

**ANALYSIS AND DETERMINATION OF EMPLOYEE STRENGTH FOR
PERFORMANCE ENHANCEMENT**

By

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CERTIFICATION

We, the undersigned certify that we have read and hereby recommend for the acceptance by the School of Management, Tribhuvan University, a Major Project in IT report submitted by Srizan Sheila Manandhar titled "Analysis and determination of Employee Strength for Performance Enhancement", in partial fulfillment of the requirements for the award of Master of Business Administration in Information Technology of Tribhuvan University.

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DECLARATION OF AUTHENTICITY

I, Srizan Sheila Manandhar, declare that this Graduate Research Project (GRP) is my own original work and that it had fully and specifically acknowledged wherever adopted from other sources. I also understand that if at any time it is shown that I have significantly misinterpreted material presented to SOMTU, any credits awarded to me on the basis of that material may be revoked.

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Table of Contents

<i>Recommendation</i>	ii
<i>Certification</i>	iii
<i>Declaration of authenticity</i>	iv
<i>Acknowledgement</i>	v
<i>Table of Contents</i>	vi
<i>List of Tables</i>	ix
<i>List of Figures</i>	xi
<i>List of Abbreviations</i>	xii
<i>Executive Summary</i>	xiii
CHAPTER 1: INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	2
1.3 Research Questions.....	2
1.4 Research Objectives.....	2
1.5 Significance of the Study	3
1.6 Research Hypotheses	4
1.7 Limitation of the Study	4
1.8 Organization of the Report	4
CHAPTER 2: RELATED LITERATURE AND THEORETICAL FRAMEWORK	6
2.1 Employee performance Evaluation.....	6
2.1.1 Performance Evaluation Methods	7
2.2 Employee Strength.....	10
2.3 Various concepts of human strength.....	11
2.4 The Clifton strengths finder®.....	12
2.5 Wheel of life	14
2.6 Review of Implemented model for Employee’s Performance.....	15
2.6.1 Communication Skill (CS).....	15
2.6.2 Creativity (CR)	16
2.6.3 Domain Knowledge (DK)	18
2.6.4 Interpersonal Skill (IS)	19
2.6.5 Resilience (R)	20

2.6.6	Self-Awareness (SA)	21
2.6.7	Strategic mind (SM)	22
2.6.8	Tech Savvy (TS)	23
2.6.9	Employee Performance (EP)	24
2.7	Research Gap	25
2.8	Employee's Performance Framework	26
2.8.1	Dependent Variable (DV)	26
2.8.2	Independent Variables (IV)	26
CHAPTER 3: RESEARCH METHODOLOGY		27
3.1	Research design	27
3.2	Target population and sampling frame	28
3.2.1	Sampling plan	28
3.2.2	Sample size determination	28
3.3	Data collection	29
3.4	Sources of Data	29
3.4.1	Primary Data	29
3.4.2	Research Instrument	29
3.4.3	Variable and measurement	30
3.5	Questionnaire design and survey	30
3.6	Data processing	30
3.7	Analysis of the data	31
CHAPTER 4: ANALYSIS AND RESULTS		33
4.1	Analysis	33
4.2	Demographic characteristics	33
4.2.1	Bank Participation	34
4.2.2	Departments	35
4.3	Reliability and Validity	35
4.4	Descriptive analysis	36
4.4.1	Communication Skill	37
4.4.2	Creativity	38
4.4.3	Domain Knowledge	39
4.4.4	Interpersonal Skill	40
4.4.5	Resilience	41
4.4.6	Self-Awareness	42

4.4.7	Strategic Mind	43
4.4.8	Tech Savvy	43
4.4.9	Employee Performance	44
4.5	ANOVA Analysis	45
4.6	Wheel of Performance	48
4.7	Correlation Analysis	50
4.7.1	Pearson Correlations coefficient	50
4.8	Chi-Square Test	51
4.8.1	Bank and Employee Performance	51
4.8.2	Department and Employee Performance	52
4.9	Collinearity Statistic	52
4.10	Regression Analysis	53
4.11	Hypothesis Testing	56
4.12	Cross Tabulations	57
4.13	Major Findings	61
CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS		63
5.1	Discussion	63
5.2	Conclusion	65
5.3	Implications	66
REFERENCES		68
APPENDIX A		75

List of Tables

Table 1 : Reliability Test	36
Table 2 : Descriptive statistics of Communication Skill variable	37
Table 3 : Descriptive statistics of Creativity variable.....	38
Table 4 : Descriptive statistics of Domain Knowledge	39
Table 5 : Descriptive Statistics of Interpersonal Skill	40
Table 6 : Descriptive Statistics of Resilience	41
Table 7 : Descriptive Statistics of Self-Awareness	42
Table 8 : Descriptive Statistics of Strategic Mind	43
Table 9 : Descriptive Statistics of Tech-Savvy.....	44
Table 10: Descriptive Statistics of Employee Performance	45
Table 11: Mean_Creativity.....	45
Table 12: Mean_CommunicationSkill	46
Table 13: Mean_InterpersonalSkill	46
Table 14: Mean_StrategicMind	46
Table 15: Mean_Resilience	47
Table 16: Mean_Self-Awareness	47
Table 17: Mean_DomainKnowledge	47
Table 18: Mean_Tech-Savvy	48
Table 19: Pearson Correlations coefficient.....	50
Table 20: Chi-square test between respondent's bank and EP	52
Table 21: Chi-square test between respondent working department vs EP	52
Table 22: Collinearity Statistics.....	53
Table 23: Model Summary	53
Table 24: Model Summary ANOVA test	53
Table 25: Results of Regression Analysis	54
Table 26: Results of Hypothesis Testing	56
Table 27: Cross tabulation of Departments * Creativity	57
Table 28: Cross tabulation of Departments * Strategic Mind	57
Table 29: Cross tabulation of Departments * Communication Skill	58
Table 30: Cross tabulation of Departments * Interpersonal Skill	58

Table 31: Cross tabulation of Departments * Resilience	59
Table 32: Cross tabulation of Departments * Self-Awareness	59
Table 33: Cross tabulation of Departments * Domain Knowledge	60
Table 34: Cross tabulation of Departments * Tech-Savvy.....	60

List of Figures

Figure 1: Wheel of life chart	14
Figure 2: Employee Performance Research Framework	26
Figure 3: Research design methodology	27
Figure 4: Participation of Bank	34
Figure 5: Distribution of respondent Departments	35
Figure 6: Strengths Wheel of participants of different departments	49

List of Abbreviations

AHP	Analytic hierarchy Process
ANOVA	Analysis of Variance
APA	American Psychological Association
BARS	Behaviorally Anchored Rating Scales
CR	Creativity
CS	Clifton Strengths
CS	Communication Skill
DK	Domain Knowledge
EP	Employee Performance
HR	Human Resources
HRA	Human Resource Accounting
IS	Interpersonal Skill
IT	Information Technology
MBO	Management by Objectives
PE	Performance Evaluation
QMPMS	Quantitative Models for Performance Measurement Systems
R	Resilience
SA	Self-Awareness
SM	Strategic Mind
SQ	Strength Quest
TS	Tech Savvy

Executive Summary

Over the past few decades there has been a drastic change in the way of operating a business across the world. With more and more companies emerging overnight, the companies have felt the urge to advance its processes and remain competitive. Employees (or HR) are the greatest asset a business could ever have and can generate a tremendous value for the organization. Thus Businesses, nowadays, have become very selective about the new people they take in. However, identifying the best candidates for the job is really challenging, they might good experience yet may lack certain “supporting” skills for the respective jobs.

The purpose of this research is to examine and create model to find the strength and weakness of the employee to help business organization tap the full potential of their employees and, therefore, enhance their performance. The research framework, the system model set to find the strengths and weakness of the employees is based upon popular concept “Wheel of Life” and uses it as a base to construct for a new method of measuring the employee performance, visualizing strength and weakness and creating the score on factors that is required in work and, in turn, the employee score. This score is then accessed to devise effective strategy for mitigating the weak points of employees and, thereby, enhancing their performance.

The findings of the study suggest Communication skills, Domain Knowledge, Resilience, Self-Awareness and Strategic Mind have positive significant impact on the performance of the employee, whereas Creativity, Interpersonal Skill and Tech Savviness was found to be irrelevant according to the results and findings. Among the strengths, Domain Knowledge was found to be the significant which determines the performance of the employee and, similarly, different departments need different skill set to perform their jobs. Also, the performance determining strengths vary with the domain or the sector of the business.

Regardless, this research only provides the results from banking sector. Research on diverse domain and sector of business can provide new insights on the strengths that determines the performance. This research only considers the participants perceptions; the actual data of participants appraisal/evaluation could further strengthen the research and, in turn, the development of the system.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Over the past few decades there has been a drastic change in the way of operating a business across the world. With more and more companies emerging overnight, the companies have felt the urge to advance its processes and gain competitive factors so as to achieve its goals and vision. For this, they are employing the best they can, be it technologies or the human resources. Employees (or HR) are the greatest asset a business could ever have and can generate a tremendous value for the organization if they are properly groomed and employed for a task for which they best suit to.

Businesses, nowadays, have become very selective about the new people they take in; however, this is not enough. One cannot know about a persons' every skills and strengths in just one go. Organizations can hire the best candidates for the job yet they may lack certain "supporting" skills for the respective jobs. Every person is unique and can have some distinguishing skills needed by a business; and if one can properly identify their unique set of attributes, assist to enhance them and employ them for the right jobs, then a company could acquire incomparable competitive advantage in the market. However, one often tends to bypass this stage of analyzing and grooming its hired employees resulting in less than the attainable output.

No human being is considered perfect therefore, even in workplace an employees' weak point, no matter how small or big it be, may be inhibiting them from achieving their maximum Performance and this, in turn, greatly affects the business success. Therefore, properly managing employee performance and improving their Performance helps business to increase revenue and, thereby, gain a greater market share.

The research main objective is to help business organization tap the full potential of their employees and, therefore, enhance their competitive advantage factor. The research framework, the system designed & developed is set to find the strengths and weakness of the employees based upon analysis of different inputs from the survey and secondary data sources. It takes into consideration the popular concept "Wheel of Life" and uses it as a base to construct a new method of measuring the employee performance, satisfaction/confidence on factors that is

required in work and, in turn, the employee score. This score is then accessed to devise effective strategy for mitigating the weak points of employees and, thereby, enhancing their performance.

1.2 Statement of the Problem

Businesses across the world have well realized the value of their human resources and have become more attentive towards their performance development. However, most of them and their efforts are limited just to provide trainings and other development programs, especially in developing countries. In Nepal's scenario, too, despite knowing the importance of workforce and their necessity for organizational success, many businesses have still not been able to tap on to the full potential of their employees. It is mainly because employee development program has only been able to include training and skill development programs which are more or less same for all the employees. There is a lack of customized development programs for employees based upon their strengths and weaknesses. Also, businesses have not been able to realize the core strengths and supporting strengths of their employees, thereby, not being able to employ them for tasks that best suits them or in the area where they can contribute to maximum.

1.3 Research Questions

To meet the purpose of the study, following research questions will be addressed:

- What are the factors affecting Employee Performance?
- What are the dominating factors that prevail in employees of different departments in banking sector of Nepal?

1.4 Research Objectives

More often businesses tend to overlook the true potential of their employees, which could have benefitted them in more than expected ways to achieve a greater output. This GRP, thus, aims to provide a framework for assisting the business organizations get access to the strength and weaknesses of their employees, so as to devise a better strategy for their development, utilize their skills at right place and in a right way and, therefore, to enhance their performance.

More specifically the objectives of the study are listed as follows:

- To assess the factors affecting employees' performance
- To study the dominating factors in employees of different departments in banking sector of Nepal

1.5 Significance of the Study

Many of the organizations take in employees that best suit the announced job description based upon their past experiences and knowledge, however, only this selection process is not enough. Every person has some aspects in which they are good and some aspects in which they lag behind, so the main focus here is to find those aspects and gain a deeper insight to the employees and their characteristics. Based upon different data input, a clear view over the employees is developed and this, in turn, would be used to categorize the employees into different groups. All the groups would have distinct set of characteristics, pros & the cons and this set of attributes will be used to develop strategy to bring out the best in the employees through different skill development activities, trainings, mentoring, etc.

This research presents useful information on assisting the business organization to develop or enhance one of its core competitive advantage factor i.e.: their employees, helping the business to analyze the strengths and weaknesses of the employees. This research helps the businesses to construct the system that visualizes the different aspects of employees, their characteristics, their unique capacity and performance level so as to make them aware about what lies in their hands and how to use them for the benefit of both the employee and the business hence, suggesting the best pair up of employees belonging from different category to maximize the productivity and output.

Ultimately this research project helps business to enhance the employee performance and, therefore, the effectiveness of an organization using world renowned methods for improving the performance of the employees based on their individual's needs. Employee performance, here, can be best described as employee characteristic and basically relates to the speed and accuracy at the given job task. Upon gaining an insight on the capabilities of an employee, the businesses can, therefore, execute well devised exercises, practices and policies for the enhancing the employee performance as suggested by the proposed system.

1.6 Research Hypotheses

Hypothesis 1: Communication Skill (CS) has a significant positive effect on Employee's Performance (EE) at work.

Hypothesis 2: Creativity (CR) has a significant positive effect on Employee's Performance (EP) at work.

Hypothesis 3: Domain Knowledge (DK) has a significant positive effect on Employee's Performance (EP) at work

Hypothesis 4: Interpersonal Skill (IS) has a significant positive effect on Employee's Performance (EP) at work.

Hypothesis 5: Resilience(R) has a significant positive effect on Employee's Performance (EP) at work.

Hypothesis 6: Self-Awareness (SA) has a significant positive effect on Employee's Performance (EP) at work.

Hypothesis 7: Strategic Mind (SM) has a significant positive effect on Employee's Performance (EP) at work.

Hypothesis 8: Tech-Savviness has a significant positive effect on Employee's Performance (EP) at work.

1.7 Limitation of the Study

The study suffers from the following limitations:

- The study is focused on finding the strength and weakness through the set of questionnaires, which may not completely convey the strength and weakness.
- The questionnaires were distributed to the target respondents of all types of people to represent the population. However, the primary research was conducting using self-administered questionnaire survey which can be biased. Hence, the study results cannot be generalized.
- Since the past performance evaluation data of the participants couldn't be obtained due to confidentiality of the organization, it uses participant perception for performance in regard, which might be biased.

1.8 Organization of the Report

This study is organized in five chapters. The first chapter constitutes introduction which includes the background of the study, statement of the problem, objectives of the study, hypotheses of the study, rationale of the study along with the organization of the study. The

second chapter shows the theoretical model, review of past empirical studies, research gap and theoretical framework of the study. The third chapter covers the research methods, which highlight the study design, population and sample, instrumentation, sources and methods of data collection, and data analysis methods. The fourth chapter includes the analysis of the data and the presentation of the results. Finally, the fifth chapter incorporates discussion, conclusion and implications.

CHAPTER 2

RELATED LITERATURE AND THEORETICAL FRAMEWORK

This chapter intends to explain the theoretical model and various relevant past empirical studies regarding the employee productivity, employee personality, employee strength and weakness keeping employee performance at the center. In addition, the theoretical framework for research was developed based on the review of literature.

The concept of management, or business administration, has vastly developed over the past few decades. With the ever-growing and ever-changing business industry, companies have started to search and focus on new areas for setting competitive advantage so as to sustain and grow. Previously, for a business organization, customers were considered to be the most important factors for success, however, with the new learnings and experiences there has been a major paradigm shift. Businesses, nowadays, have started to formulate strategy to develop their human resources and is continuously learning to deploy their resources in an effective manner for the organizational success and maximized output.

There has, indeed, been lot of researches on getting a maximum output from the human resources and businesses are utilizing no. of tactics and processes to increase the performance of their employees and, in turn, the effectiveness of business organization.

2.1 Employee performance Evaluation

Employee performance is related to job duties which are expected of a worker and how perfectly those duties were accomplished. Many managers assess the employee performance on an annual or quarterly basis in order to help them identify suggested areas for enhancement. Performance evaluation (PE) system depends on the type of the business for an organization. PE mostly relates to the product output of a company or the end users of an organization.

Generally, performance appraisal aims to recognize current skills' status of their work force. Any standard appraisal system consists of collection of data in which information is extracted from then converted into a real number called performance rating. The employees' contribution to an organization depends on the evaluation of his/her rating. It is essential to have accurate unbiased appraisal assessment in order to measure the employees' contribution to organization

objectives. Employers/managers use characteristics such as knowledge in particular field, skills to achieve a goal and target achieving attitude in order to decide on the employee's performance level.

