

THE INFLUENCE OF TEAM INTELLECTUAL HUMILITY ON THE PERFORMANCE OF ORGANIZATIONS: A CASE OF NEW VISION GROUP

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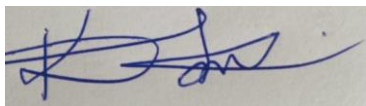
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DECLARATION

I, KANKUNDA BARBRA (S23B42/037), declare that this work has not been submitted before for any academic award or recognition.

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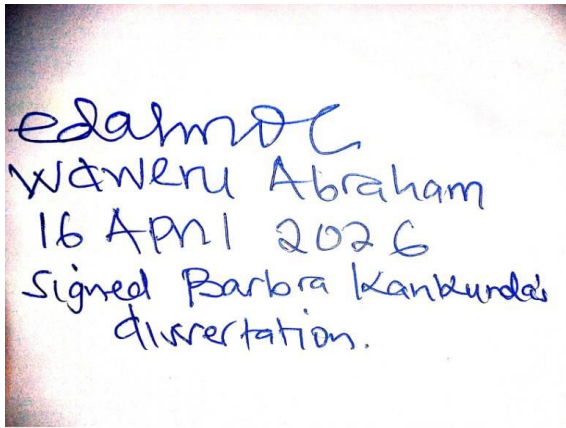
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APPROVAL

This research dissertation by KANKUNDA BARBRA has been completed under my supervision and is hereby approved for submission.

Signature



edamoc
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16 April 2026
Signed Barbra Kankunda's
dissertation.

DEDICATION

Dedicated to my late sister, Sharon, whose love, encouragement, and beautiful spirit continue to inspire my pursuit of excellence. This milestone is in your honour.

ACKNOWLEDGEMENT

I am grateful to God for giving me the gift of life and for sharing His knowledge, wisdom and guidance that has helped me to succeed in life. I am also deeply thankful for the constant love, support, care and encouragement from my family, which I appreciate deeply, notwithstanding their humble backgrounds.

TABLE OF CONTENTS

Contents

DECLARATION	ii
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	x
LIST OF ABBREVIATIONS.....	xi
ABSTRACT.....	xii
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the study	1
1.2 Statement of the problem	3
1.3 Purpose of the study	3
1.4 Objectives of the study.....	4
1.5 Research Questions	4
1.6 Scope of the Study	4
1.7 Significance of the study.....	5
1.8 Justification	5
1.9 Conceptual Framework.....	6
CHAPTER TWO	7
LITERATURE REVIEW	7
2.0. Introduction.....	7
2.1 Key definitions.....	7
2.2 Theoretical review	8
2.2.1 Social Learning Theory (Albert Bandura in 1977).....	8

2.2.2 Social Information Processing (SIP) Theory (Gerald Salancik and Jeffrey Pfeffer in 1978)	10
2.3 Conceptual review	11
2.3.1 Openness to others' ideas.....	11
2.3.2 Willingness to learn	12
2.3.3 Respect for diverse viewpoints	13
2.3.4 Organizational performance.....	14
2.5 Conclusion	15
CHAPTER THREE	16
RESEARCH METHODOLOGY.....	16
3.0 Introduction.....	16
3.1 Research design	16
3.2 Study population	16
3.3 Sample size	17
3.4 Sampling technique.....	17
3.4.1 Simple Random Sampling	17
3.5 Data collection instrument	18
3.5.1 Self-administered questionnaire.....	18
3.6 Data sources	18
3.6.1 Primary sources.....	18
3.6.2 Secondary data	18
3.7 Validity and Reliability.....	18
3.7.1 Validity	18
3.7.2 Reliability.....	19
3.8 Data analysis and presentation.....	19
3.9 Ethical consideration.....	20
CHAPTER FOUR.....	21

DATA PRESENTATION, ANALYSIS AND INTERPRETATION	21
4.0 Introduction.....	21
4.1 Response rate	21
4.2 Respondent's background information.....	21
4.2.1 The Gender of Respondents.....	21
4.2.2 The Ages of the Respondents	22
4.2.3 The Marital status	23
4.2.4 Position in Business	24
4.4 The influence of openness to others' ideas within teams on the performance of New Vision Group.....	25
4.5 To assess the level of employee performance at New Vision Group.	27
4.6 The effect of respect for diverse viewpoints among team members on the performance of New Vision Group.....	29
4.7 Employee performance	30
4.8 Interview analysis	32
4.9 Correlation analysis between Intellectual humility and performance.....	32
4.10 The regression analysis between Intellectual humility and performance	35
CHAPTER FIVE	38
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....	38
5.1 Introduction.....	38
5.2 Discussion of the key finding	38
5.2.1 The level of employee performance at New Vision Group.	38
5.2.2 The effect of willingness to learn among team members on the performance of New Vision Group.....	39
5.2.3 The relationship between team intellectual humility and employee performance at New Vision Group.	39
5.3 Conclusions.....	40
5.4 Recommendations.....	41

References.....	42
APPENDIX 1: STUDY QUESTIONNAIRE	46

LIST OF TABLES

Table 1: The Gender of Respondents.....	21
Table 2: The Ages of the Respondents	22
Table 3: The Marital Status.....	23
Table 4: Position in Business.....	24
Table 5: The influence of openness to others' ideas within teams on the performance of New Vision Group.....	26
Table 6: The effect of willingness to learn among team members on the performance of New Vision Group.....	28
Table 7: The effect of respect for diverse viewpoints among team members on the performance of New Vision Group.....	29
Table 8: Employee performance	31
Table 9: Correlation analysis between Intellectual humility and performance	34
Table 10: Regression analysis between Intellectual humility and Performance.....	36

LIST OF ABBREVIATIONS

EU - European Union

ICT - Information and Communication Technology

NGO - Non-Governmental Organization

OECD - Organisation for Economic Co-operation and Development

SIP - Social Information Processing

SPSS - Statistical Package for the Social Sciences

SD - Standard Deviation

HRM - Human Resource Management

ICT - Information and Communication Technology

UK - United Kingdom

US - United States

No. - Number

Fig. - Figure

Dept. - Department

Org. - Organization

SME - Small and Medium-sized Enterprises

UNDP - United Nations Development Programme

ABSTRACT

The aim of this study was to assess the impact of team intellectual humility on employee performance at New Vision Group. In modern organisations, especially where collaboration, learning and adaptation is required, teams are an integral part of the organisation's activity. The study had three main objectives which included examining the impact of openness to others' ideas in a team, measuring employee performance, and understanding the relationship between team intellectual humility and employee performance at New Vision Group. Improved communication, learning and decision-making were used to define the performance of employees.

The research design of the study was quantitative with correlational design. The population consisted of employees of New Vision Group, in the main departments. Using simple random sampling, 70 respondents were selected but 63 responses were considered valid and analysed. The questionnaire adopted was closed-ended items with the liking scale ranging from 1 to 5. Cronbach's alpha reliability coefficient in the questionnaire was very high (0.952). Descriptive statistics (mean and standard deviation) and Pearson correlation analysis were performed, run in SPSS.

Overall, the study revealed that the performance of the employees of New Vision Group is high particularly in areas of task performance, work quality and initiative. Research also found that if employees are receptive to other people's ideas and open to learning, they will be able to benefit from others in terms of communication, teamwork and flexibility, which will positively affect their performance. In addition, the results showed that there was a significant and positive correlation between team intellectual humility and employee performance, where the Pearson correlation coefficient was 0.923, and the significance was 0.000.

It recommends that managers prioritize strengthening practices that encourage open communication, learning and respect for differing views, including through training, inclusive leadership and policies. It also encourages further research into team intellectual humility in various organizational settings to better understand its impact on performance.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter set the stage for the study, by providing background, problem statement, research purposes and objectives, research questions, delineation, contribution to the field, and research paradigm.

1.1 Background of the study

In the current working environment teams play a critical role in the organisation's strategic objectives. The teams are now a fundamental part of work in the organisations because of the effects of globalisation, digitalisation and complex problem settings. As the world continues to evolve and be uncertain, it has been suggested that cognitive and relational team attributes are now as important as expert knowledge to organisational performance as they are (Edmondson, 2019). This has increased the interest in the psychological and behavioural factors that can be used to enable team performance under stress. In the modern context, organizations operate in knowledge environments where learning, working in teams and adapting are part and parcel of the business. Teams must collaborate between knowledge domains, make decisions under conditions of uncertainty, and access information that is not completely accessible to any member of the team. In such contexts, an awareness of the limits of knowledge and openness to other points of view (intellectual humility) has proven to be a key focus of collective success (Porter & Schumann, 2018). Without it, teams can be stunted, torn apart and underperforming. The study of organisational behaviour around the world has revealed that intellectually humble teams are more likely to have positive learning and conversation. Owens and Hekman (2016) propose that humility-related factors provide a context in which ideas are evaluated on their own merits, which increases the performance of the team. This is particularly important for organisations as they increasingly turn to their workforce to innovate, provide services and to increase efficiency. Organizations around the world are not just evaluating their performance in terms of financial metrics, but also through various other non-financial indicators, such as innovation, engagement and agility. These have been linked to knowledge and interpersonal skills for team management (Richard et al., 2009). Therefore, there is now an increasing emphasis upon increasing team intellectual humility to better learn and perform in multiple sectors and industries. The latest global discussion is not about individual humility (particularly humility of the leader) but about team humility. While humble leadership has been found to influence team performance, recent studies indicated that having humble leadership is not enough, but team performance is best achieved when it is a team norm, not just an individual

characteristic of a leader (Zhang et al., 2021). This is a change in focus that reminds us that we all need to be intellectually humble, especially in teams. African employers emphasize the value of teamwork in the workplace, including the importance of respect, collaboration, and team responsibility. The values are similar to intellectual humility and particularly openness and teachability. However, the power distance and hierarchy in many African organisations can hinder communication, which can negatively impact team and organization performance (Jackson, 2020). In East Africa teams are being implemented in order to provide organizational efficiency and performance. As integration and the use of technology and markets expands in the region, there is a greater demand for cooperation. Innovativeness, flexibility and changing market demands are crucial for teams to be successful and hence, behavioural skills such as intellectual humility are important (Muriithi & Louw, 2017). In some cases, however, East African organisations are hierarchical and the fear of being wrong may make it difficult for members of the team to admit to errors and question the prevailing wisdom. This prevents learning and affects performance. Organisations with open and respectful team are likely to overcome such challenges and generate higher organisational performance (Mutonyi et al., 2020). Organizational performance continues to be a critical issue in both the public and private sector organisations in Uganda. Organisations are plagued with issues of inefficiency, low productivity and change reluctance. Despite reforms and development efforts, there are differences in results, suggesting that there may be underlying behavioural and cultural issues that impact team performance (World Bank, 2022).

