

**LEADERSHIP DEVELOPMENT OF YOUNG PROFESSIONALS FOR
ORGANIZATIONAL PERFORMANCE IN THE BUILDING INDUSTRY IN KENYA**

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Declaration

I declare that this dissertation is my original work and has not been presented for a degree in any other University.

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Dedication

I dedicate this work to my core family unit for having continually motivated me throughout this academic journey. I wish to divide the family unit into two distinct sets. First is my wife, Millicent. I have keenly observed her words and actions in order for me to know that I am on the right track. She was the first person that I let know of my plan to embark on the doctoral program. Indeed, her initial encouragement boosted my morale. She is a special friend.

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Abstract

Leadership development was cited as one of the key ingredients that enrich organizational performance. Previous studies noted that the nature of construction and civil engineering professions demanded teamwork and collaborative approaches to effectively solve the predominant unique and complex projects. Emerging global trends favoured the leadership development for younger generations, especially so during the anticipated fourth industrial revolution era that is driven by digital advancement. The main problem that informed the need to undertake this study was that young professionals in the building industry in Kenya were hardly getting incorporated into the various leadership roles driving their organizations. From previous studies, there was noted to be both a contextual gap as well as a population gap. Therefore, the overall aim of this study was to determine the extent to which leadership development of young professionals enhanced organizational performance in the building industry in Kenya. Specifically, the study assessed the extent to which leadership training, leadership coaching, and leadership mentoring of young professionals in the building industry in Kenya enhanced organizational performance. Secondly, the study sought to determine the extent to which millennials' characteristics influenced leadership development of young professionals in the building industry in Kenya for organizational performance. The study was anchored on contingency leadership theory, situational leadership theory, and social learning theory. The research design took a purely quantitative approach carried out within the paradigmatic environment of positivism. Data was collected through a pre-tested self-administered questionnaire instrument, largely set out on a 5-point Likert scale. The target population was all the young professionals working in all the 515 registered Architectural, Quantity Surveying, and Engineering firms in Kenya. The study sample was composed of 309 young professionals selected from the target population through stratified random sampling. Data was analysed using descriptive and inferential statistics and incorporated deductive tactics to address the research objectives. Multiple linear regression model was adopted to test the four hypotheses. The decision criteria for testing these hypotheses were based on the *p*-values of the standardized beta coefficient values at 95% confidence level. The study found out that leadership training, leadership coaching, and leadership mentoring of young professionals in the building industry in Kenya have positive and statistically significant impact on organizational performance. It was also determined that millennials' characteristics have a significant influence on the process of leadership development of young professionals in the building industry in Kenya for organizational performance. The study recommended that the industry organizations should aim at strategically deploying leadership training, coaching and mentoring for their young professionals at a more increased extent in order to improve performance.

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Abbreviations and Acronyms

4IR	Fourth Industrial Revolution
AAK	Architectural Association of Kenya
BEPs	Built Environment Professionals
BORAQS	Board of Registration of Architects and Quantity Surveyors
CLT	Contingency Leadership Theory
DAC	Direction, Alignment, and Commitment
EBK	Engineers Board of Kenya
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
KNBS	Kenya National Bureau of Statistics
LD	Leadership Development
L&D	Learning and Development
LDP	Leadership Development Practice
LDPs	Leadership Development Practices
LPC	Least Preferred Co-worker
MMR	Mixed Methods Research
NCA	National Construction Authority
NEMA	National Environmental Management Authority
OP	Organizational Performance
SLT	Situational Leadership Theory
UN-Habitat	United Nations Human Settlements Programme
USA	United States of America

Operational Definition of Terms

Leadership coaching: The aspect of leadership development which involves a personal, one-to-one, relatively directive approach that is aimed at building people's knowledge of leadership skills for the sake of enhancing their performance. Leadership coaching focusses on augmenting people's competence of leadership. (Armstrong & Taylor, 2014).

Leadership development: The expansion of the capacity within individuals aimed at making them become effective in leadership processes and roles (Day & Dragoni, 2015).

Leadership mentoring: A strategic and important relational approach that servant leaders (mentors) use to assist their followers (young mentees) to grow and succeed in career development, as well as self-actualise their full potential (Northouse, 2016).

Leadership training: The component of learning and development that is involved with the systematic application of formal processes to impart leadership knowledge and help people to acquire the leadership skills necessary for them to perform their jobs satisfactorily (Armstrong & Taylor, 2014).

Organizational performance: The achievement, in terms of effectiveness and efficiency, of an organization measured on the basis of how it has accomplished its goals and objectives by using the least possible resources (Gavrea, Ilieș & Stegorean, 2011; & Hughes & Byrd, 2015).

Young Professionals: A generational cohort of professionals referred to as the Millennials, alternately called the generation Y (or Gen Y), and having unique characteristics that could largely influence their participation and integration into the workforce (AbouAssi et al., 2019)

Chapter One

Introduction and Background to the Study

Introduction

This study sought to establish the extent to which leadership development of young professionals in the building industry in Kenya enhanced organizational performance. Before elaborating on the problem that informed the need for this research, an in-depth background overview is provided. The format of the background is guided by a three-step funnel approach. This is done by depicting the global perspective, followed by a regional overview, before ultimately focusing on the Kenyan context regarding leadership development of professionals in the building industry. The general objective as well as its specific four components are then stated. These specific objectives are then collated to form the basis of defining the four research hypotheses stated in the null form. Further, the other concluding aspects expounded in this section of the study include: its justification, significance, scope, limitations, and delimitations.

Background to the Study

A global survey established that a deepened, broadened, and accelerated leadership development at all levels stood out as the topmost priority for organizations (Day & Dragoni, 2015). While acknowledging the growing demand for global leadership in emerging markets, the survey observed that there was a shrinkage in supply for experienced leaders as a result of retirements within the more mature markets. Moreover, the findings in the survey revealed an outstanding leadership development need that could quicken the process of developing many more leaders who would become effective.

Leadership development is perceived to involve the process of cultivating the softer skills that a leader has through the use of diverse educational processes, such as formal learning actions, sequencers, as well as through coaching (Armstrong & Taylor, 2014). In

regard to coaching, Kouzes et al. (2010) observed that, for exemplary leadership, the process of effective coaching could be modelled and characterized along five unique practices: modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. Leadership and coaching are relationship-based (Kouzes et al., 2010). Armstrong and Taylor (2014) concurred with this perspective as they pointed out that coaching is an essential means of nurturing the soft skills during leadership development. Moreover, Armstrong and Taylor reiterated that the various leadership development programmes “prepare people for leadership roles and situations beyond their current experience” (p. 329). While citing Bolden (2010), they acknowledged that the crucial elements that define leadership development include “reflection, practice, self-awareness, personal support, opportunities to apply learning, and relevance to work” (p. 324).

Those institutions that have redesigned themselves into learning organizations seek to endorse both communication as well as collaboration “so that everyone is engaged in identifying and solving problems, enabling the organization to continuously experiment, improve, and increase its capability” (Daft, 2010, p. 31). Daft, therefore, recommended that such a redesign should be adaptable for diverse environments. During turbulent conditions, for instance, he endorsed the inclusion of elements such as “horizontal structure, shared information, empowered roles, collaborative strategy, and adaptive culture. In stable environments, organizations can achieve efficient performance with a vertical structure, formal information and control systems, routine tasks, competitive strategy, and a stable culture” (p. 31). This means that for leadership development to be effective in enhancing organizational performance, several aspects have to be appropriately aligned. To add to this, a phenomenon has been observed that positively links effective development of leaders to organizational performance (Leonard, 2013). This is hinged on a leader’s identity which provides “the motivation to undertake efforts over a long period of time in order to develop

one's leadership skills and capabilities" (Leonard, 2013, p. 226). The leadership development could be done through formal training, mentoring, or through coaching.

Regarding construction organisations, it has been observed that leadership play a strategic role towards their success (Zulkiffli & Ahmad, 2016). Nevertheless, Zulkiffli and Ahmad pointed out the moral issues that have tended to restrain performance in the building industry. These issues include corruption, poor management as well as rampant spillages. Consequently, Zulkiffli and Ahmad recommended for a holistic approach to leadership called "sustainable leadership." Other studies have also highlighted additional factors related to this need. These studies have diversely observed that leadership style, creativity and persistence, innovation, communication practices, motivation, and other appropriate attributes, have significant impact on performance and ultimate success of the building industry (Chan & Chan, 2005; Lingard, Zhang, & Oswald, 2019; Liu & Chan, 2017; Nasaruddin & Rahman, 2017).

An article by Archer and Verster (2011) expounded on the essence of educating young professionals within the building industry as leaders. They pointed out that "ethics and leadership form the basis of important management skills such as strategy and communication...[therefore] the education and development of students regarding ethics and leadership may effectively enhance the quality of leadership in the built environment" (p. 808). Therefore, a key construct that defines leadership development would be that of formal leadership training. A study by Oginde (2011) found out that effective leaders are expected to have noticeable leadership competencies as well as upholding reputable technical expertise. He established that such leaders should also possess a solid credibility that solves significant problems, makes upright decisions, and provides sound advice. In another perspective, the survey revealed that certain followers desired that their leaders should also be flexible to learn from their subordinates as well as from any other people.

The building industry appears to be an important and strategic sector in national economies worldwide. For instance, the industry was ranked as the second highest contributor towards India's gross domestic product (GDP) (Misra & Mohanty, 2021). In addition, the industry stood out as the largest employer in India, as well as depicting a massive growing economic potential. Misra and Mohanty projected a seven-fold growth in value that will be directly related to this industry by the year 2028. Despite this favourable perspective, the industry faced challenges related to inadequate organizational structures.

Within Kenya, the building industry plays a vital role in contributing to the economic development of the country. Various reports reveal that the Government of Kenya has highlighted housing as one of the four main pillars for its strategic plan (KSG Communications Office, 2018; Parliamentary Budget Office, 2018). The UN-Habitat has emphasised on the need to support the provision of human habitation, as well as prioritised sustainable urbanization, that is aligned to Kenya's Vision 2030 mid-term plans (UN-Habitat, 2021). Among the key considerations, that guided the contextual framework for this support venture, is the element of affordable housing. This was pointed out as one of the Presidential "Big Four Agenda" (UN-Habitat). In addition, there are projections by UN-Habitat pointing to a progressive trend of global urbanization with Kenya poised to have half of its population urbanized by 2025.

On the other hand, the building industry has faced challenges regarding the safety of some of their products. Reports by taskforces and stakeholder agencies have depicted various perspectives which could explain reasons for such failures (Commission of Inquiry, 1996). Some of these challenges have led to the collapse of some buildings leading to loss of lives and various injuries. As observed by Commission of Inquiry, one of the main problems facing the building industry is "ineptitude and inefficiency on the part of some professionals and other players in the industry" (p. viii). This perspective concurred with similar findings in

Nigeria. It was observed that among the various factors contributing to the collapse of buildings in Nigeria was the failure to efficiently manage the process of construction (Okagbue et al., 2018).

Besides these, while enlisting some of the buildings that have collapsed in Kenya in the last 25 years, the World Bank regarded the Kenyan case as a “chronic risk” (World Bank, 2019). Indeed, it had been projected that this risk may accumulate rapidly due to the prevailing trend of urbanization of the population, a situation that is likely to double in the next 30 years. These are some of the reports that have contextualized the specific need for this study. From the preceding discussion, it can be observed that some of the indicators that define organizational performance in the building industry could include: efficiency in terms of the time taken for the building process; efficiency in terms of the cost incurred for the building process; and effectiveness of the building administration process.

There are a number of unique features that define the Kenyan context when considering the building industry. In 2016 the World Bank highlighted how infrastructure was playing a key role in influencing the economic growth in addition to the shared prosperity of Kenya through a number of avenues: addressing the infrastructural constraints; sponsoring economic growth; and through the reduction of inequality (<https://www.worldbank.org/en/results/2016/07/21/infrastructure-for-economic-growth-and-shared-prosperity-in-kenya-addressing-infrastructure-constraints-promoting-economic-growth-and-reducing-inequality>). In the report, the World Bank acknowledged that the service sector was the key driver that favourably enhanced Kenya’s performance towards economic growth during the previous decade. The report observed that, through support of the International Development Association, the World Bank had been involved in extensive infrastructural developments such as: expanding the supply of electricity; enhancing urban drainage and civil works upgrading; supporting the transformation of the roads subsector by

implementing policy and institutional reforms; the expansion of airports, and addressing the safety of households.

Kempe Ronald Hope, the Senior Advisor at the United Nations Development Programme (Kenya), observed that there was a serious lack of the essential infrastructure requirements that impeded sustainable development in Kenya before 2010 that required to be upgraded (Hope, 2010). At the time, he cautioned that “the inadequate and poorly performing infrastructure is a major challenge to Kenya’s economic development and growth, and constitutes a major impediment to the achievement of the country’s Vision 2030 as well as the Millennium Development Goals (MDGs)” (p. 92).

A report by the U.S. Department of Commerce (<https://www.privacyshield.gov/article?id=Kenya-Construction-and-Infrastructure>) observed that, in 2016, the Kenyan Government had continued to invest heavily in transport infrastructure which led to the sector recording a 10% growth. The report observed that Kenya’s infrastructure had become extensively developed and more superior in comparison to its neighbours. It acknowledged that Nairobi stood out as the hub of Eastern and Central Africa as well as the largest city between Cairo and Johannesburg. Moreover, it saw the Port of Mombasa as the most important deep-water port within the region, and one that supplied the shipping needs of more than twelve countries despite having persistent insufficiencies in equipment, inefficiency, and cases of corruption. In terms of the construction sector in Kenya, this report affirmed that it had continued to expand as international investors entered the East African region through Nairobi in their pursuit to capitalize on opportunities presented by the country's growing middle class. This summarises the unique nature of the Kenyan context.

On another perspective, one of the upcoming digital revolutions in the building industry may involve the 3D printing potentials. This is an emerging house construction

method involving a full-scale 3D printing technology using a large 3D printer. Expected to be a flexible and revolutionary construction approach, the building printing may be undertaken either on-site or through production of pre-fabricated building components remotely off-site. It is reported that, “while 3-D printing systems may require only a small workforce at the time of printing, a highly qualified operator is needed and skilled craftsmen are needed for follow up installation of architectural elements”

(<https://www.thebig5constructkenya.com/wp-content/uploads/sites/2/2020/03/The-Big-5-Construct-Kenya-2020-Kenya-Construction-Market-Report.pdf>). This means that appropriate building professional leadership would be an essential component for its success.

It is also imperative to note that a substantial number of young professionals are in a generation referred to as the Millennials, alternately called the generation Y (or Gen Y). Studies have identified several characteristics that are unique to the Millennials and which could largely influence their participation and integration into the workforce (AbouAssi et al., 2019; Cetinkaya & Rashid, 2018; Hartman & McCambridge, 2011; Jain & Dutta, 2019; Omilion-Hodges & Sugg, 2019). The characteristics include opinions asserting the generation of Millennials as the most connected of all times. Some of the characteristics may have potential to moderate the process of leadership development of young professionals in the building industry and thereby enhance organizational performance. However, it is advisable not to assume that Millennials form a uniform cluster that share similar traits, characteristics as well as belief classifications, because every person here has other factors that influence them (Abbas & Belhadjali, 2016).

The above background brings to focus several factors regarding the strategic importance of leadership development of young professionals in the building industry in Kenya aimed at enhancing performance of this industry. The emerging global digital revolution presents a unique opportunity that could favour young professionals to take certain

leadership roles and thereby effectively steering such organizations towards prosperity. This industry has been highlighted as a major contributor to national GDPs, not only for Kenya, but for many other nations globally as well. It calls for innovative approaches to be identified to run this critical entity, including coming up with enhanced efficient leadership and management structures.

Statement of the Problem

The building industry in Kenya has featured prominently and centrally within the country's socio-economic focus. Various reports, from governmental as well stakeholder entities, have highlighted this scenario (KNBS, n.d.; KSG Communications Office, 2018; Parliamentary Budget Office, 2018; & The World Bank, 2019). Moreover, there have been observed trends showing increased rate of rural to urban migration among the country's population. Evidence from the Kenya National Bureau of Statistics (KNBS) confirmed that there is a rapid urbanization with projections pointing towards a 50% national urbanization by the year 2030 as compared to only 19% in 1999 and 32% in 2009 (KNBS). This has, similarly, been cited as a global phenomenon (The World Bank, 2019). The emerging trend has a capacity to exert increasing pressure on human habitation within the urban centres as well as their environs. The national importance of this industry, therefore, calls for the stakeholders to come up with innovative ways of enhancing the performance within this industry.

One of the innovative ways that could require attention, is that of leadership development. Various studies have shown that leadership development has the potential of positively affecting organizational performance. Indeed, Simmons et al. (2020) acknowledged that there is a swelling need for leadership development of professionals in the building industry. In their assessment, they pointed to a lack of clarity in defining the kind of leadership that could be uniquely aligned with the environmental factors that the building

industry operates in. Their survey, though carried out in the USA, identified various leadership competencies that may be applicable for the various contexts.

The main problem that informs the need to undertake this study, is that young professionals of the building industry in Kenya are hardly getting to be incorporated into the leadership role of driving the organizations in this industry. There are several reasons that could explain the cause of this problem. For instance, the issue of leadership training does not appear to be at the core among the scope for the professionals within the building industry. Regarded as a soft skill, such training may demand structured curriculum that many professional establishments would perceive as non-essential for professional performance. This perception may not be backed by facts. The social learning theory provides avenues for development that such establishments could adopt in order to embrace the benefits that leadership training avails. The provisions in the theory reveal a reciprocal determinism perspective that largely “emphasizes the informative function of physiological arousal” (Bandura, 1977a, p, 199). According to Mullins (2010), the theory exploits the cognitive functions of the learner.

The other possible reasons that may be limiting young professionals from being incorporated into leadership roles in the building industry is the intricate nature of the industry. There is a diverse nature of situations under which this industry operates. The stakeholders are diverse and are all supposed to be under the leadership of the professional. In this regard, it is perceived that the process of leadership mentoring and coaching for the young professional requires personalised approaches, which in turn could mean a designated commitment and availability of resourceful time. There is, also, a perception that the young professionals lack commitment to stay within one organization over a prolonged time. This job-hopping characteristic may discourage organizations from investing valuable time, emotions, and opportunities to mentor and coach the young professionals.

Moreover, stakeholders of the building industry are very diverse: they include the professionals, the contractors, the developers, the regulators, and the users. The professionals are regarded as being the ones that provide leadership for the industry. Consequently, it is perceived that leading such diversities is a delicate process that require professional maturity which the young professionals may lack. The building industry is set out under varying situations, involving both skilled and non-skilled manpower. Application of both the situational leadership theory as well as the contingency leadership theory for these contexts may provide an effective approach for developing the young professionals within this industry. These two theories could be useful in testing the extent of effectiveness of leadership coaching and leadership mentoring of the young professional on the backdrop of the different situations that define the building industry.

This study, therefore, sought to assess the potential that young professionals in the building industry may have that could enhance effective leadership development in the industry. To achieve this, the study delved into a limited scope of professional specialities that directly relate to the building industry within Kenya. These specialities are: the architects, the quantity surveyors and the engineers. Being an important sector of the country's economy, it was perceived that the findings of this study would help in identifying solutions to some of the challenges faced by the building industry. The purpose of the study was to determine the extent to which leadership development of young professionals in this industry would help in promoting its performance for posterity.

Objectives of the Study

General Objective

To determine the extent to which leadership development of young professionals would enhance organizational performance in the building industry in Kenya.

Specific Objective

- i. To evaluate the extent to which leadership training of young professionals in the building industry in Kenya would enhance the organizational performance.
- ii. To assess the relationship between leadership coaching of young professionals in the building industry in Kenya and enhancement of the organizational performance.
- iii. To measure the impact of leadership mentoring of young professionals in the building industry in Kenya on enhancement of organizational performance.
- iv. To determine the extent to which millennials characteristics moderate the process of leadership development of young professionals in the building industry in Kenya for organizational performance.

The Research Hypotheses

In line with the specific objectives of the study, this research sought to evaluate the following four hypotheses:

H01: Leadership training of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance.

H02: Leadership coaching of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance.

H03: Leadership mentoring of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance.

H04: Millennials characteristics have no significant moderating influence on the process of leadership development of young professionals in the building industry in Kenya for organizational performance.

Assumptions of the Study

From the onset, this research process made several assumptions. First, when limiting the number of constructs being used to define the three variables in the study to a maximum

of three, it was assumed that these would be the most relevant indicators to the study. Even though there was a structured procedure that was followed in identifying the constructs from among others, there was still a possibility of leaving out a critical one.

Secondly, the study used a quantitative research approach. For this reason, the set of data that was collected was purely of numeric nature. It was assumed that the data would offer sufficiently detailed information to depict a true picture of the building industry concerning the topic of study. In other words, it was assumed that the adopted approach will not appear overly lacking in any benefits that the qualitative or the mixed methods approaches may bring to a research.

Third, it was assumed that the responses provided from a point of understanding of the questions/items in the questionnaire used, and that responses were genuine and well-thought-out. It was also assumed that these responses depicted the actual status in the building industry.

Fourth, it was assumed that the sample size and sample spread used to collect data was sufficiently representative in meeting the research objectives. Moreover, it was hoped that this sample would be adequate to enable the study become generalizable, reliable, and valid.

Justification of the Study

From the background to this study, the taskforce reports regarding failure of buildings in Kenya identified various causal reasons. Among these reasons was that of failed management during the different stages in the building construction process. This particular reason pointed towards a leadership problem, a strategic link that formed the basis of this study. There is an acknowledgement that, within work organisations, a close relationship exists between management and leadership (Mullins, 2010).

Moreover, the statement of the problem point to the fact that young professionals of the building industry are hardly getting to be incorporated into leadership role of driving the organizations in this industry. This problem may not be specific to the building industry alone, but could as well be depicted among several other established organizations within Kenya. It is observed that future leaders, emerging leaders, and next generational leaders will encounter new and unique expectations that will demand new sets of skills to be learnt (Armstrong, & Taylor, 2014; and Mullins, 2010). In line with this perspective, the young professional in the building industry would benefit extensively if they are equipped with an appropriate leadership model that makes use of their potential. One of the aspects that could make this approach of leadership development to be effective is that of integrating the unique characteristics which are predominant within this cohort. On the basis of the emerging global digital revolution, this cohort stands at an advantaged position of steering forward the global economies.

Significance of the Study

The variables in this topic have been discussed and have generated interest from various scholars. This shows the significance of this topic. However, there are contested aspects in these studies, and those were the main focus of this study.

For the young professionals in the building industry, this study hoped to provide a structured approach to enhancing the soft skill of leadership development. The study hoped to offer a model of integrating this skill with the hard skill of professionalism with the aim of improving their career. This tool, of leadership development, is essential in diversifying the professional practice. It is hoped that, by applying the findings and recommendation of this study, there will be a greater likelihood of the building industry in Kenya getting transformed for the better.

For the leadership development practitioners, the study sought to provide a customized model to be used among young professionals in the building industry in Kenya. In addition, the model could be tested and applied among related organizations in Kenya or within other related territorial contexts. Findings from this study could be compared with similar studies on leadership development in the building industry from other contexts. Such would provide a critical extension regarding the existing knowledge in this field and thereby may form a basis of coming up with global best-practices for leadership development in the building industry.

The study hopes to contribute towards refining the field of leadership development by contextualizing it in the building industry in Kenya and, at the same time, relating it to the factors affecting the population of young professionals in the industry. It is anticipated that an integration of leadership development with the unique characteristics of young professionals could facilitate an accelerate growth of the building industry in Kenya.

Results of this study may provide guidelines for developing policy frameworks, on leadership development, by the various bodies involved with the building industry in Kenya. These bodies include the national government, the county governments, professional bodies, private professional firms and government agencies such as the National Environmental Management Authority (NEMA) and the National Construction Authority (NCA). The recommendations of the study may avail essential intervention mechanisms that would spur performance in this industry. Moreover, results of this study could positively inspire the process of curriculum development within universities that train professionals in the building industry.

This study provided an empirical basis for testing the theoretical framework in line with the study topic: leadership development of young professionals for organizational performance in the building industry in Kenya. The study has thus extended existing

knowledge regarding the theories. In the field of research, the findings of this study may generate additional areas of interest related to this topic that have been pointed out for future research.

Scope of the Study

This study was limited to assessing the impact that leadership development of young professionals in the building industry in Kenya would have on the performance of this organization. The selection of factors to be assessed was, also, of limited scope: targeting only the essential, relevant, and strategic elements of research. In the process of unpacking the three main variables of the study, the number of constructs considered for each variable was limited to a maximum of three indicators. However, there is a highlight at the literature review section concerning the wider range of indicators that define the variables within possible other contexts. An explanation regarding what guided the selection of these constructs has been provided.

The target population for the study was composed of young professionals who were actively involved in the building industry within Kenya. Further, the scope was limited to a cohort of young professionals of the Millennials generation. The research sample was drawn from among such young professionals who were actively involved in the building industry in Kenya. Such involvement was in terms of consultancy, construction, regulatory inspection being undertaken by private and public institutions, government agencies as well as professional bodies.

Due to the large number of professions that are involved within the building industry, the study was limited to three professional groups: architects, engineers and quantity surveyors. In the research methodology section, a detailed explanation for this has been provided. The representative sample was proportionately picked from the following strata: registered architectural firms, registered quantity surveying firms, and registered engineering

firms. Recognized registration of these firms was limited to that done by the relevant regulatory bodies that were legally mandated to undertake such registrations for each of the professions.

Limitations

This study had a limited timeline. It was, therefore, restricted to a cross-sectional study. Even though a detailed research instrument was used, it was still possible to miss the benefits that a longitudinal study would generate. For instance, the generalizability of findings from this design approach could be comparatively limited.

The prevailing circumstances within the country may have influenced how the research population responded to the questionnaire instrument used to collect data. For example, media reporting on the state of the building industry may lead to a populist response by some or the entire sample. Any incidence of collapsing building, especially with heavy casualties, could have inspired responses.

Another area that could have posed some limitation to this study is on response rate. Appropriate structures were laid to facilitate 100% rate. However, this rate was not guaranteed. Any of the failed responses has the potential to impact negatively on the results. The success of this research was pegged on minimising non-response to an acceptable margin. Moreover, various aspects regarding the scope of this study may have restricted the extent of validity, reliability, and generalizability of the ultimate research findings.

Due to protocols and elaborate procedures, there were a few challenges in accessing approvals and data from some of the targeted institutions. It is also possible that managers and leaders of private firms may not have been so open to provide information, especially those that could portray their organization negatively. This may have been the case even when the design of the research instrument provided clear guarantee on anonymity.

Summary

This chapter highlighted the various introductory features that define the study. The overall background of the study has pointed out the global, the regional as well as the national needs that call for leadership development in general and narrowing down to those related to the building industry in particular. The statement of the problem has been developed around the observation that young professionals in the building industry have scarcely been incorporated into the leadership role of driving their organizations. In terms of the main objective, the study sought to determine the extent to which leadership development of young professionals in the building industry in Kenya would enhance the organizational performance. With four hypotheses, the study made several assumptions, justifications before providing the rationale behind it. A compelling argument has placed young professionals at an advantaged position of providing strategic leadership in the backdrop of the emerging global digital revolution.

In terms of significance, this study hoped to contribute towards the refinement of the field of leadership development for young professionals in the context of the building industry in Kenya.

Due to timeline constraints, the research was limited to a cross-sectional study. Moreover, the scope of the population that was studied consisted only of selected categories of professionals firms involved in the building industry: namely, Architects, Quantity Surveyors, and Engineers. There are several other categories of professionals left out who are actively involved in the building industry.

This introductory chapter has set out the broad background that forms the basis on which the rest of the study builds upon. The next chapter reviews relevant literature that expounds on the various components, of the topic, which define this study. Ultimately, an

assessment of this literature would help to identify the research gaps that were of interest to this study.

Chapter Two

Literature Review

Introduction

This section reviews extant studies regarding the three main variables arising from the subject of leadership development of young professionals for organizational performance in the building industry in Kenya. The scope of the literature review covers: leadership development, organizational performance, leadership development and organizational performance, leadership development in the building industry, leadership development among young professionals, leadership development constructs, related studies within the building industry, theoretical framework, and conceptual framework. The chapter concludes with a synthesis of the literature review and summarization of the study gaps.

Leadership Development

A key question that often comes up during discussions regarding leadership development (LD) is whether leaders are born or made (Bolden, 2005; Conger & Riggio, 2007; Ivancevich, Konopaske, & Matteson, 2014; Lussier & Achua, 2016; Mostovicz, Kakabadse, & Kakabadse, 2009; and Mullins, 2010). On the one hand, these studies observe that the perception about born leaders is largely backed by the various trait theories of leadership. For instance, Mullins mentions the “Great Person theory of leadership” (375) which submits that leadership is made of personality traits, or a set of particular hereditary features. The theory, thus, propagates the argument that leaders are born and not made. On the other hand, most of the above studies acknowledged that leaders can be made. Lussier and Achua agree that leaders can be made through hard work and extreme effort.

To add on the foregoing discourse, Kouzes et al. (2015) demonstrate that some of the most influential and successful leaders are those that have been made. They pointed out that such leaders have succeeded because they took their followers along with them on the

leadership development journey. There may appear a middle-ground perspective in this debate. It has been argued that while several qualities of leadership such as self-awareness, strategic thinking as well as communication skills could be developed, there are certain central personal characteristics that might not easily change although they influence the type of leadership style being adopted (Bolden, 2005). These personal characteristics include sociability and dominance. Consequently, in spite of the above debate, this study was based on the assumption that leaders can be developed (Conger & Riggio, 2007).

Both leader and leadership development definitions, according to Day and Dragoni (2015), “focus on efforts aimed at expanding individual and collective capacity to be effective in leadership roles and to bring about effective leadership” (p. 134). In addition, those who hold leadership roles are expected, among other things, to undertake the following three processes: “facilitate the development of a direction given environmental considerations, align the efforts of others in support of this direction, and engage and motivate others to accomplish this direction” (p. 134). Leadership development has, therefore, been defined as “the expansion of the capacity of individuals to be effective in leadership roles and processes” (Day & Dragoni, 2015, p. 134).

