



**School of Management Studies**  
**INDIRA GANDHI NATIONAL OPEN**  
**UNIVERSITY**  
**Management Programme**

**Practices and Challenges of Knowledge Sharing at**  
**Ethiopian Management Institute**

**Project Course (MS-100)**

**By: Bette Mekonnen Tekleab**

**Enrolment No: ID1116602**

**Submitted to: The Coordinator (Projects) School**

**of Management Studies, IGNOU,**

**Maidan, Garhi, New Delhi – 110068**

**Advisor: Shoa Jemal (Asst. Professor)**

**October, 2017**

**Addis Ababa, Ethiopia**

## **Acknowledgements**

I would like to express my gratitude to my advisor Shoa Jemal (Ass. Professor) who was the real source of encouragement and motivation during the whole work of this thesis. His useful suggestions, advice and ideas to avoid bottleneck problems encountered during this thesis work were just immeasurable. His expertise, devotion and constant encouragement were very helpful and made this effort an enjoyable one.

My gratitude also goes to Mr Mosisa (international division coordinator) for his invaluable motivation and encouragement throughout this thesis work.

I would also like to thank my family for encouraging me to apply and continue studies in the university. Thanks also go to my friends Begashaw Meket and Yirgalem Tadesse for their valuable moral and professional support and assistance.

## **Acronyms/Abbreviations**

EMI- Ethiopian Management Institute

KM- Knowledge Management

KS-Knowledge Sharing

IT- Information Technology

SPSS- Statistical Package for Social Sciences

## Table of Contents

<b>Acknowledgements</b> .....	<b>i</b>
<b>Acronyms/Abbreviations</b> .....	<b>ii</b>
<b>Table of Contents</b> .....	<b>iii</b>
<b>List of Tables</b> .....	<b>v</b>
<b>Figure</b> .....	<b>vi</b>
<b>Abstract</b> .....	<b>vii</b>
<b>CHAPTER ONE: INTRODUCTION</b> .....	<b>1</b>
1.1. Background of the Study .....	1
1.2. Statement of the Problem .....	2
1.3. Research Questions .....	3
1.4. Research Objectives .....	3
1.4.1. General Objectives .....	3
1.4.2. Specific Objectives .....	4
1.5. Significance of the Study.....	4
1.6. Scope of the Study .....	4
1.7. Limitation of the Study.....	5
1.8. Organization of the Document .....	5
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b> .....	<b>6</b>
2.1. Theoretical Literature .....	6
2.1.1. Knowledge and Knowledge Management.....	6
2.1.2. Knowledge Sharing .....	8
2.1.3. Benefits of Knowledge Sharing.....	10
2.1.4. Barriers to Effective Knowledge Sharing.....	13
2.1.5. Conditions Necessary for Effective Knowledge Sharing .....	15
2.1.6. Types of Knowledge Sharing .....	16
2.2. Conceptual Framework .....	18
<b>CHAPTER THREE: RESEARCH METHODOLOGY</b> .....	<b>20</b>
3.1. Research Design and Approach.....	20

3.2.	Population, Sample Size and Sampling Techniques .....	20
3.2.1.	Research Population .....	20
3.2.2.	Sample Size .....	21
3.2.3.	Sampling Technique .....	21
3.3.	Data Source and Type .....	22
3.4.	Data Collection Instruments .....	23
3.5.	Procedure of Data Collection .....	23
3.6.	Validation of Instruments /Pilot Testing .....	24
3.7.	Data Analysis Method .....	25
3.8.	Ethical Considerations .....	25
<b>CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION .....</b>		<b>26</b>
4.1.	Demographic Characteristics of the Respondents .....	26
4.2.	Data Analysis Pertaining to the Study .....	29
4.2.1.	Systems and Processes .....	29
4.2.2.	Leadership .....	37
4.2.3.	Culture .....	41
4.2.4.	Technology .....	48
4.3.	Challenges .....	51
4.4.	Measures to be Taken .....	51
4.5.	Roles to be Played by all Actors in the Process .....	52
<b>CHAPTER FIVE: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....</b>		<b>55</b>
5.1.	Summary of Major Findings .....	55
5.2.	Conclusions .....	58
5.3.	Recommendations .....	59
<b>References .....</b>		<b>61</b>
<b>Appendix: Knowledge Management and Knowledge Sharing Assessment Questionnaire ..</b>		<b>65</b>

## **List of Tables**

Table 3.2.3.1:-Sample Size Determination.....	22
Table 4.1.1: Age and Sex of Employees.....	27
Table4.1.2: Educational Background and Experience of Employees.....	28
Table 4.1.3: Position and Level of Employees.....	29
Table 4.2.1.1: Existence of Knowledge Management Systems and Processes.....	31
Table4.2.1.2: Knowledge Sharing and Provision of KM Training.....	34
Table4.2.1.3: Coordination of Knowledge Bank and Accessibility of Knowledge.....	36
Table 4.2.2.1.: Leadership in knowledge management .....,.....	39
Table 4.2.3.1: Culture of Knowledge Sharing Environment.....	42
Table4.2.3.2: Understanding importance of Knowledge Sharing Culture by Employees.....	44
Table 4.2.3.3: Environment of Learning, Innovation and Customer Value Creation culture..	46
Table 4.2.4.1: Technology and Knowledge Sharing.....	50

**Figure**

Figure 2.1 Conceptual Frame Work of Knowledge Management.....19

## ***Abstract***

*This paper gives an overview of challenges and practices of knowledge sharing in Ethiopian Management Institute. Statement of the problem has been clearly set. Based on the problem statement, research questions and objectives have been identified. Further, based on the problem statement and research questions, critical literature has been reviewed. As indicated in the literature review, knowledge not capital is the key to sustained economic growth and improvements in human well-being. As a result, knowledge sharing is now increasingly viewed as an essential element for successful and effective development cooperation. Knowledge sharing is a process of communication between two or more participants involving the provision and acquisition of knowledge. Knowledge sharing is the process by which individuals exchange tacit and explicit knowledge in order to create new knowledge. The main benefits of effective knowledge sharing are enabling better and faster decision making; making it easy to find relevant information and resources, reusing ideas, documents, and expertise. In addition, avoiding redundant effort, avoiding making the same mistakes twice; taking advantage of existing expertise and experience, promoting standard, repeatable processes and procedure. Moreover, providing methods, tools, templates, techniques, and example; making scarce expertise widely available as well as showing customers how knowledge is used for their benefit, etc. The necessary conditions for knowledge sharing are system and process, leadership, organizational culture and technology. Based on the findings arrived upon in this work, there is an understanding gap among the leadership as well as within each directorate and among consultants regarding what the concepts of knowledge management (KM) and knowledge sharing (KS) mean. In addition, systems and processes which are critical to the successful implementation of a system are not in place. Work culture and environmental problems are also major challenges for knowledge sharing in the institute. Moreover there is a gap in the proper usage of technology in the process of knowledge sharing. In general it can be concluded that knowledge sharing at the institute has not received the attention it needs and much has to be done to bring the culture needed at the institute. Based on the identified gap, appropriate recommendations are suggested.*

***Keywords:*** *Knowledge Management, Knowledge Sharing, Knowledge Sharing Culture, Knowledge Management Systems and Processes,*



# CHAPTER ONE

## INTRODUCTION

This chapter is dealing with the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, scope of the study, limitations of the study, and organization of the study.

### **1.1. Background of the Study**

Organizations have started to realize knowledge sharing as one of the main components of knowledge management which can give them a competitive edge through accelerated learning and innovation. Creating systematic ways to share existing organizational knowledge is the primary business imperative because organization's knowledge is an important element in their growth and is ripe for sharing, as long as they have the proper environment and incentive to do so. The greatest challenge for the manager of intellectual capital is to create an organization that can share the knowledge among its members.

Another important aspect of knowledge sharing is knowledge grows when it is shared, as one shares knowledge with other units, not only those units gain information but also they share it with others and obtain feedback questions, amplifications, and modifications that add further value for the original sender creating exponential growth. Unlike material assets, knowledge assets increase with use.

The common attitude of most people is to hold on to one's knowledge since it is what makes him/her an asset to the organization. Today, knowledge is still considered as power, an enormous power in fact, but the understanding has changed considerably, particularly from the perspective of organizations. The new paradigm is that within the organization knowledge must be shared in order for it to grow. It has been shown that the organization that shares knowledge among its management and staff grows stronger and becomes more competitive. This is the core of knowledge management – the sharing of knowledge.

To use the opportunity gained from knowledge sharing, many organizations are crafting mechanisms to design and implement knowledge sharing projects. Realizing this reality, and

understanding the importance of knowledge management in general and knowledge sharing in particular the Ethiopian management institute is using many mechanisms. One of the mechanisms is to team up consultants in many of its management development activities (projects), assigning consultants to different departments in the organization in order to help the departments and gain practical knowledge from them, etc. This includes assigning consultants in different teams in training, consultancy, research projects and other different jobs. However, this mechanism is not properly structured and systematically led.

The EMI is a government organization established before sixty years under the umbrella of different names working in the areas of management related training, consultancy and research. Currently, it is working towards its vision which is *“to be a world class management development center by 2020 that enables client organizations to provide efficient and effective services”*. The mission of the institute is *“to enable civil and public service and other institutions to provide sustained, efficient and effective services by rendering state of the art training, research and consultancy services”*. To realize its vision and mission the institute tried to underpin its values which are; *committed to quality, customer focused, people first, continual learning, team work for effectiveness and economy* as its values (EMI, 2015).

The realization of the vision and mission needs to use appropriate methods which will help the institute to be at a competitive edge. One of the mechanisms is to capacitate the consultants and other employees by devising and using appropriate method for the process. This includes managing knowledge in the organization which primarily includes knowledge sharing.

Therefore, understanding the importance of assessing the situation of knowledge sharing, identify best practices and challenges is very important to use knowledge sharing as a way of developing organizational capability. Based on this core idea, this research intends to assess the practice and challenges of knowledge sharing in EMI.

## **1.2.Statement of the Problem**

Knowledge Management is one of the management philosophies that have enabled organizations to create, store, share and use knowledge to realize their objectives.