In this Ugandan context, the media industry offers a pertinent context to study team intellectual humility as it is a fast paced, high knowledge and teamwork industry. The media sector is a sector that has great pressure to provide high quality content that is timely and interesting, while being increasingly technologically sophisticated. Effective team integration of professional judgement, challenge of assumptions, and learning from failure is needed in these contexts, alongside technical skills, to ensure success (Lichtenthaler, 2009). Organizations can maintain a reputation, innovation, and efficiency (Edmondson, 2019; Zhang et al., 2021), when team members are receptive to feedback and open to changing their ideas. Therefore, New Vision Group is a fitting example to examine how team intellectual humility contributes to team performance in the media industry. New Vision is one of the largest multimedia organisations in Uganda which uses cross-disciplinary teams of journalists, editors, designers, marketers and digital experts to collaborate to produce content for various media channels. Teams like these will frequently need to combine editorial, ethical and commercial concerns

in the decision making process and are often expected to be sensitive to other points of view and understand the boundaries of knowledge. Thus, the study aims at understanding the impact of team intellectual humility on organisations' performance in the context of C as a case study.

1.2 Statement of the problem

For teams in organisations, it is expected that they would work in a way that will foster open-mindedness to other ideas, learning attitude, and appreciation of other perspectives in tight learning teams. These elements of team intellectual humility create a context for team members to openly communicate with one another, challenge one another, and learn from their experiences and mistakes. These environments encourage good communication, team learning, decision making and adjustment to change, and thus create high-performing organisations (Edmondson, 2019). However, not all organisations are like that. Research shows that the openness and willingness to learn from and consider others' views are limited by "rank, fear of being judged, and overconfidence" (Zhang et al., 2021). Although Uganda has seen team-based work arrangement, there are challenges in communication, decision making, adaptability and inefficiencies in performance among organisations (World Bank, 2022). While there have been studies on leadership, culture, and motivation, the works focusing on the effects of specific characteristics of team humility, e.g., openness to others' ideas, learning from others' ideas, and value for different perspectives on organizational communication, learning, decision-making and adaptability are limited. As such, the aim of this study is to provide empirical evidence on the effect of team intellectual humility on organizational performance by exploring these particular attributes. Most of the research has been about individual or leader humility, and few empirical studies have been conducted on team humility and its effect on team related processes pertaining to team performance (Porter & Schumann, 2018). This study therefore seeks to fill this empirical void by examining the impact of the cognitive dimension of openness towards others' ideas, willingness to learn and respect difference in opinions in teams on communication, learning, decision making and adaptability as performance factors within organisational settings.

1.3 Purpose of the study

This study aimed at investigating the effect of the team intellectual humility on the performance of organizations based on a case study of New Vision Group.

1.4 Objectives of the study

- 1.To investigate the impact of openness towards others' ideas in team on performance of New Vision Group.
2. To evaluate the performance of employees in New Vision Group.
- 3.To examine the correlation between the intellectual humility of teams and the performance of employees in New Vision Group.

1.5 Research Questions

1. How does it affect the performance of New Vision Group when other people's ideas are embraced in teams?
2. How effective is the employees' performance in New Vision Group?
3. How are team intellectual humility and the performance of employees in New Vision Group related?

1.6 Scope of the Study

1.6.1 Content Scope

The focus of this study was limited to the analysis of how the impact of team intellectual humility on organizational performance in New Vision Group. Certain aspects of team intellectual humility - open to others' ideas, willing to learn, and respect for alternate perspectives – were examined as independent variables. Organizational performance was measured in terms of improved communication, learning, decision-making and adaptability as the dependent variables. Other factors that may affect organizational performance such as wage, organisational structure and environmental factors have not been included in this study.

1.6.2 Time Scope

This study had a three-year timeframe, 2022-2024. This timeframe was deemed suitable as it reflected the recent environment at New Vision Group and provided an opportunity for the study to examine the current level of team dynamic, learning and performance. This time period allowed the study to produce insights applicable to the current challenges and decision-making processes in organisations.

1.6.3 Geographical scope

This study was conducted in New Vision Group, headquartered in Kampala, Uganda. The research centred on the selected departments and teams in the organisation where collaboration

was essential in operations and management. It was selected as the home of the administrative and operational headquarters of the organisations, and therefore a convenient location to reach respondents and collect data.

1.7 Significance of the study

This study will be valuable to academics and other researchers by providing empirical evidence on team intellectual humility, as a team-level construct. The current literature is largely based on the humility of individuals or leaders, but this study will shed some light on how team members' openness to others' ideas, readiness to learn, and appreciation for different viewpoints contribute to organisational performance. The research will also provide a platform for other scholars to build on their research on team dynamics, organisational behaviour, and performance, especially in developing countries. The study will also be relevant to New Vision Group as it will provide insights into the influence of team intellectual humility on performance-related processes (communication, learning, decision-making, and adaptability). It can help management to understand behavioural and cultural issues that promote teamwork and organisational performance. It can be used to guide the design of training, leadership, and team management practices to enhance performance. The research will also be relevant to policymakers and practitioners as it will provide insights that can inform the development of policies and practices that foster collaborative and learning cultures. Through establishing a relationship between team intellectual humility and performance, the study can inform policy efforts to enhance team effectiveness, accountability and performance in organisations in Uganda.

1.8 Justification

The research was justified by the growing emphasis on team work in contemporary organisations, and ongoing performance issues that are not being addressed by skills training and structural changes. While existing research has mostly centred on leadership, motivation and organisational culture, there is a dearth of empirical research on team attributes such as team intellectual humility, especially on Ugandan organisations. Through openness to others' ideas, willingness to learn, and appreciation of differing perspectives, the study fills an empirical gap and provides context-specific insights that can inform understanding of the relationship between team intellectual humility and organisational performance at New Vision Group and other organisations.

1.9 Conceptual Framework

INDEPENDENT VARIABLE

Team Intellectual Humility

- Openness to others' ideas
- Willingness to learn
- Respect for diverse viewpoints



DEPENDENT VARIABLE

Organizational performance

- Enhanced communication
- Learning
- Improved decision making

Source: Owens & Hekman (2016) and modified by researcher

The independent variable in this research is team intellectual humility, which encompasses openness to others' ideas, a desire to learn, and valuing differing perspectives. These attributes reflect how open team members are to new ideas, how aware they are of their own fallibility, and how they recognise the value of other team members' ideas. The dependent variable is team performance, which includes improved communication, learning and decision-making. These represent the efficiency of teams in information sharing and learning, and decision making to achieve organisational goals.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter discussed the theoretical and empirical literature on the impact of team intellectual humility on organizational performance, with a focus on the New Vision Group. It presented a detailed overview of theories and conceptual frameworks that support team intellectual humility, and empirical research that has looked at the relationship between team intellectual humility and organizational performance. It also explained the empirical gaps in the literature, such as team intellectual humility and performance.

2.1 Key definitions

2.1.1 Team Intellectual Humility

Team intellectual humility is a team-level disposition that involves acknowledging the fallibility of individual knowledge and the benefits of being open to others' ideas (Owens & Hekman, 2016).

It is described as a collective inclination in teams to appreciate others' ideas, acknowledge errors and change perspectives in response to new knowledge (Porter & Schumann, 2018).

2.1.2 Team-Level Norms

Norms that apply to the team as a whole and involve shared standards for appropriate interactions and behaviours are called team level norms (Bettenhausen & Murnighan, 1991). They are said to be a set of assumptions and expectations regarding how team members learn, interact, and make decisions (Marks et al., 2001).

Team-level norms are also informal rules that govern how well they cooperate, how open they are and how they perform (Mathieu et al., 2017).

2.1.3 Social Information Processing

Social information processing is defined as individuals' formation of attitudes and behaviours based on cues extracted from their social environment (Salancik & Pfeffer, 1978).

Social information processing is also used to describe how teams interact to influence perceptions, meaning and expectations of behavior in organizations (Ferris et al., 2017).

2.1.4 Knowledge Integration

In the context of knowledge integration, teams are able to integrate various pieces of information and skills to gain an understanding of something as a group (Grant, 1996). It is known to be the ability of an organisation or team to combine individual knowledge into action (Okhuysen & Eisenhardt, 2002).

2.1.5 Organizational Learning

Organizational learning is a process by which an organization acquires, shares and uses knowledge to enhance their performance (Argyris & Schön, 1978). It is viewed as being an organizational ability to receive, share and use knowledge to improve performance (Huber, 1991).

Organizational learning is also about the continuous creation and sharing of knowledge and is a key element for innovation and effectiveness (Crossan et al., 1999).

2.1.6 Organizational Performance

Organizational performance is the ability to effectively and efficiently meet organizational goals with available resources (Richard et al., 2009).

It is a multidimensional phenomenon which also includes both financial and non-financial measures like productivity, output quality, learning, innovation and effectiveness of processes (Venkatraman & Ramanujam, 1986).

