

**EMPLOYEE EMPOWERMENT STRATEGIES USED BY AFRICA NAZARENE
UNIVERSITY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for a degree or any other academic award in any university. No part of this research project may be reproduced without prior permission of the author and or University of Nairobi.

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This research project is submitted for examination with my approval as the university supervisor.

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DEDICATION

This project is dedicated to my loving parents Harrison Nyaribo and Jelliah Nyaboke for their relentless effort in ensuring that I get the best education.

ABSTRACT

Employees of an organization are a very important resource without which an organization's goals can never be realized. Competitive success has become increasingly dependent on human resources and in particular intellectual resources that people bring to their work. Employees have the most direct influence on customers perception of services, service quality and feeling of satisfaction. Organizations are recognizing that they can compete more effectively by distinguishing themselves with respect to service quality and improved customer satisfaction.

Employee empowerment is increasing capacity of employees by providing workers with skills and authority to make decisions without necessarily referring issues to supervisors or managers which leads to quicker response to customers' needs. The empowered employees also feel better about their jobs and have increased trust in the organizations concerned thus they are able to work efficiently, effectively and independently.

Strategies of employee empowerment are approaches or tools used by management to enable employees perform efficiently and independently. Strategies of employee empowerment are human resource strategies that reflect philosophy of senior management in regard to treatment of human resource and address various activities related to their management.

The objective of the study was to determine the strategies of employee empowerment that are used by Africa Nazarene University, Kenya. Literature reviewed explained

prerequisites in regard to strategies of employee empowerment which helped in understanding better how employee empowerment strategies applied in organizations can help them become more competitive and also give customers satisfaction in form of goods and services.

The study was a case study focused on employee empowerment strategies used by Africa Nazarene University, Kenya. The research tool used was the interview guide. The interviewees were heads of department responsible for formulation and implementation of policies of the university. The data collected was analyzed using content analysis.

Findings of the study showed that Africa Nazarene University uses various employee empowerment strategies to enable its employees to work efficiently and effectively and independently but to some extent i.e. not fully. The university has not opened up completely the areas in which the employees need full empowerment. For example all aspects of decision making, pay to employees and provision of latest technology.

Recommendations of the study include the need for the university to open up completely the areas in which employees need full empowerment and also there is need for the university to continue reviewing the strategies used in line with the changes of the knowledge industry in which it is operating.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Employees of an organization are a very important resource without which an organization's goals can never be realized (Daniel, 2003). Competitive success has become increasingly dependent on human resources and in particular, intellectual resources that people bring to their work (Schuler and Jackson, 1999). People create added value to the organization (Armstrong, 1999). According to Zeithaml, et al (2006), companies are recognizing that they can compete more effectively by distinguishing themselves with respect to service quality and improved customer satisfaction. Blanchard, et al (1999), note that in an era when competition is fierce, any company that cannot produce at a lower cost, with better quality and at a faster pace than its global competitors may soon be out of business. Gronroos (2001), notes that employees have the most direct influence on the customers' perception of the services, service quality and feeling of satisfaction and that the employees' performance can go a long way to making a positive difference.

1.1.1 Employee Empowerment

Employee empowerment is increasing the capacity of employees to make decisions without necessarily referring issues to supervisors or managers. Employee empowerment helps employees serve customers at the level of the organization where the customer interface exists. Employee empowerment entails providing workers with skills and authority to make decisions that would traditionally be made by managers. It transfers

direction from an external source (immediate supervisor) to an internal source (individual's own desire to do well) (Mejia, et al, 2010). Employee empowerment is making employees have access to resources, information, support and opportunity, for growth and mobility (Kanter, 1977; 1979). Miner and Crane (1999), note that employee empowerment gives non-management employees control over many aspects of their own work and makes them believe that they are able to carry out their work competently.

Empowering employees involves moving decision-making authority down the organizational hierarchy and granting employees the ability to significantly affect organizational outcomes (Kanter, 1977). Kinlaw (1995) notes that empowering employees is the process of achieving continuous improvement in an organization's performance by developing and extending competent influence of individuals and teams over the areas and functions that affect their performance and that of the total organization. Murell and Meredith (2000), note that empowering employees is about creating environments that promote high performance and high levels of appreciation among individuals. Employee empowerment therefore is not what employees are given but it is about enabling the employees to contribute to the success of the organization. This is done by releasing the knowledge, experience and motivational power that is already in people but is severely under utilized (Blanchard, et al 1999).

Employee empowerment is initiated in an organization by management putting in place a system that would ultimately generate satisfaction of customers and employees (Pastor, 1996). Employee empowerment is strongly associated with culture change initiatives,

delaying and restructuring and usually involves devolving power and responsibilities to teams at work place or customer level (Arkin, 1995). According to Cook and Macauley (1997), employee empowerment is a change – management tool that helps organizations create an environment where every individual can use his /her abilities and energies to satisfy the customers. Ginnodo (1997) notes that employee empowerment is a means to an end and not an end in itself. It is a process of becoming and not a task or end result in and of itself. It helps employees help the organization and themselves achieve business objectives. Blanchard, et al (2001) and Quinn and Spreitzer (1997), note that empowered employees contribute to organizational success.

1.1.2 Strategies of Employee Empowerment

According to Quinn (1991), strategy is the pattern or plan that integrates an organization's major goals, policies and action sequences into a cohesive whole. Miner and Crane (1999), state that strategy is the creation of missions, the setting of organizational objectives with full consideration of internal and external forces, the formulation of specific policies to achieve objectives and the assurance of implementation with a view to making certain that the purposes and objectives of an organization are accomplished. Strategies don't just appear but are designed carefully by managers. Strategies of employee empowerment are human resource strategies that help identify the basic courses of action that human resource department will pursue in order to help the business attain its competitive goals. The human resource strategies reflect philosophy of senior management with regard to treatment of human resource and address various activities related to their management (Foot and Hook, 2008). Strategies

of employee empowerment are approaches or tools used by management to enable employees to perform efficiently and independently. These approaches or tools clearly indicate how management will go about creating an environment that will give employees opportunity to grow for the benefit of themselves and the organization. Moyer and Henkin (2006), note that employees that feel empowered in their work environment tend to have higher levels of trust in their managers which leads to success of organizations.

Employee empowerment strategies are approaches used by management to enable employees make decisions (Bowen and Lawler, 1992), involve team members as business partners in determining a company's success or failure (Blanchard and Carlos, 1999), enable an organization to continuously improve in its performance by developing and extending the competent influence of individuals and teams over the areas and functions that affect their performance and the total organization (Kinlaw, 1995), and enable the distribution of power and the sharing of responsibility in an organization for the benefit of all the stakeholders (Murrell and Meredith, 2000).