The perceptions of the management team, consultants and other employees in EMI with respect to knowledge sharing, the practices and the challenges have been surveyed so as to understand and describe the nature and the key methods of facilitating knowledge sharing at the institute.

The survey result reveals that there is diverse perception and understanding on the benefits and methods of knowledge sharing among the management, consultants and other employees. Besides, managers and employees don't know the proper conditions for knowledge sharing, which results in weak knowledge sharing. There is also a gap in understanding the specific factors which affect the knowledge sharing in the institute and the suitable techniques to properly apply knowledge sharing. As a result there is no structured way of sharing knowledge. It all depends on individual's willingness and informal mechanism which reveals the lack of institutional systems and ways (EMI, 2011).

### **1.3. Research Questions**

This research is providing possible answer for questions related to practices and challenges of knowledge sharing in EMI among individuals (management teams, consultants and other employees) and departments. The questions are described as follows:-

- What is the opinion of leaders, consultants and other employees towards knowledge and knowledge sharing?
- How does the knowledge, skills and attitudes shared among individuals (management teams, consultants and other employees)?
- What are the challenges observed so far in the process of knowledge sharing?

### **1.4. Research Objectives**

#### **1.4.1. General Objectives**

The main objective of the study is examine the practices and challenges of knowledge sharing in EMI, and proposes possible solutions to manage the KS challenges.

### **1.4.2. Specific Objectives**

The specific objectives are described as follows:

- To understand the perception of leaders, consultants and other employees on knowledge management and knowledge sharing.
- To recognize the mechanisms used to share knowledge at the institute
- To identify factors affecting knowledge sharing at the institute.

### **1.5. Significance of the Study**

This research has much importance for the institute, the researcher and other organizations. The general importance of the research helps the institute to know its challenges in the areas of knowledge sharing and devise appropriate mechanisms for solving the challenge. Other main significances of the study are described as follows:-

- It enables the institute to design appropriate policies, procedures, and mechanisms for the proper use and implementation of knowledge sharing.
- It benefits the management in that it clearly shows the status of knowledge sharing at the institute, the challenges as well as the mechanisms to manage the challenges.
- It helps the Institute in which the research output indicates how best knowledge can be shared among individual members of the institute and its department as well as to manage the effects of knowledge sharing.
- It assists regional management development institutes, in which the result of the research can be used by them.
- It supports other researchers in that it can be used as a base for further research.

### **1.6. Scope of the Study**

This research is focused on EMI's five main departments (management development department, human resource management department, procurement and property management department, budget and finance department and facility management department) in order to understand the real practices and challenges of knowledge management and knowledge sharing.

## **1.7. Limitation of the Study**

During data collection, limited number of respondents did not respond to the requested information on time. Hence, this may have a constraint on the quality of the research and its recommendation. The fact that the questionnaires are self-administered and structured may also affect the quality of the data. In addition, some of the respondents of this study have educational background below first degree and are new to the concept of KM and KS. Hence, there might have been some understanding gap during responding to the questionnaire. This might have limited impact on the quality of collected data.

Knowledge management is managing the corporation's knowledge through a systematically and organizationally specified process for acquiring, organizing, sustaining, applying, sharing and renewing both the tacit and explicit knowledge of employees to enhance organizational performance and create value (Davenport and Prusak, 1998). However, the scope of the study is limited to practices and challenges of knowledge sharing in EMI. It doesnot not show the full picture of the practices and challenges of knowledge management in EMI. This might be considered as limitation of this research.

## **1.8. Organization of the Document**

The result of the study is presented in five chapters. The first chapter deals with the introduction consisting of background information, problem statement, the research objective, the research questions, significance of the study, scope of the study and constraints of the study. The second chapter presents the literature review consisting of related literature and the conceptual framework. The third chapter deals with the research methodology. The fourth chapter is about data analysis and interpretation. And the final chapter presents the conclusion and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In order to assess the perception, practices and challenges of knowledge sharing at EMI it is important to understand the issues related to knowledge management and knowledge sharing. For this purpose this chapter focuses on discussing relevant literature in the area of knowledge management and knowledge sharing. Hence, relevant literature on knowledge management and knowledge sharing are discussed hereunder thoroughly.

#### **2.1. Theoretical Literature**

##### **2.1.1. Knowledge and Knowledge Management**

Drastic changes in the global economic era significantly changed the world economic perspectives. The advent of information and communication technology (ICT) and the information revolution totally changed the way information is being processed, managed and used. In the present knowledge era, the main attention and attraction is on the knowledge that would make people, the customers, clientele or patrons feel good, satisfied and contented at all times. These changes transformed the way organizations behave and react. The situation demands for optimum treatment of innovation and creativity in organizational operations. Ducker (2001) proclaimed that land, labor and capital are no longer valuable in comparison to knowledge. Organization needs to emphasize on adding competitive value to their products and services. This is only achievable through the application of direct human expertise that is knowledge.

The importance of knowledge for development gained global attention in the late 1990s. In efforts to identify the explanatory factors of development, attention was cast toward knowledge as a major factor accounting for the difference of outcomes in economic growth between states that have successfully developed and those that have failed to do so. In following years, knowledge was recognized as a key ingredient for successful development by various development actors. For instance, in the World Development Report 1998-99, the World Bank stated that “knowledge, not capital, is the key to sustained economic growth and improvements in human well-being.” As a result of such development, knowledge sharing is

now increasingly viewed as an essential element for successful and effective development cooperation by many individual, states and international institutions, which have in various forms integrated knowledge sharing in their development cooperation efforts.

Organizations are starting to understand and appreciate knowledge as the most valued asset in the emerging competitive environment (Bailey & Clarke 2000 ; Nonaka & Takeuchi 1995). Davenport and Prusak (1997) defined knowledge enterprise from the primary activities involved. They identified activities such as acquisition, creation, packaging or application of knowledge. The objective of Knowledge Management (KM) is to improve the quality of the contributions people make to their organizations by helping people to make a sense of the context within which the organization exists, to take responsibility, to cooperate and share what they know and learn, and to effectively challenge, negotiate and learn from others. Organizations have the potential to learn and that new knowledge may be effectively incorporated into specific practices, so that the knowledge is accessible when needed. Understanding knowledge and aspects associated with it is very important to properly use knowledge for organizational development and success.

Knowledge management (KM) can be defined as the creation and maintenance of a work and learning environment that ‘fosters the continuous creation, aggregation, use and re-use of both personal and organizational knowledge in the pursuit of new business value’ (Xerox 2001).

Knowledge includes both explicit knowledge which is knowledge that can be expressed by formal and systematic language and shared in the form of data, scientific formulae, specifications, manuals and often recorded in hardcopy or electronic documentation of some kind. This type of knowledge can be processed, transmitted and stored relatively easily. And tacit knowledge, which is mostly explained by Michael Polany’s most quoted sentence ‘*we know more than we can tell*’ (Prusak, 136), is highly personal and hard to formalize. It includes subjective insights, intuitions and hunches. Tacit knowledge is deeply rooted in actions, procedures, routines commitment, ideas, values and emotion.

In addition, explicit knowledge without tacit insights quickly loses its meaning. In addition, for tacit knowledge to be communicated and shared it has to be converted in to words or

numbers that one can understand. Knowledge is created through interactions between tacit and explicit knowledge rather than from tacit or explicit knowledge alone

Much of the contemporary interest in KM derives, of course, from the recognition of the increasing business value of effective and efficient management of the key resource possessed by most organizations – organizational knowledge. The challenge for organizations and their managers is to move from a situation where mission critical knowledge is ‘locked up’ in the minds of key personnel to one where it is recognized and rewarded as an organizational resource, available and accessible to all members of the organization.

Management development institutes, like most organizations, should learn and gain knowledge so as to improve decision making and innovation especially in the age of increased external and internal pressures for change and improvement. KM can be used as a strategy by management development institutes to improve competitive performance. Zhao (2010) points out that management development institutes KM can facilitate acquisition, sharing and application of trainers, consultants and researchers knowledge so as to better manage and apply their organizations tangible and intangible knowledge assets, especially the professional knowledge, experiences and competencies of trainers, consultants and researchers.

### **2.1.2. Knowledge Sharing**

According to Ohmae (2005) the global economy has its own dynamic and logic - the key emphasis, its success and survival is on learning. Cong and Pandya (2003) affirmed the new economy not only poses challenges, but also offers opportunities for the public sectors to take active initiatives to adopt new management tools, techniques and philosophies. It is not simply about product competitive advantages, or return on investment, but more towards policy decisions and delivery of services. It is also about information provision and knowledge indication, sharing and utilization. Knowledge and intellectual capital determine competitiveness and play key roles in fostering a culture that promotes information and knowledge sharing in organization. Trends in the current global economies warrant knowledge and intellectual capital to determine competitiveness. The public and private



sectors play crucial roles in ensuring technological literacy among employees as well as fostering a culture that promotes information and knowledge sharing.

Knowledge sharing (KS) involves a process of communication whereby two or more parties are involved in the transfer of knowledge. This is a process that involves the provision of knowledge by a source, followed by the interpretation of the communication by one or more recipients. The output of the process is the creation of new knowledge. Hence, KS is defined as a process of communication between two or more participants involving the provision and acquisition of knowledge. Indeed, the communication can take many forms, using both verbal and non-verbal mechanisms, with or without the use of technology. Even with the existence of information systems, KS is a difficult challenge for organizations (Argote et al., 2000; Szulanski, 1996; Bakker et al., 2006). Most studies that endeavor to address this challenge have finger-pointed trust as a major determinant of KS. For instance, Andrews and Delahaye (2000) found that “perceived trustworthiness – based on perceptions of what colleagues were likely to do with sensitive information - was the factor that influenced knowledge-sharing decisions.” (p797). Similarly, Corritore et al. (2003) found trust to be a key element of success in an on-line environment. Also, Chowdhury (2005) used his study to demonstrate that the presence of trust facilitates complex KS.