2.2 Theoretical review

2.2.1 Social Learning Theory (Albert Bandura in 1977)

Social Learning Theory, as formulated by Albert Bandura in 1977, is a theory that describes how people learn behaviours, norms and attitudes through social interactions. Social Learning Theory emphasizes learning is not just by doing, but also by watching others and imitating their actions. This social learning process is a cornerstone in the formation of behaviour patterns, such as openness, learning orientation and respect, within teams in the workplace (Bandura, 1977). Social Learning Theory assumes that people learn through observing other people's behaviours and its outcomes. In teams, they are encouraged to continually observe others who are working with them and how they respond to new ideas, feedback and conflicting ideas. If there is a positive reaction by other members of the team when they are open to others' ideas then they are more likely to be open to others' ideas themselves and thus contribute to achieving the first research objective of this paper, namely to study the effect of openness to others' ideas on performance. Social Learning Theory can be used to explain the willingness to learn

amongst team members. Bandura (1977) proposes that if someone sees others looking to gain feedback and information and recognises that they know less than they should and are interested to acquire skills, he or she is more likely to model behaviours that are related to learning. When these behaviours occur in groups they are reciprocal, supporting the goal of the present study: to explore the effects of group member willingness to learn on organizational performance. The theory also gives an understanding about the process of respecting different perspectives in teams. As members of the team interact with one another, they get to know what is and is not socially acceptable. In team settings, when there is respect for diversity of views, listening and considering other people's views are valued, and when the behaviours are modelled and repeated, respect for diversity of views can be reinforced. This is in direct line with the research aim of determining the impact of respect for diverse viewpoints on organisational performance. The dimensions of team intellectual humility also can be understood through the lens of Social Learning Theory to explain how they relate to communication. Focusing on team communication and respectful engagement helps to develop communication routines to encourage information sharing and discussion. These communication norms are social learning and modelling, which result in better coordination and clarity, and improved performance (Edmondson, 2019). Social Learning Theory in the context of learning as a performance target focuses on the relationship between learning as teams learn together: how they can observe and emulate knowledge sharing and problem-solving behaviours. In the current study, the focus is on the learning that occurs as a result of performance, and reflection of successful and unsuccessful experiences offers opportunities for observational learning (Bandura, 1977). The theory is also applicable to the improvement of team decision making. When inclusive decision making behaviours are observed (e.g. considering varying views, altering beliefs and seeking new information), there is a higher chance that team members will engage in the behaviours. This leads to improved decision making and team intellectual humility with organisational decision making. There is relevance of Social Learning Theory (SLT) in this study because it offers the pathway to the development of team intellectual humility without the need for specific interventions. The team members gain intellectually humble actions through their normal social interactions and experiences in line with the study goals.

2.2.2 Social Information Processing (SIP) Theory (Gerald Salancik and Jeffrey Pfeffer in 1978)

Social Information Processing (SIP) Theory, put forth by Salancik and Pfeffer (1978), describes how people form attitudes and behaviours as a result of the information they obtain from their social environment rather than their personal characteristics or objective circumstances. Within organizations, meaning emerges through interaction, experience and communication within teams. Therefore, behaviour in the workplace is shaped by collective meanings derived from social interactions. In team settings, SIP Theory highlights that people monitor others' reactions to ideas, efforts to learn, and to diverse views, and respond accordingly. Such social cues create norms that affect team member communication, information sharing, and decision-making practices. This view is consistent with team-based organisations where interaction is at the heart of their functioning. The theory offers a compelling account of how receptivity to others' ideas is institutionalised in teams. If team interactions promote listening, providing feedback and incorporating diverse perspectives, team members learn these behaviours are appropriate. This reinforces openness and creates communication patterns that encourage learning and collaboration (Salancik & Pfeffer, 1978). SIP Theory also accounts for how the team's social context affects motivation to learn. Teams that encourage learning, reflection and sharing of knowledge, send cues that it is supported. This, in turn, encourages team members to explore new knowledge, learn from their errors, and use this knowledge for continuous improvement in the company. Teams also communicate respect for differing opinions through social information. When different perspectives are recognised and incorporated into team discussions, team members learn to value diversity of opinion. This alleviates defensiveness and promotes equitable contribution, improving the quality of collective knowledge and decision-making. In this way, SIP Theory supports how team intellectual humility is linked to improved communication in organisations. Social signals signalling inclusivity and respect support regular, authentic, and informative communication among team members. Inclusive and effective communication facilitates coordination and task performance. When team members perceive that learning is a norm, they are more likely to share knowledge and lessons. This shared learning enhances the organisation's capacity to learn and develop. SIP Theory also explains the role of team norms in better decision-making. Teams that value different opinions and thorough discussion establish social contexts in which decisions are based on consideration of multiple viewpoints. This helps avoid bias and overconfidence, and results in better decision-making.

2.3 Conceptual review

This section discusses the conceptual review of the study by reviewing the main concepts involved in the relationship between team intellectual humility and organisational performance. The review considers team intellectual humility as the independent variable, which is explored in terms of its major components of openness to others' ideas, willingness to learn, and appreciation for alternative perspectives. It also discusses the dependent variable, organizational performance, with a focus on the impact of these dimensions of team intellectual humility on communication, learning and decision-making in organisations.

2.3.1 Openness to others' ideas

Openness to others ideas is one of the key components of team intellectual humility and refers to how willing team members are to hear, consider and combine others' perspectives. In team-based work environments, openness can facilitate team members to build a shared understanding of the work, thereby enhancing successful team collaboration and performance (Porter & Schumann, 2018). In this research, openness to others' ideas plays a vital role as a behavioral ingredient of team intellectual humility and its impact on the organization. Open teams are more likely to have positive interactions instead of defensive interactions, as per past studies. Openness allows team members to express ideas, concerns, and alternative points of view without restriction, which fosters more trust and communication among team members, Edmondson (2019) suggested. In team based organisations, this is important because there are settings where openness in speaking and listening results in more accurate and more complete information that the team possesses, which in turn improves organisations' outcomes. Openness to others also has been related to team learning. When team members are willing to hear what others have to say, they will be more willing to question the norm and learn from the experiences of others (Nembhard & Edmondson, 2006). This learning process is a continuous process of improvement and adaptation that is essential for organisations that are subject to a fast-changing and competitive environment. Openness to others' ideas is, therefore, treated as a source of learning in this research which falls under organisational performance. Openness to other people's ideas enhances the decision-making process by enabling the consideration of different ideas. Research has demonstrated that groups with few restrictions on their communication are less susceptible to groupthink and group bias because group members are more willing to voice their opinions in opposition to the group consensus (De Dreu & West, 2001). This is consistent with the current study which uses enhanced decision-making as a measure of organisational performance, revealing the critical role of openness in teams with

intellectual humility. Other researchers have proposed that openness towards others' ideas is socially nurtured by the team through interaction and norms. According to Salancik and Pfeffer (1978), team members react to social stimuli in their environment. Openness is a team norm if it is encouraged and valued, which affects team members. There is a justification for assuming the openness is a team level construct and not an individual level construct from this approach. Being open to others is important in an organisational setting in an emerging market due to the differing educational, work and professional experiences. Studies in emerging markets and Africa suggest that the use of open dialogue in teams assists them to transcend hierarchical structures and improve coordination and performance (Jackson, 2020).

2.3.2 Willingness to learn

Willingness to learn is an important component of team intellectual humility and relates to the openness of team members to learn, reflect and adapt to new information and feedback. Teams in complex and dynamic organisations who are willing to learn will be more likely to improve the performance of their team through continuous learning (Edmondson 2019). This attitude helps build the team and enables teams to adjust to fluctuating conditions. Willingness to learn creates a positive attitude toward mistakes and failures, in teams. A team that is willing to learn is more likely to perceive errors as learning opportunities and examine their assumptions and adjust their actions (Argyris & Schön, 1978). This is in line with the idea of intellectual humility, which involves acknowledging your own limits of knowledge and being open to the possibility of making mistakes. A readiness to learn also enhances knowledge sharing. Active search, sharing and incorporation of others' ideas, resulting in more team understanding and co-ordination (Huber, 1991), is a product of willingness to learn. These practices encourage effective communication and positively impact on the effectiveness of the team, this is to aid the organisation's success. Adaptive teams have a learning orientation. A commitment to learning allows teams to adapt their strategies, try out new alternatives and respond positively to change, which over time enhances organisational effectiveness (Crossan et al., 1999). This is particularly important in environments where performance depends on making good judgement and reacting successfully to changes. Learning is encouraged by social interactions within teams. Questions, reflection, and exploration are signals sent by teams that learning is expected, and this can stimulate the ways team members interpret their work and react to the signals (Salancik & Pfeffer, 1978). As a result, learning becomes a team expectation, rather than an individual choice (Salancik & Pfeffer, 1978). Learning behaviours also enhance decision-making. The learning teams are more diverse, learn from their experience and

consider their options more carefully, which leads to better decision making (Edmondson, 2019). It can help reduce the chances of error recurrence and enhance performance. Willingness to learn is one of the ways by which team intellectual humility impacts performance. Active learning, communication and decision-making support the building of the team's ability to perform and the likelihood of achieving organizational goals, as well as sparking continued learning.

2.3.3 Respect for diverse viewpoints

A dimension of team performance is respect for diverse viewpoints which involves how team members value and consider perspectives and ideas that are different from their own. This is done as a practice in teams, and highlights the idea that knowledge is shared, and that knowledge arises from different experiences and ideas that can help to make better decisions. The respect for diverse viewpoints in the team dynamic supports the functioning of the team (Owens & Hekman, 2016) because it focuses on considering rather than competing and dominating. Inclusive teams encourage the sharing of ideas by team members without fear of being "shot down". This helps to facilitate discussion and promotes team thinking about issues from multiple angles. These patterns of interaction help with communication by ensuring that everyone in the team is able to share information with one another; it is also important that key perspectives and ideas are not overlooked due to position and power (Edmondson, 2019). Another key feature for organisational learning is the ability to show appreciation for other points of view. It provides an opportunity for teams to learn from different angles because they hear other voices. When others are respected, collaborative learning and development is possible and results in ongoing learning and improvement (Crossan et al., 1999). Diversity also makes for better decision making. When teams have differing viewpoints, they can look at a variety of options and not make decisions that are biased (Salancik & Pfeffer, 1978). Groups with diverse members are more likely to make decisions that are informed by a complex understanding of the problems (Salancik & Pfeffer, 1978). Work is facilitated by having a different perspective, and they have a better understanding of others' perspectives. There is appreciation for multiple perspectives, which helps with other aspects of team intellectual humility, such as being open to others' perspectives and learning from experience. These actions complement one another to establish norms of communication, inquiry and debate in teams. As these norms become established, a team can better address a challenging task in unclear situations. Building culturally diverse teams in the workplace is best achieved by recognizing the value of diverse viewpoints, viewing difference as an opportunity, and creating

a team culture that embraces difference. These cultures help to de-escalate conflict that might arise in a team, and ensure that teams work together and reach consensus on their objectives. Such teamwork is essential in a high pressure workplace.