Employee empowerment strategies include support of employees by co-workers and management (Blanchard and Bowles, 1998; Spreitzer and Quinn, 1996), positive reinforcement and feedback (Blanchard and Bowles, 1998; Ginnodo, 1997; Mouhrman, 1997; Caudron, 1995; Nzuve, 1999), provision of resources (Ward, 1996; Lawler, 1995; Bowen and Lawler, 1995), coaching of employees (Blanchard and Bowles, 1998; Ward, 1996; Caudron, 1995; Conger and Kanungo, 1988), mentoring of employees (Block,

1987; Bowles, 1998), information sharing with employees (Blanchard, et al, 1996; Ginnodo, 1997; Caudron, 1995; Block, 1987; Randolph, 1995; Nzuve, 1999), creation of autonomy through boundaries (Blanchard, et al, 1996; Quinn and Spreitzer, 1997; Ginnodo, 1997; Bowen and Lawler, 1995). The strategies also include training and development (Nzuve, 2003, Bowen and Lawler , 1995; Gandz, 1990; Caudron, 1995; Kanter, 1979; Ettore, 1997; Nzuve, 2003), creation of self managed project or product work groups (Marquillies and Kleiner, 1995), flexible pay system in an organization (Born and Molleman, 1996; Nzuve, 2003; Hackett, 1996), participation of employees in decision making (Nzuve, 2003), development of a grievance system in an organization (Daniel, 2003), employee welfare (Hackett, 1996), job security (Nzuve, 2003), and flexibility in work arrangement (Schuler and Jackson, 1999).

1.1.3 Africa Nazarene University, Kenya

Africa Nazarene University, Kenya is a private university. Its main activities are academic, consultancy, community service and religion. The staff comprises of two hundred employees. Ninety nine percent of these employees are full time employees while one percent of the employees are part time, employees. The university acquires casual employees when need arises.

Empowerment issues in this university have been necessitated due to the fact that this university is young and growing in an environment that is competitive and ever changing. Issues of empowerment here include payment of employees (salaries and other benefits) which has been brought about by the inflationary situation of the Kenyan economy.

Employees need higher salaries and other benefits in order to be able to pay for their everyday expenses due to sharp rise of prices of goods and services. These employees also are advocating for more training and development facilities to be availed by the university to make them have the capacity to deliver quality services.

The employees of this university also want to be involved in decision making as they don't participate in decision making fully in all levels of management but implement what has been decided by management. The other issue is in regard to job security as majority of the employees are employed on temporary terms hence they need assurance that their jobs are secure. In this university, employees especially those in lower rank cannot take decisions in regard to issues at hand without referring the issues concerned to supervisors and managers which makes delivery of services slow as the managers/supervisors concerned also need to consult. This is more especially in regard to procurement of goods and services for use in the university. This demotivates the employees. The employees also need more resources especially technological resources in order for them to be able to perform their duties efficiently and effectively.

1.2 Statement of the Problem

Employee empowerment is increasing the capacity of employees to make decisions without necessarily referring issues to supervisors or managers. It entails providing workers with skills and authority to make decisions that would traditionally be made by managers. It gives non-management employees control over many aspects of their own work and makes them believe that they are able to carry out their work competently

(Miner and Crane, 1999). Strategies of employee empowerment are approaches or tools used by management to enable employees to perform efficiently and independently.

Africa Nazarene University, Kenya is in the knowledge industry where empowerment of employees is a key ingredient for success. This is because employees, being a very important resource in an organization require creativity, innovation, effectiveness and efficiency. Without these capabilities it will be almost impossible to succeed in the knowledge industry where there is a lot of competition. The employees of the organization act as an interface between customers/clients/students and the university.

Studies have been done on employee empowerment especially by Zeithaml, et al (1988), on communication and control processes in the delivery of service quality, which have shown that empowerment of employees increases job satisfaction and reduces role stress. Singh (1993), did a study on boundary role ambiguity, he reported that customer – contact employees experienced less role ambiguity when their discretionary powers were increased. Rafiq and Ahmed (1998), in a study on contingency model for empowering customers contact services, noted that empowered employees solved customers' problems quickly because they did not waste time referring customers' complaints to managers. Miller and Monge (1986), in studies conducted in organizational settings that incorporated measures of multiple–issue participation, reported a positive correlation between participation and job satisfaction. Odongo (2006), did a study on employee empowerment programmes among international non-governmental organizations in the public health sector in Kenya, Halima (2008), conducted a study on relationship between

employee empowerment and performance of city council of Nairobi and Nyanchama (2009), conducted a study on employee empowerment practices in commercial banks in Kenya. All these studies indicated that employee empowerment leads to improved employee performance. No study has been conducted on strategies of employee empowerment used by Africa Nazarene University, Kenya. This study addresses this knowledge gap.

1.3 Objective of the Study

To determine the strategies of employee empowerment that are used by Africa Nazarene University, Kenya.

1.4 Value of the Study

Findings of this study will help the up-coming and already existing tertiary institutions by equipping them with techniques of how to implement strategies of employee empowerment (both local tertiary institutions and those of other African countries).

Primary and secondary schools in the country will also benefit from the study as they will learn from the example set by Africa Nazarene University on strategies of employee empowerment, leading to the success of these schools in the country and also other countries.

- The findings of this study will provide an opportunity of understanding the strategies that can be implemented in institutions to empower the employees which will be included in the policy framework of the institutions concerned.

Academicians and researchers will also need the results of this study as it will add value to the body of knowledge in the field of human resource development in general, and to the area of the employee relations in particular thus helping students and researchers in this area to gain more knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Concept of Strategy

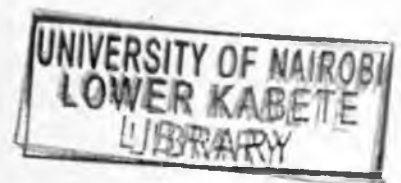
According to Quinn (1991), strategy is the pattern or plan that integrates an organization's major goals, policies and action sequences into a cohesive whole. Miner and Crane (1999), state that strategy is the creation of missions, the setting of organizational objectives with full consideration of internal and external forces, the formulation of specific policies to achieve objectives and the assurance of implementation with a view to making certain that the purposes and objectives of an organization are accomplished. Strategies of employee empowerment are human resource strategies (Cook and Armstrong, 1990), that reflect philosophy of senior management with regard to treatment of human resource and address various activities related to their management (Foot and Hook, 2008).

2.2 Employee Empowerment

Employee empowerment is enabling an employee to grow and hence add value to the organisation and to himself /herself. It is about increasing the capacity of employees to make decisions without necessarily referring issues to supervisors or managers. According to Fox (1998), employee empowerment is instilling power in employees. Kanter (1977; 1979) says that employees experience powerlessness when they don't have access to resources. They don't have support and opportunity for growth and mobility and are excluded from organizational decision making.

Murrell and Meredith (2000) notes that empowering enables the growth of individuals and organizations as they add value to the goods or services the organization delivers to its customers and the promotion of continuous discovery and learning. According to Blanchard and Carlos (2001), empowerment offers the potential for tapping into a wellbeing of underutilized human capacity that must be harnessed if organizations are to survive in today's increasingly complex and dynamic world. Ginnodo (1997), notes that empowerment is to provide with the means and opportunity to make decisions and take actions which directly affect the customer. He also notes that there are notions of empowerment, notably psychological and sociological. Psychological notion holds that empowerment is the mind-set of a person. Sociological notion emphasizes individual's and groups' abilities to deal with their context. Organizational design involves designing various features of the organization in order to empower people to make a difference. People must be empowered within an overall strategic direction and broad parameters that are common in all units.