Over the years, number of researches have been conducted to gain an insight on harnessing the power of human resources for the organizational benefit. Different performance evaluation and appraisal system has been tested, developed and deployed to better the performance of employees and increase their performance. (Suwignjo, Bititci, & Carrie, 2000) have developed Quantitative Models for Performance Measurement Systems (QMPMS), a model for measuring performance with respect to a factor. The model utilizes cognitive maps and analytic hierarchy process to identify factors affecting performance and their relationships, quantify the effect of the factors on performance, and express them quantitatively.

With an objective to better understand an employee, a research on "Employee Performance Evaluation by AHP: A Case Study", by Rafikul Islam and Shuib bin Mohd Rasad (Islam & Rasad, 2006), has used analytic hierarchy process (AHP) to evaluate employee performances based upon the criteria: quantity/quality of the work, planning/organization, initiative/commitment, teamwork/cooperation, communication and external factors. Overall ranking of the employees, in this, was obtained using the absolute measurement procedure of AHP.

Similarly, several other evaluation methods are used for employee performance evaluation and appraisal such as Graphic rating scale method, forced choice distribution method, behavioral check list method, etc. Some methods that were utilized in the past are not currently used like ranking, critical incident, and narrative essays. New methods have been suggested for performance appraisal technique like MBO and assessment Centers.

2.1.1 Performance Evaluation Methods

Performance Appraisal can be generally categorized into two groups: Traditional (Past oriented) methods and Modern (future oriented) methods (Aggarwal & Thakur, 2013). Other researchers (Jafari, BOurouni , & Amiri , 2009) have classified the existent methods to three groups; absolute standards, relative standards and objectives. The performance appraisal methods are:

1) Traditional Methods:

Traditional methods are comparatively older methods of performance appraisal. These methods were past oriented approaches which concentrated only on the past performance. The following are the topical traditional methods that were used in the past:

- Ranking Method

Superior ranks his employee based on merit from best to worst (Dessler & Gary, 2011). However how best and why best are not elaborated in this method.

- Graphic Rating Scales

In 1931 a behaviorism enhancement was introduced to graph rating scale (Bracken & Timmreck, 2001). According to (Dessler & Gary, 2011), graphic rating scale is a scale that lists a number of traits and a range of performance for each. The employee is then graded by finding the score that best defines his or her level of performance for each trait.

- Critical Incident Method

This method is concentrated on certain critical behaviors of employee that makes significant difference in the performance. According to (Dessler & Gary, 2011), critical incident method keeps a record of unusually employee's work related behavior and revisit it with the employee at prearranged times.

- Narrative Essay

In this method the administrator writes an explanation about employee's strength and weakness points for improvement at the end of evaluation time. This method primarily attempt to concentrate on behavior (Jafari, BOurouni , & Amiri , 2009) (wu, 2005). Some of the evaluation criterion are as follows: overall impression of performance, existing capabilities & qualifications, previous performance, and suggestions by others.

2) Modern Methods:

Modern Methods were formulated to enhance the conventional methods. It tried to enhance the shortcomings of the old methods such as biasness and subjectivity. The following presents the typical modern methods:

- Management by Objectives (MBO)

The performance is graded against the achievement of the objectives specified by the management. MBO includes three main processes; object formulation, execution process and performance feedback (wu, 2005). (Wehrich , 2000) proposed the system approach to management by objectives. It consists of seven components; strategic planning and hierarchy of objects, setting objectives, planning for action, implementation of MBO, control and appraisal, subsystems and organizational and management development.

- Behaviorally Anchored Rating Scales (BARS)

BARS contrast an individual's performance against specific examples of behavior that are anchored to numerical ratings. For example, a level three rating for a doctor may require them to show sympathy to patients while a level five rating may require them to show higher levels of empathy. BARS utilize behavioral statements or solid examples to explain various stages of performance for each element of performance (Elverfeldt, 2005).

- Humans Resource Accounting (HRA)

In this method, the performance is judged in terms of cost and contribution of the employees. Johnson (Johanson, Eklov, Holempren, & Martensson, 1998) incorporate both HRA models and utility analysis models (UA) to form the concept of human resource costing and accounting (HRCA).

- Assessment Center

An assessment center is a central location where managers may come together to have their participation in job related exercises evaluated by trained observers. It is more focused on observation of behaviors across a series of select exercises or work samples. Appraisees are requested to participate in in- basket exercises, work groups, computer simulations, fact finding exercises, analysis/decision making problems, role playing and oral presentation exercises (Byham , 1986)

- 360 Degree

It is a popular performance appraisal technique that includes evaluation inputs from a number of stakeholders like immediate supervisors, team members, customers, peers and self (Jafari, BOurouni , & Amiri , 2009). 360 Degree provides people with information about the influence of their action on others.

- 720 degree

720 Degree method concentrates on what matter most, which is the customer or investor knowledge of their work (Mondy & Wayne, 2008). In 720 Degree appraisal feedback is taken from external sources such as stakeholders, family, suppliers, and communities. 720 degree provides individuals with extremely changed view of themselves as leaders and growing individuals. It is 360 Degree evaluation/appraisal method practiced twice.

2.2 Employee Strength

With no. of researches on effective Human Resource (HR) management, business stakeholders and researchers have found a lead i.e.: Employee Strength, focused on which an organization can develop an effective HR strategy. One of the researches i.e.: “A Review of the Theory and Research Underlying the Strength Quest Program for Students”, by Hodges & Harter(2005), has quickly summarized the base theory of strength development as well as the importance of discovering natural talent and developing such talents into strengths (Hodges & Harter, 2005). As per the research, the roots of strength-development theory can be traced back to more than fifty years to the early work of Donald Clifton. The major stages for strength development were found to be: identification of talents, integration of identified talents into one’s self-view, and behavioral change. The research has also put a light on the “Clifton Strength Finder” which is considered to be one of the major tools which has been grounded for more than three decades of studying success across wide variety of functions in the education and workplace.

A strength is characterized by “efforts to label what is right” within people and organizations (Buckingham, 2007) and assumes that every individual has personal qualities that can be mobilized toward desirable outcomes in many areas of life (Anderson , 2000) (Saleebey, Human behavior and social environments: A biopsychosocial approach, 2001) . The strengths approach explores ways to empower individuals toward thriving rather than mere survival (Liesveld & Miller, 2005) and assumes that capitalizing on one’s areas of talent is likely to lead to greater success than would be possible by making a comparable investment of effort into overcoming personal weaknesses or deficiencies (Clifton & Harter, Investing in strenths, 2003). This paradigm therefore highlights the importance of intentionally choosing to focus one’s attention and energy into cultivating that which will yield the most significant growth (Shushok & Hulme, 2006), which is accomplished not by ignoring weaknesses, but by instead seeking to understand and manage areas of deficiency while optimizing effort by building on strengths

(Clifton & Harter, 2003; Clifton & Nelson, 1992). Strengths-based ideology provides insight for the design of intervention programs that prompt individuals toward achieving positive goals and aims (Frey, Jonas, & Greitemeyer, 2003)(Frey, Jonas, & Greitemeyer, 2003), as a strengths perspective can produce “the ability to flexibly apply as many different resources and skills as are necessary to solve a problem or work toward a goal” (Aspinwall & Staudinger, 2003)(Aspinwall & Staudinger, 2003, p. 13) by helping people consider the personal resources they can mobilize to achieve favorable ends.

At the individual level, a strengths approach encompasses the identification of positive personal and interpersonal characteristics, along with their integration into one’s view of self, resulting in behavioral changes (Clifton & Harter, 2003). A strengths-based approach also informs current scholarship on organizational behavior by promoting the scientific community’s attentiveness to the positive dynamics and productive practices that exist at the communal or organizational level (Cameron, Dutton, & Quinn, 2003)Regardless of whether the strengths perspective is used to generate understanding and inform practice at the macro or micro level, its central aim is to pinpoint and amplify the promising characteristics of individuals, families, and communities (Saleebey, 2006). All applications of the strengths approach are founded upon the assertion that “human strengths are not secondary, derivative, illusory, epiphenomenal, parasitic upon the negative, or otherwise suspect” (Peterson & Seligman) but that the study of strengths is legitimate in its own right as a way of cultivating wellbeing.

2.3 Various concepts of human strength

One approach to understanding strengths views them as talents that have been developed to produce consistent levels of excellent performance in a particular activity (Clifton & Anderson, 2002), and the work of researchers at Gallup is founded upon this particular definition of the terminology associated with the study of human strengths. Although researchers and practitioners adopting other understandings of strengths have contributed in many valuable ways to contemporary research and practice, this review is focused on a description of the Gallup model of strengths and the research and applications that are derived from it specifically.

Gallup defines talents as “naturally recurring patterns of thought, feeling, or behavior that can be productively applied” (Hodges & Clifton, 2004), including an individual’s patterns or tendencies when interacting with others, processing information, or navigating an environment.

Because these talents are viewed as trait-like and naturally occurring, individuals often use them without conscious awareness of their presence (Clifton, Anderson, & Schreiner, 2006; Drucker, 2000). Clusters of similar talents are grouped into talent themes. An individual's five most dominant talent themes are referred to within this model as Signature Themes (Clifton & Anderson, 2002) (Clifton & Anderson, 2002). Signature Themes can be developed through the addition of acquired knowledge and skill to form a strength, which is defined as the ability to produce "consistent, near-perfect performance in a given activity" (Clifton & Anderson, 2002) Strengths are therefore not listed comprehensively because they are specific to a particular activity or context and can be understood as specific, energizing activities one performs with excellence (Buckingham, 2007)

(Clifton & Nelson, 1992) propose that there are four indicators of the presence of strengths. Specifically, these authors note that individuals are intuitively drawn to activities that will facilitate strengths utilization, and so they advocate for people to cultivate an awareness of these types of "yearnings". A second signal that a strength may be at use is when an individual derives great satisfaction and energy from investment in an activity, experiencing a sense of engagement and timelessness called flow (Csikszentmihalyi, 2000). Rapid learning is another sign of a strength's presence, and the fourth indicator of a strength in action is that "glimpses of excellence" (Clifton & Anderson, StrengthsQuest, 2002)) are demonstrated when an individual attempts an activity that requires the use of a particular strength (Buckingham, 2007; Clifton & Anderson, 2002))

2.4 The Clifton strengths finder®

Four decades ago, Gallup researchers began a project focused on an empirical discovery of the components of human strength. Educational psychologist Don Clifton championed this effort, beginning with a series of projects inspired by the question, "What would happen if we studied what is right with people?" (Lopez, Hodges, & Harter, 2005, p. 3) (Lopez, Hodges, & Harter, The Clifton StrengthsFinder technical report: Development and validation, 2005). Clifton held the unwavering conviction that human strength and excellence could be empirically investigated in a rigorous, widespread manner. He and his colleagues thereby developed semi-structured interview protocols designed to pinpoint the persistent thoughts, feelings, and behaviors associated with situational success in a variety of fields. Gallup subsequently conducted these interviews with more than two million individuals for the purposes of employee selection and personal development (Asplund, Lopez, Hodges, & Harter, 2009).

Clifton and his colleagues systematically reviewed the data generated by the interviews to reveal the anatomy of more than 400 types of talent, creating an initial pool of more than 5,000 items that were candidates for inclusion in a comprehensive measure of positive human qualities (Asplund , Lopez, Hodges, & Harter, 2009) This information was subjected to extensive reliability and validity analyses; those items with the strongest psychometric properties were retained, providing the foundation for the 1999 launch of the earliest version of an instrument called the StrengthsFinder. This instrument's first edition contained 180 item-pairs designed to assess a respondent's top areas of talent from a set of 34 possible themes; this online instrument was the first to provide an omnibus assessment of human talent (Lopez, 2007). It was renamed the Clifton StrengthsFinder following Clifton's death in 2003 (Lopez et al., 2005), and in 2006, researchers began a systematic review of its psychometric properties. Analysts recommended changes for psychometric improvements to theme reliabilities and validities; these adjustments were related to how existing items were scored as well as modifications that required either adding or removing specific items (Asplund et al., 2009). The revised iteration of the Clifton StrengthsFinder contains 177 items, which is a three-item reduction from the previous version. The initial version of the instrument offered respondents a short description of their top five clusters of talent (Signature Themes), as well as suggestions for capitalizing on each, whereas the feedback for the updated version is more detailed and customized in that it is based on both theme-level and item-level data to form a more nuanced description of the respondent's unique pattern of (Lopez, 2007) responses (Asplund et al., 2009).

Currently available in more than 20 languages, the instrument has been completed by more than eight million people worldwide (Gallup, 2012)(Gallup, 2012) and can be modified for individuals with disabilities to allow for greater accessibility. The Clifton StrengthsFinder is not designed to measure psychological illness or wellness, but exists to serve as a tool for personal development (Lopez et al., 2005). A common misconception is that the Clifton StrengthsFinder highlights an individual's strengths, but the developers of this instrument actually assert that it is intended to instead identify areas of inherent talent that can be deliberately developed into personal strengths. Related supporting materials pertinent for a variety of settings are also available, and these resources are designed to offer strategies for developing Signature Theme talents into strengths within the spheres of leadership, business, education, and ministry (Buckingham & Clifton, 2001; Clifton et al., 2006; Liesveld & Miller, 2005; Rath & Clifton, 2004; Rath & Conchie, 2009; Winseman, Clifton, & Liesveld, 2004). Of particular relevance to this review is the existence of Strength-Quest (Clifton, Anderson, &

Schreiner, 2006), which is a text containing additional information about the nature and application of Clifton StrengthsFinder results, tailored for students and educators?

2.5 Wheel of life

Apart from the quantitative model and processes, the concept “Wheel of Life” has set a base for advanced research on different management aspects. The concept was originally created by Paul J. Meyer, founder of Success Motivation® Institute, Inc. and is one of the great exercises and tool to help create more balance and success in life (Emerald Wroks, 2020). It is a powerful tool which gives a vivid visual representation on the way your life is currently functioning, compared with the way you’d ideally like it to be.

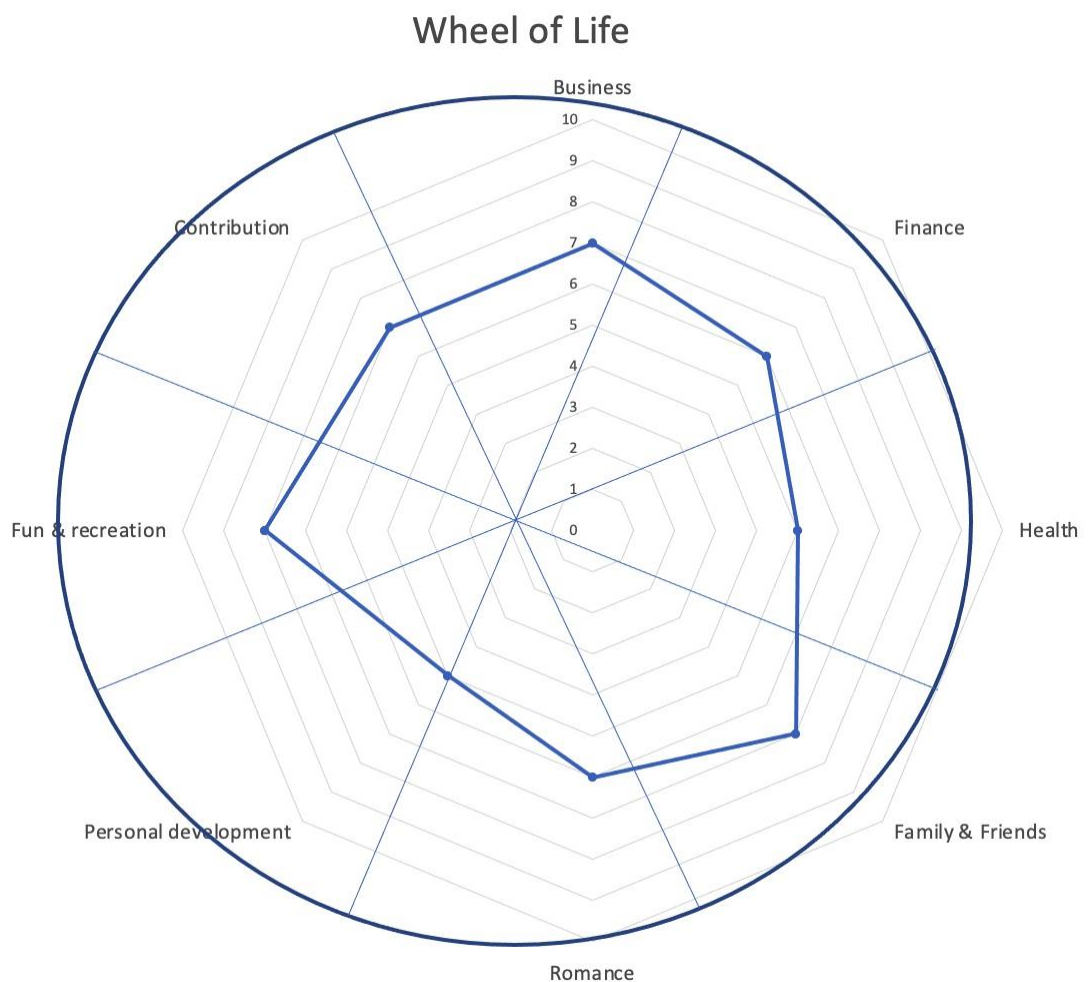


Figure 1: Wheel of life chart

2.6 Review of Implemented model for Employee's Performance

2.6.1 Communication Skill (CS)

Employee communication is the dissemination of information which is related to the daily performance of an employer's job and also important if the worker is expected to be an effective member of staff. It connotes a consideration of human beings as a vital resource (Buchanan, Claydon, & Doyle, 1999). Communication is the transfer of information from a sender to a receiver, with the message being understood by the receiver. Myers and Myers (1982) (Meyers & Meyers, 1982) defined organizational communication as "the central binding force that permits coordination among people and thus allows for organized behaviour," and Rogers and Rogers (1976) who argue that "the behaviour of individuals in organizations is best understood from a communication point of view." Communication is not only an essential aspect of these recent organizational changes, but effective communication can be seen as the foundation of modern organizations (Grenier and Metes 1992; D'Aprix 1996; Witherspoon 1997; von Krogh et al. 2000). (Buchanan, Claydon, & Doyle, 1999)