McCauley et al. (2010) observed that leader development and leadership development are not synonymous. They pointed out that leader development could be defined as “the expansion of a person’s capacity to be effective in leadership roles and processes” (p. 2). While explaining that this is a personal development activity, McCauley et al. stated that leader development is one part of the wider process that describes leadership development. On the other hand, they defined leadership development as “the growth of a collective’s capacity to produce direction, alignment, and commitment” (p. 26). The term “collective” that has been used in this description was defined as “any group of people who share work, for example, teams, work groups, organizations, partnerships, communities, and nations” (p.

20). It was explained that, unlike the traditional perspective of leadership as a process where leaders influence followers towards shared goals (Drath et al., 2008), leadership is viewed here as a process that produces “direction, alignment, and commitment (DAC) in collectives” (p. 21). Within any organization, there is a strategic need to link the process of the individual leader development with the overall shared leadership development agenda of the organization (Conger & Riggio, 2007).

McCauley et al. (2010) viewed leadership development as an ongoing process that is grounded within personal development that never comes to an end, and is entrenched in experience. This means that leaders keep on learning, while over time expanding their experiences. It also means that the leadership development process intervenes to facilitate and weave together such experiences through meaningful structures. They affirmed that this includes, and goes beyond, the individual leader development. They concluded that it incorporates “the development of the connections among individuals, the development of the capacities of collectives, the development of the connections among collectives in an organization, and the development of the culture and systems in which individuals and collectives are embedded” (p. 26).

In a broad perspective, the concept of leadership development encompasses the process of acquiring, developing as well as utilizing the leadership skill or the potential that this skill has (Burgoyne, 2010). While identifying with this definition of leadership development, Armstrong and Taylor (2014) revealed that the purpose of leadership development programmes is to prepare the participants to take up their roles of leadership in circumstances that are beyond their present experiences. They suggested that leadership development is inclined towards nurturing the softer skills in the leader using a range of educational processes such as formal learning activities and programmes as well as through coaching.

Similarly, it was established that leadership process is a developmental progression that could be done in a continuous manner dependent on the sort of choice that the leader makes (Harrison, 2017; Mostovicz et al., 2009). In this respect, two options available to choose from, and which are governed by the leader's worldview, have been observed. These are: "looking for affiliation (i.e. the Theta worldview), or looking for achievement (i.e. the Lambda worldview)" (p. 563). Mostovicz et al. conclude that, although such choices are made according to the leader's worldview, there is need for the leader to understand that their choices should be pursued ethically in a manner that will fit within activities planned by the organisation. It has also been observed that leadership development begins with "clarifying the emotional, strategic worldview first before defining those tactical methods that can enhance the strategy" (p. 571).

It has also been submitted that there can be a faith-based structured approach towards leadership development that is based on the servant leadership model (Roberts, 2016). The background argument backing this observation was that the foundations of effective leadership development, together with those of accompanying training programs. Is expected to have a form of humility and transparency. The argument went on to add that these foundations should have a clear value system that defines, identifies and relates to the selfless expectation for Christians to love and obey God, among several other factors (Roberts). Similarly, Johnson (2018) found out that an increasing number of scholars were seeking to study the connection between "spiritual values and practices and organizational performance" (p. 172). Roberts revealed that the biblical perspective of developing servant leadership is shrouded in grace and clemency which enhances an effective pursuit towards excellence without necessarily seeking to achieve perfectionism. He elaborated this by pointing out that transparency is the active and measurable part of humility. Roberts recommended that, because transparency is not an easy task to attain, leadership development along this line

would entail extensive efforts as well as sacrifice due to the high expectations regarding morality, integrity, and spiritual acceptability.

This means that not every organization can apply such a leadership approach in an effective and productive manner. Moreover, Roberts found out that, even though numerous organizations appear to be compatible with biblical Kingdom objectives, there is a question as to whether their ethos (values, mission, vision, the motives, the means, and the ends) are undertaken in accordance to the will of God. He agreed with the concept that management of leadership development should be systematic, even as he likened the process of servant leadership development to that of becoming a parent in the sense of it being a twenty-four-hour per day occupation.

Organizational Performance

It has been noted that organizational performance is the definitive dependent variable used by researchers dealing with all areas of management (Richard et al., 2009). Alongside this perspective, it was established that factors such as “market competition for customers, inputs, and capital make organizational performance essential to the survival and success of the modern business” (p. 719). There is an observation that a continuous flow of performance, especially within the restrictions imposed by limitations of resources, is the central determinant of success in organization (Kabiru et al., 2018). Apart from surviving, it has been asserted that the goal of every organization is to sustain existence through an improved organizational performance (Kabiru et al., 2018).

After having analysed the nature of leadership development, it is necessary to understand what organizational performance is. This will facilitate an informed assessment of the mutual relationship between organizational performance and leadership development. It has been argued that the objective of every organization is to experience continuous performance since, only through this aspect, are organizations able to grow and advance

(Gavrea et al., 2011). This depicts the strategic role that organizational performance plays in the lifecycle of any organization. Definition of this term could provide clarity in the course of studying the topic of leadership development of young professionals for organizational performance in the building industry in Kenya. Gavrea et al. (2011) acknowledged that the definition of organizational performance is difficult narrow down on one due its numerous meanings that causes it to lack an acceptable universal definition. They then tracked down on how the definition had evolved over time starting from the 1950s. In this regard, they cited Georgopoulos and Tannenbaum (1957) who said that in the 1950s organizational performance was defined as “the extent to which organizations, viewed as a social system fulfilled their objectives” (p. 287).

During this period, performance focused on people, work, and organizational structure. Citing Yuchtman and Seashore (1967), Gavrea et al. then observed that in the 1960s and 1970s, organizational performance was defined as “an organization's ability to exploit its environment for accessing and using the limited resources” (p. 287). The next definitive period spanned the 1980s and the 1990s. During those years, according to Gavrea et al., there was a marked realization concerning the complexity of identifying organizational objectives beyond what was previously considered. The success of an organization was measured in terms of how goal accomplishment (effectiveness) happened by use of the least possible resources (efficiency). The definition of organizational performance at that time was linked to the objectives founded upon the constraints that were imposed through the limited resources (Gavrea et al., citing Lusthaus & Adrien, 1998).

Organizational performance was also defined as “the sum of the measurable outcomes - expected and unexpected - given the mission, goals, strategies, performance variables, and units of performance” (Hughes & Byrd, 2015, p. 23). In addition, some of the dimensions by which organizational performance could be defined and measured include the following

indicators: customer loyalty, growth in sales, profitability as well as the return on investment (Schuldt & Gomes, 2020). While describing the main dimensional concepts that define organizational performance, George et al. (2019) cited the perspectives by Andersen et al. (2016), Hubbard (2009) and Walker Boyn and Brewer (2010). These perspectives were united in stressing that organizational performance was not a single-dimensional construct, but rather it included numerous diverse dimensions. In this regard, George et al. highlighted two sets of dimensions: the “classical” and the “governance” Dimensions. They explained that the “classical” set includes concepts like effectiveness, efficiency, as well as financial performance. Those dimensions related to the “governance” concept included aspects of responsiveness to clients and those of societal outcomes.

To sum up the highlights regarding the various definitions for organizational performance (OP), it was necessary to narrow down onto a specific operational definition that guided this study. To a large extent, the operating definition is a hybrid between the definition by Hughes and Byrd, (2015) and that by Gavrea et al. (citing Lusthaus & Adrien, 1998). It states that organizational performance is the achievement, in terms of effectiveness and efficiency outcomes, of an organization measured on the basis of how it has accomplished its goals, strategies, mission and objectives by using the least possible resources. This definition has been structured in such a way as to provide a workable means of measurement for the OP variable within the topic scope of the study.

In addition to the structured operational definition of OP, there are other useful viewpoints that influence the outlook of OP. For instance, it was viewed that product innovation plays a strategic role in enhancing OP because it provides a competitive advantage within the marketplace (Anning-Dorson, 2017). Even as they agreed with this perspective, Schuldt and Gomes (2020) asserted that any organizational culture which promotes a well-structured approach of autonomously taking risks could serve as a forerunner towards a

successful implementation of an innovation strategy. In a study carried out within a textile sector organization, they found out that organizational culture favourably influenced the OP. It was, therefore, concluded that a restructuring of an organizational culture on the basis of innovation and creativity would have the potential of inspiring employees ritually towards making the organization more efficient and with cutting-edge superior performance (Schuldt & Gomes, 2020). Lee and Trimi (2021) concurred with the innovation approach by stating that, during the tempestuous market setting of the digital age, the survival and success of organizations is imperative depended on sustainable innovation. They even cited the emergence of COVID-19 pandemic crisis as a factor that could not be ignored during the development of such an innovation.

The other aspect that seems to have a direct impact on organizational performance is related to the extent to which power is shared within an organization. It has been recommended that the practice of sharing power in an organization has the potential to avert abuse of power and, consequently, lead towards enhancing the organizational performance (Johnson, 2018). According to Kabiru et al., there are various key factors that actively enhance organizational performance. These include the following: leadership, strategies of coordination, planning activities, organizational structures, exercising controls, finance and management, managerial direction, decision making procedures as well as accountability. The four main dimensions by which organizational performance could be measured may be summed as: the effectiveness, the efficiency, the relevance, and the financial viability (Lebans & Euske, 2006).

Leadership Development and Organizational Performance

It has been argued that leaders cannot generate performance by themselves but rather, they are channels through which performance is achieved as a result of their influence on others (Armstrong & Taylor, 2014). This concurs with other observations which stated that

programs related to leadership development exist for the purpose of contributing to the success of both the concerned individual leaders as well as the organization (Cleveland & Cleveland, 2020). Furthermore, it has been established that several leadership development practices have a linkage with individual-level outcomes of leaders (Subramony et al., 2018). According to Latukha (2018), there is a correlation existing between talent development and company performance. He asserted that these two variables are considered to be the key components used to enhance individual, team, as well as the organizational performance through expertise development.

The study by Subramony et al. (2018) demonstrated that there existed significant positive relationships between leadership development practice (LDP) “bundles, intangible assets, and organizational performance within the context of an emerging economy” (p, 127). The study was useful in identifying measurable values of leadership development (LD) for organizations as well as those for the development of the individual leaders. Moreover, Conger and Riggio (2007) alluded that the process of undertaking a proper selection of the leader not only boosted organizational performance but, it also provided the employees with the opportunity to enjoy and excel at their work.

An investigation to assess the impact of some of the common leadership development practices (LDPs) on the performance of organization revealed that a blended set of practices had a positive effect on the organizational performance (Azam, 2020). The study, which was based on data collected from responses by managers in the banking sector, established that mentoring and action learning stood out as the best selected practices out of the six common leadership development practices (LDPs) that were investigated. In effectiveness, those two were followed by the practices of coaching and that of 360-degree feedback.

The practice of social networks and that of job assignment, were found to require improvements for them to be effective. Azam concluded that LDPs are strategic tools useful

in enhancing the organizational performance through “reshaping the organization’s strategy, appropriate changes in the culture of organization, development which are constant in nature, building the competencies and skills in the employees and developing them as a leader” (p. 129). He recommended that organizational leaders ought to come up with appropriate strategies for implementing the LDPs so as to enhance their organizational performance and, by extension, strengthen leadership development within the organizations. In this case, the leader’s mandate is expanded considerably. This perspective agrees with the findings by Oginde (2011) who acknowledged that leadership goes beyond a leader’s role, as it extended to integrate the follower psychology within a sociological group setting. He explained this to mean that the follower expectations and perceptions are the ones that determine the apparent success or failure of a leader.

On the other hand, Johnson (2018) observed that ethical leadership boosts the levels of organizational trust, and thereby foster the perceptions that the organization is competent, transparent, concerned about the employees, as well as reliable. Johnson concluded that such form of trust would lead to improvement in organizational performance and ultimately resulting in greater organizational profitability. Similarly, servant leadership has been found to influence organizational performance. Accordingly, a number of studies have determined that servant leadership positively related with what is referred to as “organizational citizenship behaviours ... which are follower behaviours that go beyond the basic requirements of their duties and help the overall functioning of the organization” (Northouse, 2016, p. 237).

It has been detected that the general organizational problems could pose a negative effect on organizational performance. According to Northouse (2016), if the management and the leadership of organizations failed to effectively deal with workers’ anxieties, it will cause the workers to suffer depression and thereby contribute to low productivity. It was

recommended that, in order to favourably impact on the organizational performance, the management needed to “pay attention to the conscious and subconscious needs of their employees” (p, 299).

Some of the factors that spirituality has been found to enhance include the following: “commitment to mission, core values, and ethical standards; organizational learning and creativity; morale; productivity and profitability; collaboration and community; loyalty; willingness to mentor others; job effort; job satisfaction; social support; sense of well-being; sense of purpose; sensitivity to ethical issues” (Johnson, 2018, pp.174-175). Top among the leadership styles that Johnson has identified, which have a positive impact on organizational performance, are the servant leadership and the authentic / ethical leadership.

Within the context of teams in organizations, Conger and Riggio (2007) observed that effective leadership development is based on five prerequisite conditions. These are “(1) a real team, with (2) a compelling direction, (3) an enabling structure, (4) a supportive organizational context, and (5) expert coaching” (p. 176). Moreover, Conger and Riggio cautioned on the likely organizational consequences if demographic difference between organizational leadership and their staffs is not addressed. The building industry is one that has integrated a substantial level of demographic diversity. Indeed, it is observed that the expanding globalization has meant that the impact of cultural diversity has been amplified in importance (Conger & Riggio). In order to achieve a superior organizational performance, Conger and Riggio recommended a culturally intelligent form of leadership that is committed to creatively in combining the strengths as well as the weaknesses among diversities in the workforce.

In a nutshell, the foregoing review has examined the studies that deal with leadership development (as an independent variable) and organizational performance (as a dependent variable) for professionals in the building industry. These are useful in terms of enhancing the

empirical survey that engages into existing discussion regarding the knowledge gaps in the topic. Not only do these studies help in elaborating aspects that have already been researched on within this topic, they also then highlight the theories that have so far been applied and tested with the aim of establishing the foundation for the theoretical framework (Armstrong, 2014; Creswell, 2014).

The extant literature has brought forth the studies on leadership development and performance for professionals among other different selected professional fields. These are useful studies which provide a comparative analysis for the empirical reviews used. They provided guidance on the applicable indicators for the two main variables of the study. In addition, these books aided in generating the information regarding the relevant theories for the study and then highlighting the factors under which these theories operated. These books were, also, beneficial in providing the necessary materials regarding the background and eventual development of the theoretical framework.

Leadership Development in the Building Industry

Some of the contemporary studies regarding leadership development in the building industry have looked at various unique factors facing the industry at the moment. One of the key approaches that enabled organizations to achieve their goals is that of strategically developing their skilled personnel through various business-like models aimed at attending to strategic and personalised developmental and growth needs (Armstrong & Taylor, 2014). Armstrong and Taylor (2014) defined development as “the growth or realization of a person’s ability and potential through the provision of learning and educational experiences” (p. 284). In addition, training is defined as “the systematic application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily” (p. 284).

One of the philosophies that underpin strategic learning and development is that “learning and development should be performance-related – designed to achieve specified improvements in corporate, functional, team and individual performance and make a major contribution to bottom-line results” (p. 285). There are also some observations that have been made regarding the correlational impact that learning and development would have on organizational performance. Armstrong and Taylor (2014) highlighted some two researches which have established that training programmes that are appropriately-designed can be associated to “improvements in business results and that return on investment in training programmes is very high...[and] that firms that train their managers obtain better results than those that do not, and that the intensive training contributes to improved performance” (p. 286). Simmons et al. (2020) observed that the nature of construction and civil engineering professions require teamwork and collaboration approach to effectively solve unique and complex projects. They argued that such unique perspectives would be in conflict with the traditional hierarchical leadership that is structured around the great man and the traits theories of leadership.

The building industry in Kenya faces a number of challenges. These include: cases of unregulated developments, collapsing of buildings, corruption, high cost of construction, and limited uptake of professional services (Commission of Inquiry, 1996; and KNBS). In particular, investigations established that part of the reasons causing buildings to collapse was the failure to efficiently manage the construction process (Commission of Inquiry). It was found out that the management processes, meant to be carried out by relevant construction professionals, were either missing or inadequate. A related study, analysing secondary data, for the Nigerian context revealed similar findings. The survey by Okagbue et al. (2018) undertook a systematic review of published articles discussing the diverse factors contributing towards the never-ending cases of failures leading to collapse of building in

Nigeria. Okagbue, et al. summed up these causes into seven broad sections: “the use of poor building materials; geophysical and geotechnical; structural defects; lack of effective management of construction processes; construction defects; corruption; [and] legal and regulatory failure” (p. 1398). The element of managing the construction process was faulted here too.

The foregoing perspectives seem to point towards a leadership failure and omission. It is argued that management and leadership have a close relationship (Mullins, 2010). Investigations have, specifically, cited leadership failure on the part of industry professionals as one of the reasons that have led to the collapse of buildings (Commission of Inquiry, 1996 and Okagbue et al., 2018).

In sum, this section has examined studies by regulatory agencies and professional bodies who were related to the building industry in Kenya. These provided information regarding the state of the building industry which, in turn, offered the basis of a suitable leadership development model. Moreover, such studies formed part of the background survey that went on to inform the need for the research, as well as revealing the contextual perspective of this study.

Leadership Development among Young Professionals

Regarding the aspect of leadership development that seeks to equip young people in established organisations, Alvarez and Alvarez (2018) highlighted on the need for innovation especially in moments when such institutions could be facing deep-seated changes. Their study scrutinized the importance of developing elements of inclusion as well as solidarity right across the various diversities. Such diversities included: gender, age, able-ness, ethnicity, race, education level, sector and industry. Among the findings by Alvarez and Alvarez is that the certainty, growth and effective impact of future organizational leadership depended upon the nature of existing courage and vision among leaders. In addition, they

observed that leadership development for young leaders is prone to discrimination due to the perception that such a group of people could end up challenging their promoters and mentors for leadership positions.

Leadership is a key issue in management. Although it is generally agreed that leadership is important, critics of leadership development programs state that new college graduates lack the skills necessary to effectively lead people (Lussier & Achua, 2016). The nature of background training in other skills may supplement the aspect of leadership development. The impending advent of the fourth industrial revolution places younger generations at the forefront of leading innovations for organizations.

Byrne et al. (2018) cautioned on the imminent danger facing those organizations who stuck to entrenched leadership practices as a benchmark for developing future leaders. They cited a study by Sucharow (2013) which revealed that although young professionals were anticipated to form part of future leaders, they had already lost their moral range by accepting corporate misconduct as an essential evil. The study acknowledged that such young professionals even feared to report the wrongdoings they saw happening within their organizations. Although this survey was done in the USA's Wall Street context, its findings could bear bits of semblance globally. If that may be the case, it could call for radical and innovative strategies to be adopted so as to attain an effective leadership development for young professionals in the building industry.

It has been noted that the millennials are gradually taking up leadership roles in many organizations (Abbas & Belhadjali, 2016; Ardichvili, Dag, & Manderscheid, 2016; and Hughes & Byrd, 2015). This may not be the case for the Kenyan context. In Kenya, as may be the case for most of Africa, the younger generations have not been readily integrated into leadership positions. It has been reported that the Kiswahili adage "where elders are present, nothing will go awry" has been taken rather too far to instil gerontocracy, thereby denying

emerging generations governance roles in organizations (Goldsmith, 2018). It is imperative to note that the global leadership trend and perspective cannot be ignored, because globalisation is a reality. As a generation that has been identified with unique characteristics, their leadership development may require a customized approach that suits them.

This study was aimed at establishing how some of these characteristics could play an effective role in the leadership development process within the Kenyan context. The success of this study will contribute towards identifying some of the contemporary innovative trends that may boost the field of leadership development, and which could be relevant to the national culture in the 21st century. For instance, it has been observed that there is still a research gap in the area of examining the interrelationship between social connections and effective leadership development (Cullen-Lester, Maupin, & Carter, 2017).

In summary, this section has reviewed the studies about the prevailing characteristics of the Millennials (as a moderating variable), and the performance of Millennials in the workplace: As stated earlier, in the background to the study, a substantial number of young professionals are in the Millennials generation. In addition, this set of literature includes those studies that discuss leadership development of Millennials and organizational performance.

Leadership Development Constructs

The global leadership development perspective could provide some basis on which to build the local leadership development model. Within the prolonged debate on whether global leaders are nurtured or if they act within their nature, it is observed that there is a consensus on it being partially though nature and partially though a growth based on extracting meaning from experience (Mobley et al., 2009). In this context, experience is drawn from the global arena. Consequently, Mobley et al. recommended that a global leadership development would be dependent on the manner in which the cultural intelligence of that leader is developed. They, however, point out that such a process should be applied in

a balanced manner for it to be effective: “a 70/20/10 development ratio is regarded as most effective where 70% of development occurs from on-the-job and hands-on learning, 20% of development from coaching, mentoring, and feedback, and the final 10% of development through formal learning situations such as classroom, books, and e-modules” (p. 351).

It has been argued that the nature of learning within a workplace takes the form of experiential learning, which is principally an informal procedure (Armstrong & Taylor, 2014). This, they explained, means that the process of learning is through doing as well as through reflecting upon the applicable and understood experiences. While highlighting the importance of talent management in organizations, Armstrong and Taylor pointed out that in order to nurture the potential within managers, the strategies that incorporate aspects of coaching, mentoring as well as job experience play a vital role. While affirming the importance of experiential learning at the place of work, Armstrong and Taylor cautioned against leaving this to chance. They, instead, recommended that such a process ought to “be boosted through various means such as “induction learning, planned experience, coaching, mentoring, e-learning and personal development planning” (p. 306). The two processes of coaching and mentoring used by managers have been termed as developmental management approaches of communication that goes beyond the usual work procedures and mandates, and that they are time-consuming (Marks, 2012).

On an in-depth perspective, Johnson (2018) revealed that transformational leaders, as coaches or mentors, tend to have an individualized consideration of fostering personal development. In their altruistic characteristic, they do this through the provision of learning opportunities as well as availing a supportive climate that enables growth. Such leaders have a tendency to modify their mentoring and coaching towards the individual desires and needs of every follower.

It may not be feasible to highlight the full extent of leadership development indicators that could be available. However, only those indicators that may be closely related to the scope under consideration could be analysed. In this study the leadership development indicators that could be assessed shall include the following constructs: Active learning (or formal training), mentoring, and coaching. Indeed, Toor and Ofori (2008) recommended that the building industry needs to embrace the training, mentoring, and coaching of its young professionals.

Leadership Training (Active Learning)

There appears to be an active role that leadership training plays towards positively impacting on leadership development. Pascal et al. (2017) acknowledged that one of the effective components that could facilitate leadership development is that of active learning, the one that is being guided by those participating in the course. They elaborated that this approach is one that primarily focusses on active learning through a structured formal procedure of incorporating leadership skills to solve real problems encountered, both at the workplace and beyond the daily practices. Moreover, Pascal et al argued that during the process of identifying the specific needs within the community, additional opportunities may be created that would define and support effective changes for group and team learning. They identify that this collective form of learning is ideal when developing leadership skills.

Active learning is among concepts of self-directed learning that include self-planned learning, autonomous learning, cooperative learning, and independent learning, as well as self-regulated learning (Shaalán, 2019). All these concepts are based on “the notion of autonomy and self-reliance” (p. 550). Moreover, it was perceived that besides the processes that are involved in learning and development (L&D) being complex, they are also varied (Armstrong & Taylor, 2014). Partly, they explained this by pointing out that learning can either be for the individual persons or for the organization. In addition, they argued that this

could be clarified by factors such as: the learning theory being used, the notion of the learning organization, the concept guiding organizational learning, and the input by individuals towards their personal L&D. This personal input on L&D may be done either through a self-managed or through a self-directed learning activity. L&D has been defined by Armstrong and Taylor as that process which ensures that the organization has the skilled, knowledgeable and engaged personnel it requires. The main learning theories in place include: “reinforcement theory, cognitive learning theory, experiential learning theory and social learning theory” (p. 299). In line with perspectives of social learning, Armstrong and Taylor observed that people learn when they are involved in teams as they interact with co-workers, their managers as well as other people from outside their organization.

Among the components of L&D is that of training. According to Armstrong and Taylor, training is defined as “the systematic application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily” (p. 284). This means that leadership training would then be defined as the systematic application of formal processes to impart leadership knowledge and help people to acquire the leadership skills necessary for them to perform their jobs satisfactorily.

In a work environment, Dessler (2017) defined training as the giving of skills, to new or existing employees, which they require in order to perform their job. Leadership training would, therefore, mean giving of leadership skills needed by such employees to enable them to undertake their leadership tasks effectively. It was further recommended that the goals for such training must be governed by the strategic plan of the employer (Dessler). Moreover, the training should be implemented through a rational process. Armstrong and Taylor concurred with Dessler’s perspective by acknowledging that, while organizations required personnel with extensive appropriate skills, abilities and knowledge, the steps needed to achieve this are

business-oriented. This means that such steps must be governed by “the strategic imperatives of the business and support the achievement of its goals” (p. 283).

Others observed that the training of skills within cross cultural settings is largely driven by the following three factors: awareness, knowledge, as well as practice (Hofstede et al., 2010). Such considerations within the training seek to resolve life challenges progressively by beginning to tackle the simpler tasks before engaging into intricate ones. Dessler recommended a five-step process of training with acronym “ADDIE” which stands for “analysis-design-develop-implement-evaluate” (p. 236). In this model, the training needs are analysed, then a training program is designed, before coming up with the relevant training materials. This is followed by the actual implementation that could adopt either an “on-the-job or online training” (p. 236). The model concludes with an evaluation regarding the effectiveness of the training.

A research on the impact of L&D on organizational performance found out that a well-developed training programme could result in improved business prospects, and that the return on investment from such training programmes can be quite high (Armstrong & Taylor). In concurrence with this, Dessler observed that there is evidence of positive correlation between performance and training and that this could be verified through a performance analysis of a specific training program.

Leadership Mentoring

Mentoring has been defined as “the process of using specially selected and trained individuals to provide guidance, pragmatic advice and continuing support that will help the person or persons allocated to them to learn and develop” (Armstrong & Taylor, p. 307). They see mentoring as an important player in leadership development programmes. To distinguish mentoring from coaching, Armstrong and Taylor explained it as a method that helps people in learning and developing themselves. This is unlike coaching which, they

argued, focusses on enhancing people's competence through a relatively directive approach. In addition, Armstrong and Taylor linked mentoring with training by stating that it complements training through the beneficial provision of organizational wisdom and guidance by the experienced leaders and managers. Northouse (2016) observed that mentoring is a strategic approach that servant leaders use to assist their followers to grow and succeed in career development, as well as self-actualise their full potential. He saw mentoring as a strategic and important relationship that enables the young mentees to develop their abilities.

Even though it may not sound business-like, Goleman (1998) identified a critical link between leadership development and one of the dimensions of emotional intelligence: empathy. He argued that empathy is an essential ingredient for talent retention among specific organizations, and that leaders have continually required empathy for them to develop and retain good personnel. It has been frequently revealed that “coaching and mentoring pay off not just in better performance but also in increased job satisfaction and decreased turnover” (p. 101). Goleman explained that the reason why coaching and mentoring worked best is due to its nature of relationship. In this, the coaches and mentors “get inside the heads of the people they are helping [as] they sense how to give effective feedback” (p. 101).

There appears to be a suggestion documenting a positive relationship linking the process of mentorship with success (Hastings & Kane, 2018). This perspective revealed that the hallmark and objective of mentoring is “to develop the mentee's ability to acquire knowledge, skills, and self-confidence to become a better student, employee, or organizational leader” (p. 9).

Furthermore, Hastings and Kane argued that mentoring is not an event, but a process that is mainly designed for long-term development of skill. They reiterated that since the

mentoring process involved an investment towards personal development, there was need for willingness by both the mentor and the mentee to be engrossed in a close relationship.

Mentoring can take various forms and is also able to be carried across different age groups or even within the same age set. For instance, within a formal learning organizational environment, mentoring could happen that target younger students. On the other hand, it is possible to undertake peer mentoring in a situation whereby an integrated mentorship happens across the team: mentoring peers and being mentored by peers (Hastings & Kane). Within the leadership development sphere, Hastings and Kane observed that mentoring is a useful tool especially when seeking to develop leaders that are socially responsible. They pointed out that “each type of mentoring will generate unique leadership development experiences and outcomes” (p. 11).

According to Amah (2017), high quality mentoring relationship together with relational energy are both dependent on the nature of interaction happening between the leaders and their subordinates. Amah argues that relational energy plays an important role in improving the efficiency of highly engaged employees. In addition, he went on to demonstrate that the generated relational energy and the developed mentoring relationship quality are dependent on the leadership style deployed in the mentor-mentee relationship. It was noted that the servant leadership style was more effective when compared to both the autocratic and the transactional leadership styles due to its significant positive relationships with the relational energy.

Leadership Coaching

Mentoring and coaching have both been observed to be among the various imperatives that are essential in managing talents (Armstrong & Taylor, 2014). Coaching is seen as a personal, one-on-one, approach aimed at building people’s knowledge as skills for the sake of enhancing their performance (Armstrong & Taylor). In addition to acknowledging

that the prospects for coaching are continually coming up during the various daily activities, Armstrong and Taylor clarified that the necessity for coaching could arise out of formal or informal reviews of performance. They revealed that coaching is a major contributor towards learning within the workplace. For instance, executive coaching was identified as a useful blender for the various learning process that complement management and leadership development (Armstrong & Taylor).

According to Hastings and Kane (2018), the practice of coaching is used as a tool for behavioural development in various leadership development needs that range from “problem-solving skill development to making meaning of leadership learning” (p. 12). They agreed with the wide scholarly perspectives that summed up the purpose of coaching as “a custom-tailored developmental process in a one-on-one, formal, short to medium-term counselling relationship focused on sustained behaviour development and modification in the coachee” (p. 12). In addition, they saw leadership coaching as a relatively unidirectional rather than a reciprocal engagement centered on developing the coachee’s knowledge regarding leadership behaviours as well as how these behaviours affected other people.