Empowerment is an organic process that must be cultivated and nurtured to thrive (Dew 1997). According to Kinlaw (1995), empowerment is the process of achieving continuous improvement in an organization's performance by developing and extending the competent influence of individuals and teams over the areas and functions which affect their performance and that of the total organization. Blanchard, et al (1999), note that too many managers view empowerment as giving people the power to make decisions and too many employees view empowerment as being given free reign to do what they want to do. This is not the case as empowerment is about releasing of the power within people



to achieve astonishing results. Mejia, et al (2010), note that the process of empowerment entails providing workers with the skills and authority to make decisions that would traditionally be made by managers. The goal of empowerment is having organizations consisting of enthusiastic, committed people who perform their work ably because they believe in it and enjoy doing it. Empowerment encourages employees to be creative and to take risks which are key components that can give a firm a competitive edge in a fast changing environment.

Gandz (1990), notes that empowerment is about management vesting decision making authority in employees where traditionally, such authority was a managerial prerogative. Thomas and Velthouse (1990), defined empowerment as intrinsic motivation manifested in four cognitions reflecting an individual's orientation to his /her work role. The four cognitions are meaning, competencies, self determination and impact. Meaning involves a fit between the requirements of a work role and a person's beliefs, values and behaviours (Brief and Nord, 1990 and Hackman and Oldham, 1980). Competence refers to self-efficacy specific to work - a belief in one's capability to perform work activities with skill (Gist 1987). Self determination is a sense of choice in initiating and regulating actions (Deci, et al 1989). Impact is degree to which a person can influence strategic, administrative, or operating outcomes at work (Ashforth 1989).

Block (1987), describes empowerment as a state of mind as well as a result of position, policies and practices. Etorre (1997), defines empowerment as employees having autonomous decision making capabilities and acting as partners in the business all with

an eye to the bottom line. According to Bowen and Lawler (1995), research suggests that empowerment exists when companies implement practices that distribute power, information, knowledge, and rewards throughout their organization. They also note that if any of the four elements is zero, nothing happens to redistribute that ingredient, and empowerment will be zero. Stewart and McGoldrick (1996), note that for empowerment to have any real force, it has also to embrace the conscious choice and involvement of employees.

According to Spreitzer, (1995), employee empowerment is the psychological empowerment that has to be in a work environment. Psychological empowerment is a motivational construct that is manifested in four cognitions namely meaning, competence, self determination and impact. Employee empowerment is a change-management tool which helps organizations create an environment where every individual can use his /her abilities and energies to satisfy the customer (Cook and Macauley (1997). According to Arkin (1995), employee empowerment is strongly associated with culture change initiatives, delayering and restructuring and usually involves devolving power and responsibilities to teams at workplaces or at customer level.

2.3 Benefits of Employee Empowerment

Blanchard, et al (2001) note that empowerment is not giving power to people but it is releasing the knowledge, experience and motivation they already have. Blanchard, et al (1999), note that in an era where competition is fierce, any company that cannot produce

at a lower cost, with better quality and at a faster pace than its global competitors may soon be out of business. At the level of team members, the result will be loss of jobs, with more work piled on those who are left behind. Leaders will feel the stress of producing more with few people and with a wider span of control.

Dickmeyer and Williams (1995), stated that empowerment should be a matter of choice and not an obligation. They demonstrated that with empowerment in use, employee turnover declines, sales per employee increases, there is higher profit margin, there is lower material cost as a percentage of sales, there is lower labour cost as a percentage of sales in two out of four cases and organization benefits from higher net profit dollars. Murrell and Meredith (2000) also say that empowerment creates far reaching mutual gains to all.

Block (1987), notes that empowerment promises to instill into institutional life the same values of individual freedom, dignity and self-governance that are readily embraced by a society. Kanter also noted that by empowering others, a leader does not decrease his power; instead he may increase it especially if the whole organization performs (Kanter, 1979). According to Kanter, the productivity capacity of nations like organizations, grow if the skill base is upgraded. People with the tools, information and support to make more informed decisions and act more quickly can often accomplish more (Kanter, 1979).

Bowen and Lawler (1995), say that considerable research on practices such as gain sharing, communication programs, work teams, job enrichment, skill-based pay among

others has shown that the results of these practices are consistent and positive. Bowen and Lawler (1992) indicate that empowered employees provide quicker on-line response to customer needs during service delivery, quicker on-line responses to dissatisfied customers during service recovery and that employees feel better about their jobs and themselves. They also note that employees will interact with customers with more warmth and enthusiasm. When employees feel that management is looking after their needs, they will take care of the customer, which is great word of mouth advertising that leads to customer retention.

According to Randolph (1995), a more subtle, very powerful benefit of employee empowerment is increased trust in the organizations. When employees trust that the company is providing a competitive product or service and not merely using them, they will respond positively and people who have information about current performance levels will set challenging goals and when they achieve those goals they will reset the goals at a higher level (Randolph, 1995). Bowen and Lawler (1992) and Gandz (1990) show that the increasing competitiveness of the global market place calls for better service and the benefits of drawing up on the entire pool of employees for creative ideas. Thus benefits are many and include exploitation of full potential of staff, it increases trust and loyalty, employees are more accountable, it reduces need for close supervision, it minimizes conflicts, it enables staff to develop and grow, it improves problem solving capacity and minimizes waste (Ginnodo, 1997).

The above mentioned benefits include those to the organization and those to the individual employees. The benefits to organizations include: creation of awareness among employees, cost reduction from delayering and employee ideas, improved quality, profitability, and productivity measures, the organization is able to respond more quickly to market changes, enhanced security and commitment, decrease in staff turnover and more effective communication. Those benefits to the individual employees include increase in job satisfaction, increase in day-to-day control over tasks, ownership of work, increase in self confidence, creation of teamwork and acquisition of new knowledge and skills (Beardwell, et al 2006).

2.4 Strategies of Employee Empowerment

According to Quinn (1991), a strategy is the pattern or plan that integrates an organization's major goals, policies and action sequences into a cohesive whole. Dessler (2008), notes that a strategy is a company's long term plan of how it will balance its internal strengths and weaknesses with its external opportunities and threats of maintaining a competitive advantage. Strategies of employee empowerment are human resource strategies which are important in the organization because they are the ones that make business or competitive strategies to work. Human resource strategies reflect philosophy of senior management with regard to treatment of human resource and address various activities related to their management (Foot and Hook, 2008). Employee empowerment strategies are approaches / tools used by management to enable employees to perform efficiently and independently. These approaches or tools clearly indicates how management will go about creating an environment that will give employees opportunity

to grow for the benefit of themselves and of the organization. According to Moye and Henkin (2006), employees that feel empowered in their work environment tend to have higher levels of trust in their managers which leads to success of organizations.

Strategies of employee empowerment used by organization include support of employees of an organization. This is important because it gives the employees concerned the motivation to keep going. Blanchard and Bowles (1998) note that one cannot be in control unless the rest of the organization supports him/her to, doesn't rip him/her or one's work apart. Spreitzer and Quinn (1996), note that managers who made transformational organizational change had significantly higher social support scores. Support should come from all the stakeholders and input from superiors, staff peers and subordinates. Mentoring advice and general discussions of ongoing issues provide data on which to base task assessments. According to Conger and Kanungo (1988), employee empowerment strategies that provide emotional support for subordinates and those that create a supportive and trusting group atmosphere can be effective in strengthening self-efficacy beliefs.