Communication covers all activities that an individual does when he wants to make a transformation in someone else's mind. This is a meaning bridge between an individual or individuals and organization. Communication is a process that contains expressing, listening and understanding (Banerji & Dayal , 2005) Similarly, emphasizing social aspect of communication, communication that takes part on the base of social life and forms the content of organizational structure is a process which aims at conducting good relationships between groups and organizations (Dogan, 2005). Price (1997) defined organizational communication as the degree to which information about the job is transmitted by an organization to its members and among members of the organization. Ayatse (2005) observed that communication is needed to establish and disseminate the goals of the enterprise. This is because the competencies and skills they possess will enable them to exhibit work behaviours appropriate and relevant to the performance of the job. It is further theorized that employees are likely to be more productive if their performance is rewarded assuming that the reward received has value to them, as argued by the expectancy theory (Victor Vroom, 1964). Communication is vital in organizations such that Orpen (1997) argued that communication has a vital role in the failure or accomplishment of any organization, it is used for the purpose of resolving the contradictions in work organization in other that such organization may progress. People must come together, think together, work together, learn together and advance together. Human interaction allows man to forge new horizons and explore new possibilities. Thus, by meeting

people, they can communicate in the language of themselves. The variety of communication aids/ techniques used in an organization depends on the nature of the organization, its kind and range of personnel that best suits the management and also the location of the workplace.

The importance of communication may appear intuitively obvious, but does research support this assumed importance; the short answer is yes. Research has shown that “when employee needs are met through satisfying communication, employees are more likely to build effective work relationships.” (Gray & Laidlow 2004, quoted in Tsai and Chuang 2009). This “research satisfaction” – “the sum total of an individual’s satisfaction with information flow and relationship variables” (Downs & Hazen, 1977, in Tsai and Chuang 2009) has been correlated with key variables such as job performance and turnover rates. Further, “certain facets of employees” communication satisfaction that exhibit both information and relationship features supervisory communication, personal feedback, and communication climate were found to be the major dimensions of communication-job performance relationships” (Tsai & Chuang, 2009). In other words, the ways in which information flows in an organization is critical to the way that personnel understand their relationship to and within the organization. In short, as Chen (2008) stated, each passing study seems to reveal “that the relationship between internal/employee communication and corporate effectiveness is more significant than what has previously been assumed”.

2.6.2 Creativity (CR)

Creativity can be explained as production of new ideas; a creative employee is one who can come up with new suggestions/ideas for the services to be constructed, the flood of the communication and understanding it in the same way which would affect the work done by the employee during his working hour (Amabile, 1988). Some explain it as the ability of the individuals how they can develop useful solution to meet the challenges and overcome the problem them self individually (Amabile, 1988; Young, 1994). A creative employee is one who has the ability to be aware of the organization and must be sensitive so that he can tackle the problem, he must have sharp mind so he is able to remember his task for long time, and he must be adaptive, it is because due to Globalization there is rapid change in the technology as well the culture so a creative employee would be one who is able to adapt all the changes before time, in this way he would be termed as creative (Evans, 1991).

Creativity is mostly involved in the generation of change in product, due to working in team the employee are constantly engaged in learning new knowledge, skills which are the necessary

requirements needed by the organization from the employee so they can achieve timely goals (Amabile, 1988, 1996). Zou and George explain creativity as introducing new techniques by individual or group of people in organization for achieving the maximum potential of human labor which will result in achieving goals effectively, due to innovation and globalization if a firm wants to compete with its competitor, they must hire creative employee who are extroverts, feeling easy to work in groups. Employees with proactive personalities are the one which are mostly admired to make constructive change (Zhou and George 2001) (Zou & George, 2001). Creativity is adapted by the individual to do production with new ideas. The creativity may depend on the employee or situation; an employee may want to be in contact at highest or lowest level although he or she has great potential. Employee may use all of his/her capabilities, skill knowledge in effort to produce creative outcomes (Drazin et al., 1999).

Geroski (2000) (Geroski, 2000) suggested that firms will notice an increase of profit growth when encouraging creative behaviors. Thus, organizations that encourage creativity experience increase in profit growth, and subsequently firm performance. Furthermore, Von Nordenflycht (2007) observed a relationship between creativity and performance in 122 U.S. advertising agencies determining a positive, linear relationship between employee creativity and firm performance. It is generally reasoned that creativity results in competitive differentiation which results in firm-level success. In addition, Employee creativity can add value to organizations, mainly in overcoming challenges and finding innovative ways to grow. Exploiting ideas means, firstly, providing motivation. Without sufficient motivation, employee creativity potential may not necessarily equate with a better firm performance. Managers, for example, can motivate employees through transformational leadership that inspires them and puts a premium on creativity (Gong, 2009). It also provides creativity-relevant activities, initiates creative action and maintains actual creative levels in the workplace and firms with outstanding employee creativity perform better than others that do not have (Tierney, Farne, & Graen, 1999). Accordingly, employee creativity clearly becomes an influenced antecedent of firm performance.

In another popular study conducted by Humera and Quaid-i- from Azam University in 2016 to examine the Impact of Employees Creativity on the Performance of the individual's performance on 73 workers, the result which were attained in the linking of employee's creativity with performance of the firm had a very inclusive effect, it had a positive effect on each other explaining the fact that it does takes some processes to go through to get new knowledge but in due time the individual is able to come up with new techniques which tends

to be creative & efficient having positive relation on the organization performance (Jaussi & Dionne, 2003).

2.6.3 Domain Knowledge (DK)

Domain knowledge is knowledge of a specific, specialized discipline or field, in contrast to general knowledge, or domain-independent knowledge. The term is often used in reference to a more general discipline, as, for example, in describing a software engineer who has general knowledge of programming, as well as domain knowledge about the pharmaceutical industry. (Hiorland & Albrechtsen, 1995) People who have domain knowledge, are often considered specialists or experts in the field.

Employees who do not have a clear understanding of how their jobs fit into the overall work picture of their organization are more likely to exhibit carelessness and the inability to make clear distinctions on which aspects of their job are most important. This is according to a study conducted by two DePaul University industrial-organizational psychologists (Dierdorff & Rubin, 2015). Whereas the employee with exceptional domain knowledge possesses job knowledge that is demonstrated thorough understanding of how to perform regular work assignments as well as how those assignments relate to other areas. Serves as resource to others regarding work processes and procedures. Significantly exceeds expectations on all tasks. Continuously strives to further improve job knowledge. Constantly solicits feedback from others regarding their performance. Domain knowledge is vital in performing the task efficiently.

“This study clearly shows that employees vary greatly with regard to how accurately they understand the critical function of their jobs,” say Erich C. Dierdorff and Robert S. Rubin (2015), both professors in the Kellstadt Graduate School of Business at DePaul. In their study, they focused on two aspects of how employees rated their jobs. The first was carelessness, which is when employees are more likely to think certain aspects of their jobs are more important than others, when in fact they are not. For example, a person whose work does not provide the opportunity to have much interaction with co-workers and little, if any, with customers, lists interpersonal skills as highly important to the job. By doing so, that person is being careless in providing an accurate judgment, noted Dierdorff.

2.6.4 Interpersonal Skill (IS)

Robbins and Judge (2009) stated that every individual has the strengths and weaknesses in skill particular skill that make him superior or inferior compared to other people in doing certain task or activity. Still, according to Robbins and Judge, the whole skill of a person is mainly divided into two certain factors, namely:

1. The mental skill is the skill needed to perform various mental activities: thinking, reasoning, and problem-solving. Individuals in most societies put intelligence, for a good reason, in the highest place. Intelligent people usually earn more money and have higher education. They also probably become the leader of one group. Seven dimensions that form intellectual ability are namely numerical, verbal, perception, inductive reasoning, deductive reasoning, different visualization, and memory.

2. Physical ability is the capacity to perform activities and tasks that demand stamina, creativity, strength and similar characteristics. There are various requirements needed in hundreds of jobs to be able to identify nine basics skills including in the performance of physical task: dynamic, body, static, explosive strength, extensive flexibility, flexibility, body coordination, balance, stamina.

The performance of an employee will probably increase when the management can define how high a job needs the level of each ability. Different jobs require different skills. The performance of an employee will increase if there is a high job-ability suitability. Interpersonal communication is a very practical art, useful in gaining a relationship with business partners, work colleagues, including on the managerial level that needs interpersonal communication.

Meanwhile, some scholars believe that interpersonal and communication are a separate skill. Communication skill is the ability to perform a particular task that can be measured. Meanwhile, the interpersonal skill is an inherent relationship based on the process of communication (Benson, 2014). Another research suggests a significant role of emotional intelligence in building interpersonal communication skill (Petrovici & Dobrescu, 2014). Those who have high emotional intelligent also deem to have high score in performance (Bozionelos & Singh, 2017). However, emotional intelligent is not the only determinant factor in employees' performance. Other factor such as organizational culture also play an important role in defining their performance/performance (Taguchi , 2015).

2.6.5 Resilience (R)

Stress in the workplace negatively influences individual workers and entire organizations. According to the American Psychology Association (APA; 2009), more than one half of employees report some amount of lost productivity due to stress while at work; interestingly, this problem is augmented among young workers—roughly six in 10 Millennials and Gen Xers report some amount of lost productivity. Therefore, it is desirable to reduce the causes of stress, but it is equally important to enable workers to cope with the degree of stress that is unavoidable. Enhanced resilience seems to be one of the options.

The concept of resilience was discussed many years ago as a personality trait related to adaptability and coping (Block, 1961). The current conceptualization of resilience as a state emerged in the 1970s from research on the resilience of children of mothers with schizophrenia (Garmezy, 1971), and a number of later studies confirmed that resilience is not a rare phenomenon (Luthans, Vogelgesang, & Lester, 2006) (Luthans, Vogelgesang, & Lester, 2000). Since then, research on this topic has expanded greatly, and resilience has been investigated in many other contexts, such as health care (e.g., McAllister & McKinnon, 2009), education (e.g., Jennings, Frank, Snowberg, Coccia, & Greenberg, 2013) (Jenninngs, Frank , Snowberg, Coccia, & Greenberg, 2013), social policy (e.g., Luthar & Cicchetti, 2000), including work environments .

When applied to the workplace, resilience is defined as the “positive psychological capacity to rebound, to ‘bounce back’ from adversity, uncertainty, conflict, failure, or even positive change, progress and increased responsibility” (Luthans, 2002). Over a decade of research attests to the importance of resilience in the workplace for employees’ well-being and performance. Numerous studies have confirmed a weak to moderate relationship between resilience and job performance (Krush, Agnihotri, Trainor, & Krishnakumar, 2013; Luthans, Avolio, Walumbwa, & Li, 2005; Luthans, Avolio, Avey, & Norman 2007). Moreover, a recent systematic review by Robertson, Cooper, Sarkar, and Curran (2015) of studies monitoring the effects of resilience training in the workplace reveals that resilience training can improve personal resilience and is a useful means of developing not only mental health and subjective well-being in employees but also improved performance.

2.6.6 Self-Awareness (SA)

Self-awareness is the most crucial competency associated with work place emotional intelligence. According to (Yeung , 2009); the first step to becoming emotionally intelligent is to become as self-aware as possible. Emotional intelligence is a recent construct and was made popular and brought to the realm of business by Goleman,(1998), who argues that it could be more effective for the management of business affairs than our cognitive ideas. Ever since Goleman made his celebrated publications, many researchers have emerged in the field. For instance, Freedman and Everret, (2004) have observed that emotional intelligence is emerging as a critical factor for sustaining high performance.

According to Goleman, (1998), People with this competence present themselves with self-assurance, have presence, can voice views that are unpopular and go out on a limb for what is right, are decisive, able to make sound decisions under pressures People with self-confidence typically see themselves as efficacious, able to take on challenges and to master new jobs or skills. They believe themselves to be catalysts, movers and initiators, and feel that their abilities stack up favorably in comparison to others. Goleman (1998) argues that a leader with good self-awareness would recognize factors such as whether he or she was liked, or was exerting the right amount of pressure on organization members. The first step to becoming emotionally intelligent is to become as self-aware as possible. According to Yeung, (2009), once we become aware of our emotions, strengths and weaknesses, we can begin to think about how to manage and apply them to help us achieve our goals. Goleman (1998), has argued that self-awareness serves as an inner barometer, gauging whether what we are doing (or about to do) is indeed, worthwhile. Feelings give the essential reading

In a study by Shipper (2003), study, finding suggests that self-awareness of interactive skills may be a critical component to manager effectiveness in U.S. and U.K cultures. Self-awareness has been found to be the key to realizing one's own strengths and weaknesses. According to Boyatzis, (1982), among several hundred managers from twelve different organizations, accurate self-assessment was the hall mark of superior performance. Individuals with the accurate self-awareness competences are aware of their abilities and limitations, seek out feedback and learn from the mistakes, and known where they need to improve and when to work with others who have complementary strengths. Accurate self-assessment was the competence found in virtually every "star performance" in a study of several hundred knowledge workers – computer scientists, auditors and the like, at companies such as AT&T

and 3m, on a 360-degree competence assessment, average performers typically over estimate their strengths, whereas star performers rarely do, the stars tended to underestimate their abilities, an indicator of high internal standards, (Goleman, 1998).

2.6.7 Strategic mind (SM)

Strategic thinking is seen as the generation and application of distinctive business ideas and opportunities intended to create competitive advantage for a firm or business. It is also seen as the ability to come up with an effective plan in line with organizational objectives within a particular economic situation. Strategic thinking transcends time, space, and resources to offer innovative solutions to complicated and perplexing issues a firm faces in its competitive arena (Hamel & Prahalad, 1994; Mintzberg, 1987). Alsaaty, (2007) (Alsaaty, 2007) asserts that strategic thinking is an act of creating a whole new business venture.

Previous studies revealed that organizations who have adopted strategic thinking approach are very successful in their businesses (Amiri Aghdaie et al., 2012) (Amiri Aghdaie, Seidi, & Raisi, 2012). There are various examples of organizations who have adopted strategic marketing (Ansari and Riasi, 2016; Riasi and Pourmiri, 2015), strategic sustainable management (Riasi and Amiri Aghdaie, 2013; Riasi and Pourmiri, 2016), strategic educational management (Riasi and Asadzadeh, 2015, 2016), and strategic financial decision making (Riasi, 2015) and have been extremely prosperous in their businesses.

Rajagopalan and Spreitzer, (1997) study on the relationship between strategic thinking and organizational performance showed uncertain findings. Some authors including Hambrick and Schecter, (1983); Haveman, (1992); Zajac and Kraatz, (1993) found out that strategic thinking enhances performance, while other researcher have found that strategic thinking reduces performance (Jauch, Osborne, and Glueck, 1980; Singh, House, and Tucker 1986). Some other researchers has found either no relationship between strategic thinking and organizational performance (Zajac and Shortell, 1989; Kelly and Amburgey, 1991) or mixed relationships (Smith and Grimm, 1987) (Smith & Grimm, 1987). These contradictory findings imply that the relationship between strategic thinking and firm performance may not be direct, as most previous studies have assumed.

