers and researchers have long agreed that communication processes are a major factor in organizational success (Roberts & O'Reilly, 1974; Snyder & Morris, 1984).

Allen (1992, 1995) found a strong relationship between management communication and performance. Although previous researchers have usually proposed management communication as an antecedent of performance (Allen, 1992, 1995), it is also possible performance influences employees' perceptions of management communication or that the relationship may be bidirectional. Effective communication with management should be particularly effective in increasing performance because high-level managers formulate policies and goals and therefore are considered by lower level employees as strongly representative of the organization (Eisenberger & Stinglhamber, 2011).



According to Roberts & O'Reilly, (1974); Snyder & Morris, (1984), open communication with management may signal that the organization cares about the well-being and values the contribution of its staff, thus increasing performance. However, no studies to date have examined the directionality of the relationship between communication with management and performance, independent of the level of management. Although organizational support theory suggests that management communication leads to performance, high performance may lead employees to perceive that managers engage in more positive communications.

## **2.6 Budgeting Competences and Staff Performance**

Derven (2010) confirms that Organizations are waking up to the fact that cascading their long-term budgeting to both staff and stakeholders is a critical priority. Investors are demanding more frequent and accurate projections and disjointed, broken processes are leading to share prices being impacted by inaccuracies.

According to Todaro (1992), although organizations invest significant time and effort in budgeting and forecasting, only one in five currently produce a forecast that is reliable. The changing and increasingly complex business environment is creating new demands for the deployment of a budgeting process that is agile and can enable the business to react to changing conditions. This is an organization-wide change which fundamentally impacts the culture of the organization.

A more focused process can be deployed whereby the annual budget is used as a tool to optimize resource allocation and align people to achieve the strategic targets; while the forecast process mainly drives actions to close any performance gaps. Untapped value can then be unlocked

through a reduced planning cycle. If used effectively the budgeting process can be an effective organization-wide tool to help translate strategy into actions and increase performance.

Leithwood (2001) affirms that the role of the budget is to determine where resources should be deployed, and ensure people are aligned to deliver strategy through an integrated plan. At the core of leading practice budgeting is an integrated performance management framework focused on required business decisions. The key objective of this framework is to seamlessly link top-down, strategic targets to financial and operational bottom-up forecasts. This focuses the budget cycle on demonstrating how business units will close the gap between these targets and the consolidated forecasts. The proposed initiatives that will close the gap will then be reviewed, prioritized and agreed with business units before inclusion in the annual budget. We believe the leading practice approach to budgeting will deliver reduced timescales, cost and effort, improved responsiveness and agility as well as improved accuracy and better performance.

## **2.7 Summary of the Literature review**

Management competence is one of the greatest challenges most Universities in the world face due to the competition in the world market. Some University management have acknowledged the importance of competence towards achieving organizational goals and objectives and have gone ahead to put in place various measures to ensure that they have competent employee to avoid organizational collapse. Universities in Africa acknowledge that they will flourish if they can engage competent staff, meaning that they will be motivated to give their very best to their organization (Foot and Hook, 2008). However, some universities in Uganda still do not care about competence and staff performance. Key management posts are held by persons who lack the necessary competences and performance and this reality partially explains the management

crisis that is witnessed at Makerere University, Gulu University and Kyambogo University among others (Picho, 2013).

## **2.8 Identified gaps**

Much has been written and documented by earlier authors and scholars relating to management competencies and performance but the following gaps were found existing within the reviewed literature. A great deal of the reviewed literature has been done on other institutions and little has been done in Universities and how management competencies affects performances in universities remains a big concern of this study.

This research therefore will act as source of future reference to all studies related to management competencies and performances in universities. Literature reviewed in earlier studies revealed very slim details on the extent to which budgeting affects performance in university and this gap remains a big challenge since most universities desire to find the reasons for budgeting in relation to performance. Furthermore, literature reviewed in earlier studies hardly relates management competencies and performance.

Literature and documentation is needed to clearly link management competencies and performance and the necessary policies towards the improvement of planning, budgeting and communication. None of the literature reviewed has examined the relationship between management competencies and performance in Muni University. The study will therefore address the knowledge gap and contribute to the available remedies on relationship between management competencies and performance.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology for the study which includes the research design, study population, sample size and selection, sampling techniques and procedure, data collection instruments, data quality control (validity and reliability), procedure of data collection, data analysis and measurement of research variables.