Positive reinforcement and feedback are an empowerment strategy since without positive reinforcement, employees don't realize how skilled they are and how important their work is to the success of the organization. Nzuve (1999), defines positive reinforcement as an outcome of a response which strengthens the association between the response and the stimulus which produced it whenever the outcome presented occurs. For employee empowerment to work, employees should be given information about the business and

demonstrations done to show how their work fits in. Caudron (1995) says that when the value of individuals to the business is demonstrated, it makes the people to grow. Empowerment must be placed in a context of responsibility to the larger whole (Mouhrman, 1997). Blanchard and Bowles (1998) note that congratulations and affirmations that who people are and what they do matter and that they are making a valuable contribution towards achieving the shared mission is important. Ginnodo also says that recognizing and rewarding improvement efforts and success is important, and also indicates that celebration and recognition for forward motion and accomplishment are needed (Ginnodo, 1997).

Provision of resources is a strategy that can be used for empowerment of employees. Control of the resources which is usually in the hands of managers and supervisors must be removed and resources placed in the hands of employees. Resources include items such as funding, access to support staff, or experts who have knowledge on which the employee can draw (Ward, 1996). According to Bowen and Lawler (1995), the human resource trap occurs when managers expect their front-line people to provide better service without simultaneously trying to improve the core service offering itself, enhancing the tangibles, making available state-of-the art technology and market research, among others. It can result in unreasonable responsibility for damage control placed on the front-line workers in a poorly designed and inadequately coordinated service system (Bowen and Lawler 1995).

Coaching is also an empowerment strategy that can be used in organizations. Blanchard and Bowles (1998), define it as teaching and practice focused on taking action, with celebration when things go well and supportive redirection when things go wrong, while all the time creating excitement and challenge for those being coached. Ward (1996) says of coaching as having the objective of giving employees responsibilities which move them along the capability continuum, eventually reaching fully capable of the task. The manager must be careful to keep adjusting his /her leadership style as the employee becomes more capable. Managers also have to learn how to nurture and reward good ideas (Caudron 1995). According to Conger and Kanungo (1988), coaching is aimed not only at removing some of the external conditions responsible for powerlessness, but also at providing subordinates with self-efficacy information. Coaching strategies include, expressing confidence in the subordinates accompanied by high performance expectations, fostering opportunities for subordinates to participate in decision making, providing autonomy from bureaucratic constraints and setting inspirational and or meaningful goals.

Mentoring as a strategy is about managers helping create a work environment where employees take action for intrinsic reasons than for extrinsic reasons. Role modeling is another aspect of mentoring. Block (1987) indicates that one way of nurturing those below us is by becoming a role model for how we want them to function. Blanchard and Bowles (1998) say that by setting key goals and values, one defines the playing field and the rules of the game. One then decides who plays what position and gets off the field and let the players move the ball. If a manager does not perceive that his /her role is to help

those he /she supervises to grow, then any empowerment implementation effort will not be successful. A change in role perception is called for at this instance when implementing employee empowerment. The supervisor must see potential in the employees and work to bring that potential out.

Information sharing is important as a strategy of employee empowerment because information is very important since it is the gatekeeper to power. According to Blanchard, et al (1996), people without information cannot act responsibly. Communication and information are the lifeblood of empowerment (Ginnodo,1997). Caudron (1995), notes that managers should give employees information about the business, invest in new skills training, set goals for employees and give them ongoing feedback on how they are to meet these goals. Block (1987), advises that there is need to share as much information with employees as possible to make them know that they are responsible for the success of the business. Randolph (1995), says that people who have information about current performance levels will set challenging goals and when they achieve those goals they will reset the goals at a higher level. Information can be shared using new-hire orientation, face to face meetings, group meetings, newsletters, employee feedback, intranet, magazines, notice board, bulletins among others. Nzuve (1999), says that open communication and transparency empowers employees and makes them open to management and vice versa.

Creation of autonomy through boundaries also empowers employees. Blanchard, et al (1996), note that the second key is to create autonomy, through boundaries. These authors

explain that once employees understand the boundaries they are free to take any action within those boundaries; they can bring their own creativity and bear on the task at hand and even improve its effectiveness. Quinn and Spreitzer (1997) cite the need for boundaries and they note that the third lever is discipline and control, while people have autonomy, they are aware of the boundaries of their decision making discretion.

According to Ginnodo (1997), setting clear boundaries tells people what they are authorized to do. Bowen and Lawler (1995) also address the issue of setting reasonable boundaries for employee heroism when responding to a service's failure or the customer's needs. Creating boundaries prevents a situation where the employee that is empowered becomes over-confident and exceeds his /her authority as it sets limits in regard to how, what, when, why, who in relation to issues of the organization.

Training and development also lead to empowerment of employees. Training is the process that enables people to acquire new knowledge, learn new skills and perform tasks differently (better) than before (Nzuve, 2003). Training can be on the job, off the job, cross-training/job rotation, apprenticeship, classroom training among others. Employees must be competent, and this goes beyond developing job-task specific knowledge. Bowen and Lawler (1995) cite the importance of training in which employees are familiarized with how their jobs fit into upstream and downstream activities. It does not make sense to empower employees to do things such as make decisions or approve or initiate action if they are not properly trained. Gandz (1990) notes that, technical training, decision making skills group process skills, all are required if empowerment is to be accepted and

produce results. Caudron (1995) indicates that once employees understand what needs to be done to improve the company, they must have all the skills and resources necessary to be able to accomplish these improvements. Kanter (1979) notes that spreading power means educating people on this new definition of it.

Ginnodo (1997) notes that, empowerment training is more than remedial; it prepares people for collaboration and higher level performance and sends a message to employees that money is being spent on them because this is important to the organization's future. Ettore (1997) defines empowerment, as employees having autonomous decision making capabilities and acting as partners in the business, all with an eye to the bottom-line implications. These capabilities come through training. Nzuve (2003), states that some of the common kinds of training are orientation, skills development, safety training, professional and technical training and supervisory and managerial training.

The other strategy is creating self-managed project or product work groups (Marquillies and Kleiner 1995). These teams have the ability to make decisions regarding the project and put information that impacts on organizational strategy which helps in recognizing the contribution of the team as a unit. Working on a group project develops bonds between team members making them motivated due to greater job satisfaction and self actualization.

Flexible pay system in an organization can also be used to empower employees. Born and Molleman (1996), state the need to have a flexible pay system for rewarding empowered

performance. Nzuve (2003), notes that issues relating to pay can cause problems to an organization if not handled properly. They can lead to strikes, pickets and boycotts or even resignations. Thus pay can be used in a way as to empower employees if they see it as a fair return on the work they are doing. This also applies to other employee benefits which if carefully and fairly handled, they can empower the employees (Hackett, 1996).