Visualizing the future before it happens is one of the focuses of strategic thinking, it is seen as a process that involves building and considering different scenarios. These scenarios represent

the combination of different visions and forces that give meaning to an overall set of assumptions and predictions about what the future holds. Thus, strategic thinking often requires reconciling competing hypotheses about the future and integration of divergent views into a coherent whole. According to Chussil, (2005) (Chussil, 2005); Hamel, (1996); Hamel & Prahalad,(1994) strategic thinking is also systemic in that it builds on the linkages among different components that form a vision for the future, transforming this vision into reality is likely to be a long term process, where organizational resources are dedicated to making this transformation possible because definitions of the arena, competition, and competitive tools are new, strategic thinking is often associated with radical and revolutionary transitions in the life of industries and companies.

2.6.8 Tech Savvy (TS)

Information technology has vital importance in every field. From educational institutions to automobile industry. Banking to civil aviation. Telecom to textile; there is momentous influence of technology in every field. To stay in business and to meet customer needs, organizations have to adopt new practices and new technologies. Ahmadirezaei (Ahmadirezaei, 2011) concluded that investment in technology results in better facilitation of the customer and time saving of both customer as well as employees Gupta et al (Gupta, Czernik, & Sharma , 2001) said that quality service is the main point of organizations operations. In order to facilitate customer with the technology, skill regarding the technology is essential.

Ombati et al [2010] concluded that direct relationship exists between technology and service quality in banking. If financial institutions use technology in their working it will result in better service quality as well as enhancing the productivity of employees. Dauda and Akingbade (Dauda & Akingbade, 2011) said that organization's investment in that new technology results in increased motivation and morale performance of employees. It will decrease the turnover level and will motivate the employees towards innovations. Agbolade (2011) mentioned that technology enables the firm to organizational changes and produce shortening the product cycle.

Being technology savvy, people have the power to change the traditional workplace and working hours and increase the productivity and performance since as employees are able to achieve more in less time. Intuitively tech savvy people are competitive in performing the task as institution highly relies on technology.

2.6.9 Employee Performance (EP)

Even though there are many employee-related factors that have been examined in the literature regarding their impact on employee's Performance such as turnover, absenteeism (Hancock et al., 2013), this study focuses on communication skills, creativity, domain knowledge, self-awareness, strategic mind, resilience, technological savvy and interpersonal skill.

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. Performance and effectiveness are ingredients of performance with training being a way of increasing individual's performance (Shaker A, 2003). According to Nigel et al (2009). Employee's performance must be expressed as measure of how well the individual workers output compare to some set standard.

According to Borman and Motowildo (1997) performance is defined as the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period of time. This definition is a revised version of the definition of performance presented in a previous publication in connection with a theory of individual differences in task and contextual performance (Borman & Motowidlo, 1997). One important idea in this definition is that performance is a property of behavior. In particular, it is an aggregated property of multiple, discrete behaviors that occur over some span of time. A second important idea is that the property of behavior to which performance refers is its expected value to the organization. Thus, the performance construct by this definition is a variable that distinguishes between sets of behaviors carried out by different individuals and between sets of behaviors carried out by the same individual at different times. The distinction is based on how much the sets of behaviors (in the aggregate) are likely to contribute to or detract from organizational effectiveness. In a word, variance in performance is variance in the expected organizational value of behavior.

Lawrence, (2010) argues that skills development in organizations is a key plank in improving organizational performance. For organizations to become competitive, it must have the skills needed for its sector. This means that organizations that go out of their way to have their employees acquire the necessary skills will ultimately do better than those who frown at such undertakings. Skills are acquired through training and practice (Pigors P, 2007). Training should be planned, should be systematic and should also be geared towards obtaining some

predetermined objectives. Pigors demonstrates the positive co-relationship between training and performance.

2.7 Research Gap

In the present context, more and more companies are emerging overnight and businesses have become even more attentive on developing its competitive advantages. Employees, today, have become an essential asset for any business to sustain and grow. Therefore, number of researches have been conducted all over the world to gain an insight on harnessing the power of human resources for the organizational benefit. Different performance evaluation and appraisal system has been tested, developed and deployed to better the performance of employees and increase their performance.

“A Review of the Theory and Research Underlying the Strength Quest Program for Students”, by Hodges & Harter(2005), has highlighted the importance of discovering natural talent and developing such talents into strengths. More often an individual’s actual strengths/talents are left untapped, leaving behind the possibility to thrive in this competitive world. The strengths approach explores ways to empower individuals toward thriving rather than mere survival (Liesveld & Miller, 2005) and assumes that capitalizing on one’s areas of talent is likely to lead to greater success than would be possible by making a comparable investment of effort into overcoming personal weaknesses or deficiencies (Clifton & Harter, Investing in strengths, 2003).

In the context of Nepal, a major gap has been found in the research scenario related to strength based development of employees’ working in different sectors. Also, the researches were done in a crude way i.e.: without employing proper model. In this research, a framework has been developed for accessing the strengths/natural talents of employees involved in the banking sector of Nepal. The system designed & developed is set to find the strengths and weakness of the employees based upon analysis of different inputs from the survey and secondary data sources.

2.8 Employee's Performance Framework

Based on overall review of literature from different perspectives, the present researcher developed a theoretical framework of study to conduct similar research to fill the information gap prevalent in Nepalese context. Below figure 4, presents the theoretical framework of the study with the detailed elements.

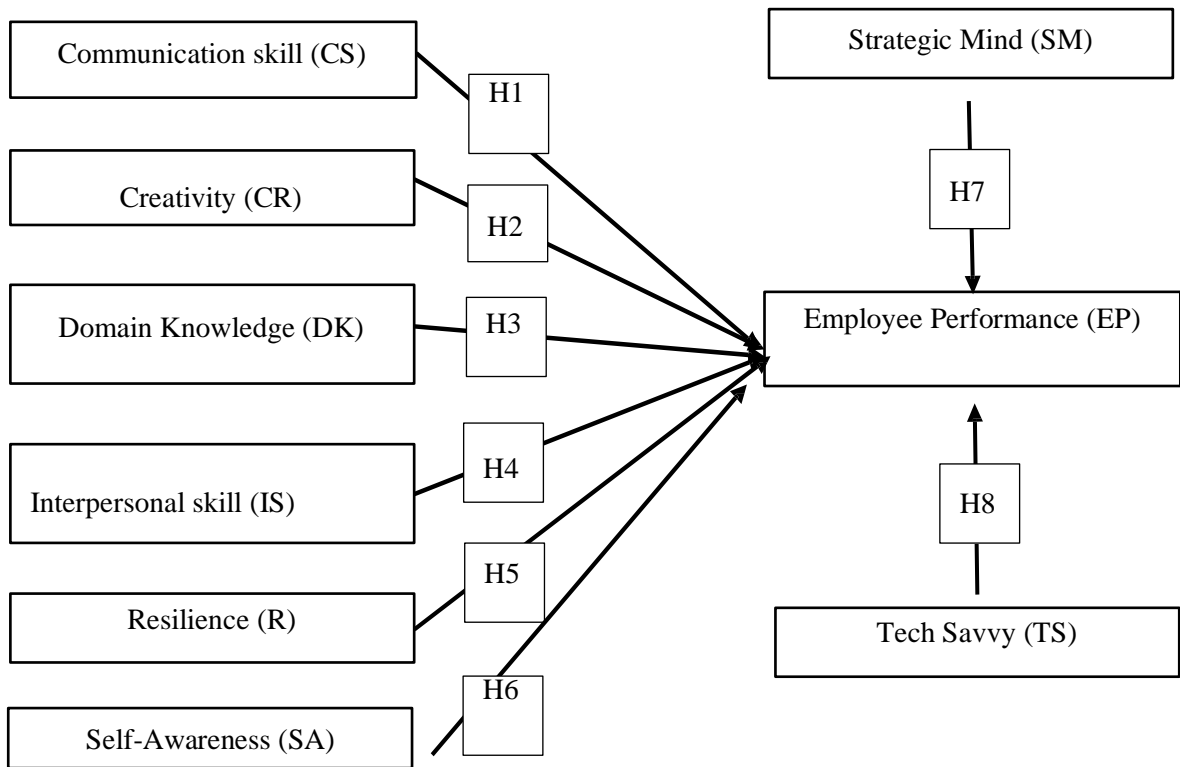


Figure 2: Employee Performance Research Framework

2.8.1 Dependent Variable (DV)

Dependent variable to for the study is the Employee Performance of the respondents. This dependent variable shows the respondent's performance during work.

2.8.2 Independent Variables (IV)

The factors that affect the Employee Performance such as Communication Skill, Creativity, Domain Knowledge, Interpersonal Skill, Resilience, Self-awareness, Strategic mind and Tech savvy are Independent variables.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter shares the processes for designing, carrying out and analyzing the research, so the data can be used with confidence. It details the research design, research instruments, data collection procedure, variable measurement and data analysis.

3.1 Research design

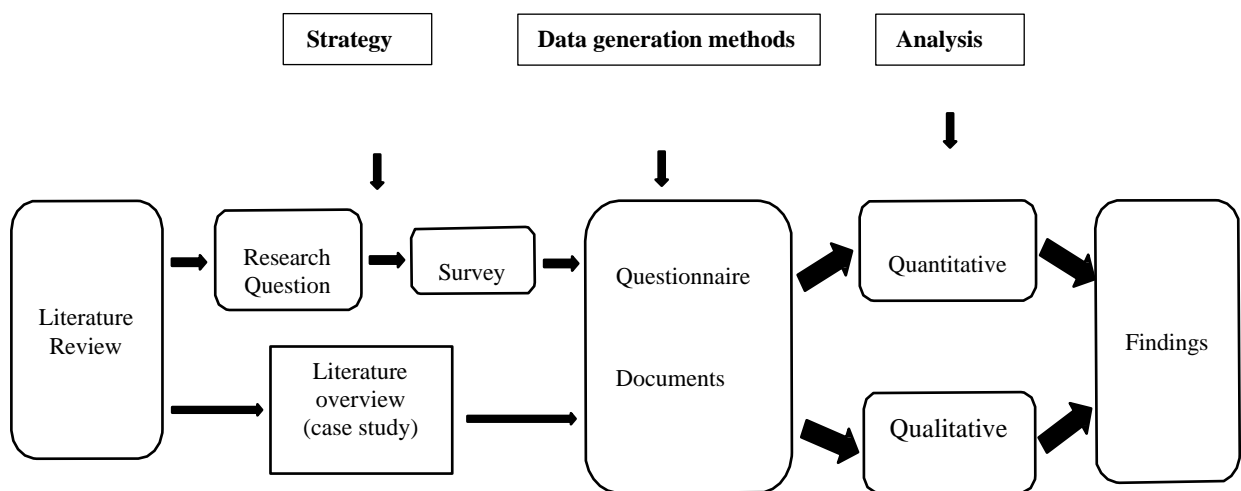


Figure 3: Research design methodology

The research was conducted using descriptive study methodology “to construct an accurate representation of persons, events or situations in this study” (Saunders, Lewis, & Thornhill, 2009) as it examines the variables CS, CR, IS, SM, R, SA, DK and TS that influence Employee Performance (EP). Both quantitative and qualitative method was implemented to better understand the factors influencing the employee’s productivity.

Survey method was used for the primary data collection for quantitative analysis which was gathered through the self-administered questionnaire. Subsequently existing literature and documents were reviewed and Interviews of the stakeholders were conducted to understand the factors determining the performance of employee i.e., strength of the employee for performance enhancement.

3.2 Target population and sampling frame

This survey sought the strength of representative sample for performance enhancement of employees of different banks and departments in Kathmandu valley.

3.2.1 Sampling Plan

This research was conducted to assess factors affecting employee performance, in the banking sector of Nepal. Out of 28 “A” class commercial banks of Nepal, 14 banks were selected based on feasibility for visit and cooperation for the banks for the purpose of data collection. Among the selected banks, employees from 5 different departments were approached and distributed with the questionnaire developed. Altogether 200 questionnaires were distributed to employees from the selected banks and their respective departments.

3.2.2 Sample size determination

Cochran’s Sample Size Formula

The Cochran formula allows us to calculate an ideal sample size given a desired level of precision, desired confidence level, and the estimated proportion of the attributes present in the population.

The Cochran formula is given by:

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where:
e:

e is the desired level of precision (i.e., the margin of error),

p is the (estimated) proportion of the population which has the attribute in question,

q is 1 – p.

We don’t have much information on the subject to begin with, so we’re going to assume that 15 % people are engaged in banking sector: this gives us maximum variability. So, p = 0.15. Now let’s say we want 95% confidence, and at least 5 percent—plus or minus—precision. A 95 % confidence level gives us Z values of 1.96, per the normal tables, so we get $(1.96)^2 (0.15) (0.85)) / (0.05)^2 = 195$.

So, a sample of 200 respondents in our target population should be enough to give us the confidence levels we need.

3.3 Data Collection

This research project, having the main goal of understanding the inner capacities and characteristics of employees, would require data that best describe the nature, behavior and performance of the employees under analysis. Therefore, one needs data from different source and stakeholders of a business organization such as top-level management, middle managers, and employees themselves.

The data required for this research project was collected from different banks and department. The primary source of research data was gathered from filled-out survey questionnaire by employees as well as the managers of different banks. Apart from that, secondary source of data was required to check the facts of performance output or the results of previous work undertaken by the employees, however due to confidential issue such data couldn't be gathered.

This research project required information on standard processes and methods, which are globally accepted and implemented, as well so as to set a knowledge base for comparisons, classifications and, in turn, for giving out suggestions. This standard information on different ways to map and enhance the employee performance as well as to categorize the employee strengths were extracted or obtained from online library and internet.

3.4 Sources of Data

3.4.1 Primary Data

Primary data is the data collected straight from firsthand experiences and structured principally for the research project being undertaken (Saunders et al, 2009). In this research, a survey was conducted using self-administered questionnaire to obtain the primary data. These self-administered questionnaires were distributed through online as well as offline platform to the employees of different bank.

3.4.2 Research Instrument

Self-administered questionnaires were spread over the target sampling of different banks inside Kathmandu valley. The respondents were required to respond to the questions among the 9 variables. For the online survey method, questionnaires were formed through Google Form, and this form was distributed through social networking sites, Facebook, messenger. Questionnaire was also distributed in different banks and department first hand, and Pilot test was performed before the collection of actual data. (Aggarwal & Thakur, 2013) explained the aims of pilot test to improve the questionnaires in order to target respondents will not have any

troubles when answering the questions. Also, our members will not be facing any troubles when recording the data. Furthermore, it is performed to test the reliability of the research model prior to the actual survey conducted in full scale to respondents. This can help to avoid any errors happen at the time the actual survey is being conducted (Zikmund, 2003).

3.4.3 Variable and measurement

There were two sections in the questionnaire, demographic details of respondents were asked in Section A, which consists of the demographic background of the respondents such as bank and departments. These demographic data were measured using nominal scale and ordinal scale.

Next, section B consists of the questions about the eight IVs (CS, CR, IS, SM, R, SA, DK and TS) and one DV (EP) in the research. So, an interval scale of measurement with 5-point Likert scale measurement were applied for each of the variables, which ranged from “strongly disagree (1) to strongly agree (5)” based on the agreement level of the target respondents (Jafari, BOurouni , & Amiri , 2009; Jafari, BOurouni , & Amiri , 2009). These variables had items ranging from 2 to 5 to further support the variable. These items were adopted as per Wheel of Life, and was constructed to suit the study of performance of the employee which was extracted from different stakeholders and expert.

3.5 Questionnaire design and survey

Initial draft of questionnaire was shaped and circulated among for the review. Feedback was taken into consideration and final draft was prepared. Final draft of the questionnaire was reviewed by the supervisor and hence was distributed for initial test of validity. After the validation, questionnaire was distributed among the sample population.

3.6 Data processing

To check the validity for the questionnaire pilot test was conducted among 35 participants before collection of actual data. From pilot test, the potential problems such as instruction misunderstanding, invalid construct etc. were identified and corrected prior to the distribution of surveys. Overall, 209 respondents participated in the survey questionnaire through self-administered questionnaire survey out of which 9 questionnaires were incomplete and hence taken out from the analysis. Thus 200 cases were kept for data analysis after sorting out the

incomplete cases.