2.3.4 Organizational performance

Organizational performance is the ability of the organization to achieve its objectives with the efficient deployment of resources, human capital and processes. In modern organizations, performance is considered a multifaceted construct that goes beyond financial measures to include processes such as the quality of communication, learning and decision-making (Richard et al., 2009). These aspects are critical in team-based organisations where performance is achieved through team rather than individual efforts. Organizational performance is dependent on quality team communication. Open and effective communication between various levels and units of the organization enhances coordination and minimises mistakes. Effective communication helps teams coordinate their efforts to align with the goals of the organization, respond effectively to problems, and standardize their operations, driving better performance (Edmondson, 2019). Another vital element of performance is learning, particularly in rapidly changing and uncertain settings. High-performing organizations are those that learn and develop new knowledge, disseminate it throughout the organisation and apply it to enhance processes and practices (Crossan et al., 1999). Team learning enables organizations to learn, innovate and avoid past failures, leading to improved effectiveness and sustainability over time (Crossan et al., 1999). Another key focal point of organisational performance is better decision-making. Team-based decisions affect strategy, efficiency and quality of customer service. When decision-making is well-informed, collaborative and reflective, organizations can make better resource allocation and opportunity management decisions in line with their objectives (Vroom & Yetton, 1973). A second factor that contributes to organisational performance is the integration of information and viewpoints in teams. By drawing on diverse perspectives, teams are better able to anticipate risks, consider options, and produce feasible and creative solutions (Vroom & Yetton, 1973). This enhances performance by using broad perspectives instead of narrow views (Salancik & Pfeffer, 1978). The performance of knowledge-based firms is increasingly reliant on intangibles like team dynamics, knowledge sharing, and team problem solving. These elements affect the efficiency of task execution and the effectiveness of response to internal and external needs. Consequently, performance is strongly linked to team dynamics and interactions, rather than to structural and technological resources (Carton & Hofer, 2010).

2.5 Conclusion

This chapter explored the theoretical frameworks that informed the study (Social Learning Theory and Social Information Processing Theory) and the key concepts of team intellectual humility (openness to others' ideas, readiness to learn and respect for alternative viewpoints) and organizational performance (communication, learning and decision-making). In Chapter Three, we will discuss the methodology, detailing the research design, population, sampling, data collection and data analysis methods used in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The study design and methodology was described in this chapter. It explained the research design, population of the study, sample size and the procedures done for the sampling process and sampling methods. It also explained the data collection methods and instruments, the data collection procedures and strategies to ensure the validity and reliability of the research instruments. It also described the approaches to data analysis, measurement of variables and data presentation, and ended by discussing the limitations of the study.

3.1 Research design

Research design is a plan or approach, within which the study was conducted to solve the problem of the research. It was used as a guide for data collection, measurement and analysis in order to effectively tackle the research problem. In this context, the research design acted as a blueprint and guided the researcher in collecting, analyzing and interpreting data systematically for meaningful and relevant conclusions (Sekaran & Bougie, 2016; Kothari, 2018). It helped the researcher to organize the research process to enhance the validity, reliability and consistency of the results. In this study, the quantitative research design with correlational design was used to find out the level of relationship between the organizational performance with team intellectual humility. This design was chosen since the study was able to establish the level at which the various dimensions of team intellectual humility (open to others' ideas and learning and respecting others' opinions) were linked with organizational performance outcomes (improved communication, learning and decision-making). A questionnaire was used to gather data to allow the researcher to get consistent responses from the respondents and enabled statistical examination of the relationship between the variables of the study.

3.2 Study population

A study population is defined as the totality of the elements or individuals about which the researcher wishes to draw inferences (Kothari, 2018). Following this definition, the study population for this research was the employees of New Vision Group, in particular those who worked in the key departments where interaction and teamwork were vital to the performance of the organisation. These included editorial, finance and accounts, administration, operations

and digital/media production units, which were engaged in team activities associated with team intellectual humility and team performance.

3.3 Sample size

The sample size was determined using the Krejcie and Morgan (1970) sample size determination table which was used to determine the sample size based on the population to ensure the study findings were both valid and generalisable. The formula is.

$$n = \frac{N}{1+N(e)^2}$$

The population of New Vision Group (2025) is 86 employees. According to the Krejcie and Morgan (1970) sample size determination formula, for a total population of 86 the sample size is;

$$n = \frac{86}{1 + 86(0.05)^2}$$

$$n = \frac{86}{1.12}$$

$$n = 70 \text{ respondents}$$

As such, 70 respondents was the sample size used in the study, which was deemed sufficient in order to draw conclusions from the sample population.

3.4 Sampling technique

Random sampling technique was used to select respondents to the study in order to give all individuals in the population an equal opportunity to be part of the survey.

3.4.1 Simple Random Sampling

This technique ensured that all employees in the population were given equal opportunities of being chosen for the sample. The sample was drawn from departments where interaction and teamwork were crucial for organisational effectiveness and thus were in a good position to provide data on issues of team intellectual humility and performance (Smith et al., 2021). The use of simple random sampling reduced the risk of selection bias (a common source of non-response bias), making the results more credible, as the selection process was fair and representative.

3.5 Data collection instrument

3.5.1 Self-administered questionnaire

The questionnaire used in this study was a self-administered questionnaire. This questionnaire was distributed and completed by the respondents and suitable for respondents who could read and write (Smith, 2018). The questions were close-ended as they were simple, quick to answer and allowed the researcher to obtain reliable and unbiased information regarding the variables in the study. The questionnaire had a series of statements to which respondents would answer based on their experiences. The questionnaire was designed based on the objectives of the research and variables of interest. Their answers were to be on a five-point Likert scale from 1 = "Strongly disagree" to 5 = "Strongly agree". The personal data about the respondents was collected in Section A, while the data to measure the team intellectual humility and organisational performance was collected in Sections B and C.

3.6 Data sources

Both primary and secondary data sources were used in this study to achieve reliable results.

3.6.1 Primary sources

Primary data refers to data collected by the researcher from the source for the research. This data is collected from the respondents directly, using survey, interview or observation techniques, which allow the researcher to get the data in the form in which it is presented by the respondent (Kothari, 2014). The authors used self-administered questionnaires to gather primary data for this study, distributing questionnaires to the respondents in order to get first-hand information regarding team intellectual humility and organizational performance.

3.6.2 Secondary data

Secondary data refers to data that was originally collected by a different researcher(s) and/or organisation for a different purpose than what is needed for the new study (Punch, 2014). Secondary data will be obtained from secondary data sources like past reports from the Uganda Investment Authority (UIN) such as progress and sector reports in this study. Additional secondary data will be provided from published research studies, electronic journals and newspapers as background information and to supplement the analysis of the study results.

3.7 Validity and Reliability

3.7.1 Validity

Validity of data is concerned with the extent to which the research instrument measures what it is supposed to measure, and elicits suitable responses from the respondents (Kothari, 2003).

In order to ensure the data collection instrument is accurate and relevant to the study, the instruments will be scrutinised by the supervisors, using the items and suggesting any irrelevant items should be removed before approving the questionnaire. The formula will then be used to determine the questionnaire validity (in this study). $CVI = \frac{\text{Total number of items accepted and rated all respondents}}{\text{Total number of items in the research instruments}}$.

$$CVI = \frac{\text{Total number of items accepted and rated all respondents}}{\text{Total number of items in the research instruments}}$$

3.7.2 Reliability

Reliability is defined by Sekaran and Bougie (2016) as the ability of a research instrument to consistently measure and produce the same results repeatedly. For this research, reliability refers to the consistency of the items in the questionnaire to measure the variables of the study. Cronbach's alpha will be used to test the reliability of the instrument in terms of the internal consistency of items. Maintaining reliability and validity of the data collection tools is crucial to generate valid and reliable research results, according to Perry et al. (2020).

Reliability Statistics	
Cronbach's Alpha	N of Items
.952	40

The reliability analysis results show that the questionnaire used had a Cronbach's Alpha value of 0.952 for 40 items. This is a very high degree of internal consistency of the items used in the questionnaire. The value of 0.952 indicates that the instrument was very reliable. So, the questionnaire was acceptable for gathering data and the findings derived from it can be said to be reliable for measuring the impact of team intellectual humility on organisational performance at New Vision Group.

3.8 Data analysis and presentation

Descriptive statistics were used for analyzing the data. Good data management was done by capturing and analysing primary data using the Statistical Package for Social Sciences (SPSS) for Windows and Microsoft Excel. SPSS was widely used by researchers in various fields for the statistical analysis of data, and was efficient and reliable (Guo & Liang, 2016). After collecting the questionnaires they were examined for completeness, clarity and accuracy before analysis. The data collected were coded and analysed using a five-point Likert scale as suggested by Likert (1932). The scale used for this was Strongly agree (5), Agree (4), Not sure

(3), Disagree (2), Strongly disagree (1). It allowed the researcher to clearly and consistently quantify the respondents' perceptions and attitudes towards the variables being researched.

3.9 Ethical consideration

Konrath et al. (2018) define informed consent as a process that occurs when people choose to participate in a study as a result of receiving appropriate information. The researcher ensured that all respondents had a clear understanding of the purpose of the study, the methods to be used, the risks and expectations of them as respondents as per the recommendations of Kothari (2014). They also repeated to the respondents that they can drop out of the study at any stage without any consequences. In addition, the researcher guaranteed the confidentiality of the respondents' data. A principle of ethical research was to respect privacy. It was assured that data collected would be exclusively used for research purposes and that it would be kept confidential. The name of the respondents was not requested on the questionnaires in order to maintain their anonymity but instead different code numbers were used.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The objectives of the research were presented in this chapter and the general results concerning the effect of team intellectual humility that was obtained from the study were explained.