KS is a critical component of knowledge management. KM is generally referred to as the way an organization creates, retains and shares knowledge. KS is the process by which individuals exchange tacit and explicit knowledge in order to create new knowledge (Van den Hooff& De Ridder, 2004). KS can occur between individuals, within teams and across the organization. Research supports the idea that cognitive resources available within a team will be underutilized if knowledge is not shared (Argote, 1999). Therefore KS is a critical team process that involves members interacting to share ideas, information, and suggestions relevant to the team's task at hand (Srivastava, Bartol, & Locke, 2006)

An organization’s capacity to share knowledge among its individuals and teams and apply that shared knowledge to performing important activities is increasingly seen as a vital source of competitive advantage in many industries (e.g., Dierickx& Cool, 1989; Grant, 1996; Kogut& Zander, 1992; Nonaka& Takeuchi, 1995; Teece, Pisano &Shuen, 1997). Building on this premise, scholars have examined the difficulties involved in keeping the

organization's knowledge within its boundaries (e.g., Brown & Duguid, 2000; Liebeskind, 1997), as well as the challenges of sharing knowledge across boundaries between organizations (e.g., Helper, MacDuffie & Sabel, 2000; Inkpen & Dinur, 1998). Organizations also face significant problems in sharing knowledge internally, however, including search costs and barriers to transfer that operate at the individual, group, and organization levels (e.g., Gupta & Govindarajan, 2000; Reagans & McEvily, 2003; Schulz, 2003; Szulanski, 1996; Zander & Kogut, 1995). If KS involves costs and barriers as well as benefits, obtaining and using knowledge from other parts of the organization does not necessarily improve the performance of task units within the organization (Haas & Hansen, 2005). Because more knowledge sharing is no guarantee of improved performance, scholars need to move beyond studying facilitators of KS to examine how organization's knowledge resources are utilized by task units to improve their performance.

### **2.1.3. Benefits of Knowledge Sharing**

If properly implemented using the appropriate ways for the specific situation and the type of an organization, it has many benefits. The main benefits of effective knowledge sharing are explained as follows (Nonaka & Takeuchi 1995). Davenport and Prusak, 1997):-

**Enabling better and faster decision making:-** By delivering relevant information at the time of need through structure, search, subscription, syndication, and support, a KM environment can provide the basis for making good decisions. Collaboration brings the power of large numbers, diverse opinions, and varied experience to bear when decisions need to be made. The reuse of knowledge in repositories allows decisions be based on actual experience, large sample sizes, and practical lessons learned.

**Making it easy to find relevant information and resources :-**When faced with a need to respond to a customer, solve a problem, analyze trends, assess markets, benchmark against peers, understand competition, create new offerings, plan strategy, and to think critically, organizations are typically look for information and resources to support these activities. If it is easy and fast to find what they need when they need it, they can perform all of these tasks efficiently.

**Reusing ideas, documents, and expertise:-**Once organizations have developed an effective process, they want to ensure that others use the process each time a similar requirement arises. If someone has written a document or created a presentation which addresses a recurring need, it should be used in all future similar situations. When members of organization have figured out how to solve a common problem, know how to deliver a recurring service, or have invented a new product, you want that same solution, service, and product to be replicated as much as possible. Just as the recycling of materials is good for the environment, reuse is good for organizations because it minimizes rework, prevents problems, saves time, and accelerates progress.

**Avoiding redundant effort:-**No one likes to spend time doing something over again. But they do so all the time for a variety of reasons. Avoiding duplication of effort saves time and money, keeps employee morale up, and streamlines work. By not spending time reinventing the wheel, you can have more time to invent something new.

**Avoiding making the same mistakes twice:-** George Santayana said, "Those who ignore history are doomed to repeat it." If we don't learn from our mistakes, we will experience them over and over again. KM allows us to share lessons learned, not only about successes, but also about failures. In order to do so, we must have a culture of trust, openness, and reward for willingness to talk about what we have done wrong.

**Taking advantage of existing expertise and experience:-**Teams benefit from the individual skills and knowledge of each member. The more complementary the expertise of the team members, the greater the power of the team. Organizations have people with widely-varying capabilities and backgrounds, and there should be a benefit from this.

**Promoting standard, repeatable processes and procedures:-**If standard processes and procedures have been defined, they should always be followed. This allows employees to learn how things are done, leads to predictable and high-quality results, and enables large organizations to be consistent in how work is performed. By providing a process for creating, storing, communicating, and using standard processes and procedures, employees will be able to use them routinely.

**Providing methods, tools, templates, techniques, and examples:-**Methods, tools, templates, techniques, and examples are the building blocks supporting repeatable processes and procedures. Using these consistently streamlines work, improves quality, and ensures compatibility across the organization.

**Making scarce expertise widely available:-** If there is a resource who is in great demand due to having a skill which is in short supply, KM can help make that resource available to the entire organization. Ways of doing so include community discussion forums, training events, ask the expert systems, recorded presentations, white papers, broadcasts, and blogs.

**Showing customers how knowledge is used for their benefit:-**In competitive situations, it is important to be able to differentiate yourself from other organizations. Demonstrating to potential and current customers that you have widespread expertise and have ways of bringing it to bear for their benefit can help convince them to start or continue doing business with you. Conversely, failure to do so could leave you vulnerable to competitors who can demonstrate their knowledge management capabilities and benefits.

**Accelerating delivery to customers:-**Speed of execution is another important differentiator among competitors. All other things being equal, the organization which can deliver sooner will win. KS, reuse and innovation can significantly reduce time to deliver a proposal, product, or service to a customer. And that translates into increased win rates, add-on business, and new customers.

**Enabling the organization to leverage its size:-**As an organization grows, the increasing size is only a benefit if it can use the knowledge of all of its employees. Through the use of tools such as communities, expertise locators, and repositories, the full power of a large enterprise can be exploited.

**Making the organization's best problem-solving experiences reusable:-** Consistently applying proven practices, also known as best practices or good practices, can significantly improve the results of any organization. By establishing a process for defining, communicating, and replicating proven practices, an enterprise takes advantage of what it learns about solving problems.

**Stimulating innovation and growth:-**Most businesses want to increase their revenues, but it becomes increasingly difficult as industries mature and competition increases. Creating new knowledge through effective KS, collaboration and information delivery can stimulate innovation..

**Develop organizational culture:-** achieving cultural benefits such as enhanced pride, organizational morale, team ethos and sense of tradition. Institutionally, this meant maintaining continuity and preventing loss of organizational knowledge, sustaining the organizations and their reputations

#### **2.1.4. Barriers to Effective Knowledge Sharing**

Literature on KS identified numerous barriers that impede the effective exchange of knowledge (O'Dell & Grayson, 1998; Hazel Hall, 2002a; Martin, 2003; Truch, 2001, Lancaster, 2003; Huysman, 2003; Hendriks, 2004). The main ones include:-

- Individuals' dispositional impediments, often translating into action or lack of action, such as people not knowing what they know, what knowledge might be helpful for others, or what knowledge exists; people considering that knowledge does not apply to them; people withholding information, 'bad news' knowledge or intellectual property.
- Employees may not share what they know with others due to insufficient understanding of the benefits of doing so, or because they somehow cannot manage to integrate such tasks into their everyday duties.
- Management practices, such as locking up tacit knowledge, denying time to engage in sharing, or failing to implement knowledge once it is shared, limiting relationships or extending 'distances' between knowledge exchange partners.
- Organizational structures, such as multi-layered structures that impede knowledge flow, trapping of knowledge in closed groups and work teams, under-utilization of organizational systems set up, or circumvention of systems by personal networks and cliques.

- Lack of organizational commitment and operational priority, starving knowledge transfer of money, time, management or IT support.
- Internal competition within organizations that discourages collaborative behavior and erodes the effectiveness of KS activities.
- Specific characteristics of the knowledge to be transferred can also affect the process. The degree of codifiability and teachability affects the ability of the organization to transfer capabilities within the organization but across distant geographic location.
- Organizational hierarchies also affect how people share knowledge both vertically and horizontally. Rigid hierarchical structures may prevent knowledge being shared up to hierarchy as suggestions or feedback, and also laterally, if it is assumed that all knowledge comes down the hierarchy from above. Moreover, structures that keep individuals in closed circles may experience a ‘silo’ effect that prevents knowledge from being shared with in groups in an organization.
- Supervisor’s influence over subordinates might also affect knowledge sharing. Subordinates often intentionally hoard their knowledge, anticipating that their supervisors would not promote them if they demonstrate in public that they are more knowledgeable than their supervisors.
- Trying to use one method of knowledge sharing in different organizations can also be a problem. Whenever we need to transfer knowledge, the methods must always fit the culture with in that particular organization.
- Cultural impediments such as the belief that knowledge is power and not to be given away or the nature of cultures such as the bureaucratic, clan or entrepreneurial cultures which can deter knowledge sharing.
- The ICT trap, based on the assumption that IT positively supports and improves knowledge sharing, while discounting the important role played by personal interactions in the process.

### 2.1.5. Conditions Necessary for Effective Knowledge Sharing

To get an optimal result from knowledge sharing it is important to study and analyze the conditions, which can make sharing successful. Some of the conditions are;

- **System and process:** knowledge sharing systems can be described as systems that enable members of an organization to acquire tacit and explicit knowledge from each other. Knowledge sharing systems may also be viewed as knowledge markets: just as markets require adequate liquidity to guarantee a fair exchange of products, knowledge sharing systems must attract a critical volume of knowledge seekers and knowledge owners in order to be effective (Irma et al., 2010).
- **Leadership:** The top leader of the organization and the executive board has a direct impact on how the organization views KM. In order for KM to be practiced across the organization, leaders at the top must endorse and stress the importance of KM programs (DeTienne et al. 2004). The leader must be involved in the KS efforts so that others in the organization can follow (Kluge et al. 2001). Also, “if KM doesn’t permeate all levels of an organization, beginning at the top, it is unlikely that KM programs will ever catch on or be effective” (DeTienne et al. 2004, p. 34). Therefore, the role of the leader is critical to the success of KM and KS in the organization. Without strong support and involvement of the leadership of the organization the practice of KM and KS could not be successfully implemented. In addition, leaders of an organization should create a system for rewarding knowledge transmitters, communicating clear overall goals, following up with detailed feedback, and setting a good example by sharing their own knowledge is important for KS to be successful. Spending time together or regular meetings are also important and collaborative mechanisms with multiple interactions and feedback may also foster interaction.
- **Organization culture** reflects the norms and beliefs that guide the behavior of the organization’s members. It is an important enabler of KM in organizations. Creating a culture that values creativity, continuous improvement and the sharing of ideas. It is important for leaders to create an atmosphere in which members in an organization can feel safe to share their knowledge. Love, care and trust are also identified as conditions for knowledge sharing. Specifically, the role of trust was seen as central.