Next, for the data entry process in SPSS, the data are coded into the numerical for data analysis. Different questionnaire was coded with different process e.g., according to suitability e.g., gender was coded with 1 and 0 number where as 5-point Likert scale measurement which was answered by target respondents was coded from “1” for Strongly Disagree to “5” for Strongly Agree. The benefit of using numerical forms is easier to be recognized if compared to the alphabetical description.

In the process of data transcription, it requires an accuracy and completeness of the data. All the data gathered from target respondents were recorded into SPSS software to obtain a desired result. Apart from primary data, secondary data from different sources was taken into consideration and analyzed in excel to produce rational illustration of only required data.

3.7 Analysis of the data

The data obtained from the questionnaire survey were processed using SPSS software. Different statistical tools like descriptive statistics, Cronbach’s alpha test, chi-square test, ANOVA test, and correlation and regression analysis were done for the analysis of dependent and independent variables. Whereas secondary data was analyzed using excel. Some of the techniques used for analysis of data are as follows:

- **Descriptive Analysis**

Descriptive analysis was used as a summary statistic that quantitatively described or summarized the features of a collection of information. Descriptive analysis was to describe the demographic variables as well as Likert’s scaled multiple choice questions.

- **Correlation Analysis**

The correlation coefficient was used to analyze the relationship between the dependent variables and independent variables. It indicates to what extent the variables are associated with each other. Likert scale questions were analyzed by using correlation matrix.

- **Chi Square test**

A chi-square test is an excellent choice to help us better understand and interpret the relationship between our two categorical variables.

- Regression Analysis

Since, there is more than one independent variable; multiple regression will be used as an analytical tool. The multiple linear regression equation is as follows

$Y = a + b_1 X_1 + b_2 X_2 + \dots + b_p X_p$ (I) Where, Y = the predicted or expected value of the dependent variable

$X_1 X_2 \dots X_p$ = value of independent variables

a = value of Y when all of the independent variables (X_1 through X_p) are equal to zero (Y- intercept)

$b_1, b_2 \dots b_p$ = the estimated regression coefficients (population slopes) Based on the above equation, the required multiple regression equation-based model is given as follows.

$$EP = a + b_1CS + b_2CR + b_3DK + b_4IS + b_5R + b_7SA + b_8SM + b_9TS + e \dots \dots \dots (i)$$

Where,

Dependent variable:

Y= EP (Employee Performance)

Independent variables:

X_1 = CS = Communication Skill

X_2 = CR=Creativity

X_3 = DK= Domain Knowledge

X_4 = IS= Interpersonal Skill

X_5 = R= Resilience

X_6 = SA= Self-Awareness

X_7 = SM= Strategic Mind

X_8 = TS= Tech Savvy

CHAPTER 4

ANALYSIS AND RESULTS

4.1 Analysis

The aim of this chapter is to present the empirical results of the model of Employee's Performance, analyzed from primary data collected from the survey and to discuss the results obtained. The chapter presents an exploratory overview of the collected data using descriptive analysis of respondent's demographic profile, descriptive analysis, reliability test using Cronbach's alpha, Pearson correlation, Chi-square test and multiple linear regression. This chapter covers a thorough investigation of the Perceived Performance and research hypothesis along with presentation and interpretation of the results.

To investigate the research hypothesis, multiple linear regression analysis was performed using the SPSS 25.0 package for Mac. Although the path coefficient can be estimated in many ways, multiple regression analysis is used by most empirical studies to explore the relationship between a single dependent variable and several predictors (independent variables) (Hair et al., 2006). To investigate the hypotheses H1, H2, H3, H4, H5 H6, H7 and H8, Communication Skill (CS), Creativity (Cr), Domain Knowledge (DK), Interpersonal Skill (IS), Resilience (R), Self-awareness (SA), Strategic Mind (SM) and Tech Savvy (TS) were simultaneously regressed on Employee's Performance (EP) of the participants.

4.2 Demographic characteristics

The study was conducted for a period of 4 months from August 2019 to December 2019. Data were collected using a self-administered structured questionnaire from 14 different banks and the total number of respondents of the survey were 200. The aim of this section is to summarize the data that were collected from the sample target population. In this section, the respondent's profile was analyzed in terms of banks and Department as illustrated below.

4.2.1 Bank Participation

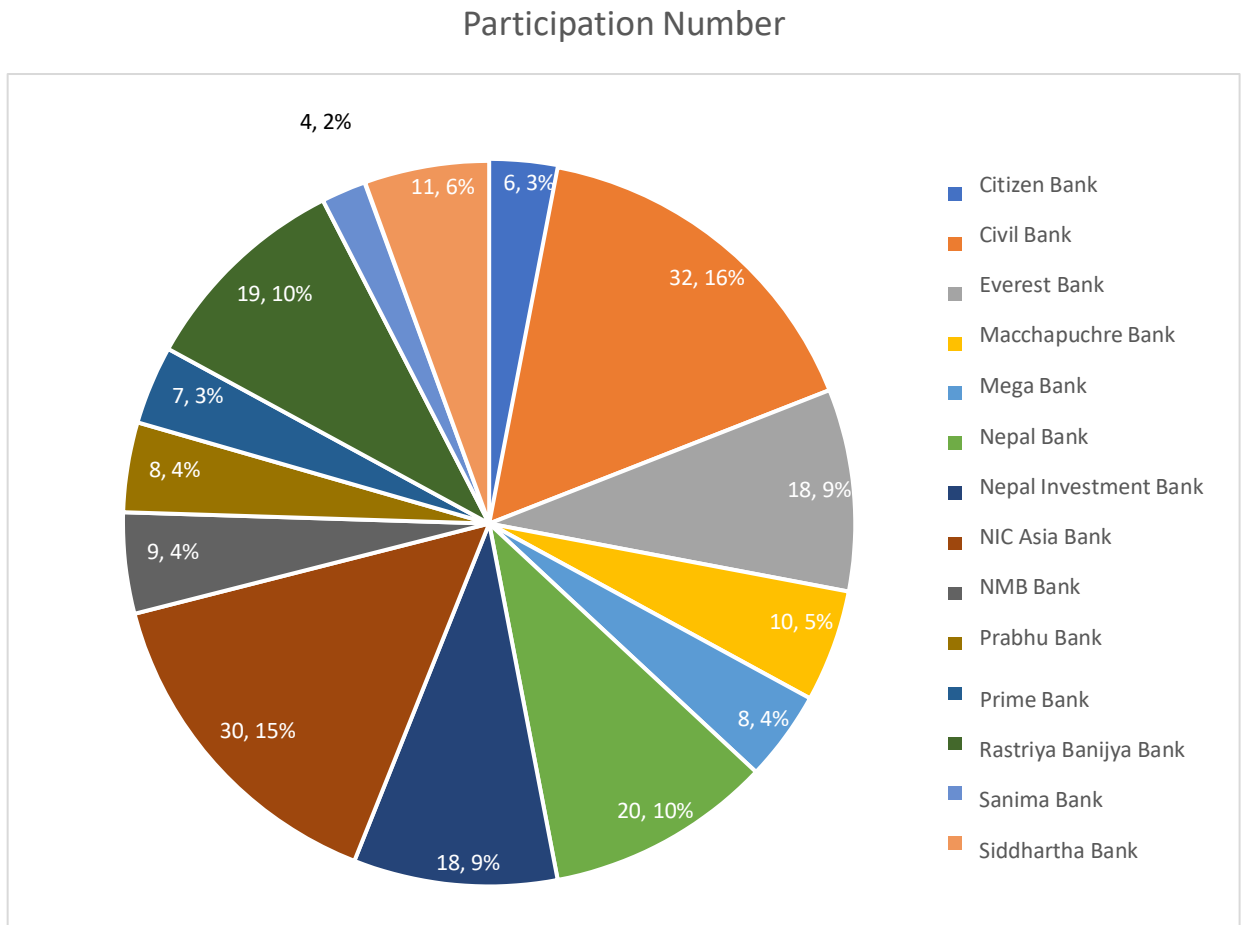


Figure 4: Participation of Bank

Out of 27 commercial Bank, survey was conducted with the participants of 14 different which comprises 52% of the total bank participation. The above figure 3, illustrates participation of the respondents from different banks. In this research, highest number participants were from Civil bank with 16% of respondents, 15% of total participants come from NIC Asia Bank. Similarly, lowest number of participants were from Sanima Bank with 2% of the participants. Furthermore, average participation was 7% whereas, the highest frequency of number of participants was 10%.

4.2.2 Departments

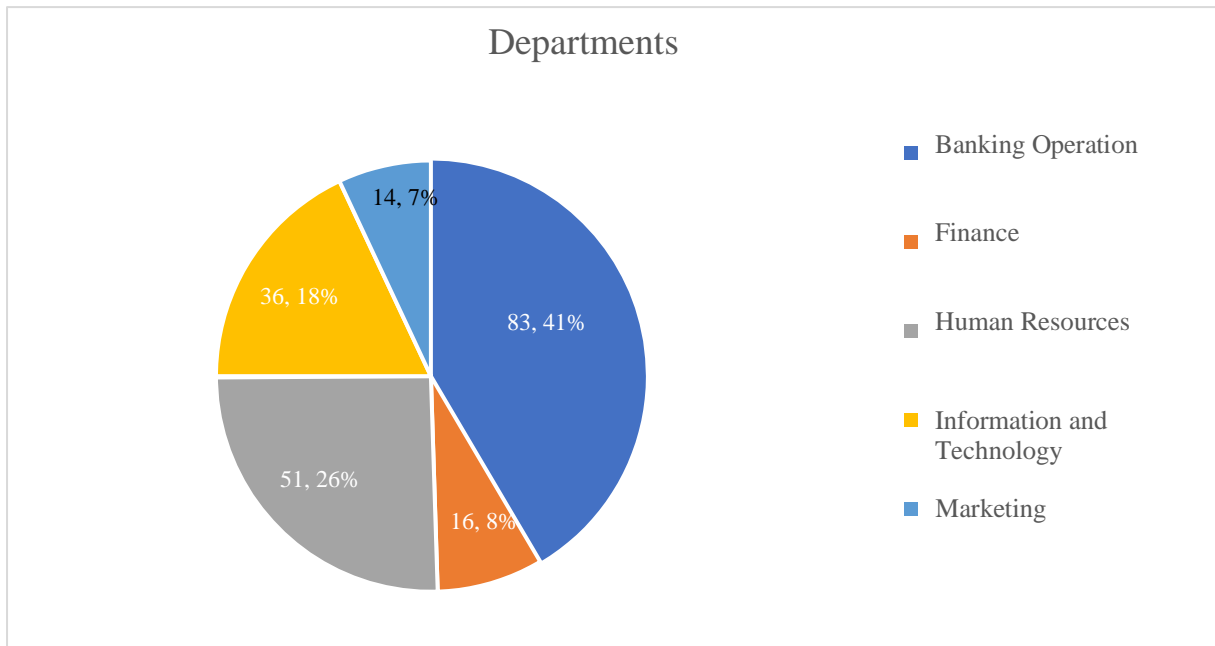


Figure 5: Distribution of respondent Departments

Five main department categories were used to disaggregate the data viz Human Resources Department, Banking & Operation Department, Finance Department, Information and Technology Department and Marketing Department. The highest proportion of respondents (41%) were from Banking & Operation Department followed by Human Resources Department (26%). About 18% of respondents were from Information and Technology Department whereas, small portion of respondents with 8% and 7% were from Finance and Marketing Departments respectively (Figure 4).

4.3 Reliability and Validity

The reliability of a measure refers to the degree to which the instrument is free of random errors. It is concerned with consistency and stability of the measurement (Sekaran 2003). Cronbach's alpha was used to evaluate the reliability of the instrument items (Cronbach 1970). The reliability function in SPSS was used to test the internal consistency for the items of each scale. The results are presented in Table. The outcomes of the statistical analysis demonstrate satisfactory reliabilities, ranging from 0.694 to 0.864, which exceed the recommended threshold value of 0.70 (Suwignjo, Bititci, & Carrie, 2000)

Table 1

Reliability Test

Scale	No of Items	Cronbach's Alpha
Communication Skill (CS)	5	0.750
Creativity (CR)	5	0.706
Domain Knowledge (DK)	5	0.723
Interpersonal Skill (IS)	5	0.736
Resilience (R)	5	0.746
Self-Awareness (SA)	5	0.694
Strategic Mind (SM)	5	0.803
Tech Savvy (TS)	5	0.753
Employee's Performance (EP)	5	0.862

Table 3 illustrates the reliability statistics. The data presented show the Cronbach's alpha value for the constructs used in the study. The Cronbach's alpha for Communication Skill (CS), Creativity (CR), Domain Knowledge (DK), Interpersonal Skill (IS), Resilience (R), Self-Awareness (SA), Strategic Mind (SM), Tech Savvy (TS) and Employee Performance (EP) are 0.750, 0.706, 0.723, 0.736, 0.745, 0.694, 0.803, 0.753 and 0.862 respectively, which indicate an acceptable degree of reliability except for Self-Awareness. The questionnaire was pre-tested by taking response from 15 research participants to ensure the reliability of the questionnaire construct. After ensuring that the reliabilities obtained were correct and valid, the questionnaires were distributed accordingly.

4.4 Descriptive analysis

Descriptive analysis is a summary statistic that quantitatively describes or summarizes features of a collection of information. In this study, mean is used as a central tendency and standard deviation as measures of variability of different variables like communication skill, creativity, domain knowledge, interpersonal skill, resilience, self-awareness, strategic mind and Employee Performance. The higher mean value means more respondent agree to those variables which could have greater impact. When analyzing the mean and standard deviation of variables, it is important to take note that a significantly large value of standard deviation means that the data being tested is far away from the mean whereas a smaller value of standard deviation means that the tested variables are closer to the central variable. Likert items are used to measure respondents' attitudes. To analyze the data, it is usually coded as follows.

1 = Strongly disagree ;2 = Disagree ;3 = Neutral ;4 = Agree ;5 = Strongly agree

4.4.1 Communication Skill

Participants were asked to present their attitude towards the various constructs of the independent variables through different degree of agreement and disagreement and communication skill variable had 5 constructs.

As presented in the table 2 the highest mean is for “If I don’t understand something, I ask questions to understand it better.” with the mean score value of 4.30. It means that the particular item is the most agreed item among the communication skill variable. Similarly, the lowest mean score is 3.32 for the statement “I keep forward the underlying concepts behind the point I am discussing.” which shows that most of the respondents agree less compared to other statements which implies that “I keep forward the underlying concepts behind the point I am discussing.” as a least preferable factor for being the influential factor in that particular communication skill variable.

Likewise, the highest standard deviation to be 0.876 for statement “I choose the method to communicate (in person, via memo, etc.) depending upon the complexity of issue and understanding capacity of listeners.” showing highly spread attitude. Subsequently statement “I find myself putting in others shoes while listening to their problems and try to understand the situation carefully.” has lowest St. deviation (0.683) indicating low spread of respondent’s perception from the mean.

Table 2

Descriptive statistics of Communication Skill variable

Statements	Min	Mean	Max	Std. deviation
Before communicating, I find myself thinking about what the person really needs to know, and convey it in simple and straightforward manner, rather than	2	4.05	5	.867
I find myself putting in others shoes while listening to their problems and try to understand the situation	2	3.74	5	.683
If I don’t understand something, I ask questions to understand it better.	3	4.30	5	.695

I keep forward the underlying concepts behind the point I am discussing.	2	3.32	5	.700
I choose the method to communicate (in person, via memo, etc.) depending upon the complexity of issue and understanding capacity of listeners.	2	4.16	5	.876

4.4.2 Creativity

Creativity (CR) variable had five items as shown in the table 3. Item “I take time to investigate how things are working & gather information from different sources to stay current with what’s happening in my field of work” has highest mean score of 4.06 making it most impactful item in the creativity variable and the item “I often come up with some good ideas, and immediately try to experiment with the idea even I don’t have enough resources to implement it.” has the lowest mean score making it less preferable choice for being the influential factor for Creativity variable.

Furthermore, standard deviation of the statement “I take time to investigate how things are working & gather information from different sources to stay current with what’s happening in my field of work” (0.883) indicating higher spread of choice whereas item “I look for things in my environment to inspire me to find new interpretation of problems.” (0.657) has less dispersion of participants preference. Since the Standard deviation of the statement “I look for things in my environment to inspire me to find new interpretation of problems” implicates that the greater number of participants are inclined to look for things to inspire them.