On the other hand, it has been noted that due to the evolving and dynamic nature existing between the coachee and the coach during leadership coaching, evaluation challenges arise that are qualitatively unlike most other leadership development approaches (Ely et al., 2010). In this respect, Ely et al., found out that “self-reported changes” within the coachee’s leadership behaviours “are the most frequently assessed coaching outcome, followed by clients' perceptions of the effectiveness of coaching” (p. 585). The observation, that leadership coaching is wholly focussed on the developmental needs that are unique to the coachee, means that there may not be any two coaching interventions that are similar (Ely et al., 2010). Indeed, Hastings and Kane concurred as they pointed to a lack of research regarding the contribution that coaching has made towards leadership development. This,

they said, was because of the individualized and usually confidential characteristic of leadership coaching.

The observation regarding the need for further studies in the area of coaching research and practice aimed at offering evidence regarding the potential utility of workplace coaching is supported by Jones et al. (2016). Their meta-analysis on this subject determined that "workplace coaching was effective in terms of delivering individual learning and development, and improvements in performance and results for organizations" (p. 271).

There is also the dimension of coaching among peers, which depicts unique qualities such as: "(a) equal status as partners (distinct from other coaching characterizations), (b) mutual focus on personal and professional development, and (c) integration of reflection on practice" (Parker et al., 2008 as cited by Hastings & Kane, 2018, p. 12). In conclusion, it had been observed that coaching-based leadership approach within organizations is progressively getting more popular due to the likely benefits it presents towards personal growth, welfare, as well as performance (Zuberbühler et al., 2021). This appears to be similar to what Shanahan and Sheehan (2020) referred to as a "cohort learning" which targeted at developing youth professionals. In this form of peer coaching, the specific cohort "is grounded in integrative leadership that influences professional relationship building through the sharing of applicable skills and theory across hierarchical boundaries while providing a community of practice to discuss ideas and share resources" (p. 79). Shanahan and Sheehan found out that this approach had a positive impact on employee engagement as well as producing impressive results in the area of networking, attainment of learning objectives, and relationship building.

Related Studies within the Building Industry

This section critically reviews related empirical studies that have been carried out about leadership development and organizational performance among young professional in

the building industry within and outside Kenya. The main purpose is to identify any outstanding gaps on the broad topic of this study. There appears to be a scarcity of empirical researches undertaken on the broad topic of leadership development in the building industry, especially within the African context (Aigbavboa & Thwala, 2020; Alade & Windapo, 2021; Emuze, 2016; Liphadzi et al., 2018; Oyetunji et al., 2019; Simmons et al., 2020). None of these studies have specifically focussed on young professionals as well as on the Kenyan context. As highlighted in the background to this study, the Kenyan context is defined as a fast-growing economy in the region and one that stands ahead of its neighbours. Over the last two decades, it has focussed on an aggressive development of its services sector, largely on infrastructural development. Similar to this study, there are a few studies that have been carried out.

Simmons et al. (2020) observed that there could be a lack of clear definition regarding the kind of leadership development that may be appropriately aligned to the academic and work environments for construction and civil engineering professionals. Consequently, they initiated the development of such a definition through a study that sought to establish the leadership competencies, as identified by executives in the building industry, and which could be applicable for construction professionals. They argued that the collated competencies would help in developing an appropriate definition of leadership which could be aligned with the civil engineering and building industry settings; and one that would be applicable when preparing and training the emerging building industry professionals. The study achieved a consensus by the industry executives about the leadership competencies that would be necessary for workforce entry. This was done by using the Delphi method. The study found out that 24 competencies, both interpersonal and intrapersonal, contributed towards leadership conversations going on within the building industry. Moreover, it was established that leadership constituted both the technical and the professional competencies.

This perspective provided the basis of leadership definition within the building industry to be conceptualized as “a set of competencies that can be integrated across technical and professional contexts to provide continuous, more holistic opportunities of professional development for promoting employee success and retention in the industry” (p. 9).

In order to determine how leadership practices related with leadership needs among the construction companies within the Kingdom of Saudi Arabia, Albahali and Omran (2017) conducted a study by means of a postal questionnaire mailing survey. Over a period of two months, the questionnaires were sent out to 155 construction companies based in the capital city, Jeddah. An analysis of the 138 returned questionnaires revealed significant associations among all the surveyed variables. The leadership needs, depicted by the two dimensions of professional competence and personal competence, were important in relation to leadership practices. The study recommended that “the company leader, director, executive and non-executive should give direct reports autonomously and encourage others to face challenges, solve problems, and develop their own accountability which could significantly increase the effectiveness of company leaders” (Albahali & Omran, p. 67).

Liphadzi et al. (2018) undertook a study on the leadership development focusing on the building industry in South Africa. They acknowledged that this industry stands out as an influential factor within South Africa, and is one that made a substantial positive impact on the country’s economy. The study used a combination of primary data as well as secondary data to explore how project and construction managers could be developed into becoming effective and competitive leaders of the building industry in that country. The sampled population that provided the primary data came from the 110 respondents of project and construction managers that returned the structured questionnaire out of the targeted 150 who were issued with questionnaires. The source of secondary data was an in-depth review on a collection of related literature. Consequently, the study presented findings that could explain

how building industry managers could be developed into leaders in the context of South Africa. Moreover, the findings revealed that within this national context, both the curricula education as well as the personal qualification could assist in developing leaders. Other parameters that the study identified included: management uptake of responsibility, incorporating leadership training courses, accepting fresh challenges, adopting internal motivation, integrating professional as well as personal development.

Liphadzi et al. (2020) used a Delphi survey method to determine how succession planning influences leadership development. The contextual setting was South Africa with the study data obtained from construction specialists together with a team of researchers. The different factors on succession planning pointed out were evaluated on the basis of how each factor influenced leadership development through a measurement ranging between a “no influence and very high influence” scale. These were then analysed by using both the interquartile deviation and the mean item score. The findings revealed that, out of the various attributes that were evaluated, the “ability to understand organisational long - term vision had a high influence on developing succession planning attributes for leadership development in the [building] industry” (p. 373).

Another study by Liphadzi et al. (2021) sought to identify any composite configuration in a group of variables on the challenges facing leadership development within the building industry. The principal data of this study was drawn out, from the sampled population, through a structured questionnaire that was administered to 111 project and construction managers. In terms of leadership development challenges, the resulting findings were classified into three new thematic areas. These areas are: leadership training and education; challenges in leadership succession; and political instability. The three knowledge areas were adopted for use in the leadership development training structure in the South African building industry context.

Based on the need to have effective Fourth Industrial Revolution (4IR) leadership within the construction organizations framework, Alade and Windapo (2021) carried out a study to examine how leadership styles, leadership intelligence, leadership traits related with effective 4IR leadership. They argued that the unique transformational experience during the 4IR had created a push for organisations to select and develop leaders that would effectively steer their organisations over that period. Through an empirical validation, a framework for effective 4IR leadership was hypothesized. Testing of the hypothesized relationship was done through an online survey targeting the senior executives in the building industry across the nine provinces of South Africa. These executives included the following: CEOs, managing directors, Chairpersons and chief operating officers. The survey sample did not include the professionals (architects, surveyors and consultants) who provided services. 416 people responded. For analysis of the results, a structural equation modelling (SEM) was used. The findings of this study showed that there is a positive association relating effective 4IR leadership with leadership traits, leadership styles and leadership intelligence.

An investigative study was done on how leadership behaviour impacted the performance of construction workers of Lagos in Nigeria (Oyetunji et al., 2019). By adopting a purposive sampling technique to pick out site-supervisors and construction workers, an investigation was carried through a questionnaire survey method. Afterwards, those leadership variables explored were ranked, then regressed before they were correlated to the worker performance variable. The primary data analysis identified transformational leadership behaviour as well as transactional leadership behaviour as the key influencers of worker performance. Moreover, it was established that embracing a laissez-faire leadership behaviour led to a negative correlation with performance of construction workers. The survey concluded that leadership qualities are essential factors in determining the success of projects in the building industry. Acknowledging the critical link between successful management of

building projects and intelligence, initiative, imagination, and the capacity to make instant decisions of the leaders, the researchers proposed that the building industry needed to identify the appropriate professionals that could achieve this goal. Considering the emerging global trends, some of which have been highlighted in the background to this study, young professionals could provide a fit onto this gap.

A theoretical study that was undertaken by Toor and Ofori (2008) provided very useful insights for this study. That study was guided by three objectives. First, the study sought to emphasize the unrelenting need to incorporate leadership development among construction professionals. Second, it aimed at proposing an agenda that could be strategic in developing the 21st century construction leaders. The third objective was to stipulate the role played by academia, professional bodies, industry, as well as the government during the lifetime developmental process for the subsequent generation leaders within the building industry. The study recorded that construction professionals face several challenges such as: an increasing volume of activity, a technological advancement, an increasing number of stakeholders that are active, a growing forceful global competition, and an upward demand for accelerated completion. Their findings point to the need of integrating leadership development programs within construction professionals through a relational partnership that involves universities, building industry, and related professional organizations for posterity.

On their part, Misra and Mohanty (2021) reviewed the training and leadership development in the Indian V industry by assessing its effectiveness in enhancing the employee performance. The review identified an extensive list of factors that were seen to have contributed to the eventual failures in the industry through inefficient operation. The most common definitive perspective for all these factors was found to be poor management, followed by that of deficiency of training for the workforce, either the skilled, the semi-skilled or the unskilled workforce.

The literature reviewed are some of the studies that seem to have a close relationship with this study. As partly pointed out, the studies reveal bits of gaps that need to be filled up. For instance, the studies have not envisioned the critical and effective role that young professionals could play in the leadership roles of the building industry in general, and in the Kenyan context in particular.

Theoretical Framework

In this section, a discussion is presented on the theories that provided an appropriate basis of testing the various variables that form the backbone of this study. Three theories were considered for this purpose. These are: the contingency theory of leadership; the situational leadership theory; and the social learning theory. It has been argued that, in a scholarly study, determining the theories that could be used in exploring the questions is a major component of literature review (Creswell & Creswell, 2018).

Conducting a research within a clear theoretical framework is important because it sets out the appropriate models, concepts and additional theories that could be developed and relied on in providing a reliable answer for the research question (Armstrong & Taylor, 2014). In research studies, usage of theory “may include using theory deductively, in quantitative theory testing and validity” (Creswell & Creswell, p.112). Indeed, the theoretical frameworks together with the rest of literature review are seen as the ideological sites within which a study would locate, claim, evaluate, as well as defend its position (Silverman, 2013).

The Contingency Theory of Leadership

Development of the contingency theory of leadership has been credited to Fred Fiedler (Blanchard et al., 1993; Mullins, 2010; Wren & Bedeian, 2018). This theory relates the two variables, specifically, the situation and the leadership style. In the contingency theory, the leadership style is not anticipated to be a dynamic factor (Osland et al., 2017). Since this study explored aspects of leadership development that impact on performance, the

richness of this theory could offer a useful framework for testing the results. The basis upon which this theory is developed lies on the argument that the success of a person in relation to a leadership role is dependent on the situation and on the personality as well as on the skills which that person brings onto the job (Fiedler, 1981).

Wren and Bedeian (2018) affirmed that the contingency theory came up out of a realization that situational perspectives played a major role in determining the effectiveness of a leader. In addition, they noted that this theory defined the effectiveness of a leader in terms of the performance of a work group. They explained that a combination of “leadership style and the ‘favourableness’ of the specific situation” (p. 351) determined the performance of the work group. According to Fiedler (1972a) the contingency leadership theory holds that group performance effectiveness depends on two factors: one is the motivational pattern of the leader, and two is the extent to which the situation avails influence and power to the leader. Fiedler (1972b) viewed training and experience as essential factors that could enhance the favourableness of a leadership situation. He explained that, in line with the contingency theory of leadership, the two factors were inclined to enhance the performance of Least Preferred Co-worker (LPC) leaders within the extreme situations of very favourable and unfavourable, but impede the performance of the high-LPC leaders. Likewise, Fiedler pointed out that the integration of these factors ought to improve performance of the high-LPC leaders, when operating within the intermediate situations, but decrease the performance of the low-LPC leaders.

Again, Fiedler (1972c) undertook a study to establish a contingency model interpretation for determining the effects of leadership training and experience. The study targeted managers and leaders in business as well as in military organizations. It was designed in a manner that made the various tasks of research appear unstructured to the untrained leader while, at the same time, appearing structured towards the leader that had

adequate training. This, therefore, meant that the performance of low LPC task-motivated leaders would be superior to the one of high LPC relationship-motivated leaders. It was found out that leadership training and experience ought to be regarded as the means used to enhance the situational favourableness. This meant that the various leadership experiences would, partly, moderate a relationship between the personality of leader and organizational performance. It is a relationship that the contingency model adequately explains. According to Fiedler (1972c), “selective assignment of certain leaders to more challenging roles, selective rotation, as well as selective training should substantially increase the effectiveness of managerial personnel and their organizational units” (p. 489).

Among the reasons guiding the decision to include the adoption of the contingency theory in this study is the foundation under which the theory was developed. Mullins (2010) observed that the basis of Fiedler’s contingency model was a large scope of studies on group situations that focussed on how leadership related with organisational performance. Moreover, Mullins revealed that the various contingency theories were developed on the basis that no single style of leadership can be appropriately and effectively applied to all situations. In line with the contingency theory, it has been pointed out that the effectiveness of a leader depends on how appropriate the fit is between the three main variables of this theory namely, the leader’s style and behaviour; the followers; and the situation (Lussier & Achua, 2016). These variables are expounded by Lussier and Achua so that the leader variable incorporates the personality traits, the behaviour, as well as the experience of the leader. The followers’ variables include the capability and the motivation attributes, while situation variable considers the underlying task, the organizational structure as well as the environment under which everything operates.

In the contingency theory, the practices of human resource management (HRM) depend on the circumstances and environment of the organization (Armstrong & Taylor

(2014). Citing, Paauwe (2004), Armstrong and Taylor explained this to mean that the relationship between the applicable independent variables and the dependent variable would fluctuate due to other influences like technology and age, size of company, capital strength, extent of unionization, industry ownership and the location. In addition, the contingency theory was linked to “the notion of fit,” which is considered to be an important concept within strategic HRM (Armstrong & Taylor). The notion of fit has been described as “the need to achieve congruence between an organization’s HR strategies, policies and practices and its business strategies within the context of its external and internal environment” (p. 7).

Affirming this notion, Fiedler (1981) elaborated that the effectiveness of a leader could be enhanced through either altering the leader’s personality in order to fit the situation or through amending the situational control to fit the leader’s personality. He went on to observe that training is a common method that is used to increase the situational control of a leader. This, he said, is because “training clarifies the nature and the goal of the task, it provides a specific method, and it usually gives us the means for telling how well the task is being performed” (p. 626). According to Fiedler, the contingency model predicts that, while the task-motivated leaders tend to perform better in the midst of a low control (untrained) condition, the relationship-motivated leaders are expected to perform better within the moderate control (trained) condition.

He noted that, in such cases, leadership training increased the performance of the leaders that are relationship-motivated but diminished the performance of those leaders that are task-motivated. The training method, arising from the Contingency Model, is referred to as the “LEADER MATCH,” and is a method which assumes that “it is difficult if not impossible to change one’s leadership style or leader behaviour, but that it is relatively easy to change one’s leadership situation” (Fiedler, 1981, p. 628).

The Situational Leadership Theory

In contrast to the contingency leadership approach that advocates for a fixed leader style, the situational leadership approach dictates that a leader is expected to portray a high level of flexibility (Northouse, 2016). Like the contingency theory of leadership, the situational leadership theory looks at the relationship between the organizational situation and the leadership style. In terms of training people for the purpose of becoming effective leaders of organizations, the situational leadership model has been identified as one of the most useful tools (Ivancevich et al., 2014; Northouse, 2016). It has been pointed out that this theory of leadership was developed by Paul Hersey and Ken Blanchard on the basis of William “Reddin’s (1967) 3-D management style theory” (Northouse, p. 93). While acknowledging that the situational leadership approach had been a popularly used model by organizations for leadership training and development, Northouse alluded that the approach went through several refining and revisions from the time it was conceived. According to Blanchard et al. (1993), Reddin’s theory was built out of the Fiedler’s situational leadership approach. Reddin then added onto it “an effectiveness dimension to the task concern and relationship concern dimensions of earlier attitudinal models such as the Managerial Grid” (p. 24). This work by Reddin became the inspiration on which Hersey and Blanchard built the original “Life Cycle model” by putting an emphasis on the behavioural dimensions as opposed to the attitude dimensions emphasised by the earlier model. In addition, Hersey and Blanchard removed the normative labels out of the leadership styles (Blanchard et al.).

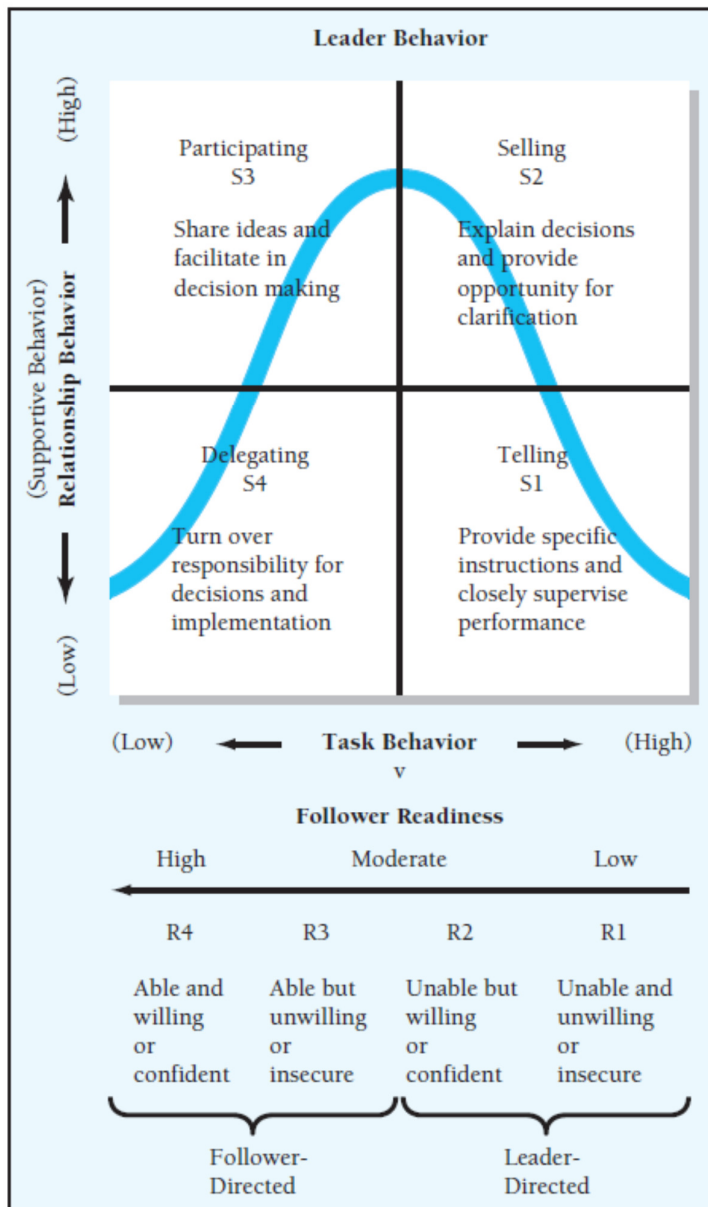
The situational leadership theory (SLT) reinforces that leadership is made up of both a directive as well as a supportive perspective, within a relationship whereby each has to be appropriately applied in any given situation. This theory acknowledges that followers have different levels of maturity that are then grouped into four stages. The maturity levels are articulated with the level of skill as well as the confidence levels of the followers. It is then

matched with an associated leadership style. The theory has been recommended for a majority of leadership development programs (Ivancevich et al.; Northouse). It was revealed in the situational leadership theory that effective leaders seek to apply the correct leadership style towards a specific situation and therefore such a style need not be necessarily constant (Osland et al., 2017).

Since SLT focusses on the followers and their readiness or their maturity levels, the leader's proper judgement or intuitive knowledge of this perspective regarding the followers is pivotal in selecting appropriate leadership style to fit (Ivancevich et al., 2014). Readiness was defined as that "ability and willingness of people (followers) to take responsibility for directing their own behaviour" (p. 447). Of essence to this definition, two kinds of readiness were considered, namely: psychological and job. According to Ivancevich et al. people that are high in job readiness have both the abilities and knowledge to accomplish the job on their own without any manager having to direct or structure their work. On the other hand, they explained that those people that are high in psychological readiness have the desire and self-motivation to undertake quality work. Moreover, such people would hardly require any direct supervision. These relationships are demonstrated by Figure 1.

Further, Ivancevich et al. explained the mode of application of this model through the following example. They consider a case where a manager has established that their followers that were recently hired felt insecure and not confident of them undertaking tasks in the job. Here, the followers would be placed in the R1 state of readiness. By moving vertically from the R1, this will intersect the curve at the "telling" leadership style (the S1 style). Such followers would effectively operate under a leadership with high task orientation, having low supportive behaviour, and one that provides direct instructions. It was also observed that available evidence had recommended the SI style of leadership over the other three styles for such followers (Ivancevich et al.).

Figure 1: How leadership styles relate with followers' levels of readiness
(In the Hersey & Blanchard situational leadership model)



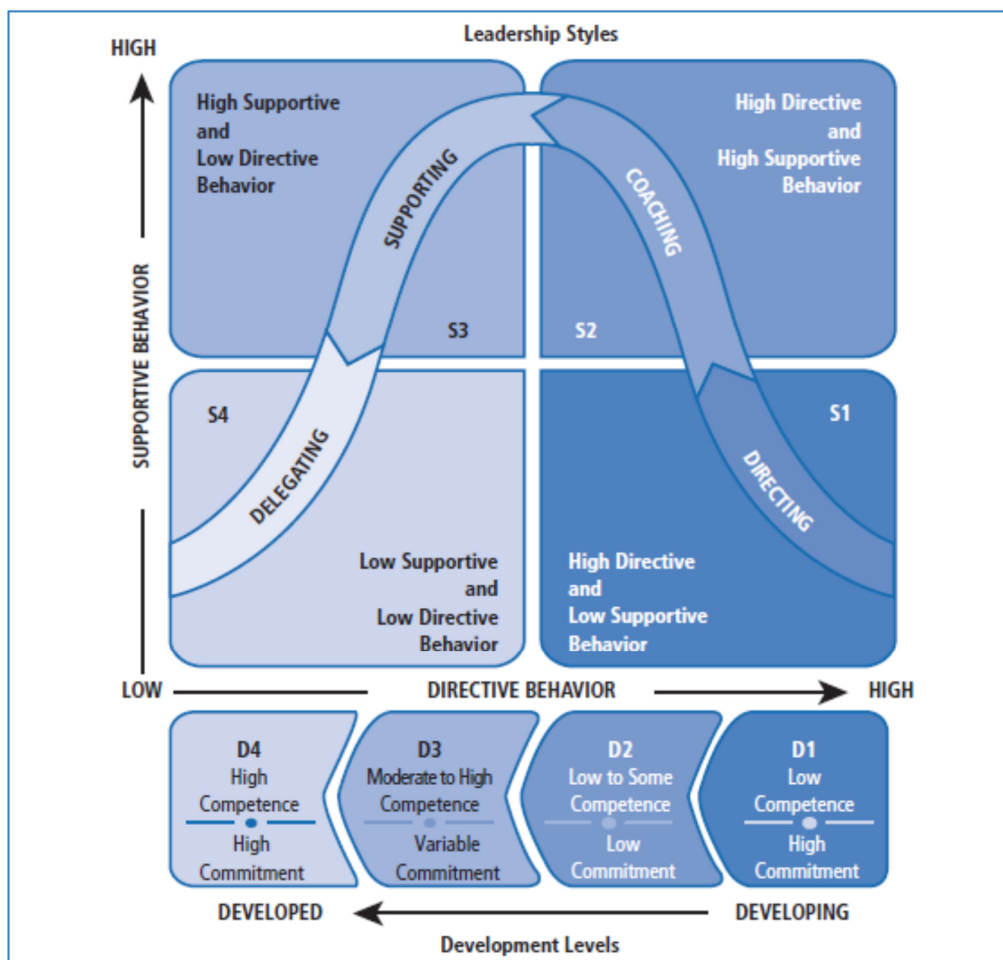
Source: Ivancevich, Konopaske, & Matteson, 2014, p. 448.

On the other hand, Northouse (2016) represented this relationship by use of four leadership styles: “directing” (for S1 style in place of “telling”), “coaching” (for S2 style in place of “selling”), “supporting” (for S3 style in place of “participating”), while “delegating” for S4 style has remained “delegating” (Figure 2). In conclusion, there are two perspectives that informed the inclusion of the situational leadership theory in this study. First, the

building industry operates under diverse stakeholder situations that demand for the adoption of appropriate leadership approaches. In most of these cases, the professional among them is expected to play the leadership role of implementing the building projects. Secondly, the proposed integration of young professionals into leadership development appears to benefit from the situational trends of the moment. The emerging digital era revolution may provide a compelling situation that favours the leadership development of young professionals. This is due to their perceived unique characteristics.

Figure 2: How leadership styles relate with followers' developmental levels

(The Hersey & Blanchard situational leadership model)



Source: Northouse (2016, p. 95).

The Social Learning Theory

Among the constructs of leadership development which was included in the conceptual framework of this study is that of active learning. It has been observed that the most prevalent learning theories are the following: the reinforcement theory, the experiential learning theory, the cognitive learning theory, and the social learning theory (Armstrong & Taylor, 2014). According to the Construction Researchers on Economics and Organisation in the Nordic region (CREON) (2013), within the construction projects context, the social dimension in learning has not been studied much. CREON, therefore, asserted that the social learning theory would be crucial in collaborating the process of learning. This is because the theory recognizes the social systems and procedures affecting learning within collaborative environments and, at the same time, the information that exists within the individuals' mind. It has been asserted that social learning theory "emphasizes the informative function of physiological arousal... [and that] the cognitive appraisal of arousal to a large extent determines the level and direction of motivational inducements to action" (Bandura, 1977a, p, 199). Concerning this theory, it was stated that "self-efficacy is conceptualized as arising from diverse sources of information conveyed by direct and mediated experience" (p. 203).

Within environments of conflict Coleman et al. (2014) revealed that in order to confidently develop the self-efficacy senses, an individual would need three processes. First, they should use the self-efficacy skills and subdue any obstacles arising from the environment. Second, they should nurture self-confidence regarding their effective personal usage of innate competencies. Thirdly, is to identify realistic attainable goals and opportunities that are required to effectively use their skills. Indeed, Coleman, Deutsch, and Marcus argued that a realistic encouragement that is aimed at realising a monumental but achievable goal would promote a successful experience. This mode of experience, they added, helps in enhancing the logic of self-efficacy. However, Coleman, Deutsch and Marcus

observed that social prodding aimed at achieving unfeasible goals usually produced a perspective of failure as well as undermining self-efficacy.

In addition, it has been stated that a substantial number of young professionals in the building industry could be categorized as belonging to the Millennials generation. Based on the observations which have also been highlighted in the background of this study, that the Millennials are a more connected generation than their predecessors, it could be appropriate to have a leadership development model that takes advantage of these social interconnectivity. There has been a recommendation that human resource development (HRD) professionals ought to come up with diverse forms of training aimed at advancing the interpersonal interactions among employees in the workplace (Hughes, 2019). As elaborated by Lussier and Hendon (2019) regarding the social learning theory, the learning process is influenced by “the consequences of the actions of another person” (p. 696). The theory was built on a reciprocal determinism approach towards the behaviour of an individual (Armstrong & Taylor). This means that the behaviour of an individual would be determined by the individual by way of their own rational processes.

The social learning theory of Bandura emphasizes the importance of observing and modelling the behaviours, attitudes, and emotional reactions of others. Bandura (1977b) states that “learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action” (p22).

The social learning theory was developed “based on the premise that people learn by observing and interacting with others, and through imitation” (Mullins, 2010, p, 832). Johnson (2018) affirmed this perspective by Mullins. He argued that the leader of an

organization is an ethics officer as they assumed the various ethical responsibilities that come alongside such a role, and because ethics formed the heartbeat of leadership. By casting a light or a shadow mainly within their zone of influence using the examples that they set, Johnson observed that leaders are in a unique position to determine the success or failure of these organizations.

The ethical practice of a leader is likely to affect the organizational performance due to the inherent transmission of such practice onto the followers. This meant that, according to the theory, a learner or trainee developed through picking up the techniques, behaviours as well as habits of the people around them (Mullins, 2010). On the ethical aspects, those elements that were identified as targets for emulation included the following: attitudes, values, as well as behaviours of the leaders that followers find credible, legitimate, and attractive (Johnson). Both Johnson and Mullins see this as a form of role-modelling. According to Mullins it exploits the “cognitive functions of thinking, perception, attention and memory in addition to behavioural responses” (p. 181).

Armstrong and Taylor (2014) observed two factors that the social learning theory recognized. One of them is that it acknowledged the importance of elementary behavioural notion of reinforcement as the one that determines the future behaviour. The second factor the theory recognized is that it emphasized the usefulness of internal psychological factors, particularly expectancies regarding the importance of goals as well as how the individual's ability could reach them. Consequently, the phrase ‘reciprocal determinism’ was used to describe the concept that “while the situation will affect individual behaviour individuals will simultaneously influence the situation” (p. 176). According to Chalofsky et al. (2014), the social learning theory emphasises the process by which people obtain personality characteristics in addition to their social skills by means of observational learning or through modelling. This concurred with Armstrong and Taylor's definition of the social learning

theory which pointed out that learning was most effective within an atmosphere of social interaction through active involvement in real situations. The practical implications of this perspective is that learning could be encouraged within “communities of practice” as well as within networks and project teams.

In summary, the social learning theory brings out the social element of the learning process. This reinforces the components of leadership mentoring and leadership training of the study. Indeed, this study looks at training as an active learning activity. It is anticipated that, the young professionals could learn their leadership skills by observing and modelling the behaviours, attitudes, and emotional reactions of the various personalities in their professional lives. The reciprocal determinism approach in the theory would help underpin the leadership training and leadership mentoring concepts for this context.