Without trust, regardless of any formal knowledge sharing requirements in place, sharing is very difficult. Social interactions, which are related to trust, are also important elements of social capital that can facilitate knowledge transfer among different units in an organization. Through social interactions, organizational units gain more opportunities to share their resources or ideas and thus increase knowledge flows within the organization.

- **Technology:** KM and KS are facilitated by the organization's information technology infrastructure. The information technology infrastructure includes data processing, storage, and communication technologies and systems. It comprises the entire spectrum of the organization's information systems, including transaction processing systems and management information systems.

### **2.1.6. Types of Knowledge Sharing**

Knowledge sharing has been conceptualized as involving two distinct ways of transferring knowledge across organization subunits. The first is through direct contact between individuals, when one person advises another about how to complete a specific task (e.g., Cummings & Cross, 2003; Hansen, 1999; Reagans & McEvily, 2003; Tsai, 2001). The hallmark of such person-to-person sharing is that the handover of knowledge requires direct contact between the provider and receiver of the knowledge, in meetings, by phone, or via e-mail. Because it involves direct contact, such sharing allows for the transmission of tacit or non codified knowledge, which is knowledge that has not been fully articulated in writing (Von Hippel, 1988). This type of knowledge sharing may be called personal advice usage.

The second way to obtain knowledge is from written documents that may be available in paper or in electronic format (e.g., Hansen & Haas, 2001; Werr & Stjernberg, 2003). Sharing via written documents is most appropriate for knowledge that can be readily codified (Winter, 1987). Because of the prevalence of electronic knowledge management systems in many companies, we focus on the sharing of electronic documents, which are created when employees record what they know in writing and upload those documents into databases that can then be accessed by other employees as needed. The hallmark of such document-to-people sharing is the separation between the provider and receiver: the receiver of the



document does not have to contact or speak to the provider directly but can use the document as a stand-alone resource. This type of knowledge sharing may be labeled electronic document usage.

These two basic types of knowledge sharing are not mutually exclusive but may be undertaken simultaneously by individuals seeking to obtain knowledge from other parts of the organization. One type of sharing may also lead to another: someone accessing and reading an electronic document may decide to contact the author of that document, whereas someone obtaining personalized advice from a colleague may receive a tip about the existence of a useful electronic document. Nevertheless, personal advice and document usage represent two ways of obtaining knowledge, and it is useful to separate them conceptually and empirically because they are likely to involve different benefits and costs for task units.

*a. Process and content dimensions*

Understanding the potential value derived from using knowledge that is obtained from other parts of the organization involves both a process and a content dimension. First, process refers to the efforts involved in adapting knowledge obtained for a task (Huber, 1991). For electronic documents, this adaptation process involves evaluating and reworking the documents in order to incorporate the knowledge they contain into the task appropriately. For personal advice, the process of adaptation requires securing the efforts of people with useful expertise in explaining what they know and customizing that knowledge to the task. These activities involve process costs that may reduce the benefits of utilizing knowledge.

Second, to assess productivity benefits, the content of the knowledge obtained must be considered, where content refers to the quality of the knowledge accessed by the task unit (Kane, Argote, & Levine, 2005). Quality indicates the rigor, soundness, and insight of the knowledge conveyed by a document or person irrespective of the task at hand. The process and content dimensions of knowledge use are theoretically distinct because even when the quality of their content is high, the documents or advice obtained by the task unit may still require substantial adaptation to apply them appropriately to the task at hand. Thus, process and content dimensions may differentially affect the extent to which a task unit benefits from using knowledge from other parts of the organization.

## ***b. Methods***

The most popular method of knowledge sharing is related to communities of practice. Communities of practice can be seen as a vital ingredient in the acquisition and sharing of knowledge. Socialization, externalization, combination and internalization are also ways of creating as well as sharing knowledge. Specifically, socialization is the process of converting tacit knowledge through shared experience.

Lessons learned process is also cited as one way of sharing knowledge. It involves sharing the lessons learned by employees when they are undertaking their tasks. But there is always a confusion of associating the term lessons learned, sometimes with mistakes and sometimes successful tasks. Related to this best practice replication process and meetings are also recognized as ways of sharing knowledge within an organization.

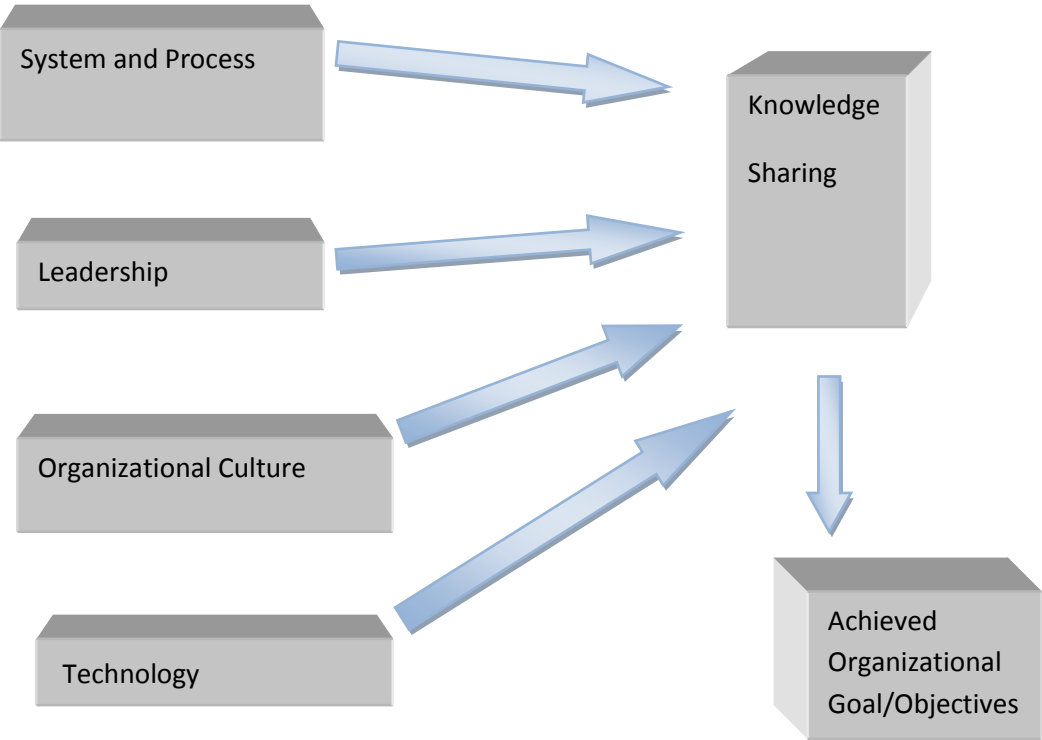
## **2.2. Conceptual Framework**

The four major elements which are important for KM and KS are systems and process, leadership, organization culture and technology. First, systems and process is facilitating the acquisition of tacit and explicit knowledge from where it is available by the member of the organization. Second, leadership is responsible for practicing strategic planning and systems thinking approaches, making best use of resources, fostering a culture that encourages open dialogue and team learning, and for encouraging and rewarding risk taking, learning and knowledge sharing. Key element for leadership is strategic planning, communication, system thinking and business culture. Third, organization culture should facilitate personal interactions and support communities of practice to capture tacit and explicit knowledge within the organization. Organizational culture in an organization should instill trust among people within the organization and encourage free exchange of knowledge. It should also be concerned with the norms and beliefs that guide the behavior of the organization's members. The key elements of organizational culture are values, beliefs, norms, attitudes, etc. Fourth, technology infrastructure makes it possible to exchange information without formal structures. Technology infrastructure should promote the efficient and effective capture of both tacit and explicit knowledge. It should also support knowledge sharing in the entire

organization. Communication, electronic mail, intranet, internet, data warehousing and decision support systems are some of the key elements.

Therefore, based on the above description and theoretical concepts, the following conceptual knowledge sharing framework is depicted. As it is observed from the figure below on the conceptual framework, the created knowledge could be systematically managed across the process of the organization through support of technology by making organizational culture and excising legitimate leadership have great contribution to the organization in knowledge sharing process. Accordingly as depicted in figure below, if this knowledge management process is effectively managed, the organizational goal or objective can be successful achieved.

**Figure 2.1: Conceptual Frame Work of Knowledge Management**



Source: Researcher view

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This part of the document describes the methods applied in doing the research. The main sub areas discussed under this chapter are research design and approach, target population, sample size and sampling technique, data source and type, data collection instruments, procedure of data collection, validation of instruments/pilot testing, data analysis method and ethical considerations. In addition, to successfully meet the objectives of the research, descriptive and mixed qualitative research have been employed,

#### **3.1. Research Design and Approach**

The selection of a research design involves the consideration of assumptions to study the research, the nature of research, data collection methods, and Data Analysis methods.

This research has attempted to assess how knowledge management and knowledge sharing practices and challenges look like in the EMI. Therefore, to examine the current practices and challenges of KM and KS in the institute, the researcher has employed descriptive research method. Descriptive research method does not fit neatly into the definition of either quantitative or qualitative research methodologies; instead it can utilize elements of both, often within the same study. Descriptive research method primarily concerned with finding out “what is”.

#### **3.2. Population, Sample Size and Sampling Techniques**

Under this section of the document the population targeted, the sample size and sampling technique chosen have been discussed. Details are described as follows.

