

## HUMAN CAPACITY BUILDING AND EMPLOYEE PRO-SOCIAL BEHAVIOUR IN BAYELSA STATE TERTIARY INSTITUTIONS

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### **Abstract**

*The study investigated the relationship between employee pro-social Behaviour and human capacity building in tertiary institutions located in Bayelsa State. The investigation employed a descriptive survey design. The research population consists of 6269 employees from the three public universities in Bayelsa State. The sample size of 376 was determined using the Taro Yamane sample formula. The questionnaire was employed as the primary data source and research instrument. We descriptively analysed the data using a table, frequency, percentage, and mean score. The Spearman rank correlation coefficient was implemented with the help of SPSS to evaluate the hypotheses. A significant correlation was found between measure of employee pro-social behaviour and dimensions of human capacity building. Consequently, a restructure positive and substantial correlation was determined between human capacity buildings and employee pro-social behaviour. In order to encourage employee engagement, school management should establish an environment that is conducive to the development of human capacity. The organization will reap benefits that surpass those of its competitor.*

**Keywords:** Human Capacity building, Employee Pro-Social Behaviour, Coaching, Mentoring, Empathy

### **Introduction**

Organizations in the 21st century aim to improve their service quality and competitiveness, but they can only achieve this by harnessing the capabilities of their employees. Consequently, it is crucial for employees to exhibit the appropriate behaviours that will facilitate the organisation's progress towards its established objectives and goals. According to Brock et al. (2016), pro-social behaviour refers to an employee's actions that benefit other members of the organization and are beneficial to the individuals or organization receiving them. Pro-social behaviour in the workplace generally refers to any actions aimed at improving the circumstances or state of affairs of the individual receiving assistance. Employees' actions lead to an improvement in the work environment, making it a critical component of organisational effectiveness. (Voet et al., 2017). Pro-social behaviour encompasses a wide variety of actions intended to benefit others, including cooperation, sharing, helping, charitable giving, and volunteering. It may also involve the expenditure of time, resources, and effort, and occasionally even result in bodily harm to the actor (Manesi et al., 2020). Pro-social behaviour is crucial for all sectors and industries (Annamalah & Tan, 2016). A review of internal practices that

influence employee behaviour is necessary to enhance quality service or achieve excellent service (Rania et al., 2021).

Capacity building is the process of augmenting the workforce's abilities to achieve short-term and long-term objectives on both personal and organisational levels by developing their knowledge, attitude, and skills (Groot & van der Molen, 2000; Millar & Doherty, 2016). Yamoah and Maiyo (2013) assert that capacity building encompasses the deficiencies of all employees and cultivates the desirable attitudes and skills that facilitate the efficient completion of appropriate tasks. A thorough examination of external factors reveals that capacity building positively impacts employee performance (Ahmad, Farrukh, & Nazir, 2015). Generally, capacity building enhances organisational effectiveness.

Elnaga and Imran (2013) argue that managers are critical to the development of employees' capabilities and the establishment of an efficient work environment. Managers are responsible for developing various training programs to improve employee learning, abilities, and capabilities in order to achieve Organisational objectives. These endeavours not only improve the performance of employees but also foster a more positive organisational image (Fang et al., 2010). Capacity building is concerned with providing sustainable opportunities to employees, whereas manager support entails providing favourable and reasonable employment conditions, taking into account their natural talents. Therefore, capacity development has the potential to improve the socioeconomic benefits for both the local industry and the employees (Hu, Rao, & Sun, 2006). Previous research investigated the relationship between human capital development which is a sub-division of human capacity building was examined relatively to employees' prosocial behaviour. However, few studies have investigated the human capacity building and employee performance in the different sector and organization, and no research has been done on the relationship between human capacity building and prosocial behaviour in Tertiary institutions in Bayelsa State. Therefore, this research will help to fill this gap As a result, this investigation examines the relationship between employee pro-social behaviour and human capacity development.