4.1 Response rate

A total of 63 respondents took part in the study. This is about 90% of the sample size. The 10% shortfall was due to some of the questionnaires not returned within the timeframe or not fully completed.

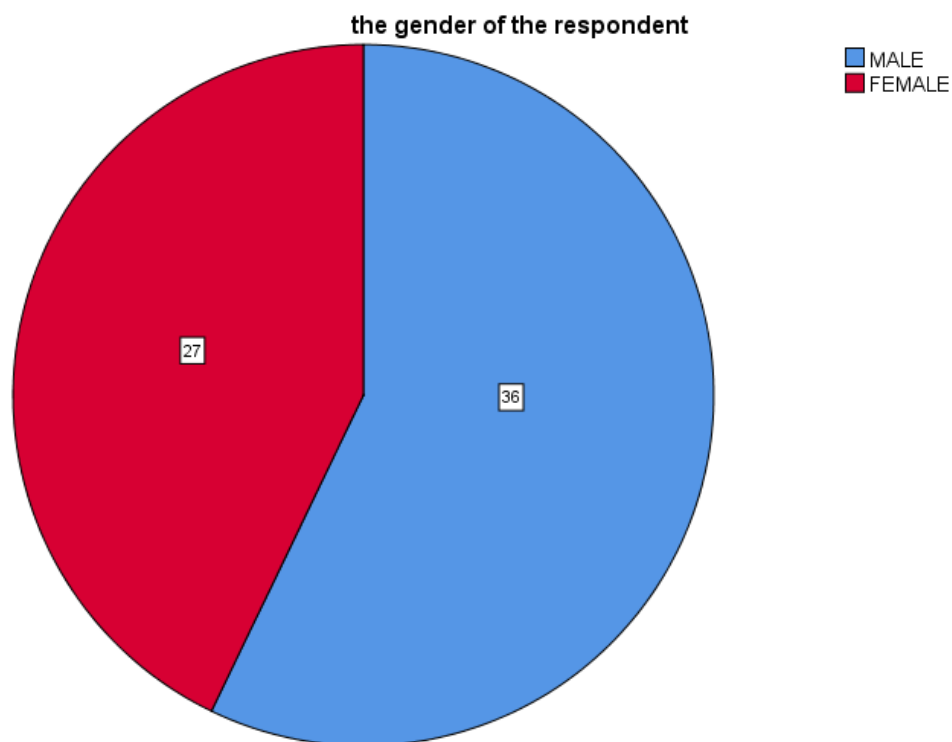
4.2 Respondent's background information

4.2.1 The Gender of Respondents

Table 1: The Gender of Respondents

the gender of the respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	36	57.1	57.1	57.1
	FEMALE	27	42.9	42.9	100.0
	Total	63	100.0	100.0	

Primary data, 2026



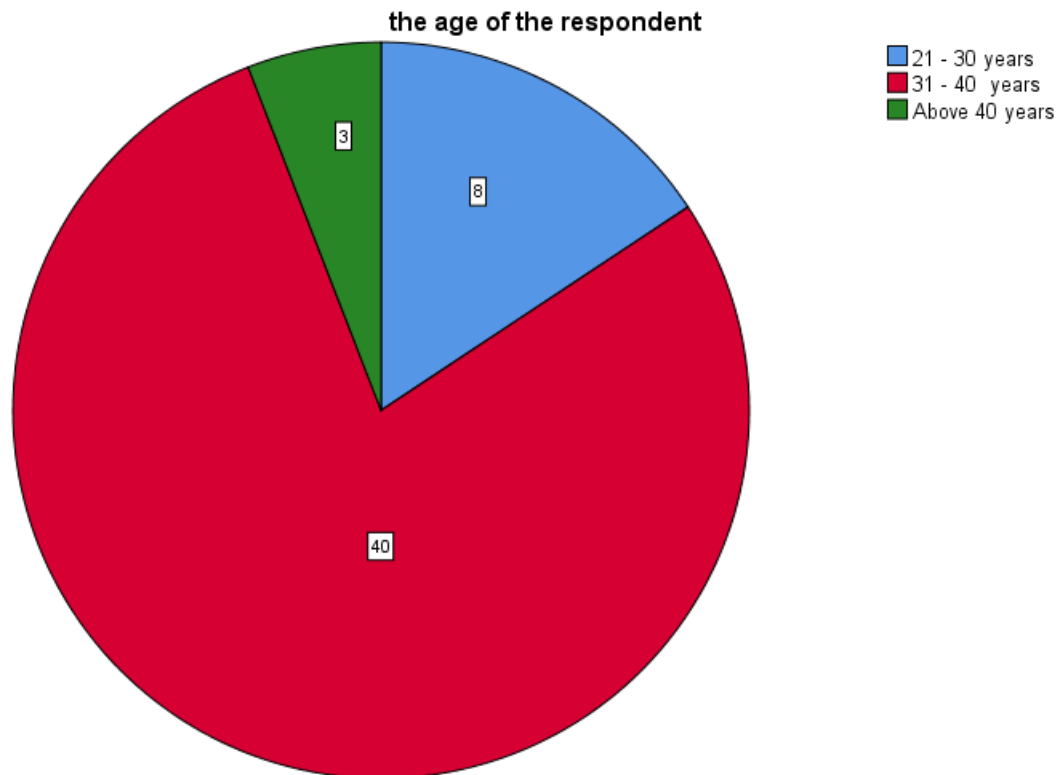
The findings indicated that there are 36 (57.1%) male respondents and 27 (42.9%) female respondents. In total, there are 63 (100.0%) valid responses, with no missing responses recorded, forming the overall sample size of 63 respondents.

4.2.2 The Ages of the Respondents

Table 2: The Ages of the Respondents

The age of the respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 - 30 years	8	12.7	15.7	15.7
	31 - 40 years	40	63.5	78.4	94.1
	Above 40 years	3	4.8	5.9	100.0
	Total	51	81.0	100.0	
Missing	System	12	19.0		
Total		63	100.0		

Primary data, 2026



The findings indicated that 8 (15.7%) respondents were aged 21–30 years, 40 (78.4%) were aged 31–40 years, and 3 (5.9%) were aged above 40 years. In total, there are 51 (100.0%) valid responses, while 12 (19.0%) responses were missing, forming the overall sample size of 63 respondents.

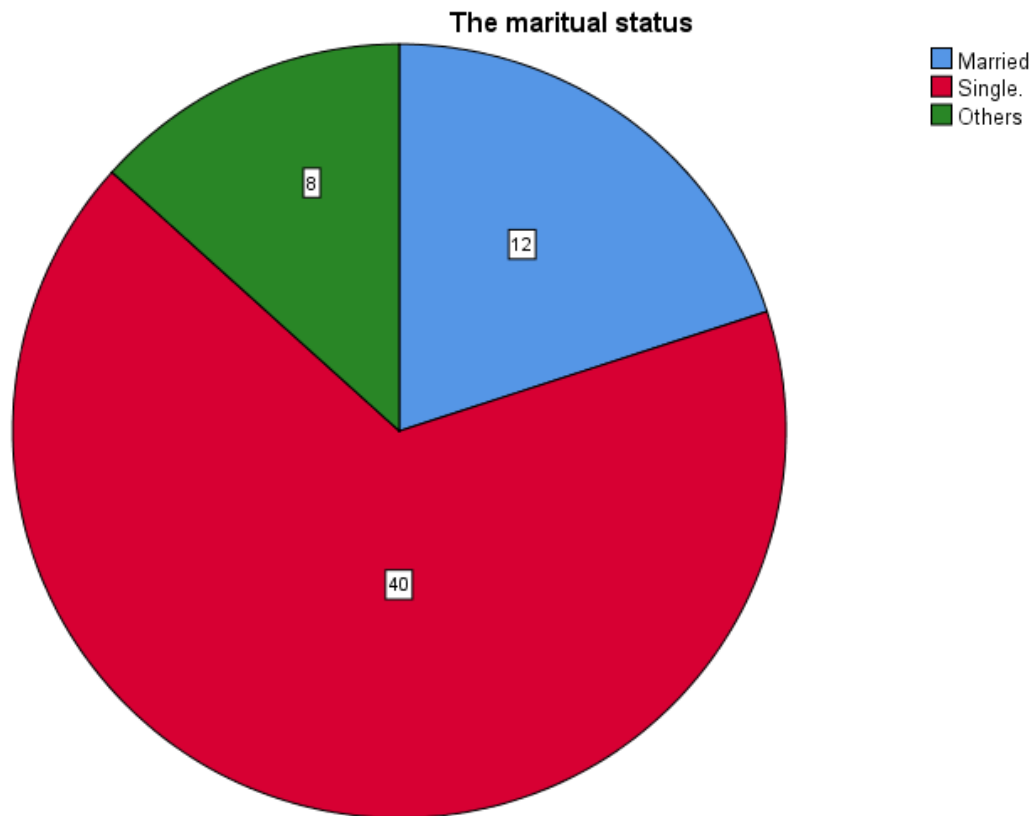
4.2.3 The Marital status

Table 3: The Marital Status

The marital status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	12	19.0	20.0	20.0
	Single.	40	63.5	66.7	86.7
	Others	8	12.7	13.3	100.0

	Total	60	95.2	100.0	
Missing	System	3	4.8		
Total		63	100.0		

Primary data, 2026



The findings indicated that 12 (20.0%) respondents were married, 40 (66.7%) were single, and 8 (13.3%) fell under other marital status categories. In total, there are 60 (100.0%) valid responses, while 3 (4.8%) responses were missing, forming the overall sample size of 63 respondents.