Conceptual Review

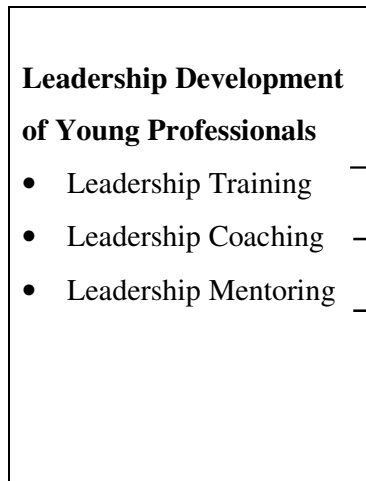
There are three variables whose relationship were assessed in this study. Of these, the independent variable is leadership development, while the dependent variable is organizational performance. The third variable, which is the moderating one, is the young professionals. They form part of the workforce in the building industry and have characteristics that are unlike those of their older colleagues. Impact of unique and specific characteristics of young professionals, such as the millennials characteristics as well as the age factor, would be assessed in regard to the other two variables.

Conceptual Framework

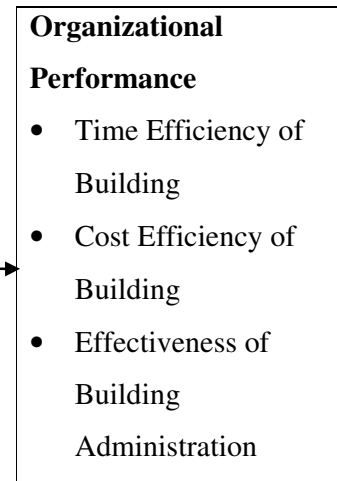
Figure 3: The Conceptual Framework of the Study

The Research Topic: Leadership Development of Young Professionals for Organizational Performance in the Building Industry in Kenya

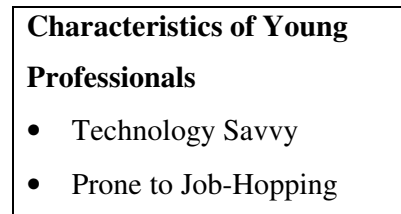
Independent Variable



Dependent Variable



Moderating Variable



Research Gap

In academic studies, gaps for research come up from different perspectives and are of diverse nature. Miles (2017) highlighted some aspects that could guide in identifying such gaps. He proposed seven possible areas from which the different researchers could identify the gaps. These are listed as: evidence gap; knowledge gap; practical-knowledge conflict gap; methodological gap; empirical gap; theoretical gap; and population gap.

Several studies have been carried out regarding leadership development in the building industry (Alade & Windapo, 2021; Albahali & Omran, 2017; Liphadzi et al., 2021; Liphadzi et al., 2018; Liphadzi et al., 2020; Simmons et al., 2020). There is, however, a scarcity of such studies done in relation to young professionals. Moreover, there is hardly any research that has been done on the subject of leadership development of young professionals for organizational performance within the Kenyan context.

From the various extant studies related to this study, it could be seen that each of these studies present different outstanding gaps that require additional study. To a large extent, in general, there appears to be a contextual gap as well as a population gap. The Kenyan national context has remained unexplored and under-researched. Moreover, the population of young professionals in the building industry appears to have a unique potential that could create a significant influence towards the process of leadership development within the Kenyan context.

Summary

This section reviewed extant studies regarding the three main variables arising from the subject of leadership development of young professionals for organizational performance in the building industry in Kenya. The review focus on literature that discuss the main variables of the study. The three main variables considered are: the independent variable which is leadership development, the dependent variable which is organizational performance

and the moderating variable of young professionals' characteristics. They have been reviewed individually as well as collectively to highlight how they have been found to relate with one another. Moreover, some of the constructs that provide indicators for these variables have been elaborated. Their operating definitions have, also, been clarified.

Both the theoretical framework and the conceptual review of the study have been clarified. A diagrammatic representation of this relationship has resulted into a simplified diagrammatic conceptual framework. Furthermore, this section has provided empirical review of relevant studies carried out and touching on the building industry. The comprehensive review has formed the basis of identifying the various research gaps that inform the need for this research.

Chapter Three

Research Methodology

Introduction

The main objective of this study was to establish the extent to which leadership development of young professionals in the building industry in Kenya would influence the organizational performance. This section points out the appropriate research methodology that facilitated the achievement of this objective. Beginning with the identification of a suitable research paradigm, the section then discloses the relevant research design that was adopted. The other aspects that are addressed here include: clarifying the population that was studied, as well as defining the sample that was selected and used for the study. Moreover, the sampling methods used are identified and elaborated. Also, this section explains the types of data that was sought for the study. It reveals how these data was collected and analysed. Finally, there is a discussion that addresses the reliability, the validity and the ethical considerations in relation to the study.

Research Paradigm

This study sought to incorporate a research philosophy that has been proven to be appropriately in line with the adopted quantitative research design. It was, also, one that enhanced the effective data collection and analysis within the limited timelines of the study. Therefore, the study adopted the recommended paradigmatic environment of positivism (Bryman, 2004; Silverman, 2013). Broadly, the study took a positivist worldview. Indeed, Silverman (2013) acknowledged that positivism is the default philosophical model used for quantitative studies. He then went on to define positivism as that “model of the research process which treats ‘social facts’ as existing independently of the activities of both participants and researchers. For positivists, the aim is to generate data which are valid and reliable, independently of the research setting” (p. 817). There is a substantial concurrence

that quantitative research is founded on a positivism convention which, appropriately reflects its aims and tenets (Bryman, 2004). In addition, while relating positivism with the philosophical attitudes of natural scientists, Saunders et al. (2016), explained this relationship to entail “working with an observable social reality and the end product can be law-like generalizations similar to those in the physical and natural sciences” (p. 151).

Research Design

Having settled on undertaking a quantitative research for the study, there are several factors that would need to be defined to clarify the research design that was adopted. It is generally observed that the uniqueness of quantitative research lies upon its predominant generation and reliance on numerical data (Bryman, 2004; Creswell & Creswell, 2018; Kothari, 2004; Saunders et al., 2016). According to Kothari, such data so collected should be presented in a manner that can be “subjected to rigorous quantitative analysis in a formal and rigid fashion” (p. 5). For the data to be effective in testing the hypotheses or the theories, Bryman pointed out that the generated data must be quantifiable and should be drawn out of an adequately large sample that is representative of the wider population. Therefore, in order to attain generalizable conclusions regarding the study population, the generated data was processed through the appropriate inferential statistics methods.

The purpose of this approach was to generate quantitative data that could be used to test the objective theories which examine the topical relationship of the study variables (Creswell & Creswell, 2018; Kothari, 2004). Creswell and Creswell (2018) confirmed that in quantitative research, theories offer the anticipated explanation regarding the relationship within the variables that are being tested in the investigation.

Of the three sub-classifications of research approaches (that is: experimental, inferential and simulation) that Kothari identified, this study approached its research mainly through the inferential perspective. Kothari explained that the inferential approach to research

seeks to establish a database that can be used to infer the relationships or characteristics of a given population. This implies that, by studying a sample of that population through observations or by questioning to identify the sample characteristics, it can be deduced that the population would have the same characteristics. Leavy (2017) affirmed that quantitative research was characterized by deductive tactics towards the research process whose focus was to disprove or offer credibility to existing theories. While revealing that the result of such a process was statistical data generated out of a large sample, Leavy added that this process “involves measuring variables and testing relationships between variables in order to reveal patterns, correlations, or causal relationships” (p. 266).

In addition, due to the structural orientation of the topic, the study sought to carry out a correlational form of assessment. The structure anticipated that the various variables that define this topic were likely to have a correlation with each other. Acknowledging that this is a non-experimental form of research, while citing Creswell (2012), Creswell and Creswell (2018) affirmed that the correlational design makes use of “correlational statistic to describe and measure the degree or association (or relationship) between two or more variables or sets of scores” (p. 49).

Due to the limited timelines that was available, this study adopted a cross-sectional design strategy as opposed to a longitudinal one. Saunders et al. (2016) acknowledged that most academic research projects were constrained by time, and this factor favoured the choice of a cross-sectional approach for such surveys. There is need to always determine if a survey would be cross-sectional or longitudinal depending on how often the data is envisioned to be collected. For cross-sectional, the data is collected at one specific point in time, while for longitudinal, it is collected over time (Creswell & Creswell).

Further, this quantitative survey adopted a “mono method quantitative study” whereby there is use of a “single data collection technique” (the questionnaire) that is

followed by a “corresponding quantitative analytical procedure” (Saunders et al., 2016). It has been observed that a number of leadership development programs have adopted a behavioural styles approach in their structure (Lussier & Achua, 2016). This perspective added that, in a majority of such programs, managers were given a questionnaire that facilitated an assessment of both their tasks as well as their behavioural relationship toward followers. According to Lussier and Achua, the assessment was used by the managers to improve on their overall leadership style. Therefore, the study adopted a format that would evaluate behavioural aspects that touched on the variables under investigation.

Population

The target population was composed of a selected category of professionals who were actively involved in the building industry within Kenya. Consequently, three categories were selected for the study, namely: Architects, Quantity Surveyors, and Engineers (Civil/ Structural/ Mechanical/ Electrical). In order to understand the nature of this population, it may be necessary to figure out how professionals in the building industry are distributed geographically within Kenya. A study was carried out by KNBS (n.d.) with the aim of establishing the operational characteristics, as well as the perceptions, of the Built Environment Professionals (BEPs) on the built environment aspects in the country. Among the professionals in this industry that were assessed include the following: Architects, Valuers, Quantity Surveyors, Engineers (Civil/ Structural/ Mechanical/ Electrical), and Physical Planners. In the study by KNBS, the term “professional” was used loosely as there was no mandatory requirement to avail academic or professional qualification certificates during the data collection exercise (KNBS).

The questionnaire was administered to persons who provided BEPs services, both qualified and unqualified. The findings of this survey would be useful in providing a basis of coming up with the effective population structure for such study. Of interest to the study, was

the form of distribution for the various professions across the country. According to KNBS, 45% of the BEPs operated within Nairobi region. Moreover, a skewed distribution pattern was observed in regard to the level of qualification. This pointed to a greater level of professionalism among BEPs in Nairobi as compared to those operating in other regions. It was established that 54.5% of those with graduate qualification and above were based in Nairobi. Indeed, among those with Diploma and Certificate qualifications, 74.1% operated outside Nairobi (KNBS).

Identification of the target population for this study followed a defined procedure. First of all, from the various professional bodies which govern the practice of the selected professions, the registered practicing firms were identified. For architects and quantity surveyors, such a list was available through the Board of Registration of Architects and Quantity Surveyors (BORAQS) (<https://boraqs.or.ke/members/>). At the time, the website recorded a total of 215 registered architectural firms. In addition, there were 150 registered quantity surveying firms in total. For the population that defined the two categories of engineers (civil/ structural and mechanical/ electrical), the updated membership was retrieved from the Engineers Board of Kenya (EBK) (<https://ebk.or.ke/registered-consulting-firms-2/>) which, at the time, enlisted registered engineers and engineering firms. Cumulatively, the website had 150 entries for the registered consulting firms.

The lists in these two boards of registration are dynamic because they get updated continuously due to various reasons: for example, when members pay their annual subscription, when recruitment of new members happens, or when removal from the list occurs due to disciplinary reasons. For the purpose of this study, the population was made up of all the registered firms that were in good standing within their respective boards of registration. In this case, the target population was all the 515 registered firms.

Sampling Methods

The research sample was determined through a two-stage sampling procedure. First, the corporate unit of analysis was selected out of the population through a probability method in the manner of proportionate stratified random sampling approach. The choice of stratification was made on the basis that the targeted population was not homogeneous. The second stage involved a non-probability method to select the specific respondents from the corporate unit by a systematic purposive sampling method. This was aimed at providing responses from across the management hierarchy whenever it was possible.

The stratification was based on the professional specialisation of the registered firms. This produced three strata: the registered architectural firms, the registered quantity surveying firms, and the registered engineering firms. As recommended by Kothari the strata were formed purposively and on the basis of the researcher's personal judgment as well as on past experience. Out of the population set out for this study, the corporate unit of analysis was determined through a stratified random sampling method. It was proposed that 20% of the population would be sampled for study, and were sufficiently representative enough (Mugenda & Mugenda, 2003). In addition, for the registered firm to qualify to be considered, it had to have at least three young professionals among its staff. Every stratum was apportioned in relation to its population (see Table 1).

The second stage of sampling sought to determine how the respective respondents were identified. This was also done through random sampling. All the three were required to be young professionals, fitting within the upper age limit of 41 years. The sampling method was kept in line with recommendations by Kothari (2004) who concluded that an optimum sample shall be that which achieves the essential requirements of representativeness, reliability, flexibility, and efficiency.

Table 1: The Sampling Frame

The population	All the young professionals working in 515 registered firms.
The sub-populations (strata)	The population was made up of 215 registered architectural firms, 150 registered quantity surveying firms, and 150 registered engineering firms
Source of the list of registered firms	1. BORAQS (https://boraqs.or.ke/members/) for the list of the registered architectural firms as well as that of the registered quantity surveying firms. 2. EBK (https://ebk.or.ke/registered-consulting-firms-2/) for the list of the registered engineering firms.
Sampled population	20% of the population (20% of 515 is 103 registered firms). The distribution per stratum is proportionate to its size.
Sampling method	Proportionate stratified random sampling
Sample distribution across the sampled population	42% of firms were architectural = 43 firms (129 respondents) 29% of firms were quantity surveying = 30 firms (90 respondents) 29% of the firms were engineering = 30 firms (90 respondents)
3 Respondents per sampled unit	All the three had to be young professionals, fitting within the upper age limit of 41 years.
Sampling method for respondents	Random sampling among young professionals in the selected firms to determine the three respondents
Total sample size	103 registered firms each providing 3 respondents =309 respondents

This sampling procedure took into account the quantitative research nature of the study. Considering the nature of the target population, the recommended strategy was a stratified random sampling founded on a systematic procedure (Creswell & Clark, 2018). As indicated, the stratification was done on the basis of the identified professional specialties or strata. At the onset, the population was divided into the three distinct strata: the registered architectural firms, the registered quantity surveying firms, and the registered engineering firms.

Creswell and Clark recommended that a distribution of participants' characteristics on the stratification, such as the one applied, ought to be represented within the ultimate sample selected for data collection. In the applied systematic procedure that followed this stratification process, each stratum underwent a random sampling to pick the corporate unit. As recommended by Gronmo (2019), this procedure assumes that the units of observation can be itemized and organized in a clear indicative sequence. The available list, from the above stated websites, of registration for these firms follow a specific chronological manner. The coding for the purpose of random sampling also followed this pattern as every firm was issued with a numbering in that order before the random selection happened.

Sample Size

The research sample was drawn from the targeted population, which was all the 515 Architectural, Quantity Surveying and Engineering registered firms. The population was then stratified into three strata: Architectural firms, Quantity Surveying firms and Engineering firms. In each stratum, 20% of the firms were randomly selected to provide the engaged respondents. This percentage is in line with recommendations by Mugenda and Mugenda (2003) who argued that 10% to 30% would be appropriate representation. Each firm so selected provided three respondents.

$$515 \times 20\% = 103 \text{ stratified randomly selected registered firms}$$

$103 \times 3 = 309$ targeted respondents

The three targeted respondents were the professionals working at various levels within the randomly selected registered firms. Moreover, a request was made to the selected registered firms to distribute the respondents across ranks in the firm whenever it was possible. One of the respondents was to be at the top leadership level, the second was to be at supervisory middle-level, while the third was to be at the entry level having worked in the firm for not more than three years after graduation.

Types of Data

The kind of data that was anticipated to be generated out of this study are those that would strengthen the inferential statistics nature of the study. This study depended on the primary data that was collected from the selected sample. In line with the research design, the primary focus and emphasis of this study was on the quantitative data. The type of quantitative data collected was predominantly numeric. This was collected through a developed and piloted questionnaire instrument that was exclusively made up of closed-ended questions.

Although most of the data that was sought in this survey was derived out of a numerical scale, there was also collected a small amount of data that may not be in terms of numbers. However, such data was stated in quantity perspectives other than in numbers. According to Gronmo (2019), although such data may be submitted in textural format, they could be referring to quantitative conditions like many–more–most, or large–larger–largest. Even though such data cannot be statistically analysed, Gronmo acknowledged that they nevertheless “provide a basis for comparing the units based on certain quantitative criteria” (p. 165).

Data Collection Instrument

As already pointed out, this study used a questionnaire to collect data. Consequently, a questionnaire was developed on the basis of incorporating the respective indicators of the variables in this study. The questionnaire, as shown in Appendix 1, was divided into two sections. The first section sought to collect general data about the specific respondent.

The second section is the main body of the questionnaire. It sought to collect data from the respondents regarding their professional and leadership relationships together with experiences, their supervisors, and the nature of their organizations. The questions focused on different aspects that measure each of the seven variables in the study. Each variable had several questions targeting to measure it. In this section, the questions have been coded so as to facilitate the eventual data analysis process. This was done by assigning a unique letter (A, B, C, D, E, F, G, or H) that represents the particular variable it sought to measure.

The main body of the questionnaire was structured to undertake measurement by using a 5-level Likert scale. The spectrum of responses ranged from the highest scale of 5 that depicted “strongly agree” to the lowest scale of 1 which depicted “strongly disagree”. The full spectrum was as follows: Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), Strongly Disagree (1).

This was an instrument that had not been tested before. Consequently, it needed to be taken through a reliable appropriate testing and re-testing procedure before it could be applied for this study. The first stage of refining the questionnaire involved a peer-review exercise, whereby every question was discussed with some young professionals in the building industry. This was aimed at establishing if the questions, as framed, were clear and simple to measure the intended variable. In addition, prior to the application on the selected sample, the instrument went through a pilot testing procedure.

Data Collection Methods and Procedures

The procedure for collecting data involved the filling out of a self-administered structured questionnaire. The distinguishing feature for the questions in the questionnaire reflected the recommended conventions that proposed the usage of closed-ended questions for quantitative surveys (Creswell & Creswell, 2018; Saunders et al., 2016). Creswell & Creswell (2018) endorsed that the framing of the quantitative research questionnaire be primarily in terms of using numbers.

The mode that was used to collect data was determined through various means. The specific approach depended upon the circumstances or environment under which each specific identified respondent found themselves in. Some of the circumstances were related to the geographical location that may have limited the use of specific data collection modes. Personal preferences may have been another limitation during the choice of an effective mode. Other factors such as personal health, the “Covid-19” pandemic outbreak, and personal privacy, could have played a defining role in determining the specific choice.

From the many different options, the selected modes of data collection for this study included the following three: soft copy of questionnaire sent via email or WhatsApp, personal delivery of paper questionnaire to the participants, and undertaking questionnaire interview via telephone. According to Fowler (2014), the kind of mode selected is depended on factors such as the sample frame, the topic of study, sample characteristics, and the availability of facilities and staff. He cautioned that the choice would have an impact on the rate of response, the form of question to be asked, the survey estimates quality, as well as the ultimate cost of survey.

These are some of the factors that would have influenced how the different scenarios anticipated in this study were treated in order to obtain data that addressed the research questions effectively. Indeed, in most of the cases, the study adopted an integrated approach.

The default procedure commenced with a telephone call to the randomly selected professional firms so as to initiate a relational discussion with the management. This was aimed at introducing the subject of study, and also establish if the firm would have at least three young professionals among its staff.

Alternatively, for those firms that could be easily reached, a visit to the firms was preferred. At this stage, the main objective was to seek consent from the managers of these firms to allow the study to be carried out in their firms. In addition, their assistance was sort to reach the targeted young professionals within the firms. These young professionals were the ultimate targeted sample that participated in the survey. To qualify for inclusion into the sampling frame, a firm had to have at least three professionals working there and whose age was not more than 41 years old. Moreover, this was the point at which the selected firms would choose the mode by which they preferred to fill and submit their questionnaires. For those paper questionnaires that were personally handed to respondents, the preferred approach was for the person delivering these to wait on and return with the filled-up questionnaires. For cases where respondents requested for more time to fill the questionnaires, a follow-up would later be done through telephone. Other options, such as scanning responses and returning by email, were encouraged in order to ensure a higher response rate. Some of the other recommended options that were adopted into this study include: a website-based questionnaire, questions answered through smart phones in response to text requests or e-mail.

It has been observed that the procedures used for data collection are made up of a number of interconnected stages: sampling, obtaining permissions as well as recruitment of participants, data sources identification, data recording, and then the administration of the data collection measures (Creswell & Clark (2018)).

Pilot Testing

Before setting out to collect data for the research, the study undertook a pilot testing of the questionnaire instrument. Indeed, it is a recommended direction that makes it possible to assess the feasibility of any proposed research design, especially when the instruments have not been tested before. According to Leavy (2017), conducting a small-scale pilot survey helps gauge this in terms of the appropriateness of the language, the assumptions, as well as the research instruments. He suggested a reliance on peer reviewing as an alternative approach to achieve such a validation whose aim is to ensure that the researcher's personal biases do not stand out prominently within the research design.

The pilot testing helped to assess the feasibility of this study, and was incorporated in line with the recommended best practices. This involved a sample that is equivalent to about 10% of the proposed sample size, which was found to be 31 people. Although the piloting sample was part of the proposed population who were under the study, this sample was not drawn out of the targeted sample. Saunders et al. (2016) endorsed that the process of pilot testing of the questionnaire would enable an in-depth assessment of the questions in terms of validity and reliability. It is also a process that would provide useful information that should guide the refining and the customising of the questionnaire.

Table 2: Response Rate for Pilot Test

Target Respondents	Responded	Response Rate
31	24	77.419%

Source: Research Data (2022)

As presented on Table 2, the response rate for the pilot testing was about 77%, being the 24 people that responded out of the 31 people that were issued with the questionnaires.

Reliability

This study incorporated structures that have been designed to place it in line with the reliability testing. This largely involved the kind and quality of research instrument developed and used in the study. In regard to reliability, Creswell and Creswell (2018) explained that it refers to “whether scores to items on an instrument are internally consistent (i.e., are the item responses consistent across constructs?), stable over time (test-retest correlations), and whether there was consistency in test administration and scoring” (p. 334). Affirming this, Heale and Twycross (2015) related reliability “to the consistency of a measure” (p. 66). This, they explained, required reliability to have the attributes of homogeneity, stability as well as equivalence in its scale of measurement. The instrument for this study met this requirement.

Moreover, Kothari (2004) recommended that the design ought to be rigid enough to allow sufficient provision that would protect against bias as well as maximizing reliability. The study, therefore, made use of the Cronbach’s test for the reliability testing. According to Edmonds and Kennedy (2017), the Cronbach’s alpha is essential in measuring the internal consistency and ought to be incorporated when describing measures such as the dispersions and the central tendency. This study had targeted a Cronbach’s alpha that is as close to 1 as possible so as to attain a high internal consistency reliability (Sekaran & Bougie, 2016). Data collected during the pilot testing were analysed and their Cronbach alpha results are as shown on Table 3. The overall Cronbach alpha for this instrument was found to be 0.866. These results confirmed that there was a strong internal consistency of the variables. Consequently, after some slight improvements touching on clarifications of the questionnaire, this instrument was embraced for use in the actual research.

Table 3: Reliability: Cronbach Alpha Values for Pilot Test

	No. of Items	Cronbach Alpha
Leadership Mentoring	5	0.475
Leadership Coaching	5	0.651
Leadership Training	6	0.583
Millennial Characteristics	10	0.613
Organizational Performance	15	0.760
Overall Cronbach Alpha	5	0.866

Source: Research Data (2022)

Validity

Validity is acknowledged as one of the features that imbues the research measurements with credibility (Leavy, 2017; Saunders et al., 2016; Sekaran & Bougie, 2016). As used in quantitative research, Creswell and Creswell (2018) referred to validity as that demonstration as to “whether one can draw meaningful and useful inferences from scores on particular instruments” (p. 337). Validity, in quantitative study, is also seen “as the extent to which a concept is accurately measured” (Heale & Twycross, 2015, p. 65).

Among aspects that this study incorporated in demonstrating validity are the two elements of construct validity and content validity. The construct validity was measured based on the correlation of test scores with other acceptable tests for measuring the three leadership development constructs that are the main basis of the study (Edmonds & Kennedy, 2017). This forms part of the statistical measurements analysis that were incorporated. Table 4 highlights the construct validity testing results of the data collected during the pilot testing. Based on the research’s confidence level of 95%, the acceptable significance level for the Bartlett’s Test of Sphericity should be lower than 0.05. Most of the results were found to meet this criteria and, based on the overall instruments scores, were adopted as acceptable.

Table 4: Construct Validity: KMO Measures and Bartlett's Test for Pilot Test

Mentoring	KMO Measure of Sampling Adequacy.		0.448
		Approx. Chi-Square	19.563
	Bartlett's Test of Sphericity	Df	10
		Sig.	.034
Coaching	KMO Measure of Sampling Adequacy.		0.648
		Approx. Chi-Square	17.018
	Bartlett's Test of Sphericity	Df	10
		Sig.	.074
Training	KMO Measure of Sampling Adequacy.		0.539
		Approx. Chi-Square	28.599
	Bartlett's Test of Sphericity	Df	15
		Sig.	.018
Millennial Characteristics	KMO Measure of Sampling Adequacy.		0.442
		Approx. Chi-Square	64.804
	Bartlett's Test of Sphericity	Df	45
		Sig.	.028
Organizational Performance	KMO Measure of Sampling Adequacy.		0.356
		Approx. Chi-Square	158.983
	Bartlett's Test of Sphericity	Df	105
		Sig.	<.001
Overall	KMO Measure of Sampling Adequacy.		0.832
		Approx. Chi-Square	55.342
	Bartlett's Test of Sphericity	Df	10
		Sig.	<.001

Source: Research Data (2022)

The content validity testing sought to establish if the research instrument fully represents that which it intended to measure. Moreover, content validity has been found to be “a function of how well the dimensions and elements of a concept have been delineated” (Sekaran & Bougie, 2016, p. 221). Therefore, in order to increase the content validity, the scale items in this study were made more representative of the universe of the concepts that were being measured.

Data Analysis

To adequately describe the relationships of variables, this study focused on two main statistical aspects. These are the central tendency and the dispersion (Saunders et al.). In this case, the three main central tendency measurements that were of essence are the mode, the median and the mean (Saunders et. al). Regarding the aspect of dispersion, the study adopted

the two recommended perspectives: that is, the “difference within the middle 50 per cent of values (inter-quartile range); [and the] extent to which values differ from the mean (standard deviation)” (Saunders et. al, p. 531).

In order to determine this, the collected data were analysed using the various different approaches. Analysis for each type of data followed a systematic structured process. This study adopted the procedures recommended by Creswell and Clark (2018). Creswell and Clark noted that the procedure for analysing and interpreting the quantitative data followed a set of steps: “preparing the data for analysis, exploring the data, analysing the data, representing the analysis, interpreting the analysis, and validating the data and interpretations of the results” (p. 309).

Preparing Data for Analysis

For this process, the first stage as proposed by Creswell and Clark was to convert the raw data into analysable format by placing a numeric score, then to develop special variables that are required when recording and scoring items on the instruments. At this stage, as recommended by Sekaran and Bougie (2016), the data was coded so as to enable them to be systematically identifiable. For instance, each of the three strata was given a unique code. So were, also, each of the registered firms in the specific stratum. Indeed, Sekaran and Bougie (2016) acknowledged that the definite instrument to be used to collect the required data shall be the coding scheme. This means that the incorporated coding scheme had to be made as valid and reliable as possible.

Exploring the Data

At this stage, the task was to examine the data so as to identify the overall trends as well as the initial understandings about the database. As recommended, the exploration of data was done through visual inspection of the data as well as undertaking a descriptive analysis such as the mean, the standard deviation and the variance in the responses to every

item on the instruments so as to identify the overall trends within the data (Creswell & Clark). The exploration also revealed whether the database was distributed normally or non-normally. Moreover, Creswell and Clark endorsed that a procedural quality examination of scores from a proposed data collection instrument be carried out to evaluate their validity and reliability.

Analysing the Data

The analysis of data was guided by the type of questions asked as well as by the hypotheses of the study. For the data analysis and data management, this study made use of the SPSS computer program in conjunction with the MS Excel statistical computer program. The SPSS analytical software was also used to generate the accompanying tabulations and graphics for the data presentation and interpretation. This being an inferential analysis, the essential factors that needed to be identified and brought to the fore are the description of emerging trends. In addition, a choice of the appropriate statistical tests was determined at this point. Some of the key tests that were considered as appropriate for this analysis included the mean, the mode, the standard deviation, the statistical significance (p -test), and the regression coefficients. To depict the distributions and trends of the data, figures, such as line graphs, bar charts, and scatterplots, were recommended for use to present the results.

The Regression Model

Further, the study analysis were guided by the inferential statistics perspective. This means that the statistical evidence derived out of the study were the only one that were to be relied upon to interrogate the hypotheses. It was expected that the statistical evidence would be provided by a regression analysis model. Indeed, Sekaran and Bougie (2016) observed that inferential statistics help in drawing with confidence “conclusions (or to make inferences) about the population from a sample” (p. 301). The study proposed to undertake a multiple

linear regression analysis. This would be represented by the following mathematical formula, which is the regression equation:

$$OP = b_0 + b_1LM + b_2LC + b_3LT + \epsilon_i$$

Where:

OP is the dependent variable (organizational performance)

b_0 is a constant

b_1LM is the coefficient of the first predictor (leadership mentoring)

b_2LC is the coefficient of the second predictor (leadership coaching)

b_3LT is the coefficient of the third predictor (leadership training)

ϵ_i is the residual error

The Multicollinearity Test

In this study, the other factor that was checked for is that of multicollinearity. It was anticipated that, if any correlation among the independent variables would be noted, this would be at the bare minimum so as to bring out the true relationships between the independent and the dependent variables. This was expected to enhance the reliability of the regression coefficients. The decision criteria for the multicollinearity test were as per the following recommended value limits: Tolerance greater than 0.1 and VIF values less than 10 are indicative that there is no multicollinearity challenges (Saunders et al., 2016; Sekaran & Bougie, 2016).

The Heteroscedasticity Test

Moreover, the heteroscedasticity test was recommended to be applied in order to assess the normality (standard deviations) of distribution of values along the predicted variables. This was tested using both the p -values for the Breusch-Pagan and the Koenker Test to check heteroscedasticity. The p -values greater than 0.05, meant that there is no heteroscedasticity.