### **Objectives Of The Study**

The aim of this study is to examine the relationship between human capacity building and employee pro-social behaviour in Bayelsa state tertiary institutions. Specifically, the study seeks:

To ascertain the relationship between coaching and employee empathy and to determine the relationship between mentoring and employee empathy in Bayelsa state tertiary institutions.

## 2.1 Literature Review

### Conceptual Framework

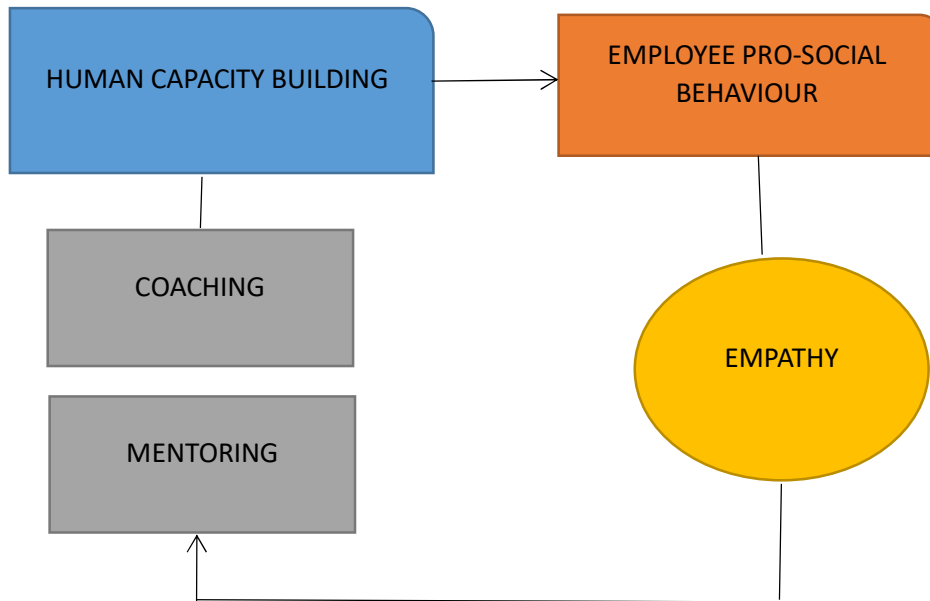


Fig 2.1 Conceptual framework on Human Capacity Building and Employee Pro-Social Behaviour

### 2.2 Human Capacity Building

The term "capacity building" has been employed in a variety of contexts, each with its own interpretation and rationale. The term was thought to be closely associated with HR development, which involves improving employees' knowledge and instruction. Each individual possesses unique capabilities and requirements. Employee training should commence on the same day as recruitment. Employers endeavour to instill knowledge, experiences, and skills in their employees in accordance with the requirements of the position. Therefore, the trained employee becomes the brand's ambassador, using their updated knowledge and skills to perform their duties more effectively, leading to positive outcomes and employee retention (Benson, 2006; Gull & Azam, 2012).

Capacity building is the process of establishing and developing the necessary skills, nature, ability, procedures, and resources for organizations and societies to continually adapt and enhance employee performance in a rapidly changing world. Generally, organizations adopt capacity building as a tactical measure to enhance employee proficiency, leading to significant improvements in performance, asset development, and increased employee motivation (Fullan, 2001). According to a sound judgement, employee capacity building can be defined as the enhancement of their ability to perform the appropriate task within the more extensive arrangement of the association's execution guidelines (Yamoah & Maiyo, 2013).