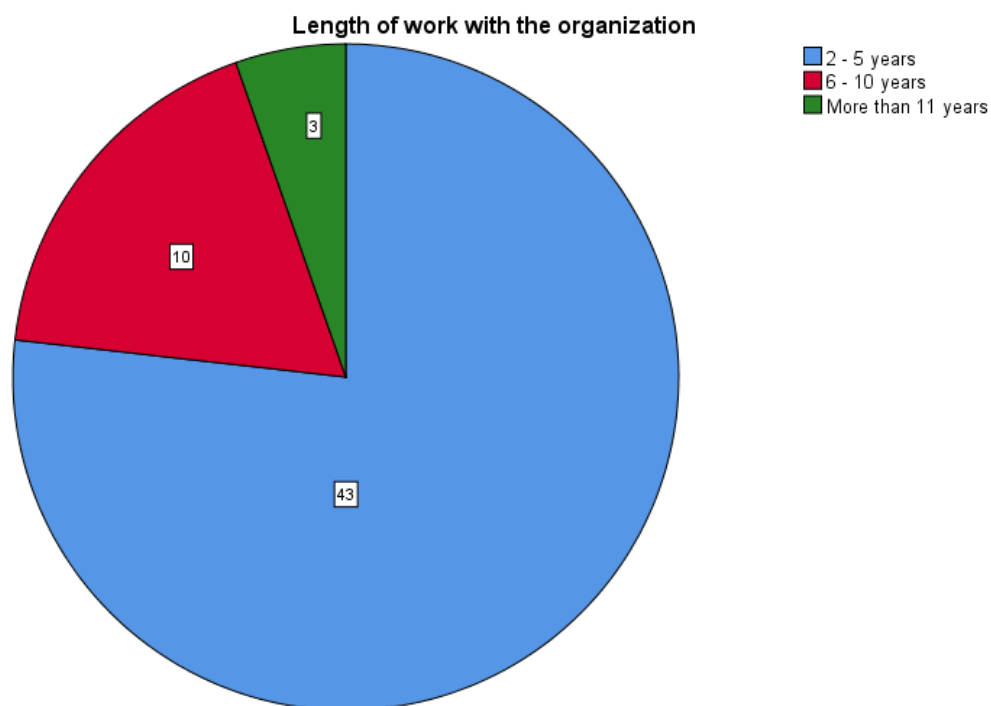
4.2.4 Position in Business

Table 4: Position in Business

Length of work with the organization				
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	2 - 5 years	43	68.3	76.8	76.8
	6 - 10 years	10	15.9	17.9	94.6
	More than 11 years	3	4.8	5.4	100.0
	Total	56	88.9	100.0	
Missing	System	7	11.1		
Total		63	100.0		

Primary data, 2026



The findings indicated that 43 (76.8%) respondents had worked with the organization for 2–5 years, 10 (17.9%) had worked for 6–10 years, and 3 (5.4%) had worked for more than 11 years. In total, there are 56 (100.0%) valid responses, while 7 (11.1%) responses were missing.

4.4 The influence of openness to others' ideas within teams on the performance of New Vision Group

ITEM	MEAN	S.D

Team members listen carefully to others' ideas.	5.00	.000
Different opinions are encouraged during discussions.	4.75	.439
Suggestions from all members are considered before decisions are made.	4.20	.998
Team members are willing to adjust their views when presented with better ideas.	5.00	0.000
New ideas are welcomed within the team.	4.84	.368
Team members seek feedback to improve their work.	4.49	.878
Employees are willing to learn from their mistakes.	4.79	.408
Team members are open to acquiring new skills.	4.78	.415
Colleagues share knowledge.	4.73	4.47
The team adapts to new ideas through learning.	4.48	.506
Team members respect opinions different from their own.	4.48	.503
Employees feel safe expressing dissenting views.	4.73	.447
Differences in experience and background are valued.	4.43	.500
Disagreements are handled respectfully.	4.48	.503
All members are given equal opportunity to contribute ideas.	4.48	.503

Primary data, 2026

Table 5: The influence of openness to others' ideas within teams on the performance of New Vision Group.

The study revealed that the team at New Vision Group was very open to new ideas, learned oriented and tolerant of other opinions from the respondents. The level of attention paid to the ideas of others had a mean of 5.00 and a standard deviation of 0.000, reflecting that all respondents agreed that they give other people's ideas their full attention. Similarly, the consensus on the other aspect of intellectual humility, that team members are willing to change

their opinion if the better idea, was captured by a mean of 5.00 and a standard deviation of 0.000.

The mean for welcoming different views in discussions was 4.75 with a standard deviation of 0.439, which shows that this was strongly encouraged and there was not much variation around the mean. The mean was 4.84 for the team's openness to new ideas with a standard deviation of 0.368, indicating very strong and consistent agreement within the team. The mean values of the ability to learn from mistakes by the employees was 4.79 and 0.408 for the standard deviation, while the mean value of opportunities to learn new skills was 4.78 and 0.415 for the standard deviation, indicating high learning orientation of the team members.

Agreement with some variation was indicated by the mean of 4.49 and the standard deviation of 0.878 for looking for feedback to improve performance. However, the adaptation of new ideas had a mean of 4.48 with an SD of 0.506 which showed high level of agreement and was consistent. Respect for diverse views and respectful treatment of disagreements and opportunities for everyone to express ideas had similar values of 4.48; standard deviations of 0.503; they were in strong agreement with low variability in these aspects.

The mean and standard deviation of colleagues who felt safe to disagree were 4.73 and 0.447 respectively, indicating a general feeling of agreement that a safe environment exists to disagree. The mean for appreciating different backgrounds and experiences was 4.43 with a standard deviation of 0.500, with low variation meaning people were in agreement. The mean for colleagues sharing knowledge was 4.73, which was higher, but had a larger standard deviation than the other statements, indicating agreement but with more varied opinions.

4.5 To assess the level of employee performance at New Vision Group.

Statement	MEAN	S.D
Team members consider suggestions from others when learning new tasks.	3.94	1.256
Open discussions help members understand new information.	4.21	.845
Members seek input from colleagues when improving their skills.	3.95	1.007
Ideas from different members support learning processes.	4.22	.832

Openness to ideas enhances team improvement.	5.00	.000
Team members actively pursue opportunities to learn.	5.00	.000
Employees are willing to change old practices when necessary.	4.75	.439
Learning new methods improves team effectiveness.	4.20	.988
Staff attend training to enhance their performance.	5.00	.000
The team continuously improves through learning.	4.84	.68

Primary data, 2026

Table 6: The effect of willingness to learn among team members on the performance of New Vision Group.

The results showed that the respondents basically agreed that the team members' willingness to learn at New Vision Group was high, which means that the learning behavior is seen as having a strong impact in improving the team and the quality of performance. Openness to ideas improves team improvement was rated a mean of 5.00 with a standard deviation of 0.000, signifying that there was complete consensus amongst respondents. In the same way, both the team members who were continuing their learning processes and the staff members who were attending training to improve their skills scored 5.00 with a standard deviation of 0.000, with everyone fully agreeing that learning within the organization is valued.

The mean score for “employees willing to change old practices when needed” was 4.75 with a SD of 0.439, which shows a high degree of agreement from the responses with few deviations. The mean of the team's responses to this statement was 4.84 (SD 0.68), with strong agreement overall, but with slightly greater variation. The mean was 4.20 with a standard deviation of 0.988, reflecting that the participants agreed on the new methods which enhance the efficiency of the team, with moderate variation in perceptions.

The mean of open discussions which facilitated members to understand the new information was 4.21 with a standard deviation of 0.845, and the mean of the ideas from various members supporting learning processes was 4.22 with a standard deviation of 0.832. Both results show that there was a high degree of agreement that collaboration improves learning. For members who sought help from other members for their skill development, the mean was 3.95 and the

standard deviation 1.007, indicating moderate agreement but with a range of opinions. Likewise, those team members who were looking at suggestions from fellow team members in learning new tasks had a mean of 3.94 and a standard deviation of 1.256, showing moderate agreement and the highest number of responses in this section.

4.6 The effect of respect for diverse viewpoints among team members on the performance of New Vision Group

Statement	MEAN	S.D
Openness to ideas promotes inclusion in the team.	4.49	.878
Members consider the views of all team members.	4.79	.408
Different suggestions are discussed before decisions are made.	4.78	.415
Open dialogue strengthens teamwork.	4.73	.447
Ideas from minority groups are acknowledged.	4.48	.503
Team members learn from perspectives different from their own.	4.48	.503
Employees adjust their behavior based on feedback.	4.75	.439
Learning reduces misunderstandings among team members.	4.45	.502
Different opinions are treated with equal importance.	4.49	.504
Employees are not discriminated against for their views.	5.00	.000
The team values diversity in ideas and perspectives.	4.75	.439

Primary data, 2026

Table 7: The effect of respect for diverse viewpoints among team members on the performance of New Vision Group

The results demonstrated that the respondents' perception of respect for other points of view within teams at New Vision Group was very high, suggesting inclusiveness and fairness are well ingrained in team interactions. For the question "Employees are not discriminated against for their views", the mean obtained was 5.00, and the standard deviation was 0.000, showing that everyone agreed that all views are treated fairly.

Taking the perspectives of all team members had a mean of 4.79 and a standard deviation of 0.408, while discussing various suggestions before making decisions a mean of 4.78 and a standard deviation of 0.415. The two responses show good agreement with little difference, suggesting high levels of participatory decision making. Similarly, those who adapted their behavior in response to feedback and the team who appreciated differences in ideas and perspectives gave the score of 4.75, with high standard deviations of 0.439 (high consensus) indicating that feedback and diversity in ideas and perspectives are perceived as contributing positively to teamwork.

The mean score of 4.73 and SD of 0.447 for open dialogue strengthening teamwork suggest high level of agreement in communicating to support collaboration. Openness to ideas fostering inclusion had a mean of 4.49 and a standard deviation of 0.878, and opinions that are treated in the same way had a mean of 4.49 and a standard deviation of 0.504. The results indicate a consensus that there is inclusiveness, but with some subtle differences between perceptions of the respondents.

The indicators for Acknowledgment of ideas from minority groups, Learning from different perspectives, and Reducing misunderstandings through learning all recorded between 4.45 and 4.48, with standard deviations between 0.502 and 0.503, showing that there was a clear consensus that diversity is a key factor in effective teamwork. In general, the findings reflect that the teams of New Vision Group have high respect for different ideas, encourage everyone to participate in their teams, and appreciate other opinions, which will be beneficial for the cohesion of teams and the performance of organizations as a whole.