Participation of employees in decision making also empowers them. Employees participation in decision making include goal setting, employees taking part in making choices among alternative courses of action presented to them, employees can take part in solving problems and they can also be involved in making organizational changes. Employees may participate in any or all of these areas at any one time (Nzuve, 2003).

Development of a grievance system is an empowerment strategy as it encompasses implementing a system through which employees can resolve grievances with their employer inside the organization. This creates incentives for employees to consider resolving grievances with their employer rather than engaging in costly and time - consuming litigation. The grievance system reduces costs for the organization and also improves morale of employees who feel there are alternatives they can pursue to resolve conflicts and problems at work (Daniel, 2003).

Employee welfare is an empowerment strategy as management can use it to enable employees to be motivated, satisfied and efficient in the way they do their work. It shows that management is generally concerned with the employees and this motivates

employees and makes them work better as their other personal issues have been taken care of. Employee welfare includes whole quality of working life, eating and recreational facilities, medical facilities, welfare visiting and employee counseling, aid to disadvantaged groups, mothers of young children getting day care facilities and stress management among others (Hackett, 1996).

Job security is another strategy of employee empowerment as finding a new job is difficult after losing one and it is even harder finding the same level of work. Downsizing is expensive and the remaining employees feel guilty and fear what will be next. Job insecurity is detrimental to employee's mental health and decreases productivity in organizations. So employees have to be assured that they will continue working and this empowers them (Nzuve, 2003).

Flexibility in work arrangement is another empowerment strategy. When, how much and where people work matters a lot to the employees. Flexibility and responsiveness to family life is congruent with empowerment. The organization needs to offer employees choices so that they can balance their professional and personal life. Management must trust employees to use good judgment in arriving at mutually acceptable work patterns (Schuler and Jackson, 1999). The mutually acceptable work patterns help in empowering employees as they feel they own the organization and that their views are taken into consideration in regard to their work.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This was a case study and it was the most appropriate design since only one organization was studied and it provided an in depth analysis of the organization concerned.

3.2 Data Collection

Primary data was collected using interview guide (Appendix 2). The investigation was to determine the strategies of employee empowerment that are used by Africa Nazarene University, Kenya. The interviewees were heads of departments who were responsible for formulation and implementation of policies of the university.

3.3 Data Analysis

The data collected was qualitative in nature since it was describing the strategies of employee empowerment used by Africa Nazarene University, Kenya. The data collected was checked for completeness and consistency before any analysis was done. Due to the qualitative nature of data collected, content analysis was used because it is a method of identifying and coding items of data that appear in the text of a transcript so that all the items of data in one interview can be compared with data collected from other interviews.

Sorting of data is also done to identify the important messages hidden in the mass of each interview. Content analysis also involves continually revisiting data and reviewing the categorization of data until the researcher is sure that themes and categories used to

summarize and describe findings are truthful and accurate reflection of data. The analysis revolved around major issues in regard to strategies of employee empowerment which include support of employees, positive reinforcement and feedback, provision of resources, coaching of employees, information sharing with employees, creation of autonomy, training and development, creation of self managed project or product work groups, flexible pay system in an organization, participation of employees in decision making, development of a grievance system in an organization, employee welfare, job security and flexibility in work arrangement.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Employee Empowerment

Africa Nazarene University, Kenya has a corporate policy that has among other things vision and mission of the university and an employee empowerment policy which defines the relationship between the employer and the employees. The policy also gives guidelines on the designation of all the employees and their duties and terms of employment.

The most important highlights of the employee empowerment policy are the need to attract highly qualified personnel, recruit the very best employees available, motivate and retain the employees recruited and empowering them for the benefit of the employees themselves and the university as a whole.

4.2 Strategies of Employee Empowerment Used by the University

Africa Nazarene University, Kenya uses various employee empowerment strategies in line with the employee empowerment policy put in place. This policy pinpoints the need to attract highly qualified personnel and how to go about doing this, and how to keep employees working for longer periods in the institution for continuity of provision of services and avoiding frequent turnovers of employees to save on costs of recruitment of new ones and creating an environment in which the employees feel good working for the institution and are capable of working for the institution.

Support of employees from superiors, staff peers and subordinates makes employees feel that they build up one another and deters them from activities or actions that tear other employees apart emotionally. Support is given by employees concerned assisting in creating environments conducive for others to work in. The support is given by way of cleaning lecture halls in preparation for teaching and learning and typing of class work in time for teaching among others. Spiritual support is given through prayers and bible studies that involve all employees. Psychological support is given to employees by other employees especially those in the counseling department counseling the other employees.

Using support to empower employees of this university is in line with what Blanchard and Bowles (1998), say that someone cannot be in control unless the rest of the organization supports him/ her to, doesn't rip him/her or one's work apart. Spreitzer and Quinn (1996), also note that managers that made transformational organizational change had significantly higher social support scores. Support should come from all the stakeholders and input from superiors, staff peers and subordinates. Conger and Kanungo (1988), also say that empowerment strategies that provide emotional support for subordinates and those that create as supportive and trusting group atmosphere can be effective in strengthening self-efficacy beliefs.

Positive reinforcement shows employees how the organization values them. The university empowers its employees by way of recognizing the employees that do exceptionally well in their individual areas of work and giving them letters of commendation for work well done. The positive reinforcement is also done by promoting

the employee concerned to a higher job group which boosts his /her confidence and motivates him /her for better performance. Using positive reinforcement to empower employees of the university supports what Caudron (1995), says that when the value of individuals to the business is demonstrated, it makes the people to grow. Ginnodo also says that recognizing and rewarding improvement efforts and success is important, and also indicates that celebration and recognition for forward motion and accomplishment are needed (Ginnodo,1997). Blanchard and Bowles (1998), also note that congratulations and affirmations that who people are and what they do matter and that they are making a valuable contribution towards achieving the shared mission is important. Nzuve (1999), also notes that positive reinforcement is an outcome of a response that strengthens the association between the response and the stimulus that produced it whenever the outcome presented occurs.

Provision of resources include funding, access to support staff, or experts who have knowledge on which the employee can draw. Employees are provided with resources necessary for their work to enable them work better and with a lot of ease. These include teaching resources like books, internet accessibility (free of charge), journals and relevant magazines. Others include classrooms, library and filing cabinets. Employees that engage in security matters are given basic tools to enable them do their work which include books to record the visitors' details when they visit the university, and other security gadgets. The employees that work in the university farms are also given the necessary farm tools and implements to enable them work as expected. The employees that require the resources necessary for their work have to make a requisition to the university

management well in advance for the same to be availed to them for their use. Proper records are kept for each resource given to the employees for proper monitoring and supervision.

Provision of resources by this university to enable the employees do their work effectively and efficiently is in line with what Ward (1996), says that control of resources that is usually in the hands of managers and supervisors must be removed and placed in the hands of employees. Bowen and Lawler (1995), also say that the human resource trap occurs when managers expect their front line people to provide better service without simultaneously trying to improve the core service offering itself, enhancing the tangibles, making available state –of- the art technology and market research, among others. It can result in unreasonable responsibility for damage control placed on front line workers in a poorly designed and inadequately coordinated service system.