### 2.2.1 Coaching

According to Haslinda and Abdullah (2009), coaching is "the practice of enabling performance improvements, learning, and development of others." It is a personalised, on-the-job approach that typically involves one-on-one interaction to assist individuals in the development of their abilities and levels of competence. Hirsh and Carter (2002) assert that "coaching is designed to expedite the enhancement of skills, behaviour, and performance, typically for the current position." This places an organised and constructive discussion at the core of coaching. The coach employs feedback and provides an impartial viewpoint. The most effective coaching occurs when the coach recognises that their responsibility is to assist individuals in learning, and when people are motivated to do so. It is imperative that employees recognise that their current level of knowledge, talent, or conduct necessitates improvement in order to effectively execute their duties. Feedback on one's performance and guidance regarding what to learn should be provided to individuals (Haslinda & Abdullah, 2009). Coaching, as defined by Kampa-Kolesch and Anderson (2001), is a systematic feedback intervention that is intended to improve professional skills, interpersonal awareness, and personal effectiveness. In contrast, Peterson (1994) regards coaching as a process that provides individuals with the necessary tools, knowledge, and opportunities to facilitate their professional development and overall effectiveness.

Conversely, Colomo and Casado (2006) define coaching as an organised, guided, and ongoing development process which takes a participant nearer to the predetermined optimum performance level for their current role within an organisation. In a productive, results-oriented context, these authors essentially perceive coaching as a conversation between two parties—a coach and a coachee. Despite the fact that numerous coaching definitions have been proposed, there is a degree of consensus regarding the fundamental principles of coaching practices. The majority of definitions agree that coaching is a process that entails a sequence of one-on-one interactions between a manager and a coachee (Bono, Purvanova, Owler & David, 2010). Alternatively, Feldman and Lankau (2005) contend that coaching relationships involve one-on-one counselling pertaining issues related to work, the use of 360-degree feedback, and the suggestion of improvements to the efficacy of one's current position.

Furthermore, Hannafey and Vitulano (2013) elucidate that coaching is a collaborative effort between a management-level client and a coach employed by an organisation to help the employee become a more successful and effective manager. Saks and Gruman (2011) also emphasised its utility in the socialisation of employees. Consequently, it is possible to assert that coaching is a process that is developed by an organisation and involves two parties—a coach and a coachee—with the objective of addressing performance-related issues and enhancing the coachee's skills and capabilities to facilitate career advancement. In the current project, we employ this definition.

### 2.2.2 Mentoring

Mentoring uses unique and well-trained staff to advise, counsel, and guide individuals developing their skills. DeForge et al. (2019) define mentoring as helping another by sharing information, work, or ideas. AlDubai and Gopalan (2019), Ghosh, R et al. (2019) define mentors as leaders who help others succeed in their careers. Mentoring helps people learn, while coaching improves their skills. Al Hilali et al. (2020) view mentors as advisors who help construct self-development and learning programs. They help people learn new job skills, provide administrative and technical counsel, and solve career growth problems. They project corporate culture and affect company values and behaviour.

Mentoring facilitates workplace performance improvement for mentees. Mentoring is known to boost business growth. Mentoring is to help the protégé succeed in business and progress in specific areas (Catherine, & Mike, 2014). Mentoring, according to Allen (2007), is a semi-structured guiding system in which one or more people share their knowledge, skills, and experience to assist others succeed in life and work. Professional relationships that allow an inexperienced person, known as the protégé, to receive help from a mentor in developing skills and knowledge to advance their career (Pertin, 2011). Mentoring can improve organisational performance, but unreasonable goals can make it fail (Murray, 2006).

Managers and executives can offer constructive and candid advice to help the mentee develop professionally, and it is an effective and efficient way to help groups of employees learn the skills they need to succeed in a changing business environment. They can also offer their professional and personal talents and experiences (Griffin, & Ayers, 2005). Mentoring is based on encouragement, constructive criticism, honesty, trust, respect, and a willingness to learn and share. It boosts self-confidence, diversity, and job competitiveness. Mentoring is a caring, sharing, and progressive relationship in which one person spends time and skills to help another flourish (Shea, 2007). Mentoring helps mentors, protégés, and organisations grow personally and professionally (Barkham, 2005). Researchers consider mentoring a crucial developmental link between mentor and protégé. Mentoring, according to Bozeman and Feeney (2007), is the informal sharing of knowledge, social capital, and psycho-social support for professional development, career, or employment.