Testing of the Hypotheses

Inferential statistics parameters were used for testing of the hypotheses. For this case, the study used the multiple regression model, as per the regression equation stated above, to test and determine whether to reject or not reject the hypotheses. In overall terms, interpretations for the four hypotheses testing were determined using the adjusted R square together with the p -values of the regression model at $p < 0.05$.

In order to test the moderating variable as represented in the fourth hypothesis of this study, the study incorporated the recommended two-step approach for the testing of a moderating variable (Fairchild & MacKinnon, 2009; Yuan, Cheng, & Maxwell, 2014). The following formulae were used for each of the two steps:

Step one involved a regression of the organizational performance with only the leadership development composite. The equation for this step is:

$$OP = \beta_0 + \beta_1 LD + \varepsilon$$

Based on the regression of organizational performance on leadership development composite, millennial characteristics and the interaction term for leadership development with millennial characteristics, the equation for step 2 was as follows:

$$OP = \beta_0 + \beta_1 LD + \beta_2 MC + \beta_3 LD * MC + \varepsilon$$

Where:

OP is the Organizational Performance

β_0 is the constant (unstandardized beta coefficient)

$\beta_1 LD$ is the standardized beta coefficient for Leadership

Development composite

$\beta_2 MC$ is the standardized beta coefficient for Millennial Characteristics

$\beta_3 LD * MC$ is the interactive factor (standardized beta coefficient) for Leadership

Development and Millennial Characteristics

ε is the standard error of the regression

The test for confirming evidence of a moderating effect is done at the 0.05 significance level. The decision criterion that was used for testing the moderating variable is presented on Table 5 here below.

Table 5 Criterion for Testing the Moderating Variable

The Hypothesis	Equations	Decision criteria
H0 ₄ : Millennials characteristics have no significant influence on the process of leadership development of young professionals in the building industry in Kenya for organizational performance.	Step one equation: $OP = \beta_0 + \beta_1 LD + \varepsilon$ Step two equation: $OP = \beta_0 + \beta_1 LD + \beta_2 MC + \beta_3 LD * MC + \varepsilon$	The values of R Square, β, and F change for the first step regression and the second step are noted. Also taken note are the changes between R Square of step one and R Square of step two. There is a significant moderation if β_3 is statistically different from zero. If p value is less than 0.05, then H0₄ is rejected, and if p is greater than 0.05, the research fails to reject H0₄.

If β_3 is statistically different from zero, then it shows that millennial characteristics (MC) have a significant role in moderating the relationship between leadership development (LD) and organizational performance (OP). This test for confirming evidence of a moderating effect was done at 0.05 significance level. The obtained p -value was interpreted in consideration of the level of significance of the interactive term (Pallant, 2016). If the p -value was lower than 0.05, then the researcher rejects the hypothesis. However, the hypothesis was not rejected if the p -value was greater than 0.05.

Presenting the Analysis

During this step of data analysis, the results of the analysis were laid out in summary by using statements, figures, or tables. In addition, the figures were presented in several forms including graphs, bar charts, and scatterplots.

Interpreting the Results

In line with Creswell and Clark's suggestion, the interpretation of results involved summarizing the main quantitative results followed by a comparison of the results with the original research questions that were asked so as to evaluate how these questions or the research hypotheses were answered in the survey. Additionally, the results were compared with any previous predictions, the theoretical framework underpinning this study, as well as with explanations drawn out of past research studies. The other aspects that were incorporated into the interpretation of the results include the identification of "the limitations of the study procedures and [the] drawing out implications for future research and for audiences" (Creswell & Clark, p. 317).

Validating the Data and Results

As stated earlier, the validity of this study was achieved through the recommended procedural means. Among the main focus of attention were the content validity as well as the construct validity elements. According to Creswell and Clark, validity checks on the quality of the data, quality of the results, and the quality of interpretation by the author of these data results. In addition, they recommend that procedures should be used to curtail any threats to the external validity (which govern the generalizability of the results) as well as to the internal validity (which govern how cause-and-effect assertions can be made).

Ethical Considerations

Apart from the feasibility element of this study, the other guideline that steered its ethical consideration was for the study to ensure that no person suffered any adverse

consequences due to the procedures in this survey (Fowler, 2014). In addition, Fowler recommends for a full exploitation of the research process through the maximization of the positive outcome. This meant that the study endeavoured to investigate only those elements that would be relevant to the research objectives.

Creswell and Poth (2018) recommended a set of four different ethical aspects that are necessary to be considered during the different times in the course of a research process. These points of consideration include the following: when gathering personal, emotional data which expose the details of life; when asking participants to provide substantial time towards the projects; at the time of negotiating entry into the location of the research site; and when involving participants into the survey (Creswell & Poth). Citing Hatch (2002), Creswell and Poth highlighted useful summary of major ethical elements and which this study endeavoured to apply. The main one, out of the ones pointed out, is that of reciprocity. In this case, participants were promised to accrue benefits out of the study findings even as they remained assured of protection against any form of harm.

Some of the recommended applicable questions, that were answered to address certain ethical aspects of this study, include the following: “What are the participants’ roles in the design, data collection, analysis, and authorship of this study?; Who owns the study?; Who benefits from the study?” (Hatch, 2002, p. 68). As stakeholders in the building industry, the participants were educated on the importance of this study. The aim of this approach was to inspire them to own the whole process, and ultimately have a desire to become part of solving the identified problems in the building industry. The collective benefits accruing from the eventual findings of the study were enhanced at this stage. Although, the authorship of this research is that of the researcher, the contribution of all the participants is hereby acknowledged in a collective manner. For the participants that may require a summarised set of the study findings, there is a provision for them to access this information. They were

required to provide the address to send such a summary. However, none provided. In the case of any of them communicating in future, this shall be done to conform to the requirements of Pan Africa Christian University. Moreover, a commitment was made for the researcher to present a conference paper highlighting the key elements of the study findings if an opportunity came up at any gathering of the professionals.

There are several other ethical aspects that may have arisen at the time of collecting and analysing data. Some of these, according to Hesse-Biber and Johnson (2015), are related to the type of instrumentation that is to be used (for instance, telephone, personal interview, or online survey); nature of the data to be collected (for instance, personally identifiable, sensitivity of data), as well as the sources of data (for instance, vulnerable populations). In the case of this study, the ethical considerations relating to the type of instrumentation was applied in a manner that ensured the personal identity of participants is protected. The data collection, recording and analysis sought to maintain anonymity. During and after the survey, the personal and institutional information was guarded against reaching any unauthorised third parties. Indeed, as soon as the collected set of data was acceptably analysed and relevant procedures achieved, it was disposed of permanently in an appropriate and approved manner. Moreover, each of the respondents was informed at the start of the process about all the ethical considerations that were in place. Any other concerns that they raised at the beginning, during the interview and even after the interview were fully incorporated and addressed to the satisfaction of the specific interviewee.

The other consideration that was addressed involves the handling of electronic data. For a start, the source of identifying the population of this study was the website. The administrators of the two main sites, <https://boraqs.or.ke/members/> and <https://ebk.or.ke/registered-consulting-firms-2/>, were notified regarding the intention to use their data already available online for an academic purpose. Both had no problem with the

usage as long as none of the available personal information was to be published or revealed to third parties. They confirmed that the online information is public. While elaborating to these administrators about the study's ethical provisions, the researcher assured them that the sought data was to be recorded in an anonymous format. No personal or organizational information were required to be revealed on any of the questionnaire research instrument. It is worthwhile to note that researchers are cautioned against arbitrary use of electronic data available online, but rather determine if such data is "public or private, carrying out informed consent, and making the presence of the researcher known during online data collection" (Hesse-Biber & Johnson p. 153).

In addition, before the commencement of actual collection of data, the various institutional approvals necessary to carry out a research were sought. These include the ethical review and approval by the Research Ethics Review Board of Pan Africa Christian University as well as obtaining a letter of approval from the University that allowed for the data collection to commence. In addition, the necessary governmental certification was sought to permit the carrying out of the research. In compliance with the laid down conditions, the certification was obtained from the National Commission for Science, Technology and Innovation (NACOSTI) (<https://research-portal.nacosti.go.ke/>).

Summary

In line with its main objective, this study adopted a quantitative research design as the appropriate research methodology to achieve its desired goals. Consequently, the positivism philosophical paradigm was recommended as the suitable one to govern the research worldview. The targeted population constituted the registered professional firms of a selected list of professionals namely, registered architectural firms, registered quantity surveying firms, and registered engineering firms. A study sample was then randomly selected out of

this population and three respondents were systematically picked from each of the selected firm.

Regarding the sampling method, a two-stage procedure was adopted: one based on the stratified random sampling criterion and a second stage based on the systematic purposive sampling criterion. In addition, this section has extensively explained the types of data that were being sort. It has revealed how these data were collected and analysed. Finally, an in-depth discussion has been made regarding the reliability, the validity and the ethical considerations that was adopted in relation to this study.

Chapter Four

Results and Discussions

Introduction

The general objective of this study was to determine the extent to which leadership development of young professionals would enhance the organizational performance in the building industry in Kenya. In particular, there were four specific objectives that were drawn out of this general objective. These are the ones which guided the research process. Having collected data in line with the provisions laid out by the research methodology section of the study, this chapter moves further to highlight the extensive processing of the data.

Consequently, the set of data is analysed and then the results are systematically presented.

The culmination of this process is the testing of the four research hypotheses that were formulated at the beginning of the study. Alongside this, the findings that emanated from this survey are interpreted before an in-depth discussion is laid out.

Response Rate

Out of the targeted sample of 309 respondents for the study, a little over 61% of them responded (as shown in Table 6). Some of the challenges encountered during the data collection process include the following: delays to return questionnaires, non-comital by administration to mobilise their staff to respond in any format, avoiding to pick calls after agreeing to participate, and outright rejection to participate. Nevertheless, the achieved response rate falls within acceptable trends of recent surveys (Holtom et al., 2022).

Table 6: The Response Rate

Target Respondents	Responded	Response Rate
309	189	61.162%

Source: Research Data (2022)

Reliability of the Research Instrument: Cronbach Alpha

Statistics for the reliability test are presented on Table 7. The results show that the alpha coefficient for leadership mentoring was 0.497, for leadership coaching was 0.675, for leadership training was 0.693, for millennial characteristics was 0.599, and for organizational performance was 0.661. The overall Cronbach alpha for the instrument was 0.853.

Table 7: Reliability: Cronbach Alpha Values for Actual Study

	No. of Items	Cronbach Alpha
Leadership Mentoring	5	0.497
Leadership Coaching	5	0.675
Leadership Training	6	0.693
Millennial Characteristics	10	0.599
Organizational Performance	15	0.661
Overall Cronbach Alpha		0.853

Source: Research Data (2022)

Despite one of the coefficients (0.497 for leadership mentoring) getting a value of less than 0.5, the overall results showed a strong internal consistency of the study variables. This is because the overall composite reliability coefficient (0.853) is found to be higher than 0.6, and therefore, the convergent validity of the construct is regarded to be adequate (Shrestha, 2021).

Validity of the Research Instrument

Similarly, Table 8 presents statistics results for the KMO Measures and Bartlett's Tests of the actual study. These are useful for the testing of the construct validity of the research instrument.

Table 8: Construct Validity: KMO Measures and Bartlett's Test for Actual Study

Mentoring	KMO Measure of Sampling Adequacy.		0.572
		Approx. Chi-Square	81.316
	Bartlett's Test of Sphericity	Df	10
		Sig.	<.001
Coaching	KMO Measure of Sampling Adequacy.		0.701
		Approx. Chi-Square	127.489
	Bartlett's Test of Sphericity	Df	10
		Sig.	<.001
Training	KMO Measure of Sampling Adequacy.		0.749
		Approx. Chi-Square	179.722
	Bartlett's Test of Sphericity	Df	15
		Sig.	<.001
Millennial Characteristics	KMO Measure of Sampling Adequacy.		0.684
		Approx. Chi-Square	233.900
	Bartlett's Test of Sphericity	Df	45
		Sig.	<.001
Organizational Performance	KMO Measure of Sampling Adequacy.		0.725
		Approx. Chi-Square	454.269
	Bartlett's Test of Sphericity	Df	105
		Sig.	<.001

Source: Research Data (2022)

According to Shrestha (2021), a Kaiser-Meyer-Olkin tests the suitability and validity of the factors for the study. For a value to be significant, the value should be between 0 and 1. An index of 0.5 and above is considered to be very good. The acceptable significance level for the Bartlett's Test of Sphericity should be lower than 0.05 (Pallant, 2016; &Shrestha, 2021). Since all the *p*-values are <.001, the content validity was acceptable, and the research instrument was found to be fully representative of that which it intended to measure.

Demographic Characteristics of Respondents

Among the data that the study sought to identify were the personal demographic characteristics of the various respondents. Eleven characteristics were enlisted for determination. These are: the age, gender, marital status, highest level of education, years worked in the current position, years worked in the current organization, number of other organizations worked before, if considering to join another organization in the next two years, current designation, years their organization had operated in Kenya, and reason for

moving from the previous organization. According to Sekaran and Bougie (2016), it is advisable that research surveys determine such demographic data even when they may not be necessary for the theoretical framework or even when not included among the study variables. Sekaran and Bougie explained that the demographic information so gathered is useful in describing the various contextual characteristics of the sample at the time of writing the research report.

Distribution of Respondents by Age

In the questionnaire, there was a question that required respondents to tick under their age range. Five age ranges were provided, namely: 21 years and below; 22-26 years; 27-31 years; 32-36 years; and the upper limit of 37-41 years. This upper age limitation was set out in line with the proposed target population, the Millennials.

Analysis of the collected data, as shown in Table 9, reveals that a majority (77.0%) of the respondents were 36 years old and below. More so, the highest frequency of respondents was recorded in the age bracket of 32 to 36 years, being at 30.5% (57 people) of the valid percent of respondents. It can be noticed that this was followed by those of the age bracket of 27 to 31 years who were a total of 50 people: this makes it 26.7% of the valid percent of those who responded to the question. Out of these five sets of age-bracket categories available to choose from, the set of those aged below 21 were only 10 respondents. This made it the least percentage among the respondents, at 5.3% of valid. However, 2 out of the 189 respondents did not indicate their age bracket. These factors are highlighted, in greater details, on Table 9.

Table 9: Distribution of Respondents by Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 21	10	5.3	5.3	5.3
	22-26	27	14.3	14.4	19.8
	27-31	50	26.5	26.7	46.5
	32-36	57	30.2	30.5	77.0
	37-41	43	22.8	23.0	100.0
	Total	187	98.9	100.0	
Missing	System	2	1.1		
Total		189	100		

Source: Research Data (2022)

Distribution of Respondents by Gender

One of the factors that the study sought to establish is the nature of distribution of respondents in terms of their gender. The results are laid out in Table 10. From the table, it can be observed that most of the respondents were male: Of those that indicated their gender 113 (60.4%) are male while the rest, 74 (39.6%) of them, are female. Two (1.1%) respondents did not indicate their gender. These results may infer that young professionals in the building industry in Kenya could be dominated by the male gender.

Table 10: Distribution of Respondents by Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	113	59.8	60.4	60.4
	Female	74	39.2	39.6	100
	Total	187	98.9	100	
Missing	System	2	1.1		
Total		189	100		

Source: Research Data (2022)

Distribution of Respondents by Marital Status

Table 11 shows how the marital status of respondents was distributed. A majority of respondents, 104 (58.1%) out of the 179 that identified their marital status, were single. This could be partly explained by the fact that the target population were young professionals of a maximum age of 41 years. The remaining 75 respondents were distributed between two

categories, namely 67 (37.4%) that were in the married category and 8 (4.5%) that were in the divorced/separated category.

Table 11: Distribution of Respondents by Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	104	55	58.1	58.1
	Married	67	35.4	37.4	95.5
	Divorced/Separated	8	4.2	4.5	100
	Total	179	94.7	100	
Missing	System	10	5.3		
Total		189	100		

Source: Research Data (2022)

Cross-Tabulation of “Respondents’ Age” and “Respondents’ Marital Status”

A cross-tabulation between the age distribution of respondent and the distribution of their marital status is shown on Table 12. From these statistics, out of the 104 respondents that were single, 41 (39.40%) were in the age category of 27-31 years. In terms of frequency, this was followed by the age range of 22-26 years who were 27 (26.00%); age range of 32-36 years who were 21 (20.20%); age range of “below 21 years” who were 8 (7.70%); and the age range of 37-41 who were 7 (6.70%) in that order. Out of the 67 people that responded as married, 65 revealed their age range. A majority of these 65 people, that is 57 respondents, were distributed within the two oldest age ranges (32-36 and 37-41): in the age range of 32-36 years there were 27 (41.50%) married, and in the age range of 37-41 years there were 30 (46.20%) married. Moreover, these two age categories were the only ones that comprised those that responded as divorced or separated: This involved a total of 8 respondents. Those aged 32-36 years were 4 (50.00%) and those aged 37-41 years were also 4 (50.00%).

Table 12: Cross-Tabulation of “Respondents’ Age” and “Respondents’ Marital Status”

		your marital status							
		Single		Married		Divorced/ Separated		Total	
		N	%	N	%	N	%	N	%
your age	Below 21	8	7.70%	1	1.50%	0	0.00%	9	5.10%
	22-26	27	26.00%	0	0.00%	0	0.00%	27	15.30%
	27-31	41	39.40%	7	10.80%	0	0.00%	48	27.10%
	32-36	21	20.20%	27	41.50%	4	50.00%	52	29.40%
	37-41	7	6.70%	30	46.20%	4	50.00%	41	23.20%
Total		104	100.00%	65	100.00%	8	100.00%	177	100.00%

Source: Research Data (2022)

Distribution of Respondents by Highest Level of Education Obtained

A majority of respondents had at least a degree level of education, forming a total of 83.5% of the valid respondents. Moreover, among these, 10.4% had obtained a postgraduate degree as shown in Table 13. Seven respondents did not provide information regarding their level of education.

Table 13: Distribution of Respondents by Highest Level of Education Obtained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	2	1.1	1.1	1.1
	College Diploma	17	9	9.3	10.4
	Higher Diploma	11	5.8	6	16.5
	University Degree	133	70.4	73.1	89.6
	Postgraduate Degree	19	10.1	10.4	100
Total		182	96.3	100	
Missing	System	7	3.7		
Total		189	100		

Source: Research Data (2022)

This data confirms the professional nature under which such organizations are run. The registration requirements for these firms by their regulatory bodies require that they be run by professionals who are, themselves, qualified for registration by the regulatory bodies. Only a small percentage of respondents 1.1% (2 people) had a certificate qualification as their highest academic level.

Distribution of Respondents by Years Worked in the Position

Results shown in Table 14 depict this distribution. It can be noted that more than half of the respondents (56.4%) had worked in their current position for between 1 and 4 years. Cumulatively, 65.7% of the respondents had worked in their current positions for a maximum of 4 years.

Table 14: Distribution of Respondents by Years Worked in the Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1	17	9	9.4	9.4
	1-4	102	54	56.4	65.7
	5-8	42	22.2	23.2	89
	9-12	13	6.9	7.2	96.1
	More than 12	7	3.7	3.9	100
	Total	181	95.8	100	
Missing	System	8	4.2		
Total		189	100		

Source: Research Data (2022)

Cross-Tabulation of “Years Worked in the Position” Versus the “Designation of Respondents”

A cross tabulation between the years that the respondents had worked in their position against their designation is presented on Table 15. Out of the 189 respondents, 174 of them provided information regarding their designation as well as the number of years they had worked in their position. A majority of them 97 (55.70%) had worked for between 1 and 4 years in their position. Another 41 (23.60%) had worked for 5-8 years. Only 7 (4.00%) of them had worked for more than 12 years in their position. For all these five categories of years-worked, the highest frequencies was recorded under the “Staff/ Professional/ Other” designation category. Cumulatively, this category recorded 131 responses: 14 (Less than 1 years), 82 (1-4 years), 24 (5-8 years), 6 (9-12 years), and 5 (More than 12 years)

Table 15: Cross-Tabulation of “Years Worked in the Position” Versus the “Designation of Respondents”

		your current designation									
		Executive/ Senior Leader		Manager/Dir ector		Supervisor/ Team Leader		Staff/Professional/ Other		Total	
		N	%	N	%	N	%	N	%	N	%
years worked in current position	Less than 1	0	0.00%	1	16.70%	1	2.90%	14	10.70%	16	9.20%
	1-4	2	66.70%	1	16.70%	12	35.30%	82	62.60%	97	55.70%
	5-8	1	33.30%	2	33.30%	14	41.20%	24	18.30%	41	23.60%
	9-12	0	0.00%	1	16.70%	6	17.60%	6	4.60%	13	7.50%
	More than 12	0	0.00%	1	16.70%	1	2.90%	5	3.80%	7	4.00%
Total		3	100.00%	6	100.00%	34	100.00%	131	100.00%	174	100.00%

Source: Research Data (2022)

Out of the 7 respondents that had worked for more than 12 years, a majority of them (5) were in the lowest category in terms of their designation “Staff/ Professional/ Other”. Indeed, the presumed highest category of designation (Executive/ Senior Leader) had no one in this years-worked bracket. Neither did this designation have anybody in the next years-worked bracket of 9-12 years-worked. The 3 people that were in this designation were distributed such that 1 was in the 5-8 years-worked bracket, while 2 were in the 1-4 years-worked bracket.

Distribution of Respondents by Years Worked in the Organization

Results on Table 16 show how the respondents were distributed by the number of years they had worked in their current organization. Most of the respondents (130) had worked for 1-4 years. This represents 70.3% of the valid responses. Cumulatively, 153 (82.7%) had worked for 4 years and below. This would mean that a substantial proportion of respondents joined their current organizations after mid-2018. Only 8 respondents (4.3%) had worked for more than 8 years in their current organization. Another 24 (13%) had worked for 5-8 years. Out of the 189 respondents of this study, 4 (2.1%) of them did not provide information regarding how long they had worked in their current organization.

Table 16: Distribution of Respondents by Years worked in the Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1	23	12.2	12.4	12.4
	1-4	130	68.8	70.3	82.7
	5-8	24	12.7	13	95.7
	9-12	5	2.6	2.7	98.4
	More than 12	3	1.6	1.6	100
	Total	185	97.9	100	
Missing	System	4	2.1		
Total		189	100		

Source: Research Data (2022)

Distribution of Respondents by Number of other Organizations Worked in Before

Another set of demographic characteristics is highlighted on Table 17. This depicts the results showing how the number of other organizations that the respondents had worked in before is distributed. It was noted that a considerable majority (83.4%) had worked in at most 2 other organizations before their current organization. The table Table 16 informs that, out of the ones who responded, 52.4% (98) had worked in either 1 or 2 other organizations. Another 31% (58) had not worked in any other organization before, meaning that where they were working in was their first organization. Twenty five respondents (13.4%) had worked in 3 or 4 other organizations, while 4 (2.1%) and 2 (1.1%) had worked in 5 or 6 other organizations and more than 6 other organizations respectively.

Table 17: Distribution of Respondents by Number of other Organizations worked in before

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	58	30.7	31	31
	1 or 2	98	51.9	52.4	83.4
	3 or 4	25	13.2	13.4	96.8
	5 or 6	4	2.1	2.1	98.9
	More than 6	2	1.1	1.1	100
	Total	187	98.9	100	
Missing	System	2	1.1		
Total		189	100		

Source: Research Data (2022)

Cross-Tabulation of “Other Organizations Worked in Before” Versus “Reason for Moving from Previous Organization”

The results presented in Table 18 provide additional information that explain some of the reasons that caused the young professionals (the respondents) to move from their previous organization as compared against the number of other organizations they had worked in before. The highest frequency (29) was recorded as those that had worked in 1 or 2 other organizations by reason of leaving their previous organization through being laid off. This was 82.90% (29 out of 35) of those that had moved from previous organizations due to them being laid off. The second highest frequency in this cross tabulation was 27. It meant that, out of the 42 that had moved from previous organizations due to salary reasons, 27 (64.30%) of them had worked in 1 or 2 other organizations before.

Table 18: Cross-Tabulation of “Other Organizations Worked in Before” Versus “Reason for Moving from Previous Organization”

		reason for moving from previous organization											
		Salary		Work overload		Completed studies		Was laid off		Other		Total	
Number of other organizations you have worked in before	None	N	%	N	%	N	%	N	%	N	%	N	%
		0	0.00	1	11.1	13	54.2	3	8.60	1	4.00	18	13.3
			%		0%		0%		%		%		0%
	1 or 2	27	64.3	6	66.7	8	33.3	29	82.9	18	72.0	88	65.2
			0%		0%		0%		0%		0%		0%
	3 or 4	12	28.6	2	22.2	2	8.30	3	8.60	5	20.0	24	17.8
	5 or 6	2	4.80	0	0.00	1	4.20	0	0.00	0	0.00	3	2.20
			%		%		%		%		%		%
	More than 6	1	2.40	0	0.00	0	0.00	0	0.00	1	4.00	2	1.50
			%		%		%		%		%		%
Total		42	100.00%	9	100.00%	24	100.00%	35	100.00%	25	100.00%	135	100.00%

Source: Research Data (2022)

Distribution of Respondents by Whether Considering to Join another Organization

Respondents were required to indicate if they were considering to move to another organization within the next 2 years. Their responses are shown on Table 19. A majority of

them, which is 71.8% (125) of those who responded to this question, were not considering to move out from their current organization. A substantial number of people (15) did not answer this question. This is a 7.9% rate of non-response to the question. Only a minority, 28.2% (49 people), were planning to move out and join other organizations in the next two years.

Table 19: Distribution of Respondents by Whether Considering to Join another Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	25.9	28.2	28.2
	No	125	66.2	71.8	100
	Total	174	92.1	100	
Missing	System	15	7.9		
Total		189	100		

Source: Research Data (2022)

Distribution of Respondents by Designation

Most of those who provided information regarding their designation are those who were under the category of “staff or professional or other.” This category had 137 (75.3%) people out of the valid 182 people that responded. Hierarchically, this designation was the lowest in terms of leadership responsibility. From the results shown in Table 20, the distribution follows a general trend of distribution which is proportionately related to the hierarchy of designation. This distribution decreased to only 3 (1.6%) of respondents occupying the senior-most position, which is that of executive or senior leader. Depending on how each firm set out their organizational structure, there could have been instances where the first two categories would overlap in terms of seniority.

Table 20: Distribution of Respondents by Designation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Executive/Senior Leader	3	1.6	1.6	1.6
	Manager/Director	6	3.2	3.3	4.9
	Supervisor/Team Leader	36	19	19.8	24.7
	Staff/Professional/Other	137	72.5	75.3	100
	Total	182	96.3	100	
Missing	System	7	3.7		
Total		189	100		

Source: Research Data (2022)

Cross-Tabulation between “Ages of Respondents” Versus “Their Designation”

Moreover, a cross tabulation between the age of respondents against their designations is shown on Table 21. Out of the 180 valid responses, the distribution in terms of age is listed in the following reducing order: 54 (30.00%) for the 32-36 years old; 49 (27.20%) for the 27-31 years old; 43 (23.90%) for the 37-41 years old; 25 (13.90%) for the 22-26 years old; and 9 (5.00%) for those below 21 years old. All the 6 respondents whose designation was “Manager / Director” were aged between 37-41 years old. However, the 3 whose designation was “Executive / Senior Leader” fell within two age groups: One of the 3 was aged between 27-31 years while the other two were aged between 37-41 years old.

Table 21: Cross-Tabulation between the “Ages of Respondents” Versus “Their Designation”

		your current designation									
		Executive/Senior Leader		Manager/Director		Supervisor/Team Leader		Staff/Professional/Other		Total	
		N	%	N	%	N	%	N	%	N	%
your age	Below 21	0	0.00%	0	0.00%	0	0.00%	9	6.60%	9	5.00%
	22-26	0	0.00%	0	0.00%	1	2.90%	24	17.60%	25	13.90%
	27-31	1	33.30%	0	0.00%	1	2.90%	47	34.60%	49	27.20%
	32-36	0	0.00%	0	0.00%	12	34.30%	42	30.90%	54	30.00%
	37-41	2	66.70%	6	100.00%	21	60.00%	14	10.30%	43	23.90%
Total		3	100.00%	6	100.00%	35	100.00%	136	100.00%	180	100.00%

Source: Research Data (2022)

Distribution of Respondents by Number of Years their Organization had operated in Kenya

Respondents were asked to indicate the number of years that their organization had operated in Kenya. They selected from five sets of timelines, namely: 0-10 years; 11-20 years; 21-30 years; 31-40 years; and more than 40 years. The distribution of their responses is presented on Table 22. From this table, a substantial number of people 59 (31.2%) did not respond to this question. It could be that most of these may not have been conversant with the history of their organizations. This could be due to the fact that, from Table 16 which shows distribution by the years respondents had worked in the current organization, a majority of respondents had hardly worked for 4 years in the current organization.

Of those that responded, 31.5% (41) were from organizations that had operated in Kenya for 11-20 years. This was the highest frequency, followed by organizations that had operated for 0-10 years at a frequency of 30 (23.1%). The least frequency was reported for the organizations that had operated for 31-40 years in Kenya. This results reveal that a majority (54.6%) of the registered organizations in the building industry had operated in Kenya for 20 years and below. These organizations could constitute those that were young organizations who were newly established, or those that were branches of international firms who had been registered in Kenya during that period.

Table 22: Distribution of Respondents by Number of Years their Organization had operated in Kenya

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-10	30	15.9	23.1	23.1
	11-20	41	21.7	31.5	54.6
	21-30	24	12.7	18.5	73.1
	31-40	13	6.9	10	83.1
	More than 40	22	11.6	16.9	100
	Total	130	68.8	100	
Missing	System	59	31.2		
Total		189	100		

Source: Research Data (2022)

Distribution of Respondents by Reason for Moving from Previous Organization

Five reasons were enlisted for respondents to choose from so as to reveal why they moved from their previous organization. The five options were: salary; work overload; completed studies; was laid off; and specifying any other. From Table 23, it can be noted that the most popular reason given was “salary,” at 30.9% (42 people) of those who responded to the question. This was followed by “was laid off” at 25.7% (35 people). From the cross-tabulation Table 18, out of the 42 people that moved from their previous organizations due to salary reasons, a majority of them (25) were those that are from the lowest designation (staff / professional / other). There was none from the highest designation (executive / senior leader).