Table 3

Descriptive statistics of Creativity variable

Statements	Min	Mean	Max	Std. deviation
I take time to investigate how things are working & gather information from different sources to stay	2	4.06	5	.883
I look for things in my environment to inspire me	2	3.57	5	.676
I look for things in my environment to inspire me to find new interpretation of problems.	2	3.47	5	.657

I often come up with some good ideas, and immediately try to experiment with the idea even I	2	3.26	5	.703
When solving a problem, I try to rethink my current understanding of an issue to develop a deeper insight into it.	2	3.92	5	.715

4.4.3 Domain Knowledge

As illustrated in table 4 the highest is for “I can perform my task consistently; whatever circumstances or problem arise; I believe I can solve it.” With the mean value of 4.35. It means that the particular item is the most agreed item in the domain knowledge variable. Similarly, the lowest mean score is 2.90 for the statement “I need no or minimal instructions/process chart to perform the work assigned.” which shows that most of the respondents agree less compared to other statements which implies that “I need no or minimal instructions/process chart to perform the work assigned “as a least preferable factor for being the influential factor in that particular perceived enjoyment.

Similarly, Statement “I feel my knowledge is best suited in the current area/department of work which I am working on.” has the highest standard deviation (0.909) indicating high variation in the respondent’s choices and statement “I can perform my task consistently; whatever circumstances or problem arise; I believe I can solve it.” has the lowest standard deviation (0.631) which indicates low variation in respondent’s choices. This implies that respondents are confident on their work ability but not with the area they work.

Table 4

Descriptive statistics of Domain Knowledge

Statements	Min	Mean	Max	Std. deviation
I can perform my task consistently; whatever circumstances or problem arise; I believe I can solve it.	3	4.35	5	.631
I feel my knowledge is best suited in the current area/department of work which I am working on.	2	3.26	5	.909
I am confident, in my level of expertise, to train others in my organization.	2	3.62	5	.669

I feel I am ready enough to take over the responsibility of entire department, if needed.	2	3.34	5	.727
I need no or minimal instructions/process chart to perform the work assigned.	2	2.90	5	.730

4.4.4 Interpersonal Skill

Interpersonal Skill variable has five distinct statements to determine participants interpersonal skill. The highest mean is for “I believe in fair and unbiased decision making and always try to sort out things in a way that everyone gets justice.” with mean score value of 4.33. It means that the particular item is the most agreed item for Interpersonal skill variable. Similarly, the lowest mean score is 3.41 for the statement “I have assurance that my colleagues will support me if I run into difficulties.” which shows that most of the respondents agree less compared to other statements which implies that “I have assurance that my colleagues will support me if I run into difficulties.” as a least preferable factor for being the influential factor in that particular variable.

Statement “I find friends as well as most the people that I am acquaintance with sharing their work related as well as personal problems with me.” has the highest standard deviation (0.860) implying high spread of choices and the statement “I try to keep myself calm and retain my motivation when people do not cooperate or acts hastily.” has the lowest standard deviation (0.665) indicating low risk associated among the factors of Interpersonal Skill.

Table 5

Descriptive Statistics of Interpersonal Skill

Statements	Min	Mean	Max	Std. deviation
I believe in fair and unbiased decision making and always try	2	4.33	5	.724
I try to keep myself calm and retain my motivation when people	2	3.90	5	.665
I find friends as well as most the people that I am acquaintance with sharing their work related as well as personal problems with me.	2	3.71	5	.860

My colleagues do not hesitate to point out my mistakes concerning work and life activities.	2	3.66	5	.726
I have assurance that my colleagues will support me if I run into difficulties.	2	3.41	5	.840

4.4.5 Resilience

Resilience had five distinct constructs. As illustrated in Table 6, item “I have no. of people at work and in family and friends circle with whom I can speak about issues/doubts.” with mean score value of 3.88. It means that the particular item is the most agreed item among the Resilience’ items. Similarly, the lowest mean score is 3.03 for the statement “I feel good with my current job role and find my interest and commitment ever-growing.” which shows that most of the respondents agree less compared to other statements which implies that “I feel good with my current job role and find my interest and commitment ever-growing.” as a least preferable factor for being the influential factor in that particular use context.

Consequently, the statement “I have strategies in place and use it, when needed, to deal with stress and anxiety.” has the highest standard deviation (.925) making high variation and the statement “When there is fundamental change, I tend to come around to new ways of thinking.” has the lowest standard deviation (0.716) implying low amount of variation which represents the low risk associated among the factors of Resilience.

Table 6

Descriptive Statistics of Resilience

Statements	Min	Mean	Max	Std. deviation
When given a new task, I feel confident and find myself preparing and working on it to make it success.	2	3.35	5	.762
I have strategies in place and use it, when needed, to deal with stress and anxiety.	2	3.67	5	.925
I have no. of people at work and in family and friends circle with whom I can speak about issues/doubts.	2	3.88	5	.848
When there is fundamental change, I tend to come around to new ways of thinking.	2	3.76	5	.716

I feel good with my current job role and find my interest and commitment ever-growing.	2	3.03	5	.732
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4.4.6 Self-Awareness

As presented in Table 7, the highest mean is for “I am well aware about my core strengths and greatest weaknesses.” with the mean score value of 4.13. It means that the particular item is the most agreed item among the Self-Awareness items. Similarly, the lowest mean score is 3.29 for the statement “I would give up a job upgrade for a colleague if I find him/her more capable than me.” which shows that most of the respondents agree less compared to other statements which implies that “I would give up a job upgrade for a colleague if I find him/her more capable than me.” as a least preferable factor for being the influential factor in that particular Self-Awareness.

Subsequently, the highest standard deviation is 0.891 for the factor “I am well aware about my core strengths and greatest weaknesses.” which shows that high risk is associated with this particular factor. Similarly, the lowest standard deviation is 0.719 for the factor “I am a careful observer and find myself reflecting on what I see and hear from what goes on around me.” which represents the low risk associated among the factors of Self-Awareness

Table 7

Descriptive Statistics of Self-Awareness

Statements	Min	Mean	Max	Std. deviation
I am well aware about my core strengths and greatest weaknesses.	2	4.13	5	.891
I would give up a job upgrade for a colleague if I find him/her more capable than me.	1	3.29	5	.841
I approach my colleagues and family/friends for feedback so as to know more about myself.	2	3.85	5	.873
I find myself sharing experiences to others so as to make sense of what people say and why events turn out as they do.	1	3.73	5	.770
I am a careful observer and find myself reflecting on what I see and hear from what goes on around me.	2	3.78	5	.719

4.4.7 Strategic Mind

Strategic Mind had four statements. As presented in Table 10, the highest mean is for “I have no. of people at work and in family and friends circle with whom I can speak about issues/doubts” has the highest mean with the mean score value of 3.88. It means that the particular item is the most agreed item among Strategic Mind’s items. Similarly, the lowest mean score is 3.35 for the statement “I tend to integrate opportunities and issues point of view so as to create powerful connections.” which shows that most of the respondents agree less compared to other statements which implies that “I tend to integrate opportunities and issues point of view so as to create powerful connections.” as a least preferable factor for being the influential factor in that particular use context.

Statement “I tend to integrate opportunities and issues point of view so as to create powerful connections.” has the lowest variation in choices with Std. deviation 0.592 and statement “I find myself asking what I am doing today to reach my goals in the future.” has the highest variation with Std. deviation 0.888 implicating low and high risk associated among the factors of Strategic mind.

Table 8

Descriptive Statistics of Strategic Mind

Statements	Min	Mean	Max	Std. deviation
I find myself to be a holistic person and always looking for next bigger result to deliver.	2	3.38	5	.691
I find myself asking what I am doing today to reach my goals in the future.	2	3.97	5	.888
I use both data and observations to make decisions and come up with strategies.	2	3.43	5	.698
I tend to integrate opportunities and issues point of view so as to create powerful connections.	2	3.35	5	.592
I regularly find ways to identify, create and capitalize on opportunities.	2	3.79	5	.801

4.4.8 Tech Savvy

Tech Savvy variable has five distinct statements to determine participant’s skill with technology. The highest mean is for “I more often learn about new methods and techniques of

work from internet.” with mean score value of 3.95. It means that the particular item is the most agreed item for Tech Savvy variable. Similarly, the lowest mean score is 3.35 for the statement “I feel excited to work with recently upgraded system of the organization.” which shows that most of the respondents agree less compared to other statements which implies that “I feel excited to work with recently upgraded system of the organization.” as a least preferable factor for being the influential factor in that particular variable.

Statement “I feel excited to work with recently upgraded system of the organization.” has the highest standard deviation (0.912) implying high spread of choices and the statement “I like to find shortcuts and easier way out in different systems/portal so as to save time and simplify processes.” has the lowest standard deviation (0.711) indicating low risk associated among the factors of Tech Savvy.

Table 9

Descriptive Statistics of Tech Savvy

Statements	Min	Mean	Max	Std. deviation
I feel excited to work with recently upgraded system of the organization.	2	3.35	5	.912
I more often learn about new methods and techniques of work from internet.	2	3.95	5	.878
I like to find shortcuts and easier way out in different systems/portal so as to save time and simplify processes.	2	3.87	5	.711
I find myself researching and exploring new technology so as to find easy way to perform the given task.	2	3.36	5	.868
I am constantly watching news and reading articles of new technology inventions, be it some sort of software or gadgets.	2	3.71	5	.813

4.4.9 Employee Performance

As presented in Table 10, the highest mean is for “I am highly focused on completion of my task rather than procrastinating or engaging myself wasteful activities.” with mean score value of 4.45. It means that the particular item is the most agreed item among the behavior intention. Similarly, the lowest mean score is 3.11 for the statement “I often find myself taking initiatives and directing others to perform task.” which shows that most of the respondents agree less

compared to other statements which implies it as a least preferable factor for being the influential factor in that particular behavior intention.

Similarly, “I am highly focused on completion of my task rather than procrastinating or engaging myself wasteful activities.” has low variation with 0.5831 Std. deviation representing low risk and “I often find myself taking initiatives and directing others to perform task” has the highest variation with Std. deviation 0.803 indicating high risk as shown in the subsequent table

Table10
Descriptive Statistics of Employee Performance

Statements	Min	Mean	Max	Std. deviation
I often find myself taking initiatives and directing others to perform task.	2	3.11	5	.803
I immediately try to solve problem raised during the work to my best ability.	3	4.35	5	.598
I often get my work done on or before the scheduled time	3	4.01	5	.716
I constantly ask my supervisor for feedback on my performance so that I can perform my task more efficiently.	2	3.38	5	.699
I am highly focused on completion of my task rather than procrastinating or engaging self wasteful activities.	3	4.45	5	.583

4.5 ANOVA Analysis

ANOVA test is performed to check if the means of two or more groups are significantly different from each other. Here, as well, to check the difference in skills across different department, participants were taken from five different departments i.e.: Human Resource Management, Marketing, Information Technology, Banking Operations, and Finance.

Table 11
Mean_Creativity(CR)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.453	4	.363	1.492	.206
Within Groups	47.475	195	.243		
Total	48.927	199			

The ANOVA results suggests that creativity skill score between different departments do not differ significantly ($p>0.05$). Hence the result implies that the organizational department do not have significant impact on individual creativity.

Table 12
Mean_CommunicationSkill(CS)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.056	4	.264	.891	.471
Within Groups	57.790	195	.296		
Total	58.846	199			

The ANOVA results suggests that communication skill score between different departments do not differ significantly ($p>0.05$). Hence, the result implies that the organizational department do not have significant impact on individual communication skill.

Table 13
Mean_InterpersonalSkill(IS)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.293	4	.573	2.090	.084
Within Groups	53.467	195	.274		
Total	55.759	199			

The ANOVA results suggests that interpersonal skill score between different departments do not differ significantly ($p>0.05$). Hence, the result implies that the organizational department do not have significant impact on individual interpersonal skill.

Table 14
Mean_StrategicMind(SM)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.377	4	.344	1.123	.347
Within Groups	59.805	195	.307		
Total	61.182	199			

The ANOVA results suggests that strategic mind score between different departments do not

differ significantly ($p>0.05$). Hence, the result implies that the organizational department do not have significant impact on individual strategic mind.

Table 15
Mean_Resilience(R)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.321	4	.080	.249	.910
Within Groups	62.959	195	.323		
Total	63.280	199			

The ANOVA results suggests that resilience skill score between different departments do not differ significantly ($p>0.05$). Hence, the result implies that the organizational department do not have significant impact on individual resilience.

Table 16
Mean_Self-Awareness(SA)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.693	4	.673	2.277	.062
Within Groups	57.646	195	.296		
Total	60.339	199			

The ANOVA results suggests that self-awareness skill score between different departments do not differ significantly ($p>0.05$). Hence, the result implies that the organizational department do not have significant impact on individual self-awareness.

Table 17
Mean_DK

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.792	4	.198	.760	.553
Within Groups	50.801	195	.261		
Total	51.593	199			

The ANOVA results suggests that domain knowledge skill score between different departments do not differ significantly ($p>0.05$). Hence, the result implies that the organizational department do not have significant impact on individual domain knowledge.

Table 18
 Mean_Tech-Savvy(TS)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.266	4	.817	2.367	.054
Within Groups	67.271	195	.345		
Total	70.537	199			

The ANOVA results suggests that tech-savvyness score between different departments differ significantly ($p > 0.05$). Hence, the result implies that the organizational department have significant impact on individual tech-savvyness.

4.6 Wheel of Performance

Wheel of Performance is the derivation of wheel of life tool which provide the visual representation of the employee's performance. It is an effective tool to show the strength and the weakness of the employees, which helps both the employee and the employer to hone the strength while improving the weakness or eliminating one's weakness with others strength in the team. Following figure is the visual representation of the participants of different departments showing their attribute in regard of performance. Five main department categories were used to disaggregate the data viz Human Resources Department, Banking & Operation Department, Finance Department, Information and Technology Department and Marketing Department. Similarly, eight different dimensions of performance was taken into consideration through Delphi method.

Wheel of Efficiency of different departments- Radar chart

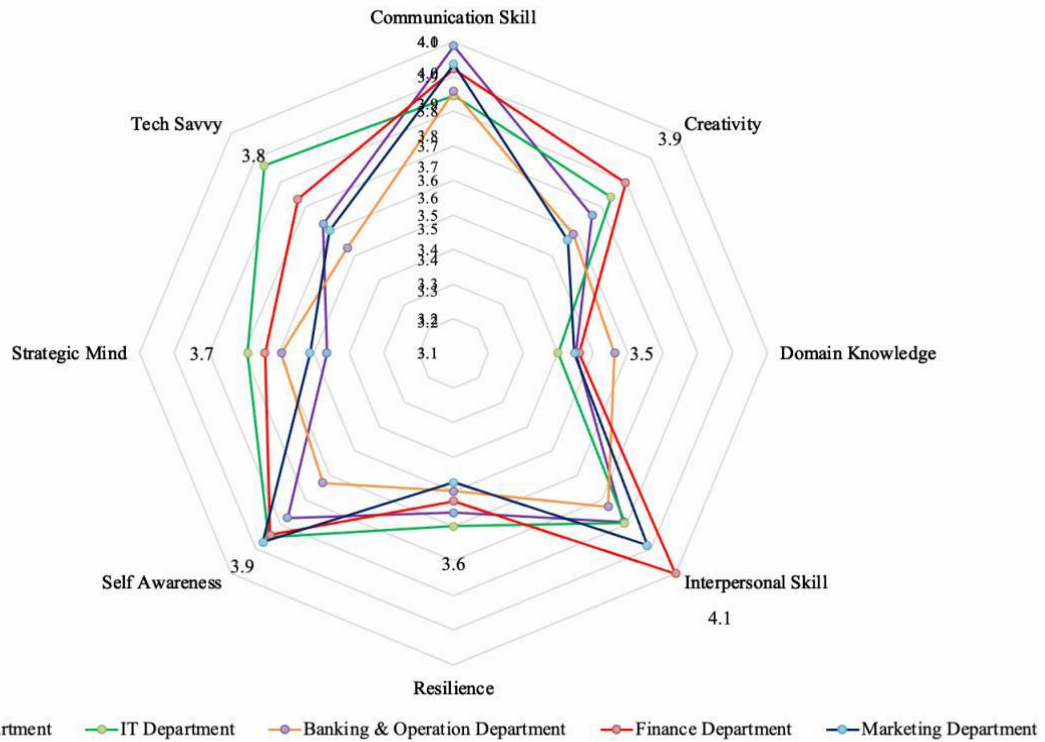


Figure 6: Strengths Wheel of participants of different departments

As shown in the Figure 6 HRM department found to have the highest degree of communication skill whereas the Information Technology department seems to lack in communication skill overall. In case of creativity, finance department has highest creative degree whereas Marketing department were found to be less creative. Similarly, Banking and Operation department found to have highest degree of domain knowledge and IT department to be the least. Regarding the Interpersonal Skills, Finance department seem to have highest degree whereas Banking and operation department to have bottom the chart. IT department seems to have highest resilience whereas marketing department seems to have the lowest resilience degree. Marketing department seems to top the chart of self-awareness similarly, IT department employee seems to be more strategic and tech savvy than others whereas banking and operation department employee is least self-aware and tech savvy whereas HRM department employee seems to have less strategic mind.