### 2.3 Employee Pro-Social Behaviour

Pro-social behaviour encompasses a wide variety of actions that are designed to benefit others, such as charitable giving, volunteerism, sharing, cooperation, and assistance. Therefore, pro-social behaviour typically involves a cost for the actor, which may be minor or large, such as the expenditure of resources, time, effort, or, in some cases, physical harm (Manesi et al., 2017). For a period of time, pro-social behaviour has served as a challenge to social researchers who endeavour to comprehend the reasons why individuals engage in charitable activities that are advantageous to others but costly to the individual who undertakes them (Kaur, 2019). Prosocial organisational behaviour is defined as

"behaviour that is performed by a member of an organisation in order to promote the welfare of the individual, group, or organisation with whom they interact as part of their organisational role" (Brief & Motowidlo, 1986). The willingness of employees to fulfil and exceed formal employment requirements is also a definition of pro-social organisational behaviour (Paula Hyde et al., 2013). Voet et al. (2017) suggested that it can be perceived as a desire to take action in order to generate positive waves for others, which encompasses their thoughts, preferences, and emotions, thereby ensuring that others have a better existence.

Historically, pro-social behaviour has been associated with general personality traits such as empathy, agreeableness, honesty-humility, and other-orientation (Penner et al., 2005). These personality constructs are designed to foster and sustain positive interpersonal interactions with others. For instance, humility denotes the propensity to be sincere, fair, and genuine in one's interactions with others, while agreeableness denotes the propensity to be sympathetic, considerate, and trusting. A high score on those personality traits can result in a variety of pro-social behaviours towards acquaintances and those in close proximity. This behaviour can also be interpreted as helping behaviour, conflict-regulating, constructive, and accommodative (Manesi et al., 2017). Pro-social behaviour has also been associated with a critical factor in the development of effective organisational performance. This factor is the result of employees engaging in positive task-based behaviour that is not explicitly addressed in the job description (Daniels & Harris 2000).

### **2.3.1 Empathy**

Empathy is defined in a variety of ways, depending on the context. In a general sense, it is defined as the capacity to comprehend the experiences of others, convey and demonstrate that understanding with the other person, and subsequently act in a helpful manner (Buckman et al., 2011).; Hojat (2014) suggested that the capacity to comprehend and empathise with the emotions of another individual who is experiencing the same illness as the individual involved. Empathy is also defined as the capacity to comprehend and empathise with the emotions of another (Schliesman, 2016). The researcher also stated that empathy is composed of two constructs: the cognitive and affective components, when evaluated from a medical perspective. The cognitive aspect of physician empathy is the capacity to accurately comprehend the mental state of a patient in order to effectively communicate this perspective to patients. In other words, the ability to imagine the experience of being in another person's situation. The physician's empathy's affective aspect is the capacity to address and enhance the emotional states of their patients; this aspect is also referred to as emotional atonement (Krupat et al., 2001).

In other organisations, empathy is associated with a sense of sharing or being in tune with the affective state of another individual (Smith 2014). Albrecht (2006) observed that empathy is the ability to form an attachment to another individual, which establishes the groundwork for productive collaboration and interaction. Albrecht observes that it extends beyond the conventional definition of

empathy, which is the identification of emotion with another person or the act of "sympathising" with them.

## 2.4 Resource Based View Theory

Resource Based View (RBV) was articulated into a coherent theory by Wernerfelt (1984). The hypothesis expresses that the Organisational resources and capacities that are uncommon, significant, non-substitutable, and incompletely imitable structure the reason for an organization's competitive advantage. RBV recommends that the firm can get a competitive advantage through working with the improvement of capabilities that are firm explicit, produce complex social relationship; are implanted in an organization's set of experiences and culture, and create unsaid Organisational knowledge (Odhong, et al., 2013).