Table 23: Distribution of Respondents by Reason for Moving from Previous Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salary	42	22.2	30.9	30.9
	Work overload	9	4.8	6.6	37.5
	Completed studies	24	12.7	17.6	55.1
	Was laid off	35	18.5	25.7	80.9
	Other	26	13.8	19.1	100
	Total	136	72	100	
Missing	System	53	28		
Total		189	100		

Source: Research Data (2022)

On the other hand, it was noted that a large number of respondents did not respond to this demographic question: that is 53 out of 189 respondents which translates to 28% (see Table 23). The reason that was least popular is “work overload” (at a frequency of 9). According to the analysis on Table 18, out of these 9 people, the highest concentration of respondents (at a frequency of 6) is that of those who worked in 1 or 2 other organizations before. Indeed, for all the reasons that made respondents move from their previous organization, this category (those who worked in 1 or 2 other organizations) had the highest frequencies in their respective sets. It can be noticed, from Table 18, that there is an inverse

trend showing that the frequencies decreased as the “number of other organizations you have worked in before” increased. The exception for this trend are those that had not worked in any other organization before.

Cross-Tabulation of Respondents “Designation” Versus “Reason for Moving from Previous Organization”

Table 24 provides an additional perspective on how these reasons for moving from previous organizations relate with the four different designation of the respondents. In order of seniority these designation are: Executive/ senior leader; manager/ director; supervisor/ team leader; and staff/ professional/ other. There is a general trend observed which reveal that for most of the reasons, there is an increase in frequency with a decrease in seniority in terms of designation. This would mean that young professionals with higher designations are less likely to move from their current organizations than are those with lower designations. After having considered the various demographic characteristics of the respondents of this study, the following is an in-depth descriptive analysis of the data that was collected.

Table 24: Cross-Tabulation of Respondents “Designation” and “Reason for Moving from Previous Organization”

		reason for moving from previous organization											
		Salary		Work overload		Completed studies		Was laid off		Other		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
your current designation	Executive/Senior Leader	0	0.00%	0	0.00%	0	0.00%	1	3.00%	2	8.00%	3	2.30%
	Manager/Director	3	7.10%	0	0.00%	1	4.20%	0	0.00%	1	4.00%	5	3.80%
	Supervisor/Team Leader	14	33.30%	3	33.30%	0	0.00%	8	24.20%	6	24.00%	31	23.30%
	Staff/Professional/Other	25	59.50%	6	66.70%	23	95.80%	24	72.70%	16	64.00%	94	70.70%
Total		42	100.00%	9	100.00%	24	100.00%	33	100.00%	25	100.00%	133	100.00%

Source: Research Data (2022)

Summary Discussion on the Demographic Characteristics of Respondents

The eleven personal demographic characteristics of respondents of this study are hereby summed up and discussed. To begin with, a selection of the demographic characteristics of respondents reveals an industry dominated by relatively young organizations. In terms of age versus their current designation, a majority of the respondents 103 (57.20%) were aged between 27-36 years. The few respondents (6) whose designation was “Manager / Director” were aged between 37-41 years old. In addition, a substantial number of respondents 59 (31.2%) did not respond to this question. A possible explanation could be that most of these may not have been conversant with the history of their organizations. This may be due to the fact that a majority of respondents had hardly worked for 4 years in the current organization. Further, the results reveal that a majority (54.6%) of the registered organizations in the building industry had operated in Kenya for 20 years and below. These organizations could constitute either the young organizations which were established in the last 20 years, or the international firms that established Kenyan branches. Either way, these young organizations would have a valid reason to develop their professionals to take up leadership roles.

In line with the target population of this study, the highest age limit was capped at 41 years. Further, a substantial majority of respondents (83.5%) had at least a degree level of education, and among them (10.4%) are those that had obtained a postgraduate degree level of education. It confirms that these organizations are run by a high level of professionals who are highly skilled academically. Registration requirements for such organizations by their regulatory bodies demand that they be managed by professionals who are qualified for registration by the regulatory bodies. Since they already had obtained the required hard skills of their careers, the additional soft skill of leadership training is a relevant and necessary tool of enhancing their organizational performance.

It is also necessary to note that a substantial majority (83.4%) had worked for a maximum of 2 other organizations before their current organization. In particular, more than a third of these (58 out of 156) had not worked in any other organization before. The most common reason that made them move from previous organizations was due to being laid off. It was followed by salary reasons. The highest frequency recorded for both reasons, when ranked in terms of the number of other organizations that the respondents had worked in before, is for those that had worked in 1 or 2 other organizations before. In addition, the current designation for most of the respondents fell within the category of “staff or professional or other.” In terms of leadership responsibility hierarchy, this was the lowest designation. Only a small percentage (1.6% of respondent) occupied the senior-most positions of executives or senior leaders. The highlighted demographic characteristics portrays the building industry in Kenya as one that has great potential to develop their young professionals for leadership roles.

It should be observed that the bulk of respondents in this study were aged 36 years and below. Results for the study were therefore informed by this age bracket. The other demographic characteristic necessary for consideration is the fact that a controlling majority of the respondents had already graduated with at least one degree level of education. Similarly, a majority of respondents had worked for not more than 2 other organizations before their current organization. In addition, most of the respondents worked in the low-level designation that had no specific leadership responsibility. It is also necessary to note that a majority of the organizations represented in this survey had operated in Kenya for just 20 years and below. This shows that the building industry in Kenya is controlled by a relatively young set of organizations.

Descriptive Analysis

The results for each of the variables of this study were tabulated and also presented by figures before the detailed analysis was undertaken. This study had four specific objectives.

The first one was to evaluate the extent to which leadership training of young professionals in the building industry in Kenya would enhance the organizational performance. The second was to assess the relationship between leadership coaching of young professionals in the building industry in Kenya and enhancement of the organizational performance. The third objective was to measure the impact of leadership mentoring of young professionals in the building industry in Kenya on enhancement of organizational performance. And finally, the fourth objective was to determine the extent to which millennials characteristics moderate the process of leadership development of young professionals in the building industry in Kenya for organizational performance .From these objectives, it can be noted that a total of five variables were under investigation. These include the three independent variables of leadership training, leadership coaching, and leadership mentoring. Also included are the dependent variable of organizational performance and the moderating variable of young professionals.

Leadership Training

In this study, leadership training was incorporated as one of the three independent variables. In this regard, leadership training is considered to be that component of learning and development that is involved with the systematic application of formal processes to impart leadership knowledge and help people to acquire the leadership skills necessary for them to perform their jobs satisfactorily (Armstrong & Taylor, 2014). The two tables below, Table 25 and Table 26, provide the descriptive statistics for the leadership training component of the study.

According to Sekaran and Bougie (2016), the two most common descriptive statistics used for ratio scaled and interval data are the mean and the standard deviation. They affirm that these two measures are convenient when used in conjunction with each other, because they follow unique interrelated statistical rules within a normal distribution. These are the measures that were mainly used to analyse all the descriptive statistics of this study. Although not extensively, the other measures that were identified for use in this analysis are the median, the mode, the minimum, and the maximum.

As shown in Table 25, the results give an aggregated response mean of 3.69 for the construct and an aggregated standard deviation of 0.603. This means that the larger proportion of respondents agreed that leadership training of young professionals was practised within the building industry in Kenya. Moreover, from Table 25, the results indicate that the highest mean was reported for the statement, “Supervisors assign us management tasks that teach us new capabilities” posting a mean of 4.29 with a standard deviation of 0.702. The statement also had the highest minimum score, that of 2, as shown on Table 26. The other five statements had their minimum score as 1, being the least possible score. In total, there were six statements that sought to measure the various aspects of leadership training. The second highest rated statement was, “In my organization, we have on-the-job learning to guide us handle the diverse situations of projects” that had a mean score of 3.86 and a standard deviation of 0.842. This was followed by the statement, “Our firm has prepared us on how to guide Clients” which posted a mean of 3.82 and a standard deviation of 0.913.

Table 25: Descriptive Analysis for Leadership Training

	SD Freq. %	D Freq. %	N Freq. %	A Freq. %	SA Freq. %	Mean	SD
In my organization, we have on-the-job learning to guide us handle the diverse situations of projects	3 1.7%	8 4.4%	36 19.9%	98 54.1%	36 19.9%	3.86	0.842
Supervisors assign us management tasks that teach us new capabilities	0 0%	2 1.1%	20 10.9%	84 44.9%	77 42.1%	4.29	0.702
Our professional training at college incorporated a unit on leadership	19 10.1%	36 19.0%	49 25.9%	50 26.5%	35 18.5%	3.24	1.244
Young professionals are assisted to learn relevant leadership skills	2 1.1%	11 6.0%	54 29.7%	78 42.9%	37 20.3%	3.75	0.885
Our firm has prepared us on how to guide Clients	2 1.1%	13 7.3%	42 23.5%	179 44.7%	10 23.5%	3.82	0.913
We have in-house trainings to equip us on leadership skills	12 6.6%	30 16.5%	66 36.3%	51 28.0%	23 12.6%	3.24	1.079
Aggregate: Mean/Standard deviation						3.69	0.603

Source: Research Data (2022)

Although having different standard deviations, two statements scored the lowest mean at 3.24. The statements are: “Our professional training at college incorporated a unit on leadership” with a standard deviation of 1.244; and “We have in-house trainings to equip us on leadership skills” having a standard deviation of 1.079. Moreover, the latter of these two statements had the lowest mode (3) out of the six statements in the questionnaire that were structured to measure the extent of leadership training among young professionals working in the building industry in Kenya (see Table 26). This means that for this statement, the most frequently occurring score value is 3, which is a neither agree nor disagree response to the statement. From this table, Table 30: Median, Mode, Range, Minimum, Maximum and Percentiles (Mentoring) it is noted that all the other five statements had a mode of 4. It, therefore, means that the most frequent response is “agree” that all the five parameters of leadership training were practised in their organizations: And by inference these parameters of leadership training were practised in the building industry in Kenya.

Table 26: Median, Mode, Range, Minimum, Maximum and Percentiles (Training)

Statistics							
		In my organization, we have on-the-job learning to guide us handle the diverse situations of projects	Supervisors assign us management tasks that teach us new capabilities	Our professional training at college incorporated a unit on leadership	Young professionals are assisted to learn relevant leadership skills	Our firm has prepared us on how to guide Clients	We have in-house trainings to equip us on leadership skills
Median		4	4	3	4	4	3
Mode		4	4	4	4	4	3
Range		4	3	4	4	4	4
Minimum		1	2	1	1	1	1
Maximum		5	5	5	5	5	5
Percentiles	25	3	4	2	3	3	3
	50	4	4	3	4	4	3
	75	4	5	4	4	4	4

Source: Research Data (2022)

These statistics are in support of the observations by Lucas, Goldman, Scott, and Dandar (2018) who found out that leadership development programs were a common feature among the faculty of a selected number of academic health centres. This study by Lucas et al noted that in the national context, the leadership development programs could be enhanced through grounding their content on factors such as leadership competency model, integrating multiple leadership teaching approaches, as well as applying additional rigorous assessment of the programs. From the above two tables (Table 25 and Table 26), the formal leadership training component, “Our professional training at college incorporated a unit on leadership,” was scored dismally. Its mean of 3.24 was the lowest, as was its 25 percentile at 2. In the event that leadership training is found to be an essential soft-skill component for organizational performance in the building industry, it would be advisable for universities that train the professionals of the industry to integrate appropriate leadership components in their curriculum.

Leadership Coaching

Secondly, this study adopted leadership coaching as one of the three independent variables. In this case, leadership coaching is considered to be that aspect of leadership development which involves a personal, on-on-one, relatively directive approach that is aimed at building people's knowledge of leadership skills for the sake of enhancing their performance (Armstrong & Taylor, 2014). In other words, leadership coaching focusses on augmenting the leadership competence of people. It is the understanding of this study that the building industry in Kenya requires to be enhanced in order to improve the organizational performance. The professionals in this sector play a pivotal role in steering the direction that the industry would take. As such, this study was of the view that leadership coaching could have specific ingredients and attributes that may be integrated into the practice of the professionals of the industry. The descriptive statistics for leadership coaching are displayed on Table 27 as well as on Table 28.

From Table 27, the results show an overall response mean of 3.52 for this variable and an aggregated standard deviation of 0.647. This means that a greater proportion of the respondents agreed that leadership coaching of young professionals was practised within the building industry in Kenya. The results show that the highest mean was reported for the statement, "Someone takes us through a series of instructions that must be followed" at a mean of 3.97. This statement also had the highest minimum score, that of 2, as shown on Table 28. The rest of the questionnaire statements had their minimum score at the least possible score, which is 1. The second highest rated statement was, "There is a one-on-one guidance related to project management issues" with a mean score of 3.82 and a standard deviation of 0.981. This was followed by the statement of "We are coached on how to steer the building process" which posted a mean of 3.57 and a standard deviation of 0.973.

Table 27: Descriptive Analysis for Leadership Coaching

	SD Freq. %	D Freq. %	N Freq. %	A Freq. %	SA Freq. %	Mean	SD
Someone takes us through a series of instructions that must be followed	0 0%	8 4.3%	34 18.5%	97 52.7%	45 24.5%	3.97	0.778
There is regular coaching that prepares us to lead projects	6 3.3%	25 13.6%	58 31.5%	62 33.7%	33 17.9%	3.49	1.040
Occasionally, an expert on leadership comes to speak to us	32 17.4%	36 19.6%	70 38.0%	31 16.8%	15 8.2%	2.79	1.161
We are coached on how to steer the building process	6 3.3%	19 10.5%	48 26.5%	82 45.3%	26 14.4%	3.57	0.973
There is a one-on-one guidance related to project management issues	5 2.7%	12 6.6%	41 22.4%	78 42.6%	47 25.7%	3.82	0.981
Aggregate: Mean/Standard deviation						3.52	0.647
Source: Research Data (2022)							

The lowest mean was recorded in the statement: “Occasionally, an expert on leadership comes to speak to us” at a mean of 2.79 and had a standard deviation of 1.161. This means that young professional in the building industry in Kenya are hardly provided with opportunities to be talked to by leadership experts. In ranking, this statement was followed by the statement: “There is regular coaching that prepares us to lead projects” that had a mean of 3.49. In the questionnaire, there were a total of five questions that were structured to measure the extent of leadership coaching among young professionals working in the building industry in Kenya (see Table 27).

In addition, it is noted that four of the five statements had a mode of 4 (Table 28). The fifth statement, which is “Occasionally, an expert on leadership comes to speak to us” posted a lower mode, 3. This means that for this statement, the most frequently occurring score value is 3, which is a non-committal as to whether they agreed or disagreed with the statement.

Table 28: Median, Mode, Range, Minimum, Maximum and Percentiles (Coaching)

Statistics						
		Someone takes us through a series of instructions that must be followed	There is regular coaching that prepares us to lead projects	Occasionally, an expert on leadership comes to speak to us	We are coached on how to steer the building process	There is a one-on-one guidance related to project management issues
Median		4	4	3	4	4
Mode		4	4	3	4	4
Range		3	4	4	4	4
Minimum		2	1	1	1	1
Maximum		5	5	5	5	5
Percentiles	25	4	3	2	3	3
	50	4	4	3	4	4
	75	4	4	3.75	4	5

Source: Research Data (2022)

These results are in agreement with the observations by Hastings and Kane (2018) who determined that the practice of coaching is a tool used for behavioural development in various leadership development needs ranging from developing skills related to problem-solving to making of meaning for leadership learning. Further, Hastings and Kane found leadership coaching to be a relatively unidirectional rather than a reciprocal engagement centered on developing the coachee's knowledge regarding leadership behaviours as well as how these behaviours affected other people. Moreover, the result agrees with other observations which suggested that coaching-based leadership approach within organizations is progressively getting more popular due to the likely benefits it presented towards personal growth, welfare, as well as performance (Zuberbuhler et al., 2021).

Leadership Mentoring

Thirdly, as stated earlier, the study adopted leadership mentoring as one of the independent variables. Leadership mentoring is seen as a strategic and important relational approach that servant leaders (mentors) use to assist their followers (young mentees) to grow and succeed in career development, as well as self-actualise their full potential (Northouse,

2016). This study perceives that young professionals in the building industry in Kenya would have a passion to exploit the full potential of their career and leadership mentoring could be one such avenues to incorporate.

The descriptive statistics for this variable are presented on Table 29 and Table 30. The results shown on Table 29 give an overall response mean of 3.83 for the leadership mentoring variable and an aggregated standard deviation of 0.559. This means that a greater proportion of the respondents agreed that leadership mentoring was practised among young professionals working within the building industry in Kenya. The above aggregated standard deviation (0.559) implies that there was no substantial variation of responses from the mean value (3.83) obtained. Moreover, there was a substantial agreement in two statements that were scored above the mean of 4.0. The highest rated statement was: “I have learnt my leadership skills by observing my colleagues” with a mean score of 4.38. This also posted the least standard deviation of 0.761. This was followed by the statement of “Behaviours, attitudes, and emotional reactions of colleagues are emulate-able” which posted a mean of 4.03 and a standard deviation of 0.798. This means that the young professional largely learnt the leadership skills they had from personal observations and from their own interpretations. These two also had the highest minimum score, that of 2, as shown on Table 30. The rest of the questionnaire statements had their minimum score at least possible score, that of 1.

Table 29: Descriptive Analysis for Leadership Mentoring

	SD Freq. %	D Freq. %	N Freq. %	A Freq. %	SA Freq. %	Mean	SD
The person who guides me on leadership skills is one of my colleagues	13 7.1%	20 10.9%	31 16.8%	78 42.4%	42 22.8%	3.63	1.157
The older colleagues are keen on helping younger ones manage teams	5 2.7%	8 4.3%	46 24.7%	85 45.7%	42 22.6%	3.81	0.925
I have learnt my leadership skills by observing my colleagues	0 0%	8 4.3%	8 4.3%	77 41.0%	95 50.5%	4.38	0.761
Young colleagues are assigned mentors who guide them on leadership roles	20 10.7%	26 13.9%	48 25.7%	68 36.4%	25 13.4%	3.28	1.181
Behaviours, attitudes, and emotional reactions of colleagues are emulate-able	0 0.0%	7 3.7%	36 19.0%	90 47.6%	56 29.6%	4.03	0.798
Aggregate: Mean/Standard deviation						3.83	0.559
Source: Research Data (2022)							

Additionally, the lowest mean was recorded in the statement: “Young colleagues are assigned mentors who guide them on leadership roles” at a mean of 3.28 and had a standard deviation of 1.181. This means that young professional in the building industry in Kenya were hardly assigned mentors to guide them on leadership roles. In ranking, this statement was followed by the statement: “The person who guides me on leadership skills is one of my colleagues” that had a mean of 3.63. In the questionnaire, there were a total of five questions that were structured to measure the extent of leadership mentoring among young professionals working in the building industry in Kenya (see Table 29).

From Table 30 Table 30: Median, Mode, Range, Minimum, Maximum and Percentiles (Mentoring), it is noted that four of the five statements had a mode of 4. The fifth statement, which is “I have learnt my leadership skills by observing my colleagues” posted a mode of 5. This implies that for this statement, the most frequently occurring score value was 5.

Table 30: Median, Mode, Range, Minimum, Maximum and Percentiles (Mentoring)

Statistics					
	The person who guides me on leadership skills is one of my colleagues	The older colleagues are keen on helping younger ones manage teams	I have learnt my leadership skills by observing my colleagues	Young colleagues are assigned mentors who guide them on leadership roles	Behaviors, attitudes, and emotional reactions of colleagues are emulate-able
Median	4	4	5	3	4
Mode	4	4	5	4	4
Range	4	4	3	4	3
Minimum	1	1	2	1	2
Maximum	5	5	5	5	5
Percentiles	25	3	3	4	3
	50	4	4	5	3
	75	4	4	5	4

Source: Research Data (2022)

These results appear to support certain aspects of the findings by Amah (2017) who observed a link between quality mentoring relationship and relational energy, and how these two were, collectively, dependent on the quality of interaction happening between the leaders and their subordinates. Moreover, the study by Joo et al. (2018) established that formal leadership mentoring aimed at developing leadership self-efficacy of the protégés was an important part in encouraging more employees to desire taking up leadership roles.

Organizational Performance

The other variable that was under investigation by this study is that of organizational performance of the building industry in Kenya. In the study, organizational performance is seen as that achievement, in terms of effectiveness and efficiency, of an organization measured on the basis of how it has accomplished its goals and objectives by using the least possible resources (Hughes & Byrd, 2015).

The instrument for this study had 15 statements that were structured to measure organizational performance. These statements were formulated and evenly distributed to

define the three aspects which the study had identified to be indicators for measuring organizational performance. The three aspects are: the time efficiency of building, the cost efficiency of building, and the effectiveness of building administration. Consequently, the resulting descriptive statistics for this variable of the study (organizational performance) are displayed on the following two tables (Table 31 and Table 32).

As shown on Table 31, organizational performance posted an aggregated response mean of 3.71 and a standard deviation of 0.369. This statistics mean that a greater section of respondents agreed that improved organizational performance was experienced in the building industry in Kenya. Moreover, from this table, the results show that the highest mean was reported for the statement, “The management of every project is administered by laid down procedure” recording a mean of 4.19 and a standard deviation of 0.679.

As described on Table 32, four of the fifteen statements had a minimum score of 2. Table 28 The rest of the statements had their minimum score as 1, the least possible score. The second highest scored statement was, “Time spent to complete similar projects is progressively reducing” with a mean of 4.12. Only two other statements had their means above 4.00. These are: “Transmission of instructions to contractors is strictly procedural” with a mean of 4.05; and “Amendments by clients are common throughout the building process” having a mean score of 4.02.

Table 31: Descriptive Analysis for Organizational Performance

	SD Freq. %	D Freq. %	N Freq. %	A Freq. %	SA Freq. %	Mean	SD
Coordination with other stakeholders has been improving consistently	0 0.0%	4 2.2%	50 27.6%	87 48.1%	40 22.1%	3.90	0.761
The management of every project is administered by laid down procedure	0 0.0%	2 1.1%	22 12.0%	99 53.8%	61 33.2%	4.19	0.679
Transmission of instructions to contractors is strictly procedural	0 0.0%	7 3.8%	36 19.4%	83 44.6%	60 32.3%	4.05	0.817
Projects have clear files identifying the persons involved and project status	2 1.2%	11 6.4%	30 17.4%	72 41.9%	57 33.1%	3.99	0.933
Clients receive regular progress updates regarding their projects	0 0.0%	5 2.8%	48 26.7%	70 38.9%	57 31.7%	3.99	0.836
We have delivered most of our projects ahead of schedule	3 1.7%	20 11.2%	74 41.3%	60 33.5%	22 12.3%	3.44	0.906
Time spent to complete similar projects is progressively reducing	1 0.5%	15 8.0%	24 12.8%	68 36.4%	79 42.2%	4.12	0.954
There are hardly any delays of information transmission to stakeholders	25 13.4%	38 20.3%	63 33.7%	48 25.7%	13 7.0%	2.93	1.129
We always meet our deadlines	9 4.8%	18 9.5%	55 29.1%	66 34.9%	41 21.7%	3.59	1.076
On several projects we have progressively achieved substantial cost savings	2 1.1%	5 2.9%	68 38.9%	64 36.6%	36 20.6%	3.73	0.860
Comparative completion costs for projects have progressively reduced	6 3.3%	25 13.8%	55 30.4%	57 31.5%	38 21.0%	3.53	1.073
Cost of producing our professional documents is gradually decreasing	12 6.4%	28 14.9%	47 25.0%	46 24.5%	55 29.3%	3.55	1.233
Amendments by Clients are common throughout the building process	1 0.5%	8 4.4%	32 17.6%	86 47.3%	55 30.2%	4.02	0.841
Most Clients are not sure of what building type and size they need	14 7.6%	38 20.7%	77 41.8%	40 21.7%	15 8.2%	3.02	1.029
Fluctuations of contract sums for projects have been minimized gradually	3 1.8%	7 4.1%	74 43.5%	59 34.7%	27 15.9%	3.59	0.867
Aggregate: Mean/Standard deviation						3.71	0.369

Source: Research Data (2022)

In addition, the statement that scored the lowest, that of 2.93, is: “There are hardly any delays of information transmission to stakeholders” with a standard deviation of 1.129. This means that there were witnessed very few occasional delays of information transmission to stakeholders among organizations within the building industry in Kenya. The second lowest scored statement is “Most Clients are not sure of what building type and size they

need” at a mean of 3.02. Like the lowest score, this one is within a slight margin of the middle score of 3, is a neither agree nor disagree response to the statement. Indeed, the mode for the two statements is 3 (Table 33). This means that out of the five available responses to choose from, the most frequently selected response was a “neither agree nor disagree” to each of these two statements.

The other statements that were similarly scored (3), in terms of the mode, are: “We have delivered most of our projects ahead of schedule;” “On several projects we have progressively achieved substantial cost savings;” and “Fluctuations of contract sums for projects have been minimized gradually.” Out of the remaining ten statements, eight had a mode of 4. The other two had the highest mode (5). One of these two, “Time spent to complete similar projects is progressively reducing,” also had the second highest mean, as noted earlier. It is noteworthy to observe that the other one, “Cost of producing our professional documents is gradually decreasing” posted a mean of 3.55, the fourth lowest mean out of fifteen (Table 31). This means, although 5 was the most frequent score, a majority of the respondents scored this statement lowly to pull down the mean to 3.55.

Table 32: Median, Mode, Range, Minimum, Maximum and Percentiles (Organizational Performance)

	Statistics														
	Coordination with other stakeholders has been improving consistently	The management of projects is administered by laid down procedure	Transmission of instructions to contractor is strictly procedural	Projects have clear files identifying the persons involved and their project status	Clients receive regular progress updates regarding their projects	We have delivered most of our projects ahead of schedule	Time spent to complete similar projects is progressively reducing	There are hardly any delays of information transmission to stakeholders	We always meet our deadlines	On several projects we have progressive achievement substantially cost savings	Comparative completion costs for projects have progressively reduced.	Cost of producing our professional documents is gradually decreasing	Amendments by Clients are what common throughout the building process	Most Clients are not sure of what building type and size they need	Fluctuations of contracts for projects have been minimized gradually
Median	4	4	4	4	4	3	4	3	4	4	4	4	4	3	4
Mode	4	4	4	4	4	3	5	3	4	3	4	5	4	3	3
Range	3	3	3	4	3	4	4	4	4	4	4	4	4	4	4
Minimum	2	2	2	1	2	1	1	1	1	1	1	1	1	1	1
Maximum	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Perc	25	3.00	4.00	4.00	3.25	3.00	3.00	4.00	2.00	3.00	3.00	3.00	4.00	2.00	3.00
entil	50	4.00	4.00	4.00	4.00	3.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00
es	75	4.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00

Source: Research Data (2022)

Millennial Characteristics

Finally, the study adopted millennials characteristics as its moderating variable. The statistics for descriptive analysis for this variable are shown on Table 33. From this table, there is a strong mean aggregate of 4.04 with a standard deviation of 0.418 for millennial characteristics. The result affirms that respondents agreed that millennial characteristics played a critical role in the various operation of the building industry in Kenya.

Table 33: Descriptive Analysis for Millennial Characteristics

	SD Freq. %	D Freq. %	N Freq. %	A Freq. %	SA Freq. %	Mean	SD
All professionals in our firm use computer for most of their work	1 0.5%	5 2.6%	5 2.6%	70 37.0%	108 57.1%	4.48	0.726
Our project documentations are produced on computer-aided platform	0 0.0%	4 2.1%	8 4.3%	52 27.7%	124 66.0%	4.57	0.678
Prevailing digital era advances in technology have influenced how we work	0 0.0%	2 1.1%	5 2.7%	54 28.7%	127 67.6%	4.63	0.594
Young colleagues are relied upon to guide on aspects related to technology	1 0.5%	8 4.3%	25 13.6%	68 37.0%	82 44.6%	4.21	0.875
Except interns, most of those leaving our firm are younger than 41 years	15 8.8%	23 13.5%	69 40.4%	33 19.3%	31 18.1%	3.25	1.162
Queries raised by other stakeholders are quickly responded to	0 0.0%	3 1.6%	51 27.9%	81 44.3%	48 26.2%	3.95	0.779
Colleagues older than 41 years appear well settled in the firm	4 2.1%	12 6.4%	22 11.7%	90 47.9%	60 31.9%	4.01	0.942
Professionals younger than 41 years are considering moving job	32 17.3%	28 15.1%	61 33.0%	29 15.7%	35 18.9%	3.04	1.328
Most of those joining after I did are younger than 41 years	7 3.8%	14 7.7%	24 13.2%	53 29.1%	84 46.2%	4.06	1.118
Overall workplace conditions are within acceptable conditions	1 0.5%	4 2.1%	26 13.8%	98 52.1%	59 31.4%	4.12	0.758
Aggregate: Mean/Standard deviation						4.04	0.418
Source: Research Data (2022)							

The statement that had the highest mean response is “Prevailing digital era advances in technology have influenced how we work” at 4.63. A total of 127 people (67.6%) said they strongly agreed with this statement. The mean rating of this statement was followed by that of “Our project documentations are produced on computer-aided platform” at an average mean score of 4.57 and then that of “All professionals in our firm use computer for most of their work” at a mean score of 4.48. The lowest mean out of the ten statements was “Professionals younger than 41 years are considering moving job” posted a mean of 3.04. This was followed by “Except interns, most of those leaving our firm are younger than 41 years” with a mean score of 3.25. Apart from these two statements, the only other one that posted a mean score of

less than 4.0 is that of “Queries raised by other stakeholders are quickly responded to” that had a mean of 3.95.