##### **3.2.1. Research Population**

The research mainly was focusing on five main departments and individual members of the departments. The targeted groups within these departments were the management team, consultants and other permanent employees of the departments. The main reason why the

researcher selected these departments for such a study is that most knowledge based jobs of the Institute are performed in these departments which the members are expected to share their job related and other knowledge with a view to enhance performances. There are a total of about 210 permanent non-management employees and 10 management members in the Institute. In these five departments there are about 150 permanent employees and five management team members are working. Therefore, the research population is 150 permanent employees and 10 management team members of the institute. All the institute's management team members are included in the study sample.

### **3.2.2. Sample Size**

The sample size of study is focused on 150 permanent employees who are working in the five selected departments and 10 management team members. Therefore, the total sample size of the study was 105 employees and 10 management team members.

### **3.2.3. Sampling Technique**

In this research, the sampling method which the researcher has used was stratified and simple random sampling techniques. The rationale for choosing random sampling techniques in general is that it provides a better estimate of parameters in the studies in comparison to purposive sampling. And also the basis for specifically selecting stratified sampling technique is to divide the heterogeneous population in to a number of homogenous populations. Thus, in order to take samples from the different levels of hierarchy (Management Consultants and other Employees) in the organization, stratified sampling techniques has been used in order to make the population homogeneous. This technique has been chosen because it is used to assist in minimizing bias when dealing with the population. In addition purposive sampling has also been used in order to get information from selected management members and employees.

There are many approaches to determining the sample size. However, for the purpose of this research the researcher employed the published table (Glenn, 1992)

**Table 3.2.3.1:-Sample Size Determination**

Sample size for  $\pm 5\%$  and  $\pm 10\%$  precision levels where confidence level is 95% and  $p=0.05$ .

Size of Population	Sample Size (n) for Precision (e) of:	
	$\pm 5\%$	$\pm 10\%$
100	81	51
125	96	56
150	110	61
200	134	67
250	154	72
300	172	76
350	187	78
400	201	81
450	212	82

For the purpose of this study, based on the above mentioned sample size determination table for  $\pm 5\%$  precision levels where confidence level is 95% and  $P=0.05$ , the total population size of the five department is about 150 employees and 10 management team members. Thus, the sample size of the study could be approximately 115.

### **3.3. Data Source and Type**

The research used both primary and secondary sources. The primary source used is a questionnaire and interview. On the other hand data also collected from secondary sources like training program report, consultancy services report and other management development reports; institutional level reports, memos, recent books and official web sites.

To gather data on the perception, practices and challenges of knowledge sharing primary source gives the researchers tailored information and it is managed by a questionnaire and interview. The questionnaires were distributed to management teams, consultants and other employees. The questionnaires distributed to management teams and employees were

containing similar questions and it was intended to validate the employees' opinions. In addition to this in order to triangulate information, open questions were prepared to gather qualitative data and interview has also been made. The interview had been made with selected management team and employees.

The secondary data mentioned above is used to complement the primary data or used as a baseline and reference for the validity and reliability of the research. In general each source were managed properly to fulfill the information needs of the researchers.

### **3.4. Data Collection Instruments**

Quantitative and qualitative data from primary sources were collected from five main departments (management development department, human resource management department, procurement and property management department, budget and finance department and facility management department) of the Institute and its individual members (management team, consultants and other employees). The development of the survey instrument, a questionnaire, was guided by the problem statement based on the literature review. The survey questionnaires were designed in a way that would help to assess the perception, understanding, practices as well as challenges of knowledge sharing at Ethiopian Management Institute (EMI). Discussion forums were also arranged in order to get sufficient information about the study issues.

### **3.5. Procedure of Data Collection**

The collection of data was done by conducting questionnaire based self-assessments and semi-structured interviews. The total number of respondents participated in the survey to be administered using questionnaire was about 115 which included management team members, consultants and other employees. The advantage of the survey method is it helped to collect data from a representative sample that estimates parameters of the relatively larger population set, which would ensure that a cross section of the institutes population was fairly represented with less time and cost.

The quality of the survey data would depend largely on the willingness and motivation of the individual participation. Hence, on some sample sets variation was observed. Because of the fact that the researcher has been an employee of the institute, most respondents did actively participate in responding to the survey by completing the questionnaire on time and thus contributing to a high return rate. Therefore, even if the sample size was relatively large and would have been difficult to manage by a single researcher, the distribution to and collection from respondents was completed within the planned period.

The semi-structured way of interviewing enabled the researcher to have a structure in the interview while maintaining the flexibility to follow up certain discussions. This way of interviewing is one of the most frequently used methods (Bryman & Bell, 2011).

The focused interviews would overcome most of the shortcomings of the survey by limiting the sample set to a handful of individuals who are intimately involved in the running of the business, such as directors and principal consultants. These individuals have an intrinsic interest in the findings of this research study. As such, they are more likely to provide a valuable and realistic assessment of practices of KM and KS in the institute. The small scale of the data collection would also be easier to manage and would not take as much time as the survey. Based on these reasons, the focused interview has been adopted to create an institutional profile of EMI. For the purposes of this study a sample set of 8 people was selected, which consisted of four management team members and 4 consultants.

### **3.6. Validation of Instruments /Pilot Testing**

Validity means that measuring what was want to measure. There are different types of validity measurements including, face validity - whether at face value, the questions appear to be measuring the objective of the study. The researcher undertook a pre-test on selected employees to check the validity of the questionnaire and corrections were made based on the feedback collected. The content validity also assured when the questionnaire was prepared based on extensive reading of literature review. While preparing the questionnaire ambiguous or vague wordings were avoided to ensure that respondents would read and answer the question consistently on different occasions in the same context. The data from different sources can help for crosschecking the information obtained.



The data collection instruments were prepared by reviewing the relevant literatures and applied content validity principle. The instruments could be designed based on a five point likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) and 3 for neutral. Here higher score reflect high level of satisfaction of respondents. On the other hand to collect qualitative information from leaders and employees regarding the perception and understanding of knowledge sharing at EMI open questions and interviews are used.

### **3.7. Data Analysis Method**

The questionnaires were containing both closed- and open-ended items. The closed-ended questions were coded and entered into Statistical Package for Social Sciences (SPSS) for analysis, frequencies and description is used in analyzing the results. The open-ended items on the survey asked participants to share comments and explanations in their own words. In addition data has also been collected with the help of interview from selected key informants. This resulted in a large amount of rich and descriptive information. Once the qualitative responses were cleaned up, the content of the responses was analyzed and key themes were drawn from across the responses. Much of the data were collected from open ended questions and interview has been subject to content analysis.

### **3.8. Ethical Considerations**

The raw data have been obtained from the respondents through the questionnaires and interviews from the institute's management team and five departments' employees. In order to acquire sufficient and reliable data from respondents, there was a need to get full cooperation and willingness to discuss openly. Therefore, the researcher has made open discussion with the interviewee before any qualitative interview has been done. This included agreeing on interview questions and the purpose of the research, voluntarily answering questions, how the interview was to be recorded, for whom the research was being done and who would have access to the data later on. Besides these respondents needed their information would be kept in secret. in response to the concerns of the respondents, the researcher promised to keep the confidentiality and unanimity of all the information to be gathered from the respondents.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

This chapter presents the results and analysis of data collected via questionnaire and interview. As it was discussed in the methodology part data collected were analyzed by using SPSS. The data analysis and interpretation are clustered in to two major parts, i.e. into demographic characteristics of the respondents and data analysis pertaining to the study. The data analysis pertaining to the study also analyzed under four sub divided sub sections. Details are described as follows.

#### **4.1. Demographic Characteristics of the Respondents**

The collected data was presented based on the demographic characteristics of the respondents such as age, gender, educational background, experience, position and level of employees.in the tables below.

Age and sex of employees: As we see in the table4.1.1 below, about 40(34.8%) of respondents have age between 18-30 years, 42(36.5%) of respondents have age between 31-40 years, 24(20.9%) of respondents have age between 41-50 years and 9(7.8%) of respondents have age between 51-60 years. The mean value of the respondents is 2.02 and the standard deviation of the respondents is 0.936. This implies that most employees who are working in the institute are young and middle age group. Regarding sex of the respondents, 16(13.9%) of the respondents are female and 99(86.1%) of the respondents are male. The mean value and the standard deviations of the respondents are 1.86 and .0348 respectively. It shows that most respondents are male. It implies that the institute is a male dominated organization.

**Table 4.1.1: Age and Sex of Employees**

Name of variable	Category	Frequency	Percent	mean	Stand. deviation
Age of employee	18-30	40	34.8	2.02	0.936
	31-40	42	36.5		
	41-50	24	20.9		
	51-60	9	7.8		
	Total	115	100		
Gender of employee	Female	16	13.9	1.86	0.348
	Male	99	86.1		
	Total	115	100		

The other aspect which was analyzed under the demographic characteristics is educational background and experience of the respondent. As shown in table 4.1.2 below, regarding the educational background, 35(30.4%) of the respondents have masters degree, 74(64.3%) of the respondents have first degree, 6(5.2%) of the respondents have 10+2 and below. The mean value and standard deviation are 3.2 and 0.691 respectively. Based on this data, the institute has well educated employees. Therefore, it has fertile background for knowledge management and knowledge sharing.

In relation to experience of the employees, 17(14.8%) of the respondents have experience of more than 25 years, 10(8.7%) of the respondents have experience of between 16-25 year, 44(38.3%) of the respondents have experience of between 6-15 years and 44(38.3%) of the respondents have experience of less or equal to 5 years. The mean values and standard deviation are 2 and 1.034 respectively. These show that more respondents are less experience relative to the age of the institute. This implies that strong knowledge management and knowledge sharing system should be put in place in order to facilitate fast transfer of knowledge from few experienced employees to the new ones.