This hypothesis perceives human resources as the most significant, non-substitutable and defectively imitable asset that a firm can effectively use to accomplish Organisational productivity and competitiveness. Asset based hypothesis is connected to human resources hypothesis in that the two of them accentuate that interest in individuals increases the value of the firm, (Baron and Armstrong, 2007).

## 2.5 Empirical Review

Ojokuku and Sajuyigbe (2015) explored the impact of human capital development on the performance of little and medium scale ventures in Nigeria. The discoveries demonstrated that human capital development factors have critical impact on SMEs performance. The coefficient of relationship ( $R$ ) = 0.921; the coefficient of assurance ( $R^2$ ) = 0.849; and the standard blunder gauge of 0.31254, demonstrated that 84.9% of the examined SME's performance can be related with the advancement of at work training; level of formal instruction; level of cooperation in classes, gatherings and workshops, and level of investment in exchange fairs and displays, as methodologies of human capital development for the SMEs' employees.

Mba and Tonye (2015) researched to study the impact of coaching and mentoring in the Nigeria liquefied natural gas Company limited, bonny. The research question addressed whether mentoring improves employees' job skills and develops their potential for better performance and reduces employee turnover. stratified sampling technique was employed in collecting data through survey method from 370 employees using stratified random sampling. The result of the study indicated that there is a significant relationship between mentoring and job performance and reduce employee turnover

## Methodology

In order to accomplish the objective, the study implemented a cross-sectional survey design. The population of the study consisted of 6269 staff members who were on the staff lists in the establishment units of tertiary institutions in Bayelsa State. The basic random technique was implemented due to the fact that the entire population of the study could not be studied. Using the

Taro Yamane (Yamane, 1973) formula with a 95% confidence level, a sample size of 376 was determined. The Bowley proportional formula was also implemented in order to ensure that the sample distribution among the tertiary institutions under investigation was representative. Additionally, secondary data, including textbooks and journals, were supplemented by questionnaires. The Likert scale, which ranges from 5 to 1, represented strongly agree to strongly disagree, was the basis for the survey scales that were implemented. The data collected from participants were analysed using inferential statistics, which facilitates the generalisation of findings. The Spearman Rank Correlational Coefficient was employed in conjunction with the Statistical Package for Social Sciences (SPSS) software to analyse the data for the study.

**Table 3.1: Sample Size**

Organizations	Population	Sample Size
Institution A	3518	211
Institution B	2074	124
Institution C	677	41
Total	6269	376

Source: Bowley's Proportional Allocation

#### 4.1 Data Analysis and Interpretation of Results

**Table 4.1: Descriptive Analysis on Coaching**

S/N	Question Items	SA (5)	A (4)	MA (3)	D (2)	SD (1)	Agg. Score	X
1	My superiors aids with my goal setting.	153 (56.4%)	70 (25.8%)	20 (7.3%)	20 (7.3%)	8 (2.9%)	1153	4.2
2	My superiors intervenes to help me solve problems.	64 (23.6%)	159 (58.6%)	10 (3.6%)	32 (11.8%)	6 (2.2%)	1056	3.8
3	I have developed a positive attitude for performing tasks through my superior's support.	106 (39.1%)	98 (36.1%)	18 (6.6%)	31 (11.4%)	18 (6.6%)	1050	3.8
4	My superiors assists me to find solutions to problems.	95 (35.0%)	139 (51.2%)	10 (3.6%)	18 (6.6%)	9 (3.3%)	1096	4.0
5	My superiors assists me in formulating work values.	125 (46.1%)	56 (20.6%)	37 (13.6%)	22 (8.1%)	31 (11.4%)	1035	3.8

Source: Survey Data, 2024.