Coaching is teaching and practice focused on taking action with celebration when things go well and supportive redirection when things go wrong while all the time creating excitement and challenge for those being coached. The employees are mostly coached by the senior employees especially when they are new in the work place as they report for duty. The coaching is to introduce them to the whole organization and also to specifically introduce employees to their individual departments in which they will be working. In each trimester, heads of department spell out the specific objectives that are to be achieved in their individual departments to members and how these are to be achieved. In the course of each trimester, members of each department have meetings where they

evaluate the progress made and do identify areas and members of the departments that need coaching. They then plan on how this coaching will be done in order for the concerned employees to perform work effectively and efficiently. The coaching helps bring all the employees on board in order to realize the objectives of each department and consequently the whole organization.

Using coaching by the university to enable the employees to be effective and efficient in their work, is in line with what Caudron (1995), says that that manager must be careful to keep adjusting his /her leadership style as the employee becomes more capable. Managers should also learn how to nurture and reward good ideas. Ward (1996), says that coaching has the objective of giving employees responsibilities which move them along the capability continuum eventually reaching fully capable of the task. Conger and Kanungo (1988), also note that coaching is aimed not only at removing some of the external conditions responsible for powerlessness, but also at providing subordinates with self-efficacy information. Blanchard and Bowles (1998), defines coaching as teaching and practice focused on taking action with celebration when things go well and supportive redirection when things go wrong, while all the time creating excitement and challenge for those being coached.

Mentorship in this university is mostly through role modeling where managers create a work environment where employees take action for intrinsic reasons than for extrinsic reasons. Mentorship is through role modeling where top level management team, that is, senior managers practice what they would like the junior employees to emulate. Areas

involved include interpersonal skills, leadership abilities, best practices, policies and procedures and overall culture of the university. Through mentorship, the employees are made to understand and accept and own the university thus making them self motivated which enables them to do their best in their areas of work. This contributes to the overall success of the university. Mentorship in this university is in line with what Block (1987), says that one way of nurturing those below us is by becoming a role model for how we want them to function. Blanchard and Bowles (1998), also say that by setting key goals and values, one defines the playing field and rules of the game. One then decides who plays what position and gets off the field and lets the players move the ball.

Information sharing enables employees to act responsibly. Information is shared top-bottom and bottom – top depending on the nature and urgency of the information. Top-bottom way of sharing information is where the top level management team, after formulating the policies, goals, objectives and expectations, pass these down to the individual departments and down to junior employees so that they can be implemented. The bottom-top sharing of information is where the information originates from the junior employees and is sent up to the heads of department for assessment and consideration.

The university has clear channels that are used when sharing information. Depending on the nature of the information to be shared, the university uses any of the following: new – hire orientation, face to face meetings, group meetings, newsletters, employee feedback, intranet, magazines (especially university magazine), notice boards, memos, individual

letters to employees through post office or through e-mails sent to them or even having the information posted on university website. Information sharing as used in the university to enable employees to be effective and efficient in their work, is in line with what Ginnodo (1997), says that communication and information are the lifeblood of empowerment. Nzuve (1999), also notes that open communication and transparency empowers employees and makes them open to management and vice versa.

Blanchard, et al (1996), say that people without information cannot act responsibly. Caudron (1995), also notes that managers should give employees information about the business, invest in new skills training, set goals for employees and give them ongoing feedback on how they are to meet these goals. Block (1987), advises that there is need to share as much information with employees as possible to make them know that they are responsible for the success of the business. Randolph (1995), says that people who have information about current performance levels will set challenging goals and when they achieve those goals they will reset the goals at a higher level.

Creation of autonomy is important in this university as the employees need to understand the boundaries within which they are free to take any action as a result of their decision making discretion. The boundaries tell the employees what they are authorized to do and sets limits in regard to how, what, when, who in relation to issues of the university. Creating boundaries prevents a situation where an empowered employee become over-confident and exceeds his /her authority. Newly employed personnel are taken through orientation and induction processes where they are made aware of their work areas and

expectations. The employees are made aware of the limits within which they are expected to operate. The appointment letters given to them on appointment also clearly state the specific duties and roles each employee will have which helps keep in check those who might be tempted to overstep their limits. The employees are then left free to do their jobs and are all the time supervised by heads of department to ensure that they are working within the set limits or boundaries. Creation of autonomy in this university in relation to the employees supports what Blanchard, et al (1996), say that autonomy is created through boundaries. They explain that once employees understand the boundaries they are free to take any action within those boundaries and can bring their own creativity and bear on the task at hand and even improve on its effectiveness. Ginnodo (1997), also notes that setting clear boundaries tells people what they are authorized to do. Quinn and Spreitzer (1997), cite the need for boundaries. They note that the third lever is discipline and control, in that while people have autonomy, they are aware of the boundaries of their decision making discretion.

Training enables people to acquire new knowledge, learn new skills and perform tasks differently (better) than before. Training is important for immediate needs while development takes care of the immediate and long term needs. The university employs highly qualified staff but despite this, there is need for employees to acquire higher level performance through further training. This is on technical training, decision making skills, group process skills, safety training, professional training and supervisory and managerial training. Employees of this university, depending on their rank / level are exposed to on the job training by their seniors in order for the employees concerned to

gain more knowledge, others are offered off the job training especially in cases where they are taken to other colleges to gain more knowledge especially on information technology. The employees also at different times attend faculty workshops to enlighten them more on issues related to their faculties. The employees are also trained in hazard preparedness, especially fire drills, to enable them manage emergencies associated with hazards as and when they occur. The university offers short course in various faculties and allows the employees concerned to undertake such courses at different intervals to gain more knowledge.

All the training done at the university level is free and those offered in institutions outside the university are highly subsidized by the African Nazarene University. For professional growth the university has given the employees especially those who want to acquire the first degree, or their children, room to advance themselves by the university meeting the expenses involved. Many employees and their children have benefited. The lecturers, for instance have the tuition fee waived for their children (especially 1) and spouse to study and at least get a first degree from the university.

The lecturers also have a 24 hour access to internet facility where they can do research and access any other information necessary for their professional development. They are allowed and encouraged to participate in international seminars and workshops from where they gain a lot for their professional growth and development. Also depending on the job an employee is involved in, he /she also benefits in learning more during open

days of the university or other relevant institutions, field trips and shows, exhibitions and trade fairs.

Offering training facilities to employees by this university make the employees able to conduct their assignments efficiently and effectively and is supported by Caudron (1995), who notes that once employees understand what needs to be done to improve the company, they must have all the skills and resources necessary to be able to accomplish these improvements. Nzuve (2003), also says that training is the process that enables people to acquire new knowledge, learn new skills and perform tasks differently (better) than before. Bowen and Lawler (1995), cite the importance of training in which employees are familiarized with how their jobs fit into upstream and downstream activities. Gandz (1990), also notes that technical training, decision making skills, group process skills are all required if empowerment is to be accepted and produce results. Ginnodo (1997), also notes that empowerment training prepares people for collaboration and higher level of performance and sends a message to employees that money is spent on them because it is important to the organization's future.