**Table4.1.2: Education Background and Experience of Employees**

Name of variable	Category	Frequency	Percent	mean	Stand. deviation
Educational background	10+2 and below	6	5.2	3.2	0.691
	Degree	74	64.3		
	MA	35	30.4		
	Total	115	100		
Experience	≤5years	44	38.3	2	1.034
	6-15 years	44	38.3		
	16-25years	10	8.7		
	More than 25	17	14.8		
	Total	115	100		

In this paragraph job position and level of employees are analyzed. As indicated in table 4.1.3 below, regarding job position of the employees, 53(46.1%) of respondents are categorized as other employees, 52(45.2%) of the respondents are consultants and 10(8.7%) of the respondents are leader/managers. The mean value and standard deviation is 2.37 and 0.642 respectively. In relation to level of consultants, 9(7.8%) of the respondents are junior consultant, 15(13%) of respondents are consultant, 22(19.1%) of the respondents are senior consultant and 6(5.2%) of the respondents are principal consultant. The mean values and standard deviation is 2.52 and 0.918 respectively. This shows that if the levels of consultants are based on their experience, educational background and performance, the institute well fertile ground for KS among them.

**Table 4.1.3: Position and Level of Employees**

Name of variable	Category	Frequency	Percent	mean	Stand. deviation
position of employee	Leader/manager	10	8.7	2.37	0.642
	Consultant	52	45.2		
	Other employee	53	46.1		
	Total	115	100		
Level of consultants	Principal Consultant	6	5.2	2.52	0.918
	Senior Consultant	22	19.1		
	Consultant	15	13		
	Junior consultant	9	7.8		
	Total	52	45.2		

Source; Research output 2017,

## **4.2. Data Analysis Pertaining to the Study**

The following section presents the findings and insights resulting from the exploration of knowledge sharing practice and challenges in the case study of this research. The data collected is presented in different sub sections; such as system and process, leadership, culture and technology. Finally, the chapter ends with three sub sections that address the challenges, roles to be played by all actors in the process and measures to be taken. Details are presented as follows.

### **4.2.1. Systems and Processes**

To test the availability and strength of knowledge management and knowledge sharing systems and processes in the EMI, information has been gathered from the employees and management team with the help of questionnaire and interview and also from documents. Existence of KM and KS systems and processes in the institute is tested under different sub systems and activities; such as existence of system and processes to identify knowledge gap, existence of structured system and processes to identify knowledge owners and their

accessibility, availability of systems and process to gathering, exploiting and protecting key knowledge assets, mechanism to capture tacit knowledge and transform it in to an explicit format, workplace settings and format of meetings encourage informal knowledge exchange, encouragement of KS across directorates, provision of basic knowledge management training to the employees and managers, existence of responsible staff to coordinate knowledge bank and act as focal points and easy accessibility of knowledge by employees. Details discussed as follows.

The first sub system analyzed under this section is to check the existence and strength of KM systems and processes. Regarding the existence of systems and processes to identify knowledge gaps as indicated in the table 4.2.1.1 below only 8 (7%) and 21 (18.3%) respondents strongly agree and agree respectively that there is a system to identify knowledge gaps. On the other hand 31(21.4%) and 43(29.7) of respondents strongly disagree and disagree respectively on the existence of systems and processes to identify knowledge gaps. The average mean value of the respondent indicates that 2.6 and standard deviation is 1.205. This shows that there is a weak system and processes existed in EMI which assists to identify knowledge gap. This implied that the institute has weak capability of gathering, organizing and using its tacit and explicit knowledge. Therefore, knowledge sharing among employees is weak.

**Table 4.2.1.1: Existence of Knowledge Management Systems and Processes.**

S/N	Name of variable	Level of Agreement	Frequency	Percent	Mean	Stand. deviation
1	Existence of system and processes to identify knowledge gap.	Strongly Disagree	24	20.9	2.6	1.205
		Disagree	35	30.4		
		Neutral	27	23.5		
		Agree	21	18.3		
		Strongly Agree	8	7.0		
		Total	115	100.0		
2	Systems and process to gathering, exploiting and protecting key knowledge assets.	Strongly Disagree	32	27.8	2.29	1.160
		Disagree	45	39.1		
		Neutral	17	14.8		
		Agree	15	13.0		
		Strongly Agree	6	5.2		
		Total	115	100.0		
3	Existence of structured system and processes to identify knowledge owners and their accessibility.	Strongly Disagree	35	30.4	2.14	0.98
		Disagree	42	36.5		
		Neutral	25	21.7		
		Agree	13	11.3		
		Strongly Agree	-	-		
		Total	115	100.0		
4	Mechanism to capture tacit knowledge and transform it in to an explicit format.	Strongly Disagree	44	38.3	2.07	1.041
		Disagree	33	28.7		
		Neutral	24	20.9		
		Agree	14	12.2		
		Strongly Agree	-	-		
		Total	115	100.0		

Source; Research output 2017,

Regarding the issues, the institute has systematic processes for gathering, organizing, exploiting and protecting key knowledge assets, 6(5.2%) and 15(13.0%) of respondents strongly agree and agree respectively that EMI has a systematic process for gathering, organizing, exploiting

and protecting key knowledge owners including those from external sources. But 32(27.8 %) strongly disagree and 45(39.1 %) disagree that EMI have a systematic process for gathering, organizing, exploiting and protecting key knowledge owners including those from external sources. This shows that there is a gap in designing and implementing systems and processes related to knowledge sharing at EMI. Therefore, the existing situation in relation to KS in the institute is very fragile. Because with weak systems and process for gathering, organizing, exploiting and protecting knowledge assets, there is less probability to store knowledge systematically and share it to among its members. Hence, there is weak KM and KS system and process.

The other aspect related to systems and processes is the identification of knowledge owners, i.e. best experts, and whether there is an easy accessibility to the knowledge base in the institute. As indicated in table above only 13 (11.3%) of respondents agreed that there is a mechanism to identify knowledge owners; and the rest 77(66.9%) respondents didn't agree with the idea. The mean value is 2.14 and the standard deviation is 0.98. This shows that there are almost no systems and processes to identify knowledge owners, best experts and their easy accessibility in the institute. So, KS system within the institute which attracts knowledge seeker and knowledge owners seems to be less functional. Therefore, there is not as much of clearly structured system and processes which helps to identify knowledge owners and readily accessible across the institute. Thus, the existing practice of KM and KS within the institute is insignificant and so weak.

Regarding the mechanism for capturing tacit knowledge and transform it in to an explicit format, 14 (12.2%) of the respondents agree that there is a mechanism for capturing tacit knowledge and transform it in to an explicit format at the institute, whereas about 44(38.3%) and 33(28.7%) of the respondents strongly disagree and disagree respectively that there is a mechanism capturing tacit knowledge and transform it in to an explicit format at the institute. The mean value of the statistical package output produced mean value of 2.07 and the standard deviation is 1.014.

The result shows that the institute has insignificant mechanism to capture tacit knowledge and transform it into an explicit format. As the literature explains if an organization doesn't



have a system to identify best knowledge and knowledge owners it is difficult to store knowledge. In addition if organizations don't have a system to identify tacit knowledge and transfer it to explicit knowledge it will be difficult for them to have a knowledge management system. In a nutshell, the EMI doesn't have a system to change tacit knowledge to explicit knowledge.

As indicated in table 4.2.1.2 below, issue related to all senior managers and professionals is whether they are trained in basic knowledge management techniques; 17(14.8) of respondents agree that the managers and professionals are trained in basic knowledge management technique; the other 30 (26.1%) and 35(30.4%) of the respondents are strongly disagree and disagree respectively on the training of managers and professionals on basic knowledge management technique. The mean value of statistical package output also assures at mean value of 2.46 and standard deviation is 1.223. This result shows that knowledge about the KM in the institute is weak. Therefore, there is a gap among all the parties at the institute regarding the concept of knowledge, knowledge management and its importance. As a result all concerned parties don't give much attention to the issue.

**Table4.2.1.2: Knowledge Sharing and Provision of KM Training**

S/N	Name of variable	Level of Agreement	Frequency	Percent	Mean	Stand. Deviation
1	Provision of basic knowledge management training to the employees and managers.	Strongly Disagree	30	26.1	2.46	1.223
		Disagree	35	30.4		
		Neutral	25	21.7		
		Agree	17	14.8		
		Strongly Agree	8	7.0		
		Total	115	100.0		
2	Encouragement of KS across directorates.	Strongly Disagree	31	27.0	2.37	1.079
		Disagree	33	28.7		
		Neutral	29	25.2		
		Agree	22	19.1		
		Strongly Agree	-	-		
		Total	115	100.0		
3	Workplace settings and format of meetings encourage informal knowledge exchange.	Strongly Disagree	15	13.0	2.77	1.150
		Disagree	40	34.8		
		Neutral	24	20.9		
		Agree	29	25.2		
		Strongly Agree	7	6.1		
		Total	115	100.0		

Source; Research output 2017,

The other issue related to knowledge sharing across directorial boundaries is whether they are actively encouraged and rewarded. 0 (0 %) of the respondents strongly agree and 22(19.1%) of respondent agree on the presence and practice of knowledge sharing across directorial boundaries is actively encouraged and rewarded in the institute. But the rest 64(55.7%) of the respondents strongly disagree and disagree on the issue. The mean value of the statistical package output mean value of 2.37 and standard deviation is 1.079. This shows that weak practice and strong challenge on the practice of knowledge sharing across directorial boundaries in EMI. Knowledge sharing is not appreciated and encouraged as expected across directorial boundaries in EMI as a learning institute.

As shown in the above table 4.2.1.2 regarding whether the work place setting and format of meetings encourage informal knowledge exchange role in the process of knowledge sharing, the results of the responses are the following. 7(6.1%) of respondents strongly agree and 29(25.2%) of respondents agree that work place settings and formal meetings encourage knowledge sharing. But 15(13%) of respondents strongly disagree and 40(34.8%) of respondents disagree that the work place settings and format of meeting encourage knowledge sharing. The mean value of the statistical package output also assures at mean value of 2.77 and standard deviation is 1.150. Most respondents (about48%) are disagreeing with the raised issue. Work place settings and working environment is not supporting the knowledge sharing process as expected by the institute.