4.7 Correlation Analysis

4.6.1 Pearson Correlations coefficient

Table 19

Pearson Correlations coefficient

	CS	CR	DK	IS	R	SA	SM	TS	EP
EP	.536**	.455**	.573**	.390**	.595**	.387**	.474**	.355**	1
TS	.273**	.182**	.191**	.342**	.347**	.271**	.238**	1	
SM	.357**	.410**	.373**	.345**	.374**	.172*	1		
SA	.277**	.245**	.255**	.232**	.378**	1			
R	.414**	.280**	.529**	.255**	1				
IS	.362**	.327**	.215**	1					
DK	.345*	.434**	1						
CR	.365**	1							
CS	1								

Note: **. Correlation is significant at the 0.01 level (2-tailed).

Note: *. Correlation is significant at the 0.05 level (2-tailed).

As the results reflected in Table 11, the correlation coefficient between CR & CS is 0.365 indicating positive correlation at 1 percent level of significance (on a two- tailed test). Similarly, the correlation coefficient between DK & CS and DK & CR are 0.345 & 0.434 respectively. It shows a moderate positive correlation at 1 percent level of significance. Furthermore, the correlation coefficient between IS & CS, IS & CR and IS & DK found to be 0.362, 0.327, 0.215 respectively showing a moderate positive correlation at 1 percent level of significance. Also, there is a positive correlation between R & CS, R & CR, R & DK, R & IS with the correlation coefficients found to be 0.414 ,0.280, 0.529 and 0.255 respectively at 1 percent level of significance.

Likewise, the correlation coefficient between SA & CS, SA & CR SA & DK, SA & IS and SA & R found to be 0.277, 0.245,0.255,0.232 and 0.378 respectively with small positive correlation between these variables at 1 percent level of significance whereas the correlation coefficient between them whereas the correlation coefficients between SM & CS, SM & CR, SM & DK, SM & IS, SM & R and SM& SA found to be positive yet small with the values 0.357, 0.410

0.373 0.345 0.374 0.172 respectively. The test is significant and there exists a very small amount of correlation.

Further investigation shows that the correlation coefficient between TS & CS, TS & CR, TS & DK, TS & IS, TS & R, TS & SA, TS & SA and TS & SM are 0.273, 0.182, 0.191, 0.342, 0.347, 0.271 and 0.238 respectively at 1 percent level of significance implying relatively moderate and low amount of correlation among them respectively.

Finally, the correlation coefficient between independent variables and dependent variable found to be positive and significant at 1% level of significance. The correlation coefficient values between PE & CS, PE & CR, PE & DK, PE & IS, PE & R, PE & SA, PE & SM, PE & TS found to be 0.536, 0.455, 0.573, 0.390, 0.595, 0.387, 0.474, 0.355. The result implies that dependent variable perceived Performance has moderately correlated with the independent variables.

In order to ensure that there was no severe case of multicollinearity, multicollinearity diagnostics is carried out. Multicollinearity is a condition whereby there is existence of very high inter-correlations among the independent variables. It can be detected through tolerance and its reciprocal VIF. If the value of tolerance is less than 0.2 or 0.1 and, concurrently, the value of VIF exceeds 5 or 10, then the multicollinearity is considered problematic (Statistics Solutions, 2019).

4.7 Chi-Square Test

A chi-square test is an excellent choice to help us better understand and interpret the relationship between our two categorical variables. The EP of the respondent was measured in three levels: strongly disagree, disagree, neutral, agree and strongly agree which was calculated by categorizing the meaning of EP of the respondent.

4.7.1 Bank and Employee Performance

The EP is the dependent variable in this study. Through chi-square test, evaluation is done to check the influence of bank on Employee Performance. Following table 13 explains whether there is significant relationship between Bank and Employee Performance of the respondent. The p-value from the test is 0.161, which is more than 0.05. This means that the relationship between bank and EP is not significant or the respondents' bank does not have significant impact on Employee Performance. This implies that Bank is non influencing factor for the EP.

Table 20

Chi-square test between respondent's bank and EP

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	363.732 ^a	338	.161
Likelihood Ratio	309.275	338	.867
Linear-by-Linear Association	12.373	1	.000
N of Valid Cases		200	

Note: 378 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

4.7.2 Department and Employee Performance

The chi-square test is done to evaluate the influence of respondent's working department on the dependent variable EP. Subsequent Table 14 explains whether there is significant relationship between working department and employee performance. The p-value from the test is 0.742, which is more than 0.05. This means that the relationship between age group and EP is not significant or the age of respondent does not have significant impact on EP. This implies that age group is non influencing factor for the EP.

Table 21

Chi-square test between respondent working department vs EP

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	99.951 ^a	104	.594
Likelihood Ratio	114.133	104	.234
Linear-by-Linear Association	.112	1	.738
N of Valid Cases		200	

Note: 129 cells (95.6%) have expected count less than 5. The minimum expected count is .07.

4.8 Collinearity Statistic

As presented in the above Table 14, collinearity statistics of the independent variables. The variables CS, CR, DK, IS, R, SA, SM and TS do not appear to be problematic as the VIF for these variables are 1.426, 1.457, 1.615, 1.342, 1.736, 1.242, 1.419 and 1.262 respectively, which are below 5 and 10. Thus, the VIF and tolerance levels are within acceptable level, which validates that there is no need to worry about multicollinearity.

Table 22

Collinearity Statistics

Variables	Tolerance	VIF
CS	.701	1.426
CR	.686	1.457
DK	.619	1.615
IS	.745	1.342
R	.576	1.736
SA	.805	1.242
SM	.705	1.419
TS	.792	1.262

Dependent Variable: Employee Performance

4.9 Regression Analysis

To examine the impact of CS, CR, DK, IS, R, SA, SM, and TS on EP, linear regression analysis was performed and the results are shown in table below:

Model 1: $EP = a + b_1CS + b_2CR + b_3DK + b_4IS + b_5R + b_6SA + b_7SM + b_8TS + e \dots \dots \dots (i)$

Table 23

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762 ^a	.580	.563	.66122968

Note: Predictors: (Constant) CS, CR, DK, IS, R, SA, SM, and TS

According to Table 16, the value of R square is 0.580 which means that 58 % of variation in EP was due to variation in CS, CR, DK, IS, R, SA, SM, and TS. Hence, the model adequately explained the relationship between CS, CR, DK, IS, R, SA, SM, TS and EP.

Table 24

Model Summary ANOVA test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	115.490	8	14.436	33.018	.000 ^b
Residual	83.510	191	.437		
Total	199.000	199			

a. Dependent Variable: EP

b. Predictors: (Constant), TS, CR, SA, SM, IS, DK, CS, R

From the above Table 16, it is found that the F-value is 33.018 which is significant at 0.001 or at 1 percent level of significance indicating that the regression model is valid i.e., the independent variables explain a significant amount of variation in EP. The p-value is less than 0.005, which indicates significance.

Table 25
Results of Regression Analysis

Variables	Beta Value	t-test value	Significance
CS (communication skills)	.202	3.603	.000
CR (Creativity)	.098	1.739	.084
DK (Domain Knowledge)	.236	3.962	.000
IS (Interpersonal Skill)	.085	1.568	.119
R (Resilience)	.227	3.680	.000
SA (Self-awareness)	.100	1.919	.050
SM (Strategic Mind)	.125	2.245	.026
TS (Tech-Savvy)	.072	1.367	.173

Now in order to determine which independent variables significantly predict EP, the value of t-test statistics is analyzed. The value of t-statistics for CS is 3.603, the beta value is 0.202 and p-value is 0.001, which is less than 0.05 indicating its positive and significant contribution to the model, thus supporting hypothesis. The value of beta is the degree of change in the outcome variable for every 1-unit of change in the predictor variable. Since the beta value is positive it means that for every 1-unit increase in the predictor variable, the outcome variable will increase by beta value by 0.202 in case of communication skill. Thus, supporting the hypothesis that “Communication skills has a significant positive effect on Employee’s Performance (EP)”.

The t-value for creativity (CR) is 1.739, the beta value is 0.98 and p-value is 0.084, which is greater than 0.05 indicating negative but insignificant contribution to the model, thus rejecting the hypothesis that “Creativity has a significant positive effect on Employee’s Performance (EP)”. Since the p-value is greater than 0.5 implying Creativity (CR) doesn’t have any significant impact on performance of an individual at work.

Likewise, the t-test value for Domain Knowledge (DK) was found to be 3.962, the beta value is 0.236 and p-value is 0.001, which is smaller than 0.05 indicating its positive and significant contribution to the model, thus supporting the hypothesis that “Domain Knowledge (DK) has a positive effect on Employee’s Performance”. Since the beta value is positive it means that for

every 1-unit increase in the predictor variable, the outcome variable will increase by beta value by 0.236.

Subsequently the t-value for Interpersonal Skill (IS) is 1.568, the beta value is 0.085 and p-value is 0.119, which is greater than 0.05 indicating negative and insignificant contribution to the model, thus rejecting the hypothesis that “Interpersonal Skill has a significant positive effect on employee’s performance”. Since the p-value is greater than 0.5 the test is not significant implying Interpersonal skill (IS) will not have any significant impact on Performance of the employ (EP) at work.

The t-value for Resilience (R) is 3.680, the beta value is 0.227 and p-value is 0.001, which is less than 0.05 indicating significant contribution to the model, thus accepting the hypothesis that “Resilience has a significant positive effect on Employee’s Performance (EP).”. Since the p-value is smaller than 0.5 the test significant implying Interpersonal skill (IS) will have significant impact on Performance of the employee (EP) at work.

Furthermore, the t-test value for Self-Awareness (SA) was found to be 1.919, the beta value is 0.100 at 1 percent level of significance i.e., p-value ≤ 0.01 , which is smaller than 0.05 indicating its positive and significant contribution to the model, thus supporting the hypothesis that there would be a significant positive relationship between Self Awareness (SA) and performance of the employee at work. Since the beta value is positive it means that for every 1-unit increase in the predictor variable, the outcome variable will increase by beta value by 0.100.

The t-test value for Strategic mind (SM) was found to be 2.245, the beta value is 0.125, at 5 percent level of significance i.e., p-value ≤ 0.01 is smaller than 0.05 indicating its positive and significant contribution to the model, thus supporting the hypothesis that Strategic Mind (SM) has a significant positive effect on the performance of the employee at work. Since the beta value is positive it means that for every 1-unit increase in the predictor variable, the outcome variable will increase by beta value by 0.125 and Strategic Mind (SM) will have positive and significant impact on Performance (EP) of the employee at work.

Further investigation shows the t-value for Tech-Savvy (TS) is 1.367, the beta value is 0.072 and p-value is 0.173, which is greater than 0.05 indicating insignificant contribution to the

model at 5 percent level of significance, thus rejecting the hypothesis that Tech-Savviness will have a positive effect on performance (E) of an individual at work. Since the p-value is greater than 0.5 the test is not significant implying Tech-Savvy (TS) will not have any significant impact on Performance of the employee (EP) at work.

4.10 Hypothesis Testing

The hypothesis set for the study were tested using various statistical tools. Table 52 shows the hypothesis, testing methods and results.

Table 26

Results of Hypothesis Testing

Hypothesis Description	Testing Method	Result
H1 Communication Skill (CS) has a significant positive effect on Employee's Performance (EP).	Regression	Accepted
H2 Creativity (CR) has a significant positive effect on Employee's Performance (EP).	Regression	Rejected
H3 Domain Knowledge (DK) has a significant positive effect on Employee's Performance (EP).	Regression	Accepted
H4 Interpersonal Skill (IS) has a significant positive effect on Employee's Performance (EP).	Regression	Rejected
H5 Resilience(R) has a significant positive effect on Employee's Performance (EP).	Regression	Accepted
H6 Self-Awareness (SA) has a significant positive effect on Employee's Performance (EP).	Regression	Accepted
H7 Strategic Mind (SM) has a significant positive effect on Employee's Performance (EP).	Regression	Accepted
H8 Tech-Savvy has a significant positive effect on Employee's Performance (EP).	Regression	Rejected

4.11 Cross Tabulations

Table 27:

*Crosstabulation of Departments * Creativity*

		Creativity		Total
		Dominant	Non-Dominant	
Departments	Human Resources	33	18	51
	Finance	13	3	16
	Information & Technology	24	12	36
	Banking Operation	50	33	83
	Marketing	9	5	14
Total		129	71	200

Table 18 shows the cross tabulation between departments and creativity. Out of 129 responses showing creativity as a dominant skill, 50 responses were from Banking Operation followed by 33 from Human Resources and 24 from Information & Technology Department. Finance and Marketing departments, here, comparatively were found to have creativity skill as less dominating skill.

Table 28:

*Crosstabulation of Departments * Strategic Mind*

		Strategic Mind		Total
		Dominant	Non-Dominant	
Departments	Human Resources	18	33	51
	Finance	8	8	16
	Information & Technology	22	14	36
	Banking Operation	42	41	83
	Marketing	6	8	14
Total		96	104	200

Table 19 shows the cross tabulation between departments and strategic mind. Out of 96 responses showing strategic mind as a dominant skill, 42 responses were from banking operation followed by 22 from Information & Technology department. Human resource and marketing department was found to have strategic mind as non-dominating skill, whereas, finance department showed a neutral result.

Table 29:

*Crosstabulation of Departments * Communication Skill*

		Communication Skill		Total
		Dominant	Non-Dominant	
Departments	Human Resources	39	12	51
	Finance	11	5	16
	Information & Technology	27	9	36
	Banking Operation	64	19	83
	Marketing	11	3	14
Total		152	48	200

Table 20 shows the cross tabulation between departments and communication skill. Out of 152 responses showing communication as a dominant skill, 64 responses were from Banking Operation followed by 39 from Human Resources and 27 from Information & Technology. Finance and Marketing departments, here, were found to have communication skill as less dominating skill.

Table 30:

*Crosstabulation of Departments * Interpersonal Skill*

		Interpersonal Skill		Total
		Dominant	Non-Dominant	
Departments	Human Resources	37	14	51
	Finance	14	2	16
	Information & Technology	25	11	36
	Banking Operation	55	28	83
	Marketing	11	3	14
Total		142	58	200

Table 21 shows the cross tabulation between departments and interpersonal skill. Out of 142 responses showing interpersonal skill as a dominant skill, 55 responses were from Banking Operation followed by 37 from Human Resources and 25 from Information & Technology. Finance and Marketing departments, here, were found to have interpersonal skill as less dominating skill.

Table 31:

*Crosstabulation of Departments * Resilience*

		Resilience		Total
		Dominant	Non-Dominant	
Departments	Human Resources	22	29	51
	Finance	9	7	16
	Information & Technology	18	18	36
	Banking Operation	36	47	83
	Marketing	7	7	14
Total		92	108	200

Table 22 shows the cross tabulation between departments and resilience. Out of 92 responses showing resilience as a dominant skill, 9 responses were from Finance Department which implies that resilience factor is highest in the mentioned department. Information and Technology Department and Marketing Department showed a neutral result whereas Human Resource Department was found to have resilience as non-dominating skill.

Table 32:

*Crosstabulation of Departments * Self-Awareness*

		Self-Awareness		Total
		Dominant	Non-Dominant	
Departments	Human Resources	30	21	51
	Finance	12	4	16
	Information & Technology	24	12	36
	Banking Operation	53	30	83
	Marketing	12	2	14
Total		131	69	200

Table 23 shows the cross tabulation between departments and self-awareness. Out of 131 responses showing self-awareness as a dominant skill, 53 responses were from Banking Operation followed by 30 from Human Resources and 24 from Information & Technology. Finance and Marketing departments, here, comparatively were found to have self-awareness as less dominating skill.

Table 33:

*Crosstabulation of Departments * Domain Knowledge*

		Domain Knowledge		Total
		Dominant	Non-Dominant	
Departments	Human Resources	20	31	51
	Finance	8	8	16
	Information & Technology	14	22	36
	Banking Operation	45	38	83
	Marketing	7	7	14
Total		94	106	200

Table 24 shows the cross tabulation between departments and domain knowledge. Out of 94 responses showing domain knowledge as a dominant skill, 45 responses were from Banking Operation. Finance and Marketing Department showed a neutral result. Human Resources and Information Technology Departments, here, comparatively were found to have domain knowledge as less dominating skill.