4.7 Employee performance

Descriptive Statistics		
	Mean	Std. Deviation
I complete my assigned tasks within the required time.	4.73	.335
I consistently meet my work targets and deadlines.	5.63	5.166
My work meets the expected quality standards.	4.74	.444
I am efficient in performing my job duties.	4.44	.535
I can manage my workload effectively.	4.44	.668

I perform my tasks with accuracy and attention to detail.	4.83	.550
I take the initiative to improve my work performance.	4.75	.439
I work effectively with colleagues to achieve organizational goals.	4.21	.871
I can adapt to changes in my work environment.	3.93	1.006
I consider my job performance to be effective.	4.23	.831
Valid N (listwise)		

Primary data, 2026

Table 8: Employee performance

The answers show that N.V.G. employees are performing at a high level since the majority of the statements had a high mean score. There was high agreement with a very low standard deviation for respondents who completed their tasks on time with a mean of 4.73. The mean of this item was similarly very high (5.63) with a high standard deviation (5.166), indicating very high agreement but surprisingly high level of disagreement.

Grade of work against expected standards was at a mean standard of 4.74 (SD = 0.444) and accuracy and attention to detail at a mean of 4.83 (SD = 0.550). These results show that workers feel that their work is accurate and high-quality, and have similar opinions in most cases. There was also high mean (4.75) agreement with a standard deviation of 0.439 in the proactively improving performance area, indicating that employees are proactive in making improvements.

. Efficiency in completing job tasks and ability to manage workload had a mean rating of 4.44 each with a moderate amount of agreement (+/- 0.535 and 0.668 respectively). The mean value for working well with others to achieve the organisations goals was 4.21 with a standard deviation of 0.871, which was representative of a level of agreement, but with some more variation in opinions.

The mean and the standard deviation for adapting to changing work situations were 3.93 and 1.006, respectively, indicating moderate agreement, and the highest variation. Likewise, the self-evaluation of overall job performance had a mean of 4.23 with a standard deviation of 0.831, showing agreement, although with some variability. The results reveal that New Vision Group employees have a high level of performance as evidenced by the high mean scores for

the majority of statements. The mean and standard deviation for the respondents in completing their task in time was 4.73 and 0.335, respectively, indicating high level of agreement with slight variation. Similarly, the statement about reaching targets and deadlines showed a very high mean score of 5.63 and very high SD of 5.166, indicating a very high level of consensus, but a surprisingly large level of disagreement.

Work quality at expected standards was at a mean of 4.74 and standard deviation of 0.444, and accuracy and attention to detail, a mean of 4.83 and a standard deviation of 0.550. The results suggest that staff feel that their work is accurate and of good quality and has a relatively uniform opinion. In terms of proactively improving performance, the mean was high at 4.75, and the standard deviation was 0.439, indicating high level of agreement that employees are proactively improving their performance.

Agreement with respect to efficiency at completing job tasks and ability to manage workload were moderate, with means of 4.44 (SD 0.535) and 4.44 (SD 0.668), respectively, and some variation. The mean value was 4.21 with a standard deviation of 0.871 for collaborating well with other employees to achieve organisational goals, reflecting an attitude towards collaboration, albeit with a higher level of variance of views.

The mean of 3.93 with a standard deviation of 1.006 indicated moderate agreement of adapting to changing work situations, but with the highest deviation. Similarly, the rating of overall job performance was rated as 4.23 (SD 0.831), indicating some agreement but also a level of variability.

4.8 Interview analysis

Staff listen to each other and communicate with each other in a respectful manner. Employees reported that respectful communication is integral to everyday communication, and helps foster teamwork and prevent conflict. From this finding, it is concluded that respect should play an important role in enhancing the communication in the organisation. A respondent explained that,

"We always listen before we answer and it helps us to be a team."

Another Respondent reported that,

"When we communicate respectfully, we can express our ideas without fear of judgement."

Other respondents also explained that poor communication is uncommon as employees value understanding with one respondent explaining that,

We discuss things with respectfulness and don't prevent work, despite our differing views.

The research also confirmed that employees respect and take other's ideas into account. Participants highlighted that team meetings are inclusive and that there is consideration given to others' viewpoints. This indicates that staff members believe that they are appreciated and accepted. One respondent commented that,

"Before a decision is made, 'in our team we are all invited to give our opinion'.

Another respondent said that,

Generally speaking, we discuss the various ideas and select the best.

Other respondents also gave the following reasons for valuing ideas: that,

"When you see your ideas are being taken into consideration, you do the extra work."

Moreover, the results showed staff are willing to learn from each other at work. Participants noted that there is a lot of sharing of knowledge and experiences to enable better understanding of tasks and team work. This is a sign of a learning positive culture at the workplace. The respondent said that,

I get a lot of learning from my colleagues, especially when I work with them.

Another respondent responded that,

"When we are unsure of how to complete a task we can ask others for help."

Some of those who responded also reported that they feel confident from learning from others, that,

I also observe others and seek to learn from them in order to enhance my performance.

Furthermore, the findings of the study showed that the employee is open to feedback and can take it up to improve his performance. Feedback is viewed by respondents as a possibility for improvement, not negative, and will encourage improvement. According to one of the respondents,

Feedback is positive and an opportunity for me to learn how to do a better job.

Another one of the respondents stated that,

"When I am given feedback I can do it better next time."

Respondents also indicated that feedback is vital to enhance performance: They said that,

Feedback helps us avoid making errors and to improve our performance.

4.9 Correlation analysis between Intellectual humility and performance

Correlations			
		Intellectual Humility	Performance
Intellectual Humility	Pearson Correlation	1	.923**
	Sig. (2-tailed)		.000
	N	57	52
Performance	Pearson Correlation	.923**	1
	Sig. (2-tailed)	.000	
	N	52	55
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 9: Correlation analysis between Intellectual humility and performance

A Pearson correlation analysis was applied to assess the correlation of team intellectual humility with the organizational performance in New Vision Group. As seen from the analysis above, the correlation between variables is very high with a positive correlation. The coefficient of correlation is 0.923 and the significance is 0.000. The value of the significant is less than 0.01, so the correlation is significant at the 0.01 level.

This finding suggests that greater team intellectual humility is related to greater levels of organizational performance. If the team members are receptive to other team members, willing to learn from others, and value other perspectives, the result is likely to be improved communication, learning and decision making, which leads to improved performance.

The high correlation implies that team intellectual humility helps to improve teamwork and performance within organizations. The sharing of ideas, failure to learn from it and respecting

different opinions builds a team culture that helps in effective decision making and problem solving. This allows for rapid response to change and efficiency in operation.

4.10 The regression analysis between Intellectual humility and performance

Variables Entered/Removed						
Model	Variables Entered	Variables Removed	Method			
1	Performance ^b	.	Enter			
a. Dependent Variable: Intellectual Humility						
b. All requested variables entered.						
Model Summary						
Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate		
1	.923 ^a	.853	.850	.13187		
a. Predictors: (Constant), Performance						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.027	1	5.027	289.112	.000 ^b
	Residual	.869	50	.017		
	Total	5.897	51			
a. Dependent Variable: Intellectual Humility						
b. Predictors: (Constant), Performance						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.333	.258		1.290	.203

	Performance	.858	.050	.923	17.003	.000
a. Dependent Variable: Intellectual Humility						

Table 10: Regression analysis between Intellectual humility and Performance

Pearson correlation analysis was used and conducted to investigate the correlation between the team intellectual humility and the organizational performance at New Vision Group. We found a very strong positive association between team intellectual humility and organizational performance. The correlation value is 0.923 and the significance value is 0.000. The significance value is below 0.01 and thus the relationship is significant at the 0.01 level.

This discovery implies that team intellectual humility and organizational performance have positive relationships. That is, when team members are open to hearing each other's ideas, eager to learn, and appreciate different viewpoints, the organization is more likely to benefit from better communication, learning and decision making, which leads to enhanced performance.

The high correlations suggest that team intellectual humility is a factor that influences the team and organisational performance. Effective teams that encourage open discussion of ideas, learning from mistakes, and valuing diverse opinions have the right atmosphere to support effective communication, decision making and problem solving. This helps organisations to respond better. The regression analysis was performed to explore the association between organisational performance and team intellectual humility at New Vision Group. Model summary results indicate that there is a very strong positive correlation between the variables ($R = 0.923$). This means that when there's an improvement in organizational performance, it's closely tied to improved team intellectual humility.

The coefficient of determination (R Square) is 0.853, meaning that about 85.3% of the variance in team intellectual humility can be accounted for by the changes in organizational performance. This implies that factors related to performance, such as communication, learning and decision-making, play a big role in the team's intellectual humility. The adjusted R-square value of 0.850 also supports the fact that the model is a very good fit for the data and that the model's explanatory power has not been compromised by the number of independent variables.

The ANOVA test also indicates that the regression model is significant. The model's f value is 289.112 and its significant value is 0.000. The significance value is smaller than 0.05, which means that the model is significant. So, team intellectual humility in New Vision Group is significantly predicted by organizational performance.

The coefficients table helps to provide additional information on the role organizational performance plays in predicting team intellectual humility. One of the unstandardized coefficients (B) for the organizational performance is 0.858, indicating that a 1-unit increase in organizational performance will lead to a 0.858 increase in team intellectual humility. The standardized coefficient (Beta) is also very high (+0.923), suggesting a very strong positive association between performance and intellectual humility. The t-value (17.003) and significance value (0.000) also indicates that this has significance to the problems and improve efficiency.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the results of the study in the context of the research objectives of the study on the effect of the intellectual humility of the team on the performance of the organisation at New Vision Group. It concluded with a discussion of the findings and recommendations of the study.