Table 34: Median, Mode, Range, Minimum, Maximum and Percentiles (Millennial Characteristics)

Statistics																
	Coordination with other stakeholders has been improved consistently	The management of every project is administered by laid down procedure	Transmission of instructions to contractors is strictly procedural	Projects have clear files identified by the persons involved and project status	Clients receive regular progress updates regarding their projects	We have delivered most of our projects ahead of schedule	Time spent to complete similar projects is progressively reducing	There are hardly any delays of information on transactions to stakeholders	We always meet our deadline	On several projects we have progressively achieved substantial cost savings	Comparative completion cost for projects have progressively reduced.	Cost of production of our professional documents is gradually decreasing	Amendments by Clients are what common through the building process	Most Clients are not sure of what type and size they need	Fluctuations of contracts for projects have been minimized gradually	
Median	4	4	4	4	4	3	4	3	4	4	4	4	4	3	4	
Mode	4	4	4	4	4	3	5	3	4	3	4	5	4	3	3	
Range	3	3	3	4	3	4	4	4	4	4	4	4	4	4	4	
Minimum	2	2	2	1	2	1	1	1	1	1	1	1	1	1	1	
Maximum	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Percentiles	25	3	4	4	3.25	3	3	4	2	3	3	3	3	4	2	3
	50	4	4	4	4	4	3	4	3	4	4	4	4	4	3	4
	75	4	5	5	5	5	4	5	4	4	4	4	5	5	4	4

Source: Research Data (2022)

Diagnostic Tests

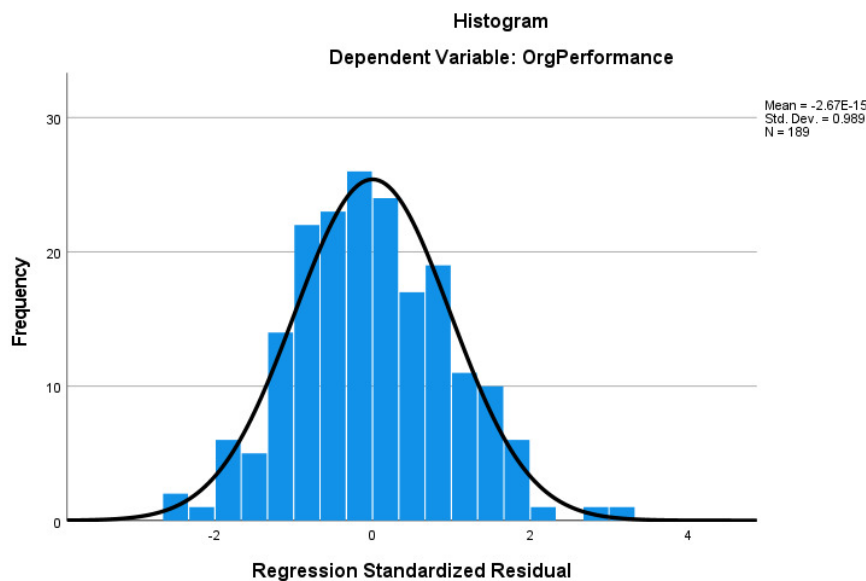
Before carrying out the actual analysis of testing the multiple regression models for the study, a number of diagnostic tests were carried out on the collected data. These include the test for normality, the linearity test, the heteroscedasticity test, and multicollinearity test.

Normality Test

The data distribution is presented in a histogram, as shown in Figure 4. This is an alternative test for the normality. From these results, it can be observed that the data is

normally distributed as represented by the curve which portrays a normal distribution. According to Sekaran and Bougie (2016), a normal distribution is one that is symmetrical with the highest frequency happening at the middle with relatively smaller frequencies happening towards either extremes. As in Figure 4, the distribution portrays a bell-shaped curve.

Figure 4: Histogram for Standardized Residuals on Organizational Performance (Alternative test for normality)

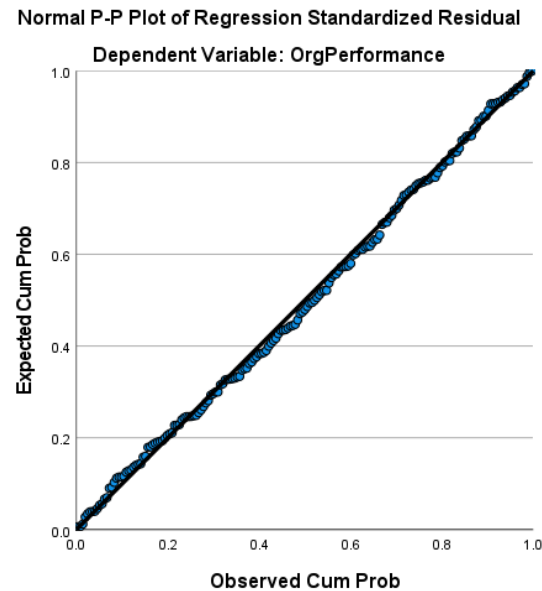


Source: Research Data (2022)

The Linearity Test

The second diagnostic test that was undertaken is that of assessing the linearity of the relationship between the independent variable (leadership development) and the dependent variable (organizational performance). From the results plotted on Figure 5, it is clearly visible that there a linear relationship between leadership development and organizational performance, because most of the plotted values are happening on the line. It can, therefore, be concluded that the collected data for this study passed the linearity test.

Figure 5: Linearity Test

P-P Plot of Standardized Residuals

Source: Research Data (2022)

In addition, according to Gravetter and Wallnau (2017), a linear relationship depicts a certain level of consistency when viewing the original data scores and can, therefore, be useful for predictions. This means that, for a specific value on the X-axis (the leadership development variables, being the independent variables), it is possible to predict an equivalent value on the Y-axis (the organizational performance, being the dependent variable). According to Figure 5, the relationship is a positive one. An increase in the X-value means an increase in the Y-value.

The Heteroscedasticity Test

In order to assess the normality of distribution of standard deviations values along the predicted variables, the diagnostic test of heteroscedasticity was carried out on the collected data. This was aimed at establishing the absence of any heteroscedasticity so as to allow further processing of the collected data. Statistics for this test are laid out on Table 35.

Table 35 Heteroscedasticity Test

Breusch-Pagan and Koenker Test for Checking Heteroscedasticity

	Statistic	Sig.
Breusch-Pagan	1.8955	0.7550
Koenker	1.8259	0.7677

Source: Research Data (2022)

From Table 35, the p -values for Breusch-Pagan and Koenker Tests that are used for checking heteroscedasticity are 0.7550 and 0.7677 respectively. Since these p -values are greater than the 0.05 critical p -value, it implies that there is no heteroscedasticity. And, therefore, the data analysis was cleared for proceeding.

Multicollinearity Test

This test was done to determine the absence of correlation between the independent variables (leadership mentoring, leadership coaching and leadership training). Table 36 shows the various Pearson correlation coefficients for the relationships between the independent variables. It was noted that the correlation coefficient between leadership mentoring and leadership coaching is 0.572, and between leadership mentoring and leadership training is 0.595. Further, the correlation coefficient between leadership coaching and leadership training is 0.705.

Other correlations coefficients have been presented on the table, all ranging from 0.468 (coefficient for the relationship between leadership mentoring and millennial characteristics) to 0.572 (coefficient for the relationship between leadership coaching and organizational performance).

Table 36 Correlation Analysis

		Correlations				
		Mentoring	Coaching	Training	Millennials Characteristic	OrgPerfor mance
Mentoring	Pearson Correlation	1	.572**	.595**	.468**	.515**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001
	N	189	189	189	189	189
Coaching	Pearson Correlation	.572**	1	.705**	.530**	.572**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001
	N	189	189	189	189	189
Training	Pearson Correlation	.595**	.705**	1	.482**	.560**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001
	N	189	189	189	189	189
Millennia Characteristi cs	Pearson Correlation	.468**	.530**	.482**	1	.554**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001
	N	189	189	189	189	189
Organization al Performance	Pearson Correlation	.515**	.572**	.560**	.554**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	
	N	189	189	189	189	189

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

Source: Research Data (2022)

As a rule of thumb, correlation coefficient values that are 0.9 and above show that multicollinearity is present (Saunders, Lewis, & Thornhill, 2016). All the Pearson Correlation Coefficients of this study, as shown on Table 36, range between 0.468 and 0.705. This confirms that there is no multicollinearity.

Table 37 Tolerance and VIF Statistics for Multicollinearity

		Collinearity Statistics	
Model		Tolerance	VIF
1	(Constant)		
	Mentoring	0.578	1.731
	Coaching	0.437	2.289
	Training	0.443	2.257
	Millennial Characteristics	0.670	1.492

Source: Research Data (2022)

In addition, this study sought to determine the Tolerance and Variance Inflation Factors (VIF) values to determine multicollinearity of the variables. The values of the multicollinearity test carried out on the independent and the moderating variables are

tabulated on Table 37. The recommended testing criterion is that Tolerance values greater than 0.1 together with variance inflation factor (VIF) values that are less than 10 are an indication that there is no multicollinearity challenges (Saunders, Lewis, & Thornhill, 2016; & Sekaran & Bougie, 2016). Out of the result values shown on Table 37, all the Tolerance values are greater than 0.1 (that is 0.578, 0.437, 0.443, and 0.670), and all the VIF values are less than 10 (that is 1.731, 2.289, 2.257, and 1.492). This test, as well, confirms that no multicollinearity challenge was observed.

Testing of the Hypotheses

In order to test the four hypotheses, multiple regression analyses were applied. Generally, the interpretations of the test results were done by using the adjusted R square as well as the p -values at $p < 0.05$. These analyses were divided into two sets. The first set was structured as a multiple regression model that was used to test the first three hypotheses. The second set was structured to test the fourth hypothesis which incorporated a moderating variable. This second set involved the recommended two-step approach for the testing of a moderating variable (Fairchild & MacKinnon, 2009; Yuan et al., 2014). The four hypotheses that the study was testing are as follows:

H01: Leadership training of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance.

H02: Leadership coaching of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance.

H03: Leadership mentoring of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance.

H04: Millennials characteristics have no significant moderating influence on the process of leadership development of young professionals in the building industry in Kenya for organizational performance.

Multiple Regression for the Direct Relationship

This regression was applicable to the first three hypotheses of the study. The statistics for the regression model are represented by the following three tables (Table 38, Table 39, and Table 40). In general terms, the three hypotheses cumulatively sought to establish the extent of impact that the main independent variable (leadership development of young professionals) had on the dependent variable (organisational performance) in the building industry in Kenya. So the direct relationship of this model is between the three leadership development variables (training, mentoring, and coaching) and the organizational performance.

Table 38: Model Summary1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635 ^a	.404	.394	.28688
a. Predictors: (Constant), Training, Mentoring, Coaching				
Source: Research Data (2022)				

The results in Table 38 reveal how the regression model equation fits into the data that were collected. It is observed that the coefficient of correlation (R) was 0.635. This implies a substantial correlation between the dependent variable of leadership development (represented by the three predictors of training, mentoring, coaching) and the dependent variable of organizational performance. The adjusted R square value 0.394 shows the percentage of variations within the dependent variable (organizational performance) that is explained by all the three independent variables (leadership coaching, leadership training, and leadership mentoring) (Cooper & Schindler, 2014). The adjusted R square value of 0.394 indicates that 39.4% of the variations in organizational performance (the dependent variable) was explained by leadership development (leadership coaching, leadership training, and

leadership mentoring) which are the independent variables for the study. The remaining 60.6% of variations in organizational performance was due to other variables that are not covered by this study.

Table 39: The ANOVA 1

ANOVA ^a						
		Sum of				
Model		Squares	df	Mean Square	F	Sig.
1	Regression	10.313	3	3.438	41.770	<.001 ^b
	Residual	15.225	185	.082		
	Total	25.538	188			

a. Dependent Variable: Organizational Performance

b. Predictors: (Constant), Training, Mentorship, Coaching

Source: Research Data (2022)

Table 39 shows the analysis of variance (ANOVA) statistics that provide an examination of extent for the significance mean difference among the variable groups. From this table, the F value is 41.77. This is substantially greater than the recommended critical value of 8.53 for df (3, 185) (Sekaran & Bougie, 2016). The results also show that the *p*-value is 0.001 which is less than the 0.05 limit of this study. Therefore, the model is accepted. The results of these two statistics (the F value and the *p* value) mean that the three variables of leadership development (leadership training, leadership mentoring, and leadership coaching) were found to be significant in predicting organizational performance within the building industry in Kenya. The overall regression model was found to be adequate and an acceptable predictor of the organizational performance.

Table 40: The Regression Coefficients 1

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.071	0.155		13.384	<.001
	Leadership Mentoring	0.141	0.048	0.213	2.908	0.004
	Leadership Coaching	0.164	0.047	0.288	3.47	<.001
	Leadership Training	0.141	0.052	0.230	2.718	0.007

a. Dependent Variable: Organizational Performance

Source: Research Data (2022)

From the study coefficients shown in Table 40, a multiple linear regression analysis was developed. This was done based on the following mathematical regression formula.

$$OP = b_0 + b_1LM + b_2LC + b_3LT + \epsilon_i$$

After inserting the corresponding coefficients from Table 40, the resulting regression equation is as follows:

$$OP = 2.071 + 0.213LM + 0.288LC + 0.230LT + 0.155$$

From this equation, several predictions can be developed regarding the direct relationship between the dependent variable (organizational performance) and the three predictors of the independent variable (leadership mentoring, leadership coaching, and leadership training). By having the regression coefficient intercept at 2.071 it means that if all other factors relating to the predictors of the independent variable are kept constant at zero, then the organizational performance is 2.071.

Moreover, the regression equation result reveals that when a unit change in leadership mentoring occurs, and assuming that all other factors are kept constant, there will be a 0.213 change in organizational performance. In the same way, when all other factors are held constant, the result shows that each unit change in leadership coaching leads to a 0.288 change in organizational performance. Similarly, there will be a 0.230 change in organizational performance when there is a unit change in the leadership training, when all

other factors are held constant. This analysis means that, out of the three constructs of leadership development in this study, leadership coaching has the highest influence on organizational performance. This is followed by leadership mentoring. The least significant of the three is, therefore, that of leadership mentoring.

These predictions regarding how the three predictors of leadership development relate with organizational performance are only applicable in the case of leadership development of young professionals in the building industry in Kenya. Within this context, leadership mentoring, leadership training and leadership coaching were found to have a significant impact in predicting the organizational performance. The t-statistics, as highlighted on Table 40, were higher than the critical t-value of 2.16 implying that they were significant in predicting organizational performance (Sekaran & Bougie, 2016).

Testing Hypothesis One

The first specific objective of this study was to evaluate the extent to which leadership training of young professionals in the building industry in Kenya would enhance the organizational performance. The corresponding first null hypothesis of the study (H01) was that leadership training of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance.

The multiple linear regression results for the direct relationships in this model are presented on Table 40. From these results, the standardized beta coefficient (β) for leadership training was 0.230. This implies that, when all the other factors are held constant, a unit increase in leadership training would lead to an increase in organizational performance by 0.230 units. In addition, the results revealed a p -value of 0.007 for the leadership training. This means that the change was significant, and that the hypothesis was rejected because the p -value was lower than 0.05. It implies that leadership training of young professionals in the building industry in Kenya has a positive statistically significant impact on enhancing

organizational performance. This conclusion on the hypothesis is explained by the demographic characteristics of respondents which have already been discussed earlier, the descriptive statistics of the leadership training variable, the underpinning theories as well as previous researches.

Descriptive statistics of the leadership training variable of this study had an aggregated response mean of 3.69 with an aggregated standard deviation of 0.603. This confirmed that there was a moderate level of leadership training practised for the young professionals who were working in the building industry in Kenya. The main way in which this was done is through supervisors who assigned the young professionals management tasks which taught them new capabilities. The second way of training happened through establishing an on-the-job learning which guided them handle the diverse situations of projects. In terms of the manner of leadership training that was most practised in the building industry, this was closely followed by that of the organizations preparing the young professionals on how to guide Clients.

The finding is also aligned to the theoretical principles of the contingency leadership theory as well as the social learning theory. In particular, the contingency leadership theory holds that group performance effectiveness depends on two factors: one is the motivational pattern of the leader, and two is the extent to which the situation avails influence and power to the leader (Fiedler, 1972a). In addition, the theory provides that leadership training and experience should be regarded collectively as the means used to enhance the situational favourableness (Fiedler, 1972b). On the other hand, the social learning theory affirms that the learning process is influenced by “the consequences of the actions of another person” (Lussier & Hendon, p. 696, 2019). This has been shown by the above analysis for the descriptive statistics of the leadership training variable.

As compared with previous researches, this finding is in line with those of a research by Armstrong and Taylor (2014) on the impact of learning and development on organizational performance. That research established that a well-developed training programme could result in improved business prospects, and that the return on investment from such training programmes could be relatively high. Armstrong and Taylor, also saw learning and development as a process which ensures that the organization has the skilled, knowledgeable and engaged personnel that it requires. In addition, the finding agrees with the observation by Dessler (2017) which established an evidence of a positive correlation between performance and training. Dessler, then, proposed that this be verified through a performance analysis of a specific training program.

Also, the finding is in agreement with that of Pascal et al (2017) who identified active learning as one of one of the effective components which facilitates leadership development. Pascal et al maintained that the process of identifying specific needs in an organization could lead to the creation of additional opportunities that would define and support effective changes for group and team learning. In turn, the resulting collective form of learning calls for the development of leadership skills through training.

Moreover, the conclusion regarding this hypothesis concurs with the findings by Shaalan, (2019) who determined that the concept of active learning is an effective autonomous and self-reliant, self-directed, self-planned, self-regulated, independent and cooperative form of learning. The conclusion is in line with the findings of Liphadzi, Aigbavboa, and Thwala (2018) which revealed that, within South Africa, both the curricula education as well as the personal qualification were useful in the process of leadership development. These were in addition to other parameters such management uptake of responsibility, incorporating leadership training courses, accepting fresh challenges, adopting internal motivation, integrating professional as well as personal development.

Testing Hypothesis Two

The second specific objective of this study was to assess the relationship between leadership coaching of young professionals in the building industry in Kenya and enhancement of the organizational performance. The corresponding second null hypothesis of the study (H02) was that leadership coaching of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance.

The multiple linear regression results for the direct relationships in this model are presented on Table 40. From these results, the standardized beta coefficient (β) for leadership coaching was 0.288. This implies that, when all the other factors are held constant, a unit increase in leadership coaching would lead to an increase in organizational performance by 0.288 units. In addition, the results revealed a p -value of <0.001 for the leadership coaching. This means that the change was significant, and that the hypothesis was rejected because the p -value was lower than 0.05. It implies that leadership coaching of young professionals in the building industry in Kenya has a positive statistically significant relationship for enhancing organizational performance. This conclusion on the hypothesis is explained by the demographic characteristics of respondents already discussed earlier, the descriptive statistics of the leadership coaching variable, the theoretical framework of this study as well as previous researches.

The descriptive statistics for the leadership coaching variable returned an aggregated mean of 3.52. Although a little lower than that for leadership training, it is fairly comparable. Similarly, it confirms that there was leadership coaching happening for young professionals working within the building industry in Kenya. The most common manner in which this coaching happened is by someone taking these young professionals through a series of instructions that had to be followed. Secondly, it was practised through the provision of a

one-on-one guidance related to project management issues. Thirdly, the young professionals were generally coached on how to steer the building process.

This study relied on the provisions in the contingency leadership theory to underpin this finding. The theory acknowledges that the success of a person in relation to a leadership role depends on the situation and the personality as well as on the skills that the person brings into the job (Fiedler, 1981). This is affirmed by Wren and Bedeian (2018) while pointing out that this theory was a product of the realization that situational perspectives played a key role in defining the effectiveness of a leader. Moreover, they observed that the theory portrayed the effectiveness of a leader in terms of the performance of a work group by combining the leadership style and the specific situation favourableness.

This finding contributes towards filling the gap noted by both Ely et al. (2010) and Hastings and Kane (2018) who concurred that there was lack of research regarding the contribution that coaching had made towards leadership development. They had linked the cause for this to be the individualized and usually confidential characteristic that defined leadership coaching. Similarly, the observation regarding the need for further studies in the area of coaching research and practice aimed at offering evidence regarding the potential utility of workplace coaching was supported by Jones, Woods, and Guillaume (2016). Their meta-analysis on this subject affirmed that workplace coaching was, indeed, effective in delivering personalised development and learning, as well as going out to improve the performance and results in respective organizations.

On the other hand, the finding about this hypothesis concurs with those of Zuberbühler et al., 2021 who found out that the enhanced coaching-based leadership approach within organizations was progressively becoming more popular due to the likely benefits that it presented in regard to personal growth, welfare, on top of performance. In concurrence, Shanahan and Sheehan (2020) found out that this “cohort learning” had a

positive impact on employee engagement that produced impressive results in networking, attainment of learning objectives, as well as relationship building.

Testing Hypothesis Three

The third specific objective of this study was to measure the impact of leadership mentoring of young professionals in the building industry in Kenya on enhancement of organizational performance. The corresponding third null hypothesis of the study (H03) was that leadership mentoring of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance.

The multiple linear regression results for the direct relationships in this model are presented on Table 40. From these results, the standardized beta coefficient (β) for leadership mentoring was 0.213. This implies that, when all the other factors are held constant, a unit increase in leadership mentoring would lead to an increase in organizational performance by 0.213 units. In addition, the results revealed a p -value of 0.004 for the leadership mentoring variable. This means that the change was significant, and that the hypothesis was rejected because the p -value was lower than 0.05. It implies that leadership mentoring of young professionals in the building industry in Kenya has a positive statistically significant impact on the enhancement of organizational performance. This conclusion on the hypothesis is explained by the demographic characteristics of the respondents already discussed earlier, the descriptive statistics of the leadership mentoring variable, the theoretical framework of this study in addition to the previous researches.

On average, the descriptive statistics for the leadership mentoring variable were scored at a mean of 3.83. Like the other two constructs of leadership development, this implies that leadership mentoring was practised among young professionals working within the building industry in Kenya. In regard to this aspect of leadership mentoring, two elements were highly scored above the mean of 4.0. The greatest model of practising leadership

mentoring by young professionals was through learning of leadership skills by observing their colleagues. This was followed by that of the young professionals emulating the behaviours, attitudes, and emotional reactions of colleagues.

Furthermore, the finding regarding the testing of this hypothesis agrees with the provisions of Bandura's social learning theory which underscores the developmental significance of observing and modelling the behaviours, attitudes, and emotional reactions of others (Bandura, 1977b). He elaborated that such observations develop mental ideas which, in the ultimate, form coded information that could be relied on to guide and accomplish actions in the future. Moreover, it has been ascertained that the social learning theory had established that people learn through observing others, interacting with them, as well as through imitating them (Johnson, 2018 and Mullins, 2010). This is in line with assertions by Johnson who equates the leader of an organization to an ethics officer. Such a leader assumes the various ethical responsibilities that come alongside that role because ethics would be forming the heartbeat of the leadership.

The conclusion regarding this test of hypothesis is in concurrence with observation by Northouse (2016) who established that mentoring is a strategic approach which servant leaders would use in helping their followers to develop and flourish in career development, even as they actualise their full potential. Northouse perceived mentoring to be a strategic and vital relationship for enabling young mentees to advance their abilities. Goleman (1998), on the other hand, affirmed that coaching and mentoring contributed towards better performance as well as towards increased job satisfaction leading to a decreased turnover due to their nature of enhancing relationship.

Likewise, Hastings and Kane (2018) observed and documented a positive relationship which linked the practise of mentorship with success. They revealed the essence of mentoring

is to advance the mentee's ability into acquiring knowledge, self-confidence, and skills so as to become a better employee or organizational leader.

Testing Hypothesis Four

The fourth specific objective of this study was to determine the extent to which millennials characteristics moderate the process of leadership development of young professionals in the building industry in Kenya for organizational performance. In other words, this objective sought to determine the moderating influence of millennials characteristics on the relationship between leadership development of young professionals in the building industry in Kenya and the organizational performance. This formed the basis of the fourth hypothesis of the study (H04), which states that millennials characteristics have no significant moderating influence on the process of leadership development of young professionals in the building industry in Kenya for organizational performance. The recommended two steps multiple linear regression model was adopted to test the moderating effect of millennial characteristics on this relationship (Fairchild & MacKinnon, 2009; Yuan, Cheng, & Maxwell, 2014).

Step 1. In the first step, Organizational Performance (OP) was regressed on the composite of leadership development. The statistics for this regression are provided on Table 41, Table 42, and Table 43.

From results in Table 41, the R Square is 0.403. It means that 40.3% of changes in organizational performance were explained by the model. It also means that 59.7% of the changes in organizational performance in the building industry in Kenya were influenced by other factors that were not included in the model.

Table 41: Model Summary 2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635 ^a	.403	.400	.28542
a. Predictors: (Constant), Leadership Development				
Source: Research Data (2022)				

The analysis of variance (ANOVA) results are presented in Table 42. From this table, the F statistics is 126.476. This is substantially higher than the F (3,185) critical of 8.53. This means that the model is acceptable. The significance level is $<.001$. Since this p value is less than the critical significance level for the study of 0.05, it means that leadership development is a significant predictor of organizational performance in the building industry in Kenya. The model was found to be adequate and an acceptable predictor of the organizational performance.

Table 42: ANOVA 2

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.304	1	10.304	126.476	<.001 ^b
	Residual	15.234	187	.081		
	Total	25.538	188			
a. Dependent Variable: Organizational Performance						
b. Predictors: (Constant), Leadership Development						
Source: Research Data (2022)						

For this regression, the results for coefficients of the model variables are presented on Table 43. It is observed that the standardized beta coefficient for leadership development was 0.635 and the p -value was $<.001$. This means that a change in leadership development by one unit would increase organizational performance by 63.5%. Since the p -value of $<.001$ is less than the 0.05 significant level, it means that leadership development is a significant predictor of organizational performance. Based on these coefficients, the regression equation for this step is summarised as follows:

$$OP = \beta_0 + \beta_1 LD + \varepsilon$$

$$OP = 2.059 + 0.635LD + 0.148$$

Table 43: The Regression Coefficients 2

		Coefficients ^a		t	Sig.
		Unstandardized Coefficients	Standardized Coefficients		
Model		B	Std. Error	Beta	
1	(Constant)	2.059	.148		13.904 <.001
	Leadership Development	.448	.040	.635	11.246 <.001

a. Dependent Variable: Organizational Performance

Source: Research Data (2022)

Step 2. In the second step, millennial characteristics variable was introduced.

Therefore, the new regression is that of Organizational Performance (OP) on Leadership Development Composite (LD), Millennial Characteristics (MC) and the interaction term. The new statistical values for this regression are provided on Table 44,

Table 45, and Table 46.

Table 44: Model Summary 3

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.694 ^a	.482	.473	.26744

a. Predictors: (Constant), Leadership Development * Millennial Characteristics, Millennial Characteristics, Leadership Development

Source: Research Data (2022)

From the model summary results in Table 44, the R Square is 0.482. It means that 48.2% of changes in organizational performance were explained by the model. It also means that 51.8% of the changes in organizational performance in the building industry in Kenya were influenced by other factors that were not included in the model.

Table 45: ANOVA 3

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.305	3	4.102	57.347	<.001 ^b
	Residual	13.232	185	.072		
	Total	25.538	188			
a. Dependent Variable: Organizational Performance						
b. Predictors: (Constant), Leadership Development * Millennial Characteristics, Millennial Characteristics, Leadership Development						
Source: Research Data (2022)						

The analysis of variance results are presented in

Table 45Table 46Table 42. From this table, the F statistics is 57.347. This is substantially higher than the critical value of 8.53 for df (3, 185). Moreover, the *p*-value is <.001, which is less than the 0.05 significant level limit of the study. From the results of these two statistics (the F value and the *p*-value), it means that the overall regression model was found to be adequate and acceptable predictor of the organizational performance. In addition, from the coefficients provided on Table 46, the regression equation for this step is represented as follows:

$$OP = \beta_0 + \beta_1 LD + \beta_2 MC + \beta_3 LD * MC + \varepsilon$$

$$OP = 1.369 + 4.802LD + 3.351MC - 6.582LD * MC + 0.196$$

Table 46: The Regression Coefficients 3

		Coefficients ^a			
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	1.369	.196		6.984
	Leadership Dev.	3.385	1.045	4.802	3.239

Millennial Characteristics	2.958	.928	3.351	3.188	.002
Leadership Development *	-5.734	1.962	-6.582	-2.923	.004
Millennial Characteristics					
a. Dependent Variable: Organizational Performance					
Source: Research Data (2022)					

From the statistics of these steps, a summary of regression results for the moderating effect is presented on Table 47.

Table 47: Summary of Regression Results for the Moderating Influence

Parameter	Step 1 value	Step 1 <i>p</i> -value	Step 2 value	Step 2 <i>p</i> -value	Change between Step 1 and Step 2	Conclusion
R Square	0.635	-	0.694	-	0.059	Millennial Characteristics have a significant moderating influence on the relationship between Leadership Development and Organizational Performance.
Adjusted R Square	0.400	-	0.473	-	0.073	
F value	126.476	<0.001	57.347	<0.001	-69.129	
β Constant	2.059	<0.001	1.369	<0.001	-0.69	
β LD	0.635	<0.001	4.802	0.001	4.167	
β MC	-	-	3.351	0.002	3.351	
β LD*MC	-	-	-6.582	0.004	-6.582	

Source: Research Data (2022)

The above table reveals that all the *p*-values for both steps are less than 0.05. This denotes that the relationships are statistically significant and, therefore, the hypothesis (H04) was rejected. It implies that millennials characteristics have a significant moderating influence on the process of leadership development of young professionals in the building industry in Kenya for organizational performance. Furthermore, this conclusion is explained by the overall demographic characteristics of respondents which have already been discussed earlier, the descriptive statistics of the millennials characteristics, the theoretical framework as well as other previous researches.

Results for the descriptive statistics of the millennial characteristics variable revealed a very strong mean aggregate, that of 4.04. This is a clear affirmation of a resounding agreement that millennials characteristics played a vital role in moderating the operations of young professionals working in the building industry in Kenya. The greatest stimulus was from the prevailing digital era advances in technology which influenced how the young professionals worked. The second motivation came from the project documentations and production via computer-aided platform. This affirmed that a majority of professionals in these organizations used computer for most of their work. The singular millennials characteristic that was highly scored was that of them being technologically savvy.

The above conclusion is in line with the findings by Alade and Windapo (2021) who established a positive association relating effective Fourth Industrial Revolution (4IR) leadership with leadership traits, leadership styles and leadership intelligence. The study by Alade and Windapo had been structured on the need to have effective Fourth Industrial Revolution (4IR) leadership within the construction organizations framework.