#### **3.2 Research design**

Orodho (2000) defines a research design as the scheme, outline or plan that is used to generate answers to the research problems. A research design can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevancy with the research purpose. It is the conceptual structure within which the research will be conducted. It will constitute the blueprint for collection, measurement and analysis of data (Kothari, 2003).

This study will use a descriptive cross-sectional survey research design. In a descriptive cross-sectional survey research design, the study variables, that is independent and dependent variables are measured at the same point in time and this will enable description as well as comparison of various factors associated with the study (Bhattacharjee, 2012). This will further help the researcher to ensure that people's views and opinions are sought and described accordingly to establish how management competencies affect performance within the study scope.

The study will use a descriptive cross-sectional survey research design because the study intends to pick only representative sample elements of the cross section of the study population. The study will employ both qualitative and quantitative approaches.

### 3.3 Study population

The study will be done at Muni University. The actual population is the 15 University Council members, 63 Academic staff, 81 Administrative staff, 15 support staff and 23 guild officials. The study will target key players in the running of Muni University who are conversant with the management affairs of the University.

### 3.4 Determination of sample size

Sampling is the procedure a researcher uses to gather people, places or things to study. It was the process of selecting a number of individuals or objects from the population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). A sample size of 102 respondents will be determined using statistical tables of Krejcie & Morgan as cited by Amin (2005). The sample will include various categories as specified in Table 1 below:

**Table 1: Research respondents by category and sample**

No.	Category of respondents	(N)	(S)	Sampling technique
1	Academic staff	63	14	Simple random sampling
2	Administrative staff	81	62= 34 (permanent basis 28 (contract basis)	Stratified sampling
3	Support staff	25	14	Simple random sampling
4	University Council	15	6	Purposive sampling
5	<b>Total</b>	<b>199</b>	<b>102</b>	

**Key:**  $N$  – Population Size,  $S$  – Recommended Sample Population (*Krejcie & Morgan, 1970*).

The sample sizes in the Table 1 above are derived from Krejcie & Morgan (1970) table given in Appendix.

### **3.5 Sampling Techniques and Procedure**

Purposive sampling will be used to select University Council members who will be interviewed. The researcher chose this technique to select this category of respondents in order to focus on those that are the most knowledgeable and with vast experience about what to be investigated. Simple random sampling will be used to select Academic staff and the student guild expected to participate in the research.

The researcher chose this sampling technique for this particular group because this group of respondents is homogenous with almost equal understanding of the topic under investigation. In addition, they constitute a reasonable number to support selection by this procedure. Stratified sampling will be used to select Administrative staff because it will enable the researcher to determine desired levels of sampling of representation for each group, and provide administrative efficiency.

### **3.6 Data Collection Methods**

This includes the specific techniques to be used in the collection of data (UTAMU Guideline, 2041). There are several methods to collect required data for research purpose and these include face-to-face interview, key informants interview, focus group discussion (FGD), survey, observation, and documentary review. However, for the purpose of this study focus will be on survey and documentary review and face to face interviews.

### **3.6.1 Survey**

The selection of the survey method will be guided by the nature of data to be collected, the time available and the objectives of the study (Touliatos and Compton, 1988). This method will be used on all respondents who will be selected to participate in this study. One of the reasons why this method will be preferred is because the study involved variables that cannot not be observed and can only be derived from respondents' views, opinions and feelings (Touliatos & Compton, 1988).

### **3.6.2 Documentary review**

Document analysis will be used in studying the already existing literature and documents in order to either find gaps that could be filled by the study or evidence that could support or contradict the quantitative and quantitative findings (Kothari, 2004). To exhaustively investigate the study, the researcher will use triangulation to capture a variety of information, and reveal discrepancies that a single technique might not reveal (Mugenda and Mugenda, 2003).

## **3.7 Data Collection Instruments**

The researcher will be guided by the nature of the problem under investigation in as far as data collection instruments are concerned. Accordingly, the study will use interview guide, questionnaire, focused group discussion topics and documentary checklists.

### **3.7.1 Questionnaire**

A questionnaire is a data collection instrument used to gather data over a large sample or number of respondents (Kombo and Tromp, 2006). Structured questionnaire will be developed following recommended guidelines by various scholars that include Kothari (2005); Sekaran & Bougie (2010) and Saunders, et al (2009).

### **3.7.2 Interview Guide**

An interview guide is a set of questions that the researcher asks during the interview (McNamara, 2009). The researcher is expected to design an interview guide which will be used during the interview of strategic managers of the University. The interview will be face-to-face.

### **3.7.3 Documentary checklist**

A documentary checklist will be drawn in order to guide the researcher on the information required for the study. The researcher will make the use of the documentary checklist to request for the documents from Muni University. Documentary checklist will be used in order to supplement the primary sources of data (Kothari, 2004).

## **3.8 Validity and reliability of Instruments**

As observed by Vogt (2007), a number of studies have used this instrument and found both their reliability and validity values to be acceptable to the population being studied and in a different context thus recommends for testing the validity and reliability of the instruments. The instruments will be pre-tested to determine their validity and reliability.

### **3.8.1 Validity of instruments**

Vogt (2007) defines validity as —the truth or accuracy of the research (pp. 117). Saunders et al (2009) adds that it is the extent to which the data collection instrument measures as well as the appropriateness of the measures coming to accurate conclusions. Validity tests will be conducted for content, criterion & construct validity test how well the instrument is representative, captures relationships between the variables as well as measures the concepts (Saunders et al, 2009); Vogt, 2007; and Sekaran & Bougie, 2010).



This study will utilize triangulation to ensure validity of research findings prior to the administration of the research instruments. This instrument will be checked by experts including the supervisors of the researcher. Content validity ratio will be used to calculate the Content Validity Index, using formula below;

$$CVI = \frac{\text{Total Number of items rated by all respondents}}{\text{Total Number of items in the Instrument}}$$

A content validity index of 0.7 and above according to Amin, (2005) qualified the instrument for the study.

### **3.8.2 Reliability of instruments**

Reliability is defined by Vogt (2007) as the consistency of either measurement or design to give the same conclusions if used as different times or by different scholars. The first step in ensuring reliability is by providing clear operational definitions of the variables under study. Thereafter, internal consistency will be measured through internal consistency reliability (Sekaran & Bougie, 2010) using split-half reliability method.

### **3.9 Procedures of data collection**

The researcher will seek approval or clearance from the School of Business and Management of Uganda Technology and Management University (UTAMU) to ensure that the ethical guidelines are followed throughout the data collection process.

### **3.10 Data Analysis**

The findings of the study will be analyzed using both quantitative and qualitative methods. This will involve uncovering structures, extracting important variables, detecting any irregularity and testing any assumptions (Kombo & Tromp, 2006). The researcher will further use triangulation method of analysis so as to come up with appropriate conclusions and recommendations.

### **3.10.1 Quantitative data analysis**

The quantitative data analysis will consist of numerical values from which descriptions such as mean and standard deviations will be made (Kombo & Tromp, 2006). The quantitative data gathered will be organized, numbered and coded then entered using SPSS. The researcher will use both descriptive and inferential statistics to analyze data.

### **3.10.2 Qualitative data analysis**

This will involve cleaning up of data from the focus group discussions, key informants interviews and the questionnaires categorizing them into themes and patterns and making a content analysis to determine the adequacy of the information credibility, usefulness and consistency (Mugenda & Mugenda, 1999). Data will be analyzed before, during and after data collection and the tentative themes will be defined.

### **3.11 Measurement of variables**

By measurement, we refer to the formulae or scale that will be used in the study in relation to the variables (Kothari, 2004). The study variables will be measured using nominal and ordinal types of measurements. The questionnaires specifically for respondents will be measured on a five interval Likert Scale, the level of agreement will be ranked as strongly agree, which will reflect more agreement than just agreement or strongly disagree compared to just disagree. Ordinal Scale as measurement of variables will not only categorize the elements being measured but also rank them into some order.

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## Appendix I: Work plan and Timeframe

<b>Activity</b>	<b>Duration (days/weeks/months)</b>
Proposal development	October to November, 2016
Proposal defense	November 2016
Data collection	December 2016 to January, 2017
Preliminary analysis	January, 2017
Writing phase	January to February, 2017
Dissertation defense	March, 2017
Dissertation correction	March, 2017
Final submission	April, 2017

## **Appendix II: Questionnaire**

**Research topic:** MANAGEMENT COMPETENCIES AND PERFORMANCE IN MUNI  
UNIVERSITY

Dear Respondent,

I am a student of Uganda Technology and Management University, pursuing a Masters in Business Administration (Institutional Management and Leadership Option). The questionnaire is intended to help the researcher get information on MANAGEMENT COMPETENCIES AND STAFF PERFORMANCE IN MUNI UNIVERSITY. The purpose of the study is purely academic and information given will be treated with the highest degree of confidence. You have been selected as a key respondent for this study. Kindly, complete the questionnaire to enable the researcher complete the study. Please tick the answer which represents your opinion on the subject.

I appreciate your participation in this effort.

Thank you,

Solomon Ngos Pacuto

**Researcher**

## BACKGROUND INFORMATION

Please tick or circle the appropriate number

### AGE (Years)

Less than 25	26 – 35 years	36 – 45 years	46 -55 years	56yrs and above
1	2	3	4	5

### Sex

Male	Female
1	2

### Department

Computing and Informatics Technology (CIT)	Nursing Sciences	Education	Administration	Others (Specify)
1	2	3	4	5

### Designation/title

Head of Department	Academic Staff	Administration Staff	Support Staff
1	2	3	4

### Qualification

PhD	Masters	Bachelors	Diploma	Certificate	Others (Specify)
1	2	3	4	5	6

### Duration of service

Less than 6 months	7 months – 1 years	1 – 3 years	4 years and above
1	2	3	4

From questions 1 – 58, tick or circle the number that best indicates your opinion on the question using the following scales:

<b>SCALE</b>	1	2	3	4	5
	Strongly Disagree (SD)	Disagree (D)	Not sure (NS)	Agree (A)	Strongly Agree (SA)

<b>Planning competence</b>						
		<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
1	In my department, the management has put in place clear plans in area of position succession	1	2	3	4	5
2	In my department, the management makes change management processes work more efficiently	1	2	3	4	5
3	In Muni University management ensures that staff demonstrate sufficient expertise	1	2	3	4	5
4	The Human Resource department in Muni University recruit and select new staff more effectively	1	2	3	4	5
5	In my department, the management evaluate performance more effectively	1	2	3	4	5
6	In my department, the management identify skill and competency gaps more efficiently	1	2	3	4	5
7	In my department, there are plans to provide more customized training and professional development	1	2	3	4	5
8	My department has the ability to retrieve, organize and	1	2	3	4	5

	interpret data, assess situations, and provide recommendations					
9	My department has the ability to identify problems, determine possible solutions, and actively work to resolve the issues	1	2	3	4	5
10	My department has the ability to provide advice and counsel	2	2	3	4	5
11	In Muni University planning is done for better performance	1	2	3	4	5
12	In Muni University planning generally produces better alignment	1	2	3	4	5
13	In Muni University planning generally produces better financial results than does trial-and-error learning	1	2	3	4	5
14	In my department planning is not dysfunctional, or at best relevant	1	2	3	4	5
15	In my department planning does not yield too much rigidity.	1	2	3	4	5
16	In Muni University planning is to help managers integrate and control various parts of the University	1	2	3	4	5
17	Muni University has a unified planning process and managers are accountable for any incongruity with an existing plan	1	2	3	4	5
18	In Muni University Staff plan is to cope with changing, unpredictable conditions	1	2	3	4	5
<b>Communication competences</b>						
19	In my department, the management has put in place clearly communicate direction to staff	1	2	3	4	5
20	In Muni University management communicate to motivate staff	1	2	3	4	5

21	In Muni University staff write reports, project proposals, and amendments	1	2	3	4	5
22	In Muni University staff know how to use the grammar, syntax, and vocabulary of a language	1	2	3	4	5
23	In Muni University staff know how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating	1	2	3	4	5
24	In my department staff know how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context.	1	2	3	4	5
25	My department provides ongoing direction and support to staff in communication	1	2	3	4	5
26	In my department there is clear ability to present information to individuals or groups;	1	2	3	4	5
27	My department has ability to deliver presentations suited to the characteristics and needs of the audience.	1	2	3	4	5
28	My department has ability to convey information clearly and concisely to groups or individuals either verbally or in writing to ensure that they understand the information and the message.	1	2	3	4	5
29	My department has ability to listen and respond appropriately to	1	2	3	4	5

	others.					
30	My department takes initiative to provide clear direction in communication	1	2	3	4	5
31	My department communicate in a manner that plays vital role in almost all the spheres of the University	1	2	3	4	5
32	In my department Staff have excellent communication skills	1	2	3	4	5
33	In my department Staff Know that lack of effective communication may lead to misunderstandings, lack of information.	1	2	3	4	5
34	In my department staff Know how to expresses their ideas clearly	1	2	3	4	5
35	In Muni University the Human resource department Knows that employees, if they understand the situation correctly, convey the problem to the supervisor, or to the higher management in order for the University to take certain measures for solving the problem	1	2	3	4	5
36	In my department communication style is positive and effective	1	2	3	4	5
37	In Muni University management Communicate problems at University to both the employees and up to supervisors	1	2	3	4	5
38	In Muni University management ensures atmosphere inside the university provides a place for encouraging effective communication so that employees clearly realize how important communication is for each staff member personally, and to the	1	2	3	4	5

	university in general.					
39	In Muni University staff know that good communication, clarification of roles, clear statement of expectations - all help avoid performance problems	1	2	3	4	5
40	To maximize, communication and performance, the approach is to use sound recruitment and selection processes to hire people with the required knowledge, skills and aptitude and	1	2	3	4	5
41	In Muni University to maximize, communication and performance, the approach is to ensure full and proper induction of new employees, ensuring good training and performance monitoring, use the probation period to assess performance and provide employee feedback and confirm employment and provide regular informal and formal learning and performance feedback opportunities.	1	2	3	4	5
42	In Muni University to communicate effectively with employees, managers establish strong working relationships with employees.	1	2	3	4	5
43	In Muni University to communicate effectively with employees, managers promote easy access to information and feedback, promote employee involvement in planning and development activities, and recognize and praise top performers.	1	2	3	4	5
44	In Muni University managers individualize their efforts to communicate with employees, recognize employees' strengths, and support their development	1	2	3	4	5



45	managers clarify expectations, give employees the opportunity to do their best, recognize and praise them, and encourage individuals to develop their skills	1	2	3	4	5
46	In Muni University managers develop a routine that includes frequent, in-depth discussions about performance with employees.	1	2	3	4	5
47	In my department communication help build good working relationships.	1	2	3	4	5
<b>Budgeting competence</b>						
48	In Muni University managers invest significant time and effort in budgeting and forecasting	1	2	3	4	5
49	In Muni University Annual budget is used as a tool to optimize resource allocation and align people to achieve the strategic targets	1	2	3	4	5
50	In Muni University the budgeting process can be an effective organization-wide tool to help translate strategy into actions and increase performance.	1	2	3	4	5
51	In Muni University Budget is to determine where resources should be deployed, and ensure people are aligned to deliver strategy through an integrated plan	1	2	3	4	5
52	In Muni University Staff know that budgeting will deliver reduced timescales, cost and effort, improved responsiveness and agility as well as improved accuracy and better performance	1	2	3	4	5

53	Muni University staff have the ability to understand the organization's mission, the function of the specific work unit and how it interrelates with other work units to serve the customer/client.	1	2	3	4	5
54	Muni University staff have the ability to understand the impact and implications of decisions on the community and other departments.	1	2	3	4	5
<b>Staff Performance</b>						
55	In our department staff complete task in time	1	2	3	4	5
56	In our department staff performance is of high quality	1	2	3	4	5
57	Our department deliver services to beneficiaries in the University on time	1	2	3	4	5
58	Our department deliver services to beneficiaries in the University at less cost	1	2	3	4	5
59	Staff prioritize their work	1	2	3	4	5
60	Staff develop and implement plans	1	2	3	4	5
61	Staff has ability to meet deadlines	1	2	3	4	5
62	Staff is always in time for work	1	2	3	4	5
63	Staff maximizes the use of time to achieve set targets	1	2	3	4	5

## **Appendix III: Interview guide for senior management team of Muni University**

### **Introduction**

I am Solomon Ngos Pacuto, a student of Uganda Technology and Management University (UTAMU). I am conducting a study on Management competencies and staff performance at Muni University. You have been selected to participate in this study and the information you provide will only be used for academic purpose. You are therefore requested to answer these interview questions to the best of your knowledge. All your views and opinion will be respected and kept confidential.

1. What are the management competences required at Muni University for better performance? Probe on how the mentioned competences affect performance in Muni University (Communication competences, budgeting competences and planning competences)
2. Probe on the following issues in regard to management competences
  - (1) Relevance of planning competences – comment on the relevance of departmental planning competences
  - (2) Relevance of communication competences – comment on the relevance of departmental communication competences
  - (3) Relevance of budgeting competences – comment on the relevance of departmental budgeting competences
  - (4) Time spent on planning, budgeting and communication – how much time is spent on planning, budgeting, communication and at what point in time are these implemented
  - (5) Quality of plans – what mechanism are in place to ensure that staff make high quality plans for the university

- (6) How are the plans, budgets and communications made at Muni University
- (7) How does planning competences affect staff performance at Muni University
- (8) How does communication competences affect staff performance at Muni University
- (9) How does budgeting competences affect staff performance at Muni University

#### **Appendix IV: Document checklist**

1. Performance appraisal forms
2. Vacancy Adverts
3. Departmental work plans
4. Policy documents
5. Minutes of planning meetings
6. Departmental budgets