Table 4.1 above shows responses of respondent on the extent at which coaching as a human capacity building relates to employee prosocial behaviour in Bayelsa state tertiary institutions. It can be observed that all of the five (5) item statements responded positively to the research question. For item 1, the mean score is 4.2, the second item show a mean score of 3.8, the third question item with a mean score of 3.8, item 4 with a mean score of 4.0 and finally, the fifth question item with a mean score 3.8, reflect that the respondents strongly agree to the question item in the scale measurement. Also, the items show the effectiveness of coaching as a motivator that influences employee pro-social behaviour.

**Table 4.2: Descriptive Analysis on Mentoring**

S/N	Question Items	SA (5)	A (4)	MA (3)	D (2)	SD (1)	Agg. Score	X
1	My company practice mentoring at all level of organization.	60 (22.1%)	133 (49.0%)	29 (10.7%)	29 (10.7%)	20 (7.3%)	997	3.6
2	My company often times assign experience for the purpose of developing others.	58 (21.4%)	143 (52.7%)	17 (6.2%)	38 (14.0%)	15 (5.5%)	1004	3.6
3	Assigning of higher responsibility to subordinate is a routine for development.	72 (26.5%)	41 (15.1%)	92 (33.9%)	39 (14.3%)	27 (9.9%)	905	3.3
4	I gain more skills and experience from the job I perform for my superiors.	113 (41.6%)	79 (29.1%)	28 (10.5%)	16 (5.7%)	35 (14.0%)	1032	3.8
5	My company structure ensures job enlargement is for employee development and advancement.	63 (22.6%)	110 (40.5%)	38 (14.0%)	41 (15.1%)	19 (6.8%)	960	3.5

Source: Survey Data, 2024.

Table 4.2 above shows the responses of respondent on the extent at which mentoring as a human capacity building relates to employee pro-social behaviour in the Bayelsa State Tertiary Institutions. For item 1, the mean score is 3.6, the second item show a mean score of 3.6, the third question item with a mean score of 3.3, item 4 with a mean score of 3.8 and finally, the fifth question item with a mean score 3.5, reflect that the respondents strongly agree to the question item in the scale

measurement. It can be observed that item number 1, 2, 5 depicts that respondents agree that mentoring relates to employee pro-social behaviour, while item number 3 depicts a mildly agree, and item number 4 depicts that respondents strongly agree that mentoring share a positive relationship with performance.

**Table 4.3: Descriptive Analysis on Empathy**

S/N	Question Items	SA (5)	A (4)	MA (3)	D (2)	SD (1)	Agg. Score	X
1	I assist those with heavy workloads.	138 (50.9%)	49 (18.0%)	17 (6.2%)	29 (10.7%)	39 (14.3%)	1034	3.8
2	I am always willing to provide assistance to my coworkers.	118 (43.5%)	72 (26.5%)	19 (7.0%)	47 (17.3%)	15 (5.5%)	1044	3.8
3	I assist in the orientation of new employees, despite the fact that it is not mandatory.	127 (46.8)	40 (14.7%)	28 (10.3%)	48 (17.5%)	28 (10.9%)	903	3.3
4	I provide assistance to individuals who have been absent.	51 (18.8%)	119 (43.9%)	33 (12.1%)	40 (14.7%)	28 (10.9%)	938	3.4
5	I am willing to provide assistance to individuals who are experiencing work-related issues.	30 (11.0%)	43 (15.8%)	127 (46.8%)	32 (11.8%)	39 (14.3%)	706	2.6

Source: Survey Data, 2024.

The responses of the respondents regarding empathy in the organisations under investigation are presented in Table 4.3. The mean score of the initial query item is 3.8. The respondents' firm agreement that assistance is available for those with heavy workloads is evident. The second question item received a mean score of 3.8, which suggests that respondents have a strong consensus that employees are consistently prepared to provide assistance to those in their vicinity. Question item 3 has a mean score of 3.3, indicating that respondents strongly concur that employers provide orientation to new employees, despite the fact that it is not mandatory. The fourth item query indicates that assistance is available for individuals who have been absent. This is demonstrated by a mean score of 3.4, which is within the range of agreement. The mean score of the fifth and final question item is 2.6, indicating that respondents moderately concur that they are willing to assist others who are experiencing work-related issues.