As indicated in the table 4.2.1.3 below, issues related to the existence of a responsible staff that coordinate knowledge bank and act as focal points for provision of information to support key decision making, 8(7%) of respondents strongly agree and 24(20.9%) of respondents agree that there is responsible staff which coordinate knowledge bank and act as focal point for provision of information in the institute. But 36(31.3%) respondents are strongly disagree and 28(24.3%) of the respondents disagree that the existence of responsible staff which coordinate knowledge bank and act as focal point for provision of information. The mean value is 2.48 and standard deviation 1.314 which show that weak practice and strong challenge of accessing organized information in EMI. This means that knowledge sharing systems and processes are not developed very well and employees don't access enough information within the institute. Therefore, there is no clear responsible body in charge of knowledge management and knowledge sharing system in the institute.

**Table4.2.1.3: Coordination of Knowledge Bank and Accessibility of Knowledge.**

S/N	Name of variable	Level of Agreement	Frequency	Percent	Mean	Stand. Deviation
1	Existence of responsible staff to coordinate knowledge bank and act as focal points.	Strongly Disagree	36	31.3	2.48	1.314
		Disagree	28	24.3		
		Neutral	19	16.5		
		Agree	24	20.9		
		Strongly Agree	8	7.0		
		Total	115	100.0		
2	Easy accessibility of knowledge by employees.	Strongly Disagree	37	32.2	2.24	1.113
		Disagree	35	30.4		
		Neutral	22	19.1		
		Agree	20	17.4		
		Strongly Agree	1	.9		
		Total	115	100.0		

Source; Research output 2017,

Regarding the easy accessibility of knowledge by employees across the institute; 1(0.9%) of respondents strongly agree and 20(17.4%) of respondents agree that knowledge is easily accessible by the employees at EMI. But 37(32.2%) respondents are strongly disagree and 35(30.4%) of the respondents are disagree that knowledge is not easily accessible by the employee at EMI. The mean value is 2.24 and standard deviation is 1.113. This shows that weak practice and strong challenge of accessing organized information in EMI. This means that knowledge sharing systems and process are not developed very well in the institute. Therefore, at EMI knowledge is not easily accessible by the employees.

Interview made with respondents, regarding system and process on knowledge sharing through question “What challenges do you observe related to knowledge sharing?” Many challenges are mentioned by respondents. One of the challenges of knowledge sharing at the institute is related to the establishment of systems and processes. Relate to the establishment of properly developed systems, absence of a responsible body which is in charge of

knowledge sharing, clarity regarding the process of knowledge sharing are some of the challenges mentioned by respondents.

In general, from above tables 4.2.1.1, 4.2.1.2 and 4.2.1.3 and the interviews conducted we can conclude that the practice and challenges of knowledge management at EMI from the perspective of system and process are weak. This shows that EMI as institution, systematically has less information about knowledge it has, and the people working at the institute also do have less understanding about what knowledge management is and didn't take any training related to it. In addition the study shows that the institute has less information about what knowledge it has. This shows that the current position of the institute is in critical condition in relation to systems and process in order to practice successful knowledge management and knowledge sharing. According to Irma et al. (2010) knowledge sharing systems can be described as systems that enable members of an organization to acquire tacit and explicit knowledge from each other. Knowledge sharing systems may also be viewed as knowledge markets: just as markets require adequate liquidity to guarantee a fair exchange of products, knowledge sharing systems must attract a critical volume of knowledge seekers and knowledge owners in order to be effective. Therefore, KM and KS systems and processes are precondition for successful knowledge transfer across an organization. However, as we understand from the analysis EMI has not adequate KM and KS systems and process. Therefore, a practice of KM and KS within the institute is weak.

#### **4.2.2. Leadership**

The other area analyzed is related to leadership. One of the critical issues for a successful implementation of knowledge management in general and knowledge sharing in particular is the support and dedication of the leadership in the process of knowledge management. In relation to leadership one of the issues assessed is the existence of knowledge management vision and strategy and the top management's promotion and articulation of this strategy in achieving organizational goals. In this regard as indicated in table 4.2.2.1 below, 14 (12.2 %) respondents strongly agree and 23(20%) of the respondents agree with the idea. But 9(7.8%) of the respondent strongly disagree and 36(31.3%) of the respondent disagree with the idea that the institute has compelling knowledge vision and strategy, actively promoted by the top management that clearly articulates how knowledge management contributes to achieving

organizational objective. The mean value is 2.97 and standard deviation is 1.151. The mean value shows that the institute has weak knowledge vision and strategy and the leadership promotes it. The standard deviation also indicates that the result of the respondents are scattered around the mean beyond 1 sigma left and right on the normal distribution curve. This indicates that the respondents have different views on the issue. Therefore, the existing practice related to institute's knowledge vision and strategy and promoted by the leadership is weak. Therefore, this indicates that the top management is not committed to knowledge sharing and doesn't give much support to it. In addition lack of knowledge vision and strategy are mentioned as the responsibilities of the top leadership which need attention.

Related to the leadership believe of knowledge and knowledge management's role for the success of the organization as shown in table 4.2.2.1 below; only 8 (7%) of respondents strongly agree and 20(17.4%) respondents agree that the leadership believe that knowledge is critical to organizational success the rest respondents 38 (33%) disagree on the idea but the rest 49(42.6%) of the respondents shows neutral. The mean value is 2.85 and the standard deviation is 2.74. The mean value is low and the standard deviation is big. This shows that the leadership has weak belief on the role of KM for the success of organizational goal. Therefore, the top management is not committed to managing organizational knowledge and doesn't give much attention to it. Hence, this implied that EMI has weak KM and KS practices.

Respondents are also asked in addition to other performance measurement tools whether individuals are evaluated and compensated for their contributions to the development of organizational knowledge. The result indicated that only 30(26.1%) respondents agree that individuals are compensated for their contribution to the development of organizational knowledge. But 11(9.6%) of the respondents are strongly disagree and 47(40.9%) of the respondents disagree about the idea. The mean value is 2.66 and standard deviation is 0.972. This shows much has to be done in order to make knowledge sharing as one of the performance measures. It is believed that one of the challenges of knowledge sharing is that it is not associated with performance management. People are not measured and compensated based on the knowledge they share. This implies that weak trends of KS among the members of the institute.

**Table 4.2.2.1: leadership in knowledge management**

S/N	Variables	Level of agreement	Frequency	Percent	Mean	Stand. Deviation
1.	Existence of compelling knowledge vision and strategy, actively promoted by the top management.	Strongly Disagree	9	7.8	2.97	1.151
		Disagree	36	31.3		
		Neutral	33	28.7		
		Agree	23	20.0		
		Strongly Agree	14	12.2		
		Total	115	100.0		
2.	Managers at all level believe managing organizational knowledge is central to the achievement of the organization's strategy	Strongly Disagree	15	13.0	2.85	2.74
		Disagree	23	20.0		
		Neutral	49	42.6		
		Agree	20	17.4		
		Strongly Agree	8	7.0		
		Total	115	100.0		
3.	performance measurement tools Individuals are evaluated and compensated for their contributions to the development of organizational knowledge	Strongly Disagree	11	9.6	2.66	0.972
		Disagree	47	40.9		
		Neutral	27	23.5		
		Agree	30	26.1		
		Strongly Agree	-	-		
		Total	115	100.0		
4.	Allocation of resources toward efforts that measurably increase its knowledge base	Strongly Disagree	16	13.9	2.63	0.959
		Disagree	34	29.6		
		Neutral	42	36.5		
		Agree	23	20.0		
		Strongly	-	-		
		Total	115	100.0		
5.	Specific knowledge management roles are identified and appropriate party is assigned to undertake them	Strongly Disagree	14	12.2	2.60	0.906
		Disagree	37	32.2		
		Neutral	45	39.1		
		Agree	19	16.5		
		Strongly Agree	-	-		
		Total	115	100.0		

Source; Research output 2017

Related to the allocation of resources towards efforts that measurably increase the institute's knowledge base 23(20%) respondents agree that adequate resources are allocated to

knowledge sharing efforts while the rest 16(13.9%) of the respondents strongly disagree and 34(29.6%) of respondents disagree with the idea. The mean value is 2.63 and standard deviation is 0.959. The mean value indicates that there is weak resource allocation to develop the institute's knowledge base. The standard deviation also indicates that the respondents' response scattered around the mean with in 1 sigma. However it is skewed to the left (to disagree response). This indicated that resource allocation is not adequate to the development of institute's knowledge base. Therefore, without the development of knowledge base, there is no successful KM and KS in the institute. Hence, the practice of KM and KS within the institute is weak.

One of the important aspects to be considered in order to be successful in knowledge management effort is related to assigning each leadership its role in the process of knowledge management. Regarding this only 19 (16.5 %) respondents agree that each leader knows what is expected of them and the roles to be played by them are clear. But 14(12.2%) of respondents are strongly disagree and 37(32.2% of the respondents disagree with the idea. The mean value is 2.6 and standard deviation is 0.906. This indicates that understanding of leaders is less clear about their roles in relation to knowledge management. Clarity of roles in the process of knowledge management is also an important issue which is considered to be successful in the process. Therefore, this implies that the practice of KM and KS within the institute is weak.

The above paragraphs show that related to the leadership existence of knowledge management vision which is very important for an organization's success in its knowledge management is not as expected at the EMI. Because the average mean value of the leadership role and knowledge management is 2.74 which shows it is at an average point of the level of agreement which was explained through liker scale measurement. In addition to this the leaders' belief regarding the role of knowledge management and consideration of knowledge as a central aspect to achieve an organization's strategy is low. The result also reveals that knowledge is not considered as one of the issues to be measured in the performance management process. Allocations of resources for knowledge management as well as clarity of roles in the process of knowledge management are also important factors which need to be considered for a successful implementation of knowledge management process.



Besides the quantitative result, the qualitative result (information collected by the help of interview) describes leadership's role in knowledge sharing. The analysis into the data further shows lack of conducive working environment to facilitate knowledge sharing and figures it out as one of the challenges. Fear among consultants, lack of coaching and mentoring practices among consultants, openness problems, lack of respect for professionals and senior staff hinders people to share their knowledge. In addition, lack of appreciation and reward for those who share knowledge and generally the status of poor knowledge management culture is one of the challenges.