5.2 Discussion of the key finding

5.2.1 The level of employee performance at New Vision Group.

The study found that there is high level of employee performance at New Vision Group with effective communication, cooperation and productivity. The analysis revealed a high level of agreement that employees get their work done on time, achieve their work targets, produce quality work and take responsibility for their performance. This implies that employees are dedicated to their work and are able to effectively carry out their responsibilities in the organisation. This research also suggests that good communication between employees is influential to their performance. This improved information exchange, idea sharing and coordination of tasks, which improves collaboration and avoids confusion amongst team members. This suggests that performance is not determined only by individual performance but also by how employees are able to communicate with each other at the workplace. Also, the study showed that learning is crucial to enhancing employee performance. Employees are keen to learn from their colleagues, develop new skills, and receive feedback to enhance their performance. This process of continuous learning allows employees to adapt to their work, increase productivity and perform at a high level. However, the study shows slightly lower agreement on adaptability, indicating that some employees might struggle with adaptability to changes in work conditions. Moreover, the research suggests team decision-making also affects employee performance. They engage in decision-making about their work and take into account other perspectives, leading to better decision-making. Employee involvement in decision-making also increases their responsibility for work-related activities, leading to improved performance. Although performance is already high, there is still a need for improvement in some aspects such as flexibility and consistency in team work. Improving these characteristics will also increase employee performance, which will in turn boost the performance of the organisation.

5.2.2 The effect of willingness to learn among team members on the performance of New Vision Group

The study revealed that New Vision Group has high level of employee performance with effective communication, cooperation and productivity. There was a high level of consensus that employees complete their work on time, meet their work objectives, deliver quality work and take responsibility for their work. This implies that employees are dedicated to their work and are able to effectively carry out their responsibilities in the organisation. This study also indicates that communication among employees are influential on employee performance. This improved information exchange, idea sharing and coordination of tasks, which improves collaboration and avoids confusion amongst team members. This indicates that the performance is not dependent on the individual, but also on the communication/connection between individual employees in the workplace. Also, the study showed that learning is crucial to enhancing employee performance. Staff are excited to learn from others, develop new skills and get feedback to improve their work. Employees continuously learn through this process, which enables them to adjust to their job, boost productivity and excel. The study reveals a slightly lower level of consensus around adaptability, suggesting that there may be some employees who will have a challenge adapting to change in the workplace. Furthermore, decision-making by teams appears to impact on employee performance as well. They make decisions about their work, and consider other viewpoints, resulting in improved decision making. With employee involvement in decision making, the employee takes more responsibility for work related activities which results into improved performance. While performance is already good, there is a need for improvement in some areas like flexibility and consistency in team work. These characteristics will improve if employees' performance improves, which will make the organisation's performance improve.

5.2.3 The relationship between team intellectual humility and employee performance at New Vision Group.

This study revealed that the intellectual humility of a team is positively correlated with Employee Performance at New Vision Group. The result of the correlation analysis gave a Pearson correlation coefficient (r) of 0.923 and significant value (p) of 0.000, which means it is significant at the 0.01 level. This implies that the higher the team intellectual humility, the better the employees' performance. The results suggest that when employees listen to other people's ideas, are open to learning, and value alternative perspectives, their performance is enhanced in such areas as communication, learning and decision-making. Put another way,

those who are receptive to feedback, open to other perspectives and willing to listen to others will likely be able to work well together, make informed decisions and work well. The results further indicated that workplace intellectual humility contributes to a positive and co-operative work climate, increasing employee interactions. Feeling valued and having their ideas heard makes employees more comfortable to participate in team activities. This improves team communication, reduces instances of communication failure and aids co-ordination of activities, thereby improving performance. Our findings are in line with the theoretical perspectives that emphasize the importance of interaction and learning within teams. Team members can share knowledge and expertise during interactions and learning to overcome challenges better. This helps avoid mistakes, enhance decision-making and improve organizational performance. Furthermore, the regression results support this link as it showed that organisational performance significantly predicts team intellectual humility. The strong explanatory power of the model suggests that performance-related practices like communication, learning and decision-making are strongly associated with team intellectual humility. This also indicates a very strong relation and complementarity between the two variables.

5.3 Conclusions

The results of this study revealed that team intellectual humility has an important role in contributing to employee performance at New Vision Group. Employees, who are open to others' ideas, willing to learn, and respectful of other opinions, their performance on communication, learning and decision making, has been found to increase. This implies that apart from individual capability, employee performance is also correlated with employee interaction, communication and teamwork in the workplace. Overall, the findings of the study indicate that the performance level of the employees in New Vision Group is high because they can complete their work goals within the specified time, meet the quality requirements, are proactive and can work together with other employees. However, certain qualities like co-operation and reliability have to be enhanced such as flexibility. Enhancing these will help staff improve their performance. Furthermore, this study revealed that there was a high positive correlation between team intellectual humility and employee performance. The findings demonstrated that employees who operate in environments that are open, embracing learning and respectful are more likely to be effective. This results in better communication, decision making and effective collaboration, which will result in better performance. Therefore, the study recommends that team intellectual humility is important in improving employees

performance in New Vision Group as a team. Teams and organisations that foster communication, learning and acceptance of different opinions are also likely to have better team performance and organisational success.

5.4 Recommendations

This is a research project that needs to be continued, which should examine team intellectual humility as a construct of a team rather than of a single individual or leader. Researchers should look into how openness to other perspectives, desire to learn and respect to other viewpoints, affect performance in different areas, team sizes and teams cultures. New Vision Group managers can develop intellectual humility in the teams by promoting openness and learning, and valuing other points of view within the teams. This includes training, participatory management and institutionalizing the sharing of knowledge and feedback. Work culture that promotes and empowers all employees to share their views and learn from their colleagues will enable effective communication, decision making and adaptation. Governments and leaders should have policies and guidelines which encourage collaborative and learning cultures in organisations. This can be achieved through inclusive practice, continuous training and development; and participatory decision making processes which allow for stakeholder diversity to be heard.

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APPENDIX 1: STUDY QUESTIONNAIRE

THE INFLUENCE OF TEAM INTELLECTUAL HUMILITY ON THE PERFORMANCE OF ORGANIZATIONS. A CASE OF NEW VISION GROUP

QUESTIONNAIRE

Dear Respondent,

My name is KANKUNDA BARBRA, a year three student at Uganda Christian University pursuing a Bachelor of Human Resource Management. I am conducting a study on the influence of team intellectual humility on organizational performance at New Vision Group. You have been selected to participate in this study because your responses are important for achieving the objectives of the research, and your participation is highly appreciated.

You are kindly requested not to indicate your name on this questionnaire to ensure confidentiality. All information provided will be treated with strict privacy and will be used solely for academic purposes. Thank you for taking the time to complete this questionnaire.

Section A: Background Information

Kindly tick [✓] in the blank spaces, the items that best describe your choice for each question

1. Gender of the Respondent

Male ☐ Female ☐

2. Age of the respondent

Below 20 years ☐ 21-30 years ☐ 31-40 years ☐ Above 41 years ☐

3. Marital Status

Married ☐ Single ☐ Divorced ☐ Other ☐

4. Length of work with the organization

Less than 1 year ☐ 2-5 years ☐ 6-10 years ☐

More than 11 years ☐

For the following section, using the rating scale of 5-1 as illustrated below, select by ticking the scale that best describes your opinion concerning the aspect. 5-Strongly Agree, 4-Agree, 3-Not Sure, 2-Disagree, 1-Strongly Disagree

SECTION B: The influence of openness to others' ideas within teams on the performance of New Vision Group.

	Item	1	2	3	4	5
	Openness to others' ideas					
1	Team members listen carefully to others' ideas.					
2	Different opinions are encouraged during discussions.					
3	Suggestions from all members are considered before decisions are made.					
4	Team members are willing to adjust their views when presented with better ideas.					
5	New ideas are welcomed within the team.					
	Willingness to learn					
6	Team members seek feedback to improve their work.					
7	Employees are willing to learn from their mistakes.					
8	Team members are open to acquiring new skills.					
9	Colleagues share knowledge.					
10	The team adapts to new ideas through learning.					
	Respect for diverse viewpoints					
11	Team members respect opinions different from their own.					
12	Employees feel safe expressing dissenting views.					
13	Differences in experience and background are valued.					
14	Disagreements are handled respectfully.					

15	All members are given equal opportunity to contribute ideas.					
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SECTION C: To assess the level of employee performance at New Vision Group.

	Items	1	2	3	4	5
1	Team members consider suggestions from others when learning new tasks.					
2	Open discussions help members understand new information.					
3	Members seek input from colleagues when improving their skills.					
4	Ideas from different members support learning processes.					
5	Openness to ideas enhances team improvement.					
6	Team members actively pursue opportunities to learn.					
7	Employees are willing to change old practices when necessary.					
8	Learning new methods improves team effectiveness.					
9	Staff attend training to enhance their performance.					
10	The team continuously improves through learning.					

SECTION D: The effect of respect for diverse viewpoints among team members on the performance of New Vision Group

	Items	1	2	3	4	5
	Openness to others' ideas					
1	Openness to ideas promotes inclusion in the team.					

2	Members consider the views of all team members.					
3	Different suggestions are discussed before decisions are made.					
4	Open dialogue strengthens teamwork.					
5	Ideas from minority groups are acknowledged.					
	Willingness to learn					
6	Team members learn from perspectives different from their own.					
7	Employees adjust their behavior based on feedback.					
8	Learning reduces misunderstandings among team members.					
	Respect for diverse viewpoints					
11	Different opinions are treated with equal importance.					
12	Employees are not discriminated against for their views.					
13	The team values diversity in ideas and perspectives.					

SECTION E: Employee performance

	Items	1	2	3	4	5
	I complete my assigned tasks within the required time.					
	I consistently meet my work targets and deadlines.					
	My work meets the expected quality standards.					
	I am efficient in performing my job duties.					
	I am able to manage my workload effectively.					
	I perform my tasks with accuracy and attention to detail.					

	I take initiative to improve my work performance.					
	I work effectively with colleagues to achieve organizational goals.					
	I am able to adapt to changes in my work environment.					
	I consider my job performance to be effective.					

1. Employees listen to each other and communicate respectfully during work.
2. Employees value and consider each other's ideas when working together.
3. Employees are open to learning from one another in the workplace.
4. Employees willingly accept feedback and use it to improve their work.

THANK YOU FOR YOUR RESPONSE.