Table 34:

*Crosstabulation of Departments * Tech – Savvy*

		Tech-Savvy		Total
		Dominant	Non-Dominant	
Departments	Human Resources	29	22	51
	Finance	12	4	16
	Information & Technology	25	11	36
	Banking Operation	41	42	83
	Marketing	7	7	14
Total		114	86	200

Table 25 shows the cross tabulation between departments and tech-savvy. Out of 114 responses showing tech-savvy as a dominant skill, 29 responses were from Human Resources Department followed by 25 from Information & Technology and 12 from Finance Departments. Marketing Department showed a neutral result, whereas, Banking Operation Department was found to have tech-savvyness as less dominating skill.

4.12 Major Findings

Key findings from the analysis of primary data of the survey questionnaire are listed as below

- Out of 27 commercial Bank, survey was conducted with the participants of 14 different which comprises 52% of the total bank participation out of which highest number participants were from Civil bank with 16% of respondents and lowest number of participants were from Sanima Bank with 2% of the participants
- The highest proportion of respondents (41%) were form Banking & Operation Department followed by Human Resources Department (26%). About 18% of respondents were from Information and Technology Department whereas, small portion of respondents with 8% and 7% were from Finance and Marketing Departments respectively.
- Employee Performance (EP) is moderately positively correlated with Communication skill (CS), Creativity (CR), Domain Knowledge (DK), Interpersonal Skill (IS), Resilience (R), Self-Awareness (SA), Strategic Mind (SM) and Tech Savvy (TS).
- Bank and working department have no significance influence on employee performance.
- The value of R square is 0.580 which means that 58% of variation in EP was due to variation in CS, CR, DK, IS, R, SA, SM, and TS hence, explaining the relationship between them adequately.
- Hypothesis H1: “Communication Skill (CS) has a significant positive effect on Employee’s Performance (EP).” was accepted. This indicates communication skill have significant impact on employee performance of banking sector.
- Hypothesis H2: “Creativity (CR) has a significant positive effect on Employee’s Performance (EP).” was rejected. It shows that Creativity (CR) have no significant impact on employee performance, as creativity is often neglected.
- Hypothesis H3: “Domain Knowledge (DK) has a significant positive effect on Employee’s Performance (EP).” It implies that of one should have good domain knowledge to remain Efficient.
- Hypothesis H4: “Interpersonal Skill (IS) has a significant positive effect on Employee’s Performance (EP).” was rejected. It shows that Interpersonal Skill have no significant impact on employee performance as seen by the participants.
- Hypothesis H5: “Resilience(R) has a significant positive effect on Employee’s Performance (EP).” was accepted. This confirms that Resilience remains significant factor to improve the Employee’s Performance (EP)

- Hypothesis H6: “Self-Awareness (SA) has a significant positive effect on Employee’s Performance (EP).” was accepted. This indicates that Self Awareness is essential to improve and remain efficient.
- Hypothesis H7: “Strategic Mind (SM) has a significant positive effect on Employee’s Performance (EP).” was accepted indicating, employee should have strategic mind to remain competitive and efficient.
- Hypothesis H8: “Tech-Savvy has a significant positive effect on Employee’s Performance (EP).” was rejected implying tech savviness doesn’t have great deal of impact on employee’s performance but remain as additional supporting factor.
- Employees of Banking Operation Department were found to have higher Communication Skill whereas lag behind in tech-savvyness.
- Employees of Human Resource Department were found to have higher Communication Skill whereas lag behind in having Strategic Mind.
- Employees of Information & Technology Department were found to have higher Communication Skill whereas lag behind in Resilience factor.
- Employees of Finance Department were found to have higher Tech-Savvyness whereas lag behind in other areas.
- Employees of Marketing Department were found to have higher Self-Awareness whereas lag behind in other areas.

CHAPTER 5

DISCUSSION, CONCLUSION AND IMPLICATIONS

This chapter presents the discussion, conclusion and implications that could be drawn from the study. The chapter is divided into three sections. In the first section, the results of the study will be discussed, the second section draws the conclusion of the study and finally, in the last section, the implication of the study are illustrated.

5.1 Discussion

The general objective of this research is to identify the relationship between Employee's Performance (EP) and Communication Skill (CS), Creativity (CR), Domain knowledge (DK), Interpersonal Skill (IS), Resilience (R), Self-Awareness (SA), Strategic Mind (SM), and Tech Savvy (TS) of banking sector in Nepalese context. The influence of bank and the department of the employee was also considered.

Findings of the research concludes that the bank and the department of the respondent does not have significant relationship with Employee Performance. The intercorrelation result between EP and other independent variables suggest that there is positive and significant relationship between EP and CS, CR, DK, IS, R, SA, SM & TS which supports the literature by Rafikul Islam and Shuib bin Mohd Rasad, and the intercorrelation between Resilience, communication skill and Domain knowledge is the highest which means that use employee performance is strongly and positively correlated communication skill, resilience and domain knowledge.

The result from the analysis shows that communication skill (CS) has a significant positive influence on the Employee Performance ($\beta= 0.202, p<0.01$) consistent with the previous study i.e. the sum total of an individual's satisfaction with information flow and relationship variables" (Downs & Hazen, 1977, in Tsai and Chuang 2009) has been correlated with key variables such as job performance and turnover rates. This implies that communication skill of the employee plays major part in their performance. Thus, business should take in consideration of communication skill to improve the performance of the employee. The standardized coefficient (Beta value) for the Creativity (CR) is positive but insignificant ($\beta= 0.098, p>0.01$). contradicting the previous studies by Von Nordenflycht (2007) and Humeraand Quaid-i- from Azam University in 2016 to examine the Impact of Employee's Creativity on individual's performance, both observed a relationship between creativity and performance. We can

generalize Banking sector employee don't perceive their job as creative as most of the job in the banking sector seems to be repetitive.

Similarly, the standardized coefficient (Beta value) for the Domain Knowledge (DK) is positive and significant ($\beta= 0.236, p<0.01$). Our findings support the existing literature on the topic that Domain knowledge has significant influence on the performance of the employee by Erich C. Dierdorff and Robert S. Rubin (2015), that employees vary greatly with regard to how accurately they understand the critical functions of their jobs. The result implicates that domain knowledge is essential for the greater performance, thus business should focus on providing training and development platform to improve employee domain knowledge. On the contrary impact of the Interpersonal skill on employee performance is positive but insignificant ($\beta= 0.085, p<0.05$) which contradicts the previous studies by Petrovici & Dobrescu (2014) and Bozionelos & Singh (2017), who suggests significant role of interpersonal communication skill to have high score in performance. We can postulate that our study hold biasness in the studies as performance evaluation was taken on participants perception instead of their actual performance. The standardized coefficient (Beta value) for resilience is positive and significant ($\beta= 0.227, p<0.01$). This shows that employee who can cope with the stress and balance their work life has higher chance of performing better in their job which is consistent with the previous studies by by Robertson, Cooper, Sarkar, and Curran (2015) suggesting effects of resilience training in the workplace reveals that resilience training can improve personal resilience and is a useful means of developing not only mental health and subjective well-being in employees but also improved performance.

Similarly result from the studies shows that Self awareness has positive and significant influence over employee performance with the standardized coefficient with the beta value $\beta= 0.085$ at 5 % significance level i.e., $p<=0.05$ concurring the result with the previous study. According to Boyatzis, (1982), among several hundred managers from twelve different organizations, accurate self-assessment was the hall mark of superior performance . Knowing own strength provides competitive advantage ensuring higher performance caliber. Furthermore, the standardized coefficient result of strategic mind is positive and significant ($\beta= 0.125, p<0.05$) which supports the previous studies by authors including Hambrick and Schecter, (1983); Haveman, (1992); Zajac and Kraatz, (1993) who found out that strategic thinking enhances performance. Strategic mind helps to better perform the job and improve the overall performance of the organization. Eventually the standardized coefficient of Tech savvy

is positive but insignificant ($\beta = 0.125$, $p < 0.05$) rejecting the hypothesis and contradicting with the previous studies by Ombati et al (2010) that there is direct relationship between technology use and performance but doesn't include the level of tech savviness. Thus, our study concludes that need of tech savviness depends on the domain of the business. Since, banking sector doesn't need much technological prowess it isn't necessary to be tech savvy to perform well in banking sector.

Lastly, the cross tabulation analysis shows that employees of different departments have a dominating skill required to perform their respective jobs properly. Employees of Human Resource, Banking Operation and Information & Technology Departments have highest degree of Communication Skill followed by Interpersonal Skill and others. Similarly, employees of Marketing Department were found to be more self-aware about thing happening around them and, in case of Finance Department, the employees were found to be more tech-savvy, considering the fact that they have more technical/software related works for calculation and many more activities.

5.2 Conclusion

The research investigated and unraveled the factors affecting employee performance, in the banking sector of Nepal. Communication Skills (CS), Domain Knowledge (DK), Resilience (R), Self-Awareness (SA), and Strategic Mind (SM) were found to have positive significant impact on the performance of the employee, whereas Creativity (CR), Interpersonal Skill (IS) and Tech Savviness (TS) were found to be less relevant, as per the results and findings. Among the strength factors identified, Domain Knowledge was found to have comparatively higher significance in the performance of the employee.

Factors such as department and banks doesn't seem to have significant effect on the employee performance. However, skill sets required to perform job of particular area/department were found to be similar. Employees from the Banking Operations, Human Resource Department tends to have higher communication skill whereas lacking sufficient amount of tech-savviness and Strategic Mind respectively. Similarly, employee from Finance and Marketing Department were found to have higher degree of Tech-savviness and Self-Awareness whereas lack skills in other areas. This shows that even though department doesn't have significant impact on the performance, skill set they required to perform in that department seems similar. Also, it led to conclusion that the performance determining strengths vary with the domain or the sector of the business.

5.3 Implications

Employees are the most important success factor for any business, as they make things happen and lead to the pre-determined targets, goals and, ultimately, the vision of the businesses. Therefore, their development and proper utilization, in turn, leads to success of the organization. Many of the organizations take in employees that best suit the announced job description based upon their past experiences and knowledge, however, only this selection process is not enough. Every person has some aspects in which they are good and some aspects in which they lag behind, so the main focus here is to find those aspects and gain a deeper insight to the employees and their characteristics.

This research helps assist the business organization to develop or enhance one of its core competitive advantage factor i.e. their employees. The research, also provides a system for analyzing the strengths and weaknesses of the employees. Based upon different data input, a clear view over the employees is developed and this, in turn, would be used to categorize the employees into different groups. All the groups would have distinct set of characteristics, pros & the cons and this set of attribute will be used to develop strategy to bring out the best in the employees through different skill development activities, trainings, mentoring, etc.

Upon proper allocation human resources a business can achieve a greater output and, for this, one must know when and where to employ those resources. In the modern competitive business world, the success of business may eventually lie in how they utilize the resources they have. The human resource of any business is unique per business and the key strength of the business can be developed from this aspect. This research helps the businesses visualize the different aspects of employees, their characteristics, their unique capacity and performance level so as to make them aware about what lies in their hands and how to use them for the benefit of both the employee and the business.

Another strength of businesses lie in creating a world class team with maximum performance/output rate, for the purpose of which one needs to map the employee characteristics and pair up them with those who fills each other gap and are most compatible with. This research also assists the business for the stated purpose. The research help suggest the best pair up of employees belonging from different category to maximize the productivity and output.

Future Research

This study provides insights on employee strengths and determinants of the employee performance which can be used to understand employee strength and weakness; help making HR Strategy to improve employee productivity through training, proper placement and creating best team. Regardless, this research only provides the results from banking sector. Research on diverse domain and sector of business can provide new insights on the strengths that determines the performance. This research only considers the participants perceptions; the actual data of participants appraisal/ evaluation could further strengthen the research, and development of the system can further be achieved.

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APPENDIX A

Questionnaire on Acceptability and implementation analysis of Mobile government

Dear participants,

I am conducting research on " Analysis and determination of Employee Strength for Performance Enhancement " as partial fulfillment of my Master's Degree (MBA-IT). I humbly request you to fill up this questionnaire and help me complete my research.

I would like to assure you that the information provided by you will be kept confidential and be used for academic purpose only. Thank you

Section A

Respondent's Profile

1. Name of the bank:
2. Department: *
 - HRM Department
 - Finance Department
 - IT Department
 - Banking & Operation Department
 - Marketing Department

Section B

Factors of Acceptability

To what extent do you agree or disagree with each of the following statements? Please select the option, which best represents your choice of agreement or disagreement with the following statements.

No.	Statements	SD	D	N	A	SA
3	Creativity (CR)*					
a)	I take time to investigate how things are working & gather information from different sources to stay current with what's happening in my field of work.					
b)	I look for things in my environment to inspire me to find new interpretation of problems.					
c)	I often allow myself to step back from the active problem, and try to see bigger picture to solve the issue creatively.					
d)	I often come up with some good ideas, and immediately try to experiment with the idea even I don't have enough resources to implement it.					
e)	When solving a problem, I try to rethink my current understanding of an issue to develop a deeper insight into it.					
4	Communication skill (CS)*					
a)	Before communicating, I find myself thinking about what the person really needs to know, and convey it in simple and straightforward manner, rather than including all possible details and information.					
b)	I find myself putting in others shoes while listening to their problems and try to understand the situation carefully.					
c)	If I don't understand something, I ask questions to understand it better.					
d)	I keep forward the underlying concepts behind the point I am discussing.					
e)	I choose the method to communicate (in person, via memo, etc.) depending upon the complexity of issue and understanding capacity of listeners.					
5	Domain Knowledge (DK) *					
a)	I can perform my task consistently; whatever circumstances or problem arise; I believe I can solve it.					
b)	I feel my knowledge is best suited in the current area/department of work which I am working on.					
c)	I am confident, in my level of expertise, to train others in my organization.					
d)	I feel I am ready enough to take over the responsibility of entire department, if needed.					
e)	I need no or minimal instructions/process chart to perform the work assigned.					

6	Interpersonal/Relationship Skill (IS)*				
a)	I believe in fair and unbiased decision making and always try to sort out things in a way that everyone gets justice.				
b)	I try to keep myself calm and retain my motivation when people do not cooperate or acts hastily.				
c)	I find friends as well as most the people that I am acquaintance with sharing their work related as well as personal problems with me.				
d)	My colleagues do not hesitate to point out my mistakes concerning work and life activities.				
e)	I have assurance that my colleagues will support me if I run into difficulties.				
7	Resilience(R)*				
a)	When given a new task, I feel confident and find myself preparing and working on it to make it success.				
b)	I have strategies in place and use it, when needed, to deal with stress and anxiety.				
c)	I have no. of people at work and in family and friends circle with whom I can speak about issues/doubts.				
d)	When there is fundamental change, I tend to come around to new ways of thinking.				
e)	I feel good with my current job role and find my interest and commitment ever-growing.				
8	Self-Awareness (SA)				
a)	I am well aware about my core strengths and greatest weaknesses.				
b)	I would give up a job upgrade for a colleague if I find him/her more capable than me.				
c)	I approach my colleagues and family/friends for feedback so as to know more about myself.				
d)	I find myself sharing experiences to others so as to make sense of what people say and why events turn out as they do.				
e)	I am a careful observer and find myself reflecting on what I see and hear from what goes on around me.				
9	Strategic Mind (SM)				
a)	I find myself to be a holistic person and always looking for next bigger result to deliver.				
b)	I find myself asking what I am doing today to reach my goals in the future.				

c)	I use both data and observations to make decisions and come up with strategies.					
d)	I tend to integrate opportunities and issues point of view so as to create powerful connections.					
e)	I regularly find ways to identify, create and capitalize on opportunities.					
11	Tech-Savvy (TS)*					
a)	I feel excited to work with recently upgraded system of the organization.					
b)	I more often learn about new methods and techniques of work from internet.					
c)	I like to find shortcuts and easier way out in different systems/portal so as to save time and simplify processes.					
d)	I find myself researching and exploring new technology so as to find easy way to perform the given task.					
e)	I am constantly watching news and reading articles of new technology inventions, be it some sort of software or gadgets.					
12	Employee's Performance (EP)					
a)	I often find myself taking initiatives and directing others to perform task.					
b)	I immediately try to solve problem raised during the work to my best ability.					
c)	I often get my work done on or before the scheduled time					
d)	I constantly ask my supervisor for feedback on my performance so that I can perform my task more efficiently.					
e)	I am highly focused on completion of my task rather than procrastinating or engaging myself wasteful activities.					