### **4.2.3. Culture**

Existence of a good culture which facilitates knowledge management and knowledge sharing is one of the key ingredients in an organization's success in its knowledge management effort. This is one of the areas assessed at EMI. Culture of knowledge management is also assessed from different perspectives. One of the issues in this regard is related to a general consensus about knowledge management and its importance among all concerned bodies at the institute. As indicated in table 4.2.3.1 below, the result reveals that 14(12.2%) respondents agree that there is consensus about knowledge management. But 16(13.9%) of respondents are strongly disagree and 42(36.5%) of respondents disagree that there is no consensus regarding knowledge management among all parties but 43(37.4%) of respondents neutral about the idea. The mean value is 2.48 and standard deviation is 0.882. This indicates that there is no consensus about what knowledge management means. This means that there is lack of general consensus about the knowledge management and its importance among all concerned bodies at the institute. This means that without the general consensus about KM and its importance, it is difficult to think about successful KM and KS existed in the institute.

**Table 4.2.3.1: Culture of Knowledge Sharing Environment**

S.N.	Variable	Level of agreement	Frequency	Percent	Mean value	Stand. deviation
1	There is a general consensus about what knowledge management means.	Strongly Disagree	16	13.9	2.48	2.85
		Disagree	42	36.5		
		Neutral	43	37.4		
		Agree	14	12.2		
		Strongly Agree	-	-		
		Total	115	100.0		
2	Culture that encourages and facilitates knowledge sharing.	Strongly Disagree	16	13.9	2.63	1.029
		Disagree	40	34.8		
		Neutral	30	26.1		
		Agree	28	24.3		
		Strongly Agree	1	.9		
		Total	115	100.0		
3	A climate of openness, collaboration and trust exist among employees.	Strongly Disagree	24	20.9	2.43	1.068
		Disagree	40	34.8		
		Neutral	34	29.6		
		Agree	12	10.4		
		Strongly Agree	5	4.3		
		Total	115	100.0		

Source; Research output 2017

Related to the issue of the existence of a culture that encourages and facilitates knowledge sharing in the institute; 1 (0.9%) of respondent strongly agree and 28(24.3%) of respondents are agree with the idea. But 16(13.9%) respondents strongly disagree and 40(34.8%) respondents disagree that there is no a knowledge management culture which encouraged and facilitates knowledge sharing. The mean value is 2.63 and standard deviation is 1.029. This indicates that the culture at EMI is not encouraging and doesn't facilitate knowledge sharing. This

means that KS at the institute is very low and less than expected by the member of the institute.

Similarly, as indicated in table 4.2.3.1 above, in relation to the existence of climate of openness, collaboration and trust in the institute 5(4.3%) of respondents strongly agree and 12(10.4%) respondents agree with the idea. But 24(20.9%) of respondents strongly disagree and 40(34.8%) of respondents disagree that the climate of openness, collaboration and trust does not exist in the institute. The mean value is 2.43 and standard deviation is 1.068. This indicates that the environment is not favorable for knowledge sharing. This result also indicates culture of KS in the institute has not been developed.

As indicated in table 4.2.3.2 below respondents also asked if the existence of accepting others' knowledge could be seen as a sign of professionalism in the institute and 1(0.9%) of the respondents strongly agree and 28(24.3%) of the respondents agree with the idea. Whereas 10(8.7%) of respondents strongly disagree and 18(15.7%) of respondents disagree that accepting other's knowledge is not considered as a sign of professionalism. The mean value is 2.93 and the standard deviation is 0.886. This indicates that there is a culture of appreciating other knowledgeable individuals. But it is not that much developed in the institute. Knowledge and knowledge holders are appreciated, and moderately accepted which indicates knowledge sharing at individual level as a sign of professional work.

**Table4.2.3.2: Understanding importance of Knowledge Sharing Culture by Employees**

S.N	Variable	Level of agreement	Frequency	Percent	Mean value	Stand. deviation
1	Accepting other’s knowledge is seen as a sign of professionalism	Strongly Disagree	10	8.7	2.93	0.886
		Disagree	18	15.7		
		Neutral	58	50.4		
		Agree	28	24.3		
		Strongly Agree	1	.9		
		Total	115	100.0		
2	Professionals don’t fear that knowledge sharing results harming their indispensability.	Strongly Disagree	1	.9	2.84	0.571
		Disagree	25	21.7		
		Neutral	81	70.4		
		Agree	7	6.1		
		Strongly Agree	1	.9		
		Total	115	100.0		
3	Employees recognize that knowledge is appreciated through participating in the creation, transmission and use.	Strongly Disagree	1	.9	3.34	0.936
		Disagree	24	20.9		
		Neutral	35	30.4		
		Agree	45	39.1		
		Strongly Agree	10	8.7		
		Total	115	100.0		

Source; Research output 2017

The other issue assessed related to culture was indispensability. As indicated in table 4.2.3.2 above, respondents were asked if sharing of knowledge leads to an attitude of indispensability or not. The result shows that 1(0.9%) of respondents strongly agree and 7(6.1%) of respondents agree that there is no fear of indispensability among the professionals while 1(0.9%) of respondents strongly disagree and 25(21.5%) of respondents disagree that there is fear of indispensability among professionals. About 81(70.4%) of respondents are neutral. The mean value is 2.84 and standard deviation is 0.571. Even if there is a slight difference among the respondents it shows that indispensability is hindering knowledge sharing among professionals. Therefore, this implied that KS within the institute among the employees is very weak.

Professional opinion on the creation, transmission and use of knowledge is also assessed in the study. As indicated in table 4.2.3.2 above regarding this 10(8.7%) of respondents strongly agree and 45(39.1%) of respondents agree that participating in the creation, transmission and use of knowledge increases one's understanding. Whereas 1(0.9%) of respondents strongly disagree and 24 (20.9%) of respondents disagree with the idea. The mean value is 3.34 and standard deviation is 0.936. This shows that people understand that knowledge creation and transmission will help others to increase their knowledge. They also understand that participating in the creation, transmission and use of knowledge helps to increase their understanding. However the result is not as expected by a learning institute like EMI. Therefore, employees are ready to participate in the KM process.

As shown in table 4.2.3.3 below, respondents are asked if innovation and risk taking are encouraged at the institute. 1(0.9%) of respondents strongly agree and 4(3.5%) of respondents agree that innovation and risk taking are encouraged within the institute. But 40(34.8%) of the respondents strongly disagree and 22(19.1%) disagree with the idea. The mean value is 2.32 and standard deviation is 0.854. This shows that within the institute innovation and risk taking is highly discouraged. Employees are punished or discouraged if they come with new ideas. This implied that knowledge creation within the institute is not encouraged. Therefore, the result is not as expected by a learning institute like EMI. Thus, knowledge sharing within the institute is weak.

Respondents are also asked about the institute's culture whether it encourages individual and collective learning. 1(0.9%) of respondents strongly agree and 40(34.8%) of respondents agree with the idea. Whereas 1(0.9%) of respondents strongly disagree and 31(27%) disagree that the institute's culture does not encourage individual and collective learning. The mean value is 3.08 and the standard deviation 0.829. This indicates that the institute has a culture of encouraging individual and collective learning but it is not strong as expected by the members of the institute. Therefore, the members of the institute have been encouraged to learn individually or collectively to develop their capacity through training or formal education. This helps the employees to gain new concepts and ideas. If this practice is supported with the culture of encouraging innovation and risk taking, employees may have come up with new ideas (knowledge creation). However, innovation and risk taking is not

encouraged within the institute. So, encouragement of individual and group learning may not leads member of the institute to KS.

**Table 4.2.3.3: Environment of Learning, Innovation and Customer Value Creation culture**

S.N	Variable	Level of agreement	Frequency	Percent	Mean value	Stand. deviation
1.	Innovation and risk taking are encouraged	Strongly Disagree	22	19.1	2.32	0.854
		Disagree	40	34.8		
		Neutral	48	41.7		
		Agree	4	3.5		
		Strongly Agree	1	.9		
		Total	115	100.0		
2.	The institute`s culture encourages individual and collective learning	Strongly Disagree	1	.9	3.08	0.829
		Disagree	31	27.0		
		Neutral	42	36.5		
		Agree	40	34.8		
		Strongly Agree	1	.9		
		Total	115	100.0		
3.	Customer value creation is considered as the ultimate goal of acknowledged management activities	Strongly Disagree	2	1.7	3.28	0.978
		Disagree	31	27.0		
		Neutral	21	18.3		
		Agree	55	47.8		
		Strongly Agree	6	5.2		
		Total	115	100.0		
4.	Staff takes responsibility for their own learning	Strongly Disagree	9	7.8	3.14	0.936
		Disagree	15	13.0		
		Neutral	43	37.4		
		Agree	47	40.9		
		Strongly Agree	1	.9		
		Total	115	100.0		

Source; Research output 2017

The other issue which respondents asked was if customer value creation is considered as the ultimate goal of acknowledged management activities in the institute. 6(5.2%) of respondents strongly agree and 55(47.6%) of respondents agree with the idea. 2(1.7%) respondents strongly disagree and 31(27%) of respondents disagree that customer value creation is not

considered as one of acknowledged management activities. The mean value is 3.28 and standard deviation is 0.978. The mean value is more than the average and standard deviation is scattered around the mean within one sigma. This means that the responses of most respondents are not different. Therefore, the members of the institute understand well that customer value creation is their ultimate goal.

The other issue which got responses from respondents is the responsibility of staff for their own learning. As the result indicated in table 4.2.3.3 above, 1(0.9%) of respondents strongly agree and 47(40.9%) of respondents agree with the idea. Whereas 9(7.8%) of respondents strongly disagree and 15(13%) disagree that individual learning is not the responsibility of each personnel in the organization. The mean value is 3.14 and standard deviation is 0.936. This indicates that the employees understood that they have responsibility for their own learning and development. This implies that employees are willing for their learning and development. If there is a culture of knowledge sharing environment existed within the institute, knowledgeable and skilled human resources will be created within the institute. However, knowledge sharing culture of the institute has not been developed. So, when a member of the institute learns new concepts and skill, they may not be shared among the employees. Therefore, staffs may take responsibility for their own learning, but it may not be shared to other members.

From the interview made with participants it was concluded that the existence of knowledge and skill sharing problems are also mentioned as some of the challenges of the institute