The digital era has provided new situations and opportunities that favour the inclusion of younger professionals into leadership development programs for the enhancement of organizational performance. This emerging trend goes against the popular traditional perspective held in Kenya that leadership is for the elderly in the society. Globalization has brought in a paradigmatic shift of thought which promotes the integration of reverse mentorship within leadership development. Studies by Simmons, McCall, and Clegorne (2020) conceptualized the definition of leadership within the building industry to include a set of competencies which could be assimilated across the professional and the technical contexts in order to provide continuous and holistic prospects of professional development aimed at promoting employee success as well as ensuring greater retention within the building industry.

In addition, this study relied on the principle of the situational leadership theory (SLT) which reveals that effective leaders seek to apply the correct leadership style towards a specific situation and therefore such a style need not be necessarily constant (Osland, Ming, & Mendenhall, 2017). The theory focusses on determining the appropriate leadership style to fit the different situations within the leader's environment (Ivancevich, Konopaske, & Matteson, 2014). They explained that the people who have a high psychological readiness would have the desire and self-motivation to undertake quality work without the need for direct supervision. Several parameters define the current situation of the respondents in this study. These include: the 4IR, the Covid-19 pandemic, the infrastructural and economic situation of Kenya, and the societal regard concerning young professionals in Kenya.

Another theoretical underpinning is the provisions available within the contingency theory of leadership. In this theory, it is observed that the practices of human resource management depend on both the environment of and the circumstances within the organization (Armstrong & Taylor, 2014). Armstrong and Taylor explain this to mean that there is a likelihood of fluctuation of the relationship between the applicable independent variables and the dependent variable caused by other influences such as technology and age, size of company, capital strength, industry ownership as well as the location.

This finding fits well within the interpretation by Lussier and Achua (2016) of the contingency theory. They revealed that the effectiveness of a leader is dependent upon the appropriateness of the fit between the three main variables of the contingency theory of leadership: these are the style and behaviour of the leader; the followers; as well as the situation. Lussier and Achua went on to expounded on these variable to include the personality traits, the behaviour, the leader's experience, the follower's capability and the motivation attributes, the underlying task, the organizational structure together with the environment under which everything operates.

A Summary for the Tests of the Hypotheses

All the results regarding the testing of the four hypotheses of this study are summarized on Table 48.

Table 48: Summary of the Hypotheses Testing

Hypothesis	Findings	Decision	Conclusion
H0 ₁ : Leadership training of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance.	$p=0.007<0,05$	Reject H0 ₁	Leadership training of young professionals in the building industry in Kenya has significant impact on enhancing organizational performance.
H0 ₂ : Leadership coaching of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance.	$p=<0.001<0,05$	Reject H0 ₂	Leadership coaching of young professionals in the building industry in Kenya has significant impact on enhancing organizational performance.
H0 ₃ : Leadership mentoring of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance.	$p=0.004<0,05$	Reject H0 ₃	Leadership mentoring of young professionals in the building industry in Kenya has significant impact on enhancing organizational performance.
H0 ₄ : Millennials characteristics have no significant moderating influence on the process of leadership development of young professionals in the building industry in Kenya for organizational performance.	$p=0.004<0,05$	Reject H0 ₄	Millennials characteristics have significant moderating influence on the process of leadership development of young professionals in the building industry in Kenya for organizational performance.

Source: Research Data (2022)

Chapter Summary

This chapter presented a detailed analysis of the data that were collected. The analysis was guided by the four specific objectives that were laid out in chapter one. The first exercise was the determination of both the validity and the reliability of the research instrument. Both the Kaiser-Meyer-Olkin test and the Bartlett's Test of Sphericity confirmed the suitability and validity of the factors that were studied. From the assessment of the Cronbach alpha values, the instrument was found to be reliable.

Results of the analysed data were systematically presented under four categories: the demographic characteristics of respondents; the descriptive statistics for the research variables; the diagnostic tests on the collected data; and the statistics for the regression models. The culmination of this process was the testing of the four research hypotheses. Based on the laid down decision criteria for each hypothesis, all four null hypotheses were rejected. For the direct relationships which define the first three hypotheses, both the standardized beta coefficients (β) and the p -values were used to reject. However, for the fourth hypothesis, the recommended two steps multiple linear regression model was adopted to test the moderating effect of millennial characteristics on this relationship.

Chapter Five

Summary of Findings, Conclusions, Recommendations, and Areas for Further Research

Introduction

This chapter highlights the final remarks regarding the study on leadership development of young professionals for organisational performance in the building industry in Kenya. The chapter is based on the overall inferential statistics analysed and presented in chapter four, together with the other background empirical and theoretical studies that were laid out for this study in earlier chapters. In the chapter, there is a presentation of a summary of the findings which have been determined together with the explanations on the implications of these findings. In addition, the chapter presents the conclusions which have been arrived at and then makes a number of recommendations and then highlight the policy implications. Finally, the chapter concludes by making several suggestions that guide towards possible areas for further research.

Summary of Findings

Studies have pointed to a growing need for leadership development among most of the organizations within emerging markets globally. This has been necessitated by factors such as retirements and the various natural attritions. Moreover, young professionals are seen to be at an advantaged position that could provide a unique form of leadership role when considered in the backdrop of the emerging global digital revolution. Comprising a cohort that is popularly referred to as the Millennials, young professionals had been associated with distinct characteristics amongst the adult population. Key of these is the ease with which they are able to handle emerging technology.

It was, however, noted that young professionals in the building industry in Kenya are hardly getting to be incorporated into the various leadership roles of driving their organizations. The issue of leadership development does not appear to be at the core among

the scope for the professionals within the building industry. Moreover, it was observed that the building industry in Kenya operated within an intricate situational nature and circumstances which makes it difficult for the young professionals to access leadership roles. Like many other contexts, the industry is faced with cases of inefficiencies and corruption caused by various levels of mismanagement. The observed global trend showing increased rate of rural to urban population migration calls for urgent attention to housing, a product of the building industry.

This study identified both a contextual gap and a population gap to deal with. The Kenyan national context had remained unexplored and under-researched. Likewise, the population of young professionals within the building industry appeared largely under-explored in terms of their potential for leadership development within the Kenyan context.

Previous studies, targeting the senior executives in the building industry across the nine provinces of South Africa, showed a positive association that related effective 4IR leadership with leadership traits, leadership styles and leadership intelligence. Another study in Nigeria, on how leadership behaviour impacted on the performance of construction workers, established that embracing a laissez-faire leadership behaviour led to a negative correlation with performance of the workers. It was therefore concluded that leadership qualities are essential factors in determining the success of projects in the building industry.

In line with its overall perspective, the general objective of this study was to determine the extent to which leadership development of young professionals would enhance the organizational performance in the building industry in Kenya. The research was limited to a cross-sectional study. The target population of study was also limited to a few selected categories of young professionals, of maximum age of 41years, involved in the building industry: namely, those working in all the 515 registered Architectural, Quantity Surveying,

and Engineering firms. The study sample was formed of 309 young professionals selected from the target population through a stratified random sampling procedure.

The study adopted a purely quantitative research design. This was carried out within the recommended paradigmatic environment of positivism. In addition, the study approached its research mainly through the inferential perspective, which enabled the incorporation of deductive tactics to address the specific objectives of the research. Data used to interpret the findings of this study was collected through a questionnaire instrument. The instrument was pre-tested before it was used in the actual survey. Apart from the demographic data, the main component of the questionnaire was made up of inquisitive statements which the respondents scored based on a 5-point Likert scale, scoring between 1 (lowest) and 5 (highest).

The measures of central tendency such as the mean, the standard deviation, the mode, and the median were used to analyse characteristics of the variables. The multiple linear regression model was adopted to test the four hypotheses. The decision criteria for testing these hypotheses were based on the *p*-values of the standardized beta coefficient values at 95% confidence level.

Leadership Training and Organizational Performance

The first specific objective of this study was to evaluate the extent to which leadership training of young professionals in the building industry in Kenya would enhance the organizational performance. It was the basis of the first hypothesis of the study, which is, that leadership training of young professionals in the building industry in Kenya has no significant impact on organizational performance. After testing, this null hypothesis was rejected. The results established that leadership training of young professionals in the building industry in Kenya has a positive statistically significant impact on enhancing the organizational performance. This conclusion was explained by the demographic characteristics of respondents, the descriptive statistics of leadership training, previous

researches and by both the contingency leadership theory as well as the social learning theory.

In line with the target population of this study which capped the age limit of respondents at 41 years, the demographic results established that most of the respondents were 36 years old and below. In addition, a substantial majority of respondents had at least one degree level of education, with several others holding postgraduate degree level of education. These characteristics mean that the young professionals within the study organizations were highly skilled academically. Since they already had obtained the required hard skills of their careers, the leadership training is found to be a relevant additional soft skill and necessary tool of enhancing their organizational performance.

Secondly, the descriptive statistics of this variable in the study posted a moderate aggregated response mean of 3.69 and standard deviation of 0.603. The results revealed that the moderate level of leadership training practiced mainly happened by way of supervisors assigning the young professionals management tasks that taught them new capabilities. In addition, the leadership training happened by way of establishing on-the-job learning which guided them on how to handle the diverse situations of projects. These two were among other methods of leadership training that were found to be practised for young professionals in the building industry in Kenya.

Thirdly, the conclusion on this hypothesis was found to agree with the theoretical provisions of the contingency leadership theory and of the social learning theory. It was noted that the contingency leadership theory alludes that the effectiveness of group performance depends on both the motivational pattern of the leader as well as on the extent to which the situation avails influence and power to the leader. Moreover, the theory asserts that leadership training and experience ought to be regarded collectively as the means used to enhance the situational favourableness. The social learning theory, on the other hand, affirms

that the action consequences of one person influences the learning process of another person. This is a perspective that is confirmed by the descriptive statistics of the leadership training variable.

Fourthly, there was found empirical consistence of the study with existing literature that show the impact of a well-developed leadership training programme and developmental learning on organizational performance. There was also found among existing literature the evidence of a positive correlation between performance and specific verified training programs. This study finding adds valuable knowledge to the leadership development field in general, and to the component of leadership training in particular, by aligning its context to the building industry in Kenya. Moreover, previously, there was a scarcity of studies related to the leadership training of young professionals in the building industry in Kenya. This current study provides evidence that the obtained findings can be generalized across registered firms in the building industry in Kenya despite their unique characteristics.

Leadership Coaching and Organizational Performance

The second specific objective of this study was to assess the relationship between leadership coaching of young professionals in the building industry in Kenya and enhancement of the organizational performance. The null hypothesis for this objective was that leadership coaching of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance. This hypothesis was rejected.

The results established that leadership coaching of young professionals in the building industry in Kenya has a positive statistically significant impact on the organizational performance. This conclusion was explained by the demographic characteristics of respondents, the descriptive statistics of leadership coaching, previous researches and the provisions in the contingency leadership theory.

Demographically, a majority of respondents had worked for a maximum of 2 other organizations before their current organization. About a third of these respondents had not worked in any other organization before. Two of the most popular reasons that made them move from previous organizations were due to being laid off and that of salary. Furthermore, the current designation of a majority of respondents were in the general staff category who held no leadership roles in their organizations. Indeed, only a minor percentage (1.6% of respondent) occupied the senior-most positions of executives or senior leaders.

Secondly, the descriptive statistics for leadership coaching variable had an aggregated mean of 3.52. This is, also, a moderate agreement. Like that of leadership training, it is a confirmation that leadership coaching of young professionals was happening within selected organizations of the building industry in Kenya. The two most used mode of practising leadership coaching in this context was: by someone taking the young professionals through a series of instructions that had to be followed, and by providing a one-on-one guidance related to project management issues. These are similar to what other studies have identified as effective methods of leadership coaching.

Thirdly, the findings of this study are underpinned by the provision in the contingency leadership theory which acknowledges that the success of a person in relation to a leadership role is dependent upon the situation and the personality as well as on the skills that the person brings to the job. They are in line with the theory's perspective which depicts the effectiveness of a leader in terms of the performance of a work group by merging the leadership style with the specific situation favourableness.

Fourthly, previous studies had noted that, due to the individualized and usually confidential characteristic that defined leadership coaching, there was a scarcity of research regarding the contribution that coaching made towards leadership development. On the other hand, the existing literature affirmed that workplace coaching was found to be effective in

delivering personalised developmental learning as well as improving the performance and results in respective organizations. Other previous studies established that enhanced coaching-based leadership approach within organizations was progressively becoming more popular because of the likely benefits it contributed towards personal growth, welfare, as well as performance.

Consequently, this study findings make valuable knowledge contribution to the leadership development field in general, and to the component of leadership coaching in particular, by helping to fill the identified empirical gap. In addition, there was a scarcity of previous studies related to the leadership coaching of young professionals in the building industry in Kenya. This study provides evidence that the findings which have been obtained can be generalized across the registered firms in the building industry in Kenya in spite of uniqueness in their characteristics.

Leadership Mentoring and Organizational Performance

The third specific objective of this study was to measure the impact of leadership mentoring of young professionals in the building industry in Kenya on enhancement of organizational performance. The null hypothesis for this objective was that leadership mentoring of young professionals in the building industry in Kenya has no significant impact on enhancing organizational performance. This hypothesis was rejected.

The results established that leadership mentoring of young professionals in the building industry in Kenya has a positive statistically significant impact on the enhancement of organizational performance. This conclusion was explained by the demographic characteristics of respondents, the descriptive statistics of leadership mentoring, previous researches and the social learning theory.

The demographic characteristics of respondents reveal an industry dominated by relatively young organizations. In terms of age versus their current designation, a majority of

the respondents were aged between 27 and 36 years old. At the same time, a majority of respondents had worked for less than 4 years in the current organization. This may explain why many of them would not indicate the number of years their organizations had operated in Kenya: maybe they had not yet understood the history of their organizations. For those that responded, it was found out that a majority of the registered organizations in the building industry had operated in Kenya for 20 years and below. The large percentage of organizations that were found to be young would generate the need for such organizations to develop their professionals to take up leadership roles to enable organizational performance.

In overall terms, descriptive statistics for the leadership mentoring variable of this study scored a mean of 3.83 with a standard deviation of 0.559. These are closely similar to the statistics for the other two variables of leadership development in this study. This infers a moderate agreement that leadership mentoring of young professionals was practised within the building industry in Kenya. From the statistics, two methods of leadership mentoring were highly rated, each scored above a mean of 4.0. The most popular method of leadership mentoring in the industry was found to be through learning of leadership skills by the young professionals observing their colleagues. Secondly, this happened by way of the young professionals emulating the behaviours, attitudes, and emotional reactions of their colleagues.

The findings of this study were underpinned by the theoretical framework of Bandura's social learning theory that primarily underscores the developmental significance of observing and modelling the behaviours, attitudes, and emotional reactions of others. It is equally noted that the theory provides that people learn through observing others, interacting with them, as well as through imitating them. This has led to a scholarly assertion which equates the leader of an organization to an ethics officer who is required to assume the various ethical responsibilities that come alongside that role.

The conclusion about this hypothesis concurs with existing literature which found out that mentoring is a strategic approach which servant leaders use in assisting their followers to develop and flourish in career development aimed at actualising their full potential. Other studies had established that, due to its nature of enhancing relationship, mentoring is one of the contributors of enhanced performance as well as of increased job satisfaction leading to a decreased turnover. There is also evidence in existing literature that positively links mentorship with success. In previous studies, the essence of mentoring was revealed to be that of advancing the mentee's ability to a level of acquiring knowledge, self-confidence, and skills so as to become a better employee or organizational leader.

This study findings add valuable knowledge to the leadership development field in general, and to the component of leadership mentoring in particular, by placing it within the context of the building industry in Kenya. Previously, studies related to the leadership mentoring of young professionals in the building industry in Kenya were scarce. In addition, the current study provides substantial evidence that these findings can be generalized across the registered firms in the building industry in Kenya even though they may have unique characteristics. This is an invaluable addition to the field of knowledge.

Leadership Development, Millennials Characteristics and Organizational Performance

The fourth specific objective of the study was to determine the extent to which millennials characteristics moderate the process of leadership development of young professionals in the building industry in Kenya for organizational performance. Its aim was to determine the moderating impact of millennials characteristics on the relationship between leadership development of young professionals and the organizational performance. The null hypothesis for the objective was that millennials characteristics have no significant moderating influence on the process of leadership development of young professionals in the building industry in Kenya for organizational performance.

After testing this relationships through the recommended two-step multiple linear regression modelling, the hypothesis was rejected. The results established that millennials characteristics have a significant moderating influence on the process of leadership development of young professionals in the building industry in Kenya for organizational performance. Several explanations regarding the conclusion on this hypothesis have been provided. They comprise the descriptive statistics of millennial characteristics, the demographic characteristics of the respondents, previous studies on millennial characteristics, and both the situational leadership theory as well as the contingency leadership theory.

Firstly, the demographic characteristics of respondents showed that most of them were 36 years of age and below. Consequently, the findings of this study was largely informed by this age bracket among young professionals. Moreover, 83.5% of the respondents were degree level graduates. It was also noted that most of the respondents had worked in less than 3 other organizations before their current one. This result was also explained by the fact that most of the respondents were working in the low-level designation of general staff or professional who did not have any specific leadership responsibility at that time. Equally, there is the fact that a majority of the organizations that were represented in this survey had operated in Kenya for only 20 years and below. This implies that most registered firms in the building industry were found to be young organizations. Indeed, only 16.9% (22 respondents) worked in organizations that had operated in Kenya for more than 40 years.

Secondly, the descriptive statistics results for the millennial characteristics variable posted an impressively strong positive mean aggregate of 4.04 and standard deviation of 0.418. This meant that, on the average, respondents strongly agreed that millennial characteristics were actively incorporated into the strategic operations affecting the smooth running of the building industry in Kenya. It was noted the prevailing digital era advances in

technology had the largest influence on how the young professionals worked. The next influence came from the project documentations and production processes through the computer-aided platforms. There was a strong agreement that most of the young professionals used computer for most of their professional work. Out of the two millennials characteristics of this study, the one that was highly scored was that of them being technologically savvy.

Thirdly, the findings of this study are underpinned by the theoretical provisions in the situational leadership theory (SLT) as well as in the contingency leadership theory (CLT). It is noted that the SLT provides that effective leaders seek to apply the correct leadership style towards a specific situation and hence such a style should not necessarily be constant. It is observed that the theory lays attention on determining the appropriate leadership style to fit the different situations within the leader's environment. The technologically savvy characteristics of the Millennials provided an appropriate moderating influence in the emergent digital era situational environment. In line with the SLT, it was observed that those that had a high psychological readiness had the desire and self-motivation to embark on quality work without the necessity for direct supervision. The overall situation at the time of this study was defined by, among others: the 4IR, the Covid-19 pandemic, the infrastructural and economic situation within Kenya, and the societal perception about young professionals in Kenya.

On the other hand, certain theoretical provisions within the CLT were expounded to point out that activities of human resource management depend on the environment of as well as on the circumstances in the organization. This was explained to imply of a likelihood of fluctuation within the relationship between the applicable independent variables (leadership development) and the dependent variable (organizational performance) triggered by other

stimuli such as technology and age, size of company, industry ownership in addition to the location.

Furthermore, this finding fits well within the interpretation of the CLT which revealed that the effectiveness of a leader is dependent upon the appropriateness of the fit between the three main variables of this theory, which are: the style and behaviour of the leader; the followers; and the situation. These three variables were further illustrated to include the personality traits, the behaviour, experience of the leader, the capability of followers and the motivation attributes, the underlying task, the organizational structure in addition to the environment under which all things operate.

Fourthly, it was noted that existing literature, related to the construction organizations framework, had identified a positive relationship between effective Fourth Industrial Revolution (4IR) leadership and leadership traits, leadership styles as well as leadership intelligence. The emerging digital era had provided new situational opportunities which favoured the inclusion of younger professionals into leadership roles so as to enrich the organizational performance. The emerging trend went against the popularly held traditional perspective within Kenya that leadership was meant for those who were relatively elderly of the society. In addition to this, previous studies affirmed that globalization patterns brought in a paradigmatic shift of thought which endorsed the incorporation of reverse mentorship within leadership development. Other existing literature conceptualized the definition of leadership in the building industry to include a set of competencies that could be adapted across the professional and the technical contexts. The studies suggested that this would provide continuous and holistic prospects for the professional development intended to promote employees success as well as ensure greater retention within the building industry.

These study findings add useful knowledge to the studies on the relationship between leadership development and organizational performance in general and, in particular, to the

moderating influence of the millennials characteristics on this relationship. In addition, it had been noted that there was a scarcity of previous studies which assessed the moderating impact of the millennials characteristics on the relationship between leadership development of young professionals in the building industry in Kenya and the organizational performance. The current study provides evidence which shows that its findings can be generalized across registered firms in the building industry in Kenya, their unique characteristics notwithstanding.

Conclusions

To consolidate this research, the study arrived at the following four main conclusions. Firstly, the study concluded that registered architectural, quantity surveying and engineering firms in Kenya were actively involved, to a moderate extent, in leadership development of their young professionals by way of training, coaching and mentoring.

Secondly, the study concluded that leadership training, leadership coaching and leadership mentoring of young professionals in the building industry in Kenya were each found to have a positive statistical significant impact on the organizational performance.

Thirdly, the study concluded that the two millennials characteristics of “technologically savvy” and “job-hopping” have a statically significant moderating effect on the relationship between leadership development of young professionals in the building industry in Kenya and the organizational performance. Fourth, it was established that registered firms within the building industry in Kenya are predominantly young organizations with a majority of them having operated within the country for 20 years and below. This brings to the fore the dire need for innovative leadership development among them that would steer these organizations into impactful institutions which would ultimately enhance organizational performance of the building industry in Kenya.

Recommendations

By assessing the conclusions and other findings of this research, the study makes several recommendations and then provide some policy implications. First, it was noted that in spite of the moderate extent to which leadership training, leadership coaching and leadership mentoring were deployed within the building industry, they had a significant positive impact on organizational performance. This study, therefore, recommends that organizations in the building industry in Kenya should aim at strategically deploying these leadership development methods for their young professionals to a greater extent in order to adequately exploit the potential in these programs so as to improve organizational performance. The findings of this study may be tested and applied among other related organizations within Kenya. These findings can, as well, form the basis of establishing the global best-practices for leadership development in the building industry.

Secondly, the study found out that the respondents hardly agreed that their professional training at college had incorporated a unit on leadership due to the almost neutral average mean score of 3.24. Despite leadership training being a soft skill, this study recommends to the universities who train professionals of the building industry to intentionally adopt the inclusion of appropriate leadership models within their curriculum. This has the potential of improving the career performance of the graduating professionals in this industry.

Thirdly, the study recommends that organizations within the building industry in Kenya should develop the young professionals in their midst towards enabling them become reliable dependent administrators of the technology wing of their organizations. This is because of the emerging 4IR that is characterised by digitization. Moreover, Millennials have been identified as being a more technologically savvy cohort than any other previous generations. Since they are currently advancing to take up their place among the global

workforce, it would be advisable to harness their strategic potential to augment organizations performance.

Lastly, the conclusions of this study have provided substantial guidelines that could be used, by the different institutions in Kenya who are associated with the building industry, to develop policy frameworks on effective leadership development of young professionals. These bodies include the national government, the county governments, professional bodies, private professional firms and government agencies such as the NEMA and the NCA. The various recommendations presented in this study may generate the crucial intervention mechanisms that would turn around the performance of this industry for the overall good of the Kenyan nation.

Areas for Further Research

To end with, this study proposed the following areas for further research. Firstly, the current study had adopted a cross-sectional design strategy due to the time restriction placed by its academic nature. In order to reinforce the findings of this study, a longitudinal survey of the same study could bring in additional benefits into this study.

Secondly, a similar study done within circumstances different from the prevailing global covid-19 pandemic may be done to validate these findings. In addition, it may be necessary that at that time a mixed method research design be adopted for the sake of explaining the various phenomena witnessed in the quantitative data collected stage. The qualitative research component could as well be expanded to provide such answers. Incorporation of a detailed relevant case study may be a useful approach in this.

Thirdly, the current study was limited to assessing the leadership development of young professionals in the building industry in Kenya. In order to assess and complement the career skill of the whole industry, an in-depth study of leadership development for the

professionals in the building industry in Kenya could provide the general framework under which the current study would be operationalised.

Fourthly, this study involved only three categories of professionals that are involved in the building industry that is, the architects, the quantity surveyors, and the engineers. Under similar variables, future research could assess the other categories related to the industry, such as the physical planners, the environmental assessment experts, the interior designers, the landscape architects, the construction managers, and the project managers.

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Appendix 1: The Questionnaire

The main objective of this questionnaire is to collect data on how leadership development of young professionals in the building industry could influence performance within their organizations. Respondents should be below 42 years of age. The researcher is committed to ensure that ALL your responses are kept CONFIDENTIAL. Therefore, none of your personal or organizational information would be required on the questionnaire. Your honest responses to all the questions will become part of reliable findings that shall address the purpose of this study. It is important for you to know that the necessary permissions have been granted from the National Commission for Science, Technology and Innovation (NACOSTI), as well as from the Research Ethics Review Board of Pan Africa Christian University. Please answer all the following questions.

SECTION I

1) Please tick under your age range:

21 and below	22-26	27-31	32-36	37-41
☐	☐	☐	☐	☐

2) Which is your gender? (Please tick as applicable) Male ☐ Female ☐

3) What is your marital status? (Please tick one) Single ☐ Married ☐

Divorced/Separated ☐ Others-specify..... ☐

4) What is your highest level of education? (Please tick one)

Certificate Level ☐ College Diploma ☐ Higher Diploma ☐

University Degree ☐ Postgraduate Degree ☐

5) How many years have you worked in the current position? (Please tick one)

Less than 1 ☐ 1-4 ☐ 5-8 ☐ 9-12 ☐ More than 12 ☐

6) For how many years have you worked in the current firm/organization? (Please tick

one) Less than 1 ☐ 1-4 ☐ 5-8 ☐ 9-12 ☐ More than 12 ☐

7) How many other firms/organizations have you worked in before now? (Please tick

one) None ☐ 1 or 2 ☐ 3 or 4 ☐ 5 or 6 ☐ More than 6 ☐

8) Are you considering to join another firm/organization in the next 2 year? Yes ☐ No ☐

9) What is your current designation? (Please tick one) Executive/Senior Leader ☐

Manager/Director ☐ Supervisor/Team Leader ☐ Staff/Professional/Other ☐

10) For how many years has your firm/organization been operating in Kenya? (Please tick

one) 0-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ More than 40 ☐

11) What reason made you move from your previous organization? (Please tick one)

Salary	Work overload	Completed studies	Was laid off	Other (specify)
☐	☐	☐	☐	☐

SECTION II

This section has statements regarding **you, your professional and leadership relationship**

as well as your experiences, your supervisor/s, and your current organization. Please

respond to all in the best way you know. Kindly pick only one of the five possible choices (1, 2, 3, 4 or 5) on the right that best describes your response for each statement. The statements are not arranged in any order.

The five numbers represent the following answers, respectively:

Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)

C12	In my organization, we have on-the-job learning to guide us handle the diverse situations of projects	1 2 3 4 5
H13	Except interns, most of those leaving our firm are younger than 41 years	1 2 3 4 5
F14	On several projects we have progressively achieved substantial cost savings	1 2 3 4 5
C15	Supervisors assign us management tasks that teach us new capabilities	1 2 3 4 5
D16	Coordination with other stakeholders has been improving consistently	1 2 3 4 5
E17	Queries raised by other stakeholders are quickly responded to	1 2 3 4 5
B18	Someone takes us through a series of instructions that must be followed	1 2 3 4 5
A19	The person who guides me on leadership skills is one of my colleague	1 2 3 4 5
E20	We have delivered most of our projects ahead of schedule	1 2 3 4 5
F21	Comparative completion costs for projects have progressively increased.	1 2 3 4 5

A22	The older colleagues are keen on helping younger ones manage teams	1	2	3	4	5
F23	Cost of producing our professional documents is gradually increasing	1	2	3	4	5
C24	Our professional training at college incorporated a unit on leadership	1	2	3	4	5
D25	The management of every project is administered by laid down procedure	1	2	3	4	5
B26	There is regular coaching that prepares us to lead projects	1	2	3	4	5
H27	Colleagues older than 41 years appear well settled in the firm	1	2	3	4	5
D28	Transmission of instructions to contractors is strictly procedural	1	2	3	4	5
A29	I have learnt my leadership skills by observing my colleagues	1	2	3	4	5
B30	Occasionally, an expert on leadership comes to speak to us	1	2	3	4	5
G31	All professionals in our firm use computer for most of their work	1	2	3	4	5
D32	Projects have clear files identifying the persons involved and project status	1	2	3	4	5
G33	Our project documentations are produced on computer-aided platform	1	2	3	4	5
H34	Professionals younger than 41 years are considering moving job	1	2	3	4	5
C35	Young professionals are assisted to learn relevant leadership skills	1	2	3	4	5
D36	Clients receive regular progress updates regarding their projects	1	2	3	4	5
E37	Time spent to complete similar projects is progressively reducing	1	2	3	4	5
E38	There are occasional delays of information transmission to stakeholders	1	2	3	4	5
C39	Our firm has prepared us on how to guide Clients	1	2	3	4	5
E40	Several times we have failed to meet our deadlines	1	2	3	4	5
B41	We are coached on how to steer the building process	1	2	3	4	5
A42	Young colleagues are assigned mentors who guide them on leadership roles	1	2	3	4	5
F43	Amendments by Clients are common throughout the building process	1	2	3	4	5
C44	We have in-house trainings to equip us on leadership skills	1	2	3	4	5
F45	Most Clients are not sure of what building type and size they need	1	2	3	4	5
G46	Prevailing digital era advances in technology have influenced how we work	1	2	3	4	5
H47	Most of those joining after I did are younger than 41 years	1	2	3	4	5
B48	There is a one-on-one guidance related to project management issues	1	2	3	4	5
F49	Fluctuations of contract sums for projects have been minimized gradually	1	2	3	4	5
A50	Behaviours, attitudes, and emotional reactions of colleagues are emulate- able	1	2	3	4	5
H51	Overall workplace conditions are within acceptable conditions	1	2	3	4	5
G52	Young colleagues are relied upon to guide on aspects related to technology	1	2	3	4	5

END OF THE QUESTIONNAIRE. THANK YOU.

Appendix 2: The Research License

Figure 6 Research Licence by NACOSTI

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