### Test of Hypotheses

This section deals essentially with statistical testing of the hypotheses formulated for this study and also interpreting the result making use of Spearman Rank Correlation Coefficient.

H<sub>01</sub>: There is no significant relationship between coaching and empathy.

**Table 4.4: Correlational outcome on relationship between coaching and empathy.**

			Correlations	
			Coaching	Empathy
Spearman's rho	Coaching	Correlation Coefficient	1.000	.761 **
		Sig. (2-tailed)	.	.000
		N	271	271
	Empathy	Correlation Coefficient	.761 **	1.000
		Sig. (2-tailed)	.000	.
		N	271	271

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

Source: SPSS Computation, 2024.

#### Decision:

According to the study outcome ( $r = 0.761$ ), there is a highly significant positive relationship between coaching and empathy. Further, the relationship shows significance at  $p = 0.00 \leq 0.01$ . This leads to the rejection of the null hypothesis, implying a significant relationship between coaching and empathy.

H<sub>02</sub>: There is no significant relationship between mentoring and empathy.

**Table 4.5: Correlational outcome on relationship between mentoring and empathy.**

			Correlations	
			Mentoring	Empathy
Spearman's rho	Mentoring	Correlation Coefficient	1.000	.766**
		Sig. (2-tailed)	.	.000
		N	271	271
	Empathy	Correlation Coefficient	.766**	1.000
		Sig. (2-tailed)	.000	.
		N	271	271

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

Source: SPSS Computation, 2024.

#### Decision:

According to the study outcome ( $r = 0.766$ ), mentoring and empathy have a highly significant positive relationship. Further, the relationship shows significance at  $p = 0.00 \leq 0.01$ . This suggests the rejection of the null hypothesis and the existence of a significant relationship between mentoring and empathy.

#### 4.2 Discussion of findings

Coaching is significantly associated with empathy, as identified by the inferential analysis. This conclusion is corroborated by Ramesh's (2015) investigation into the impact of coaching and mentoring on employee performance in the United Kingdom. The research employed a quantitative approach and a cross-sectional survey design. The correlation and regression analysis of the data collected for the study indicated that there is a high level of employee performance in the areas of coaching and mentoring. Additionally, coaching has a substantial impact on the overall efficacy of an organisation, whereas mentoring does not. Mentoring has a substantial correlation with empathy, as indicated by the hypothesis results. The outcome is consistent with Mittal and Upamannyu (2017), who investigated the impact of mentoring on organisational commitment and performance in India. Their objective was to assess the performance, organisational commitment, and mentoring of faculty members employed in a variety of educational institutions in the Gwalior region. The study's findings indicated that mentoring has a negative correlation with organisational commitment, while it has a positive correlation with organisational performance. The research indicated that mentoring may not be effective in fostering organisational commitment; however, it can be used to enhance organisational performance.

#### 5.1 Conclusion

The research was conducted to examine the correlation between employee pro-social behaviour and human capacity buildings in tertiary institutions in Bayelsa State. The data generated and analysed using the SPSS computerised application demonstrated a substantial correlation between the dimensions of human capacity buildings and the measures of employee pro-social behaviour. Consequently, it was determined that human capacity buildings have a positive and substantial correlation with employee pro-social behaviour.

#### 5.2 Recommendations

Based on the findings of this study, the following specific recommendations are made:

School management creates a human capacity building friendly environment to motivate workers' engagement. The gains transcend beyond co-workers in the organization.

Secondly, management of tertiary institutions should promote a work climate that make employees experience meaningfulness. In this way, employees could be encouraged to go beyond their assigned responsibilities in terms of volunteering for co-workers.\

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