Self managed project or product work groups have the ability to make decisions regarding the project being handled. The university encourages and support the independence of the employees in regard to specific jobs and also team work depending on the nature of the work being done. Creating self managed project or product work groups is applicable at the beginning of a trimester when new students are reporting to the university. The employees are put in groups of twenty people to oversee the

welcoming of the new students, their registration requirements, accommodation issues and also guide them on various courses that are available. This mostly affects those students that have not made up their mind on specific courses to take or those that could like to change from what course they had previously thought of taking.

A lot of team work is also usually done when preparing for graduation ceremonies. These teams involve employees that are responsible for organizing for these ceremonies. Specific duties and roles undertaken by these teams are making sitting arrangements, marking seats, ushering guests on the material day and ensuring the success of the day. Once work is successfully done, individual members of the teams feel happy and motivated to continue giving their input. Creating self-managed project or product work groups by this university in relation to employees supports Marquillies and Kleiner (1995), who note that teams have the ability to make decisions regarding the project and put information that impacts on organizational strategy which helps in recognizing the contribution of the team as a unit. Working on a group project develops bonds between team members making them motivated due to greater job satisfaction and self actualization.

The pay system used by the university is in line with the guidelines given by the ministry of labour as the university is an equal opportunity employer. The employer and employee sign an agreement in line with what the university has to offer and whether the employee is willing to take it. The university has used the pay system to enable the employees do better work by way of making them understand that what they are paid comes from what

the students pay. This makes them know that if they work effectively and efficiently and draw in more students, then the pay will go up. This has made employees give their best to try and bring in more students to join the university with the hope of better pay. Some employees have gone even further to initiate the placing of advertising boards or billboards advertising the university and its services in various towns of the country to try and woo the potential students /clients come and join the university thus increase student population.

The use of pay system in this university to enable employees to put extra effort in their work to do better in their individual areas is in line with what Nzuve (2003), says that issues relating to pay can cause problems to an organization if not handled properly. If employees see pay as a fair return on the work they are doing, then they can work effectively and efficiently. Hackett (1996), also notes that employee benefits if carefully and fairly handled, can empower employees. Born and Molleman (1996), also state that there is need to have a flexible pay system for rewarding empowered performance.

Decision making is done by the university giving room to all employees to participate in decisions affecting the university though in varying degrees. Depending on issues at hand, the employees are asked to give their views and suggestions. When setting goals and objectives of different departments, employees in different departments meet and agree on the way forward after which they embark on working as agreed in the meetings towards achieving what was agreed on. This is mostly during the start of a trimester, in the middle of a trimester and at the end of a trimester to evaluate on the activities of the

trimester that is ending. Employees directly involved in teaching and learning i.e. lecturers, also participate in making decisions regarding the most appropriate teaching and learning resources to use especially study materials, laboratory apparatus and equipment and even games equipment for different sports /events. This makes employees own the decisions and are happy implementing them for the good of the university. Participation of employees in decision making in this university supports Nzuve (2003), who says that employees' participation in decision making include goal setting, employees taking part in making choices among alternative courses of action presented to them, employees can take part in solving problems and can also be involved in making organizational changes. Employees may participate in any or all of these areas at any one time.

Development of a grievance system encompasses implementing a system through which employees can resolve grievances with the employer inside the organization. There are clear channels used to deal with grievances that affect the employees within the university. This is done according to departments and at departmental level. Issues involving employees of different departments are handled by informing the respective heads of department who meet on behalf of the employees, under the chairmanship of the head of human resource department. At this level, direction is given on the way forward.

Depending on the case at hand, if one employee is found to be in the wrong, he /she is given a warning (verbal) , if he /she repeats the mistake, he /she is given a first written warning and a repeat of the same is handled by him /her being given a second written

warning. Doing the same mistake the third time leads the employee to being given a sacking letter. Depending on the seriousness of the issue, the head of human resource department and the vice chancellor and deputy vice chancellor, take up and matter and make a decision on the same immediately, and also involve the police. Other minor issues are handled mostly by counselors in the department of counseling, where they counsel the offenders and the offended to help them co-exist harmoniously. Employees that feel that their grievances have not been addressed adequately by the university, are free to take up the issues with the Ministry of labour and are also free to take up their cases with the courts of law.

Development of a grievance system in the university to resolve grievances with the employer inside the organization supports Daniel (2003), who notes that implementing a system through which employees can resolve grievances with their employees inside the organization, creates incentives for employees to consider resolving grievances with the employer rather than engaging in costly and time –consuming litigation. The grievance system reduces costs for the organization and also improves morale of employees that feel there are alternatives that they can pursue to resolve conflicts and problems at work.

Employee welfare facilities in the organization motivates employees to work better as their other personal issues have been taken care of. Employees of the university have access to various welfare facilities. These include the staff retirement benefit scheme which is initiated by the university through the department of finance that contributes 100% to the financing of the scheme for the benefit of the employees once they retire

from working at the university. The employees are also benefiting from instant staff benevolent scheme especially in regard to an employee who loses a relative by way of death. The money given makes him /her meet the funeral expenses.

The employees benefit from a medical scheme offered by the university which also benefits the immediate family members i.e. spouse and children. The university also has a medical facility within the university where employees can get treatment if they feel unwell. This also is offered to their immediate family members. The senior staff are insured up to a maximum of 100,000 Kshs. by the medical scheme.

On personal issues, where one has an emergency that he /she must attend to in the course of his working, he /she can immediately stop working, fill in a leave form, have it signed and then leave the place of work. He /she will come to continue when he /she comes back, but if it is a sensitive area of work, another employee can stand in for him/her.

The employees are also entitled to 30 day normal annual leave, sick leave, maternity leave, paternity leave and even compassionate leave where applicable. This helps in maintaining the work – life balance. The university also offers canteen facilities that mostly help the very junior employees that cannot afford expensive meals. These canteen facilities are subsidized by the university to help these junior employees take meals (subsidized) and are deducted from their salaries money to meet the cost of the meals. These staff members are given tickets that enable them to access the meals and the tickets are recorded accordingly when a meal is taken. Hence no employee goes without meals

even if he /she has no cash money to pay immediately. The senior / high ranking employees can pay for the meals as and when they need them, in cash.

The university has houses that can accommodate a few employees who want to reside in the university premises. The Africa Nazarene University also has university buses that transport employees to and from work to nearby towns especially those that don't have their own personal means of transport. This is offered at subsidized fares thus making employees to be stress –free in accessing the university premises for work.

There are on the university premises, sporting facilities for the benefit of employees that are open to all depending on employees specific needs. The sporting /recreational facilities are both in-door and out door and open to all employees without discrimination. In addition, the women employees have a facility in the university hall, where they can go for various aerobic activities/ exercises during the lunch hour break. Provision of employee welfare facilities in this university supports Hackett (1996), who notes that employee welfare includes whole quality of working life, eating and recreational facilities, medical facilities, welfare visiting and employee counseling, aid to disadvantaged groups, mothers of young children getting day care facilities and stress management among others. Nzuve (2003), also notes that organizations depend on employees as working partners and as fellow members of the organization's community. Management should thus provide for good health and safe working environments as well as facilities that are beneficial directly and indirectly to the employees.

Job security is important as job downsizing is expensive to the organization and also creates guilt and fear in those employees that remain behind as they are uncertain on what next. Thus job insecurity affects negatively the employee's mental health and decreases productivity in organizations. Due to dynamic nature of the knowledge industry, the university does not have specific job security for the employees. It relies on the needs assessment and also on the availability of employees that can meet the university needs in order to achieve the objectives and goals of the university i.e. teaching, learning, community service, research and religion. The security of the jobs of the employees is up to how they can deliver their services to the university. There are many times the university has retrenched workers, in line with the employment Act, when the situation demands this. Otherwise those that remain are talked to, to reassure them that they are not next to go and that they should concentrate on working.

Those that remain, i.e. not retrenched are paid higher salaries to boost their work and enable them see the positive side of retrenchment. The university uses a lot of counselors from the counseling psychology department to counsel those retrenched and those left behind to help them cope with the situation. Job security is important in an organization and this university uses this to ensure that the employees earn their stay in the university as those who don't measure up to the expectations are shown the door and those who measure up to the task continue working for the university. This is supported by Nzube (2003), notes that job insecurity is detrimental to employee's mental health and decreases productivity in organizations. So employees have to be assured that they will continue working and this empowers them.

Work arrangement is in regard to when, how much and where people work as this matters a lot to employees. Africa Nazarene University is a teaching and learning institution that mainly does this during the day i.e. mostly from 8.00 a.m to 5.30 p.m. The employees especially those that implement the curriculum i.e lecturers have to be in to deliver the services at the right time. If one is not able to avail himself/ herself, proper arrangements can be made as to how this can be done and when the work will be covered. In regard to the other employees like the those in the sanitation, security, accommodation and food departments, clear arrangement can also be done in order to ensure smooth flow of work.

If one employee is not in, the head of department is notified and he /she ensures that someone steps in for that employee until he /she comes back. Work arrangement in relation to employees of this university is in line with Schuler and Jackson (1999), who note that the organization needs to offer employees choices so that they can balance their professional and personal life. Management must trust employees to use good judgement in arriving at mutually acceptable work patterns. The mutually acceptable work patterns make employees feel they own the organization and that their views are taken into consideration in regard to their work.

The empowerment strategies used by the Africa Nazarene University, clearly show the management's deliberate plan to ensure that the employee issues are clearly looked into and dealt with accordingly in order to make them able to deliver the necessary services to their clients / customers / students. The above mentioned employee empowerment

strategies help tackle key issues that affect the employees in their work. So these strategies clearly show that this university, in its strategic plan, has employee issues as a priority and is taking them very seriously.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

Africa Nazarene University, Kenya has a well formulated employee policy document in line with the ministry of labour guidelines. The policy document clearly defines the relationship between the employer and the employee. The employee policy document has factored in the issue of empowerment of employees as the university takes and considers its employees as the backbone of its success. The most important highlights of the employee policy is the need to attract highly qualified personnel, recruit the very best available, motivate and retain the employees recruited and empowering them for the benefit of their success and the success of the whole university. The employee policy document is reviewed as often as possible due to changes in the knowledge industry. It has clearly laid down strategies that the university uses to empower its employees.

5.2 Conclusion

Strategies of employee empowerment are tools or approaches that the university uses to empower its employees. This is due to the fact that employees that are empowered in an organization portray a positive picture to the customers. Employees have a major role to play in determining whether a customer would enjoy or experience what an organization has to offer or turn to competitors for better solutions.

Employee empowerment is a means to an end and not an end in itself. Thus the university should continue reviewing its employee empowerment strategies in line with the changes

in the knowledge industry for it to succeed in its business i, e, academic, consultancy, community service and religion. This is because empowered employees contribute to the organizational success (Blanchard et, al, 2001 and Quinn and Spreitzer, 1997).

5.3 Recommendations

Africa Nazarene University should fully embrace the aspect of employee empowerment and open up completely the areas in which the employees need full empowerment. For example, all aspects of decision making and not a few, pay to employees should be constantly reviewed as and when there is need to, provision of latest technology to employees to use in their every day work, training in or out of the job should also be done to all employees and at all levels at subsidized rate. If the university fully embraces the spirit of employee empowerment, the employees will perform better and hence make a big difference in the provision of goods and services. Researchers can conduct further study to determine employee empowerment strategies used by other institutions of higher learning including universities, especially in the private sector.

5.4 Limitations of the Study

The study was limited to an individual organization which may not provide appropriate information to policy formulators in the industry. It should have been broad enough to include all the other private universities to see what strategies they have also used to empower their employees and how this has affected the performance of the universities since employees are the power behind the success or failure of organizations.

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APPENDICES
APPENDIX I
Letter of Introduction

Esther Kerubo T. Nyaribo
University Of Nairobi
School Of Business
P. O. Box 30197
Nairobi

Dear Sir / Madam.

**RE: RESEARCH ON STRATEGIES OF EMPLOYEE EMPOWERMENT USED
BY AFRICA NAZARENE UNIVERSITY, KENYA**

I am a postgraduate student at the University of Nairobi, pursuing a Master Degree in Business Administration (MBA). I am undertaking the above mentioned research project. I would be very grateful if you could answer the questions in the interview guide as honestly as possible.

The findings of the study will be availed to you upon request on completion of this research.

Thank you for your co-operation.

Yours faithfully,

Esther Kerubo, T.N.

APPENDIX 2

Interview Guide

Appendix 2: Interview Guide

1. Name.....(Optional)
2. Department.....
3. Designation / position.....
4. How long have you served in this position?.....
5. To what extent are you involved in the formulation and implementation of employee empowerment strategies used by the university?
.....
.....

B. Employee Empowerment Strategies Used

1. Does the university have an employee empowerment policy?
.....
.....
2. If yes, kindly highlight the key areas in this policy document..
.....
.....
3. In regard to Employee Empowerment Strategies used by the Africa Nazarene University, Kenya, to what extent does this university use the following and why.

a) Support of employees of the organization.

.....
.....

b) Positive reinforcement and feedback.

.....
.....

c) Provision of resources to the university employees.

.....
.....

d) Coaching of employees

.....
.....

e) Mentoring of employees

.....
.....

f) Information sharing with employees

.....
.....

g) Creation of autonomy through boundaries

.....
.....

h) Training and development of employees

.....
.....

i) Creating self managed project or product work groups

.....
.....

j) Flexible pay system in an organization

.....
.....

k) Participation in decision making by employees

.....
.....

l) Development of a grievance system in the university

.....
.....

m) Employee welfare facilities

.....
.....

n) Job security in regard to university employees

.....
.....

o) Flexibility in work arrangement

.....
.....

4. Why are the above Employee Empowerment Strategies used by the Africa Nazarene University?

.....
.....

5. How effective are the above mentioned Employee Empowerment Strategies in the university?

.....

6. Apart from the above mentioned Employee Empowerment Strategies, are there any other Employee Empowerment Strategies that are used by the Africa Nazarene University?

.....
.....

If yes, kindly provide a brief description of the Employee Empowerment Strategies.

.....

7. How often are the Employee Empowerment Strategies that are used by the Africa Nazarene University, Kenya reviewed due to changes in the knowledge industry? Kindly give a brief response.

.....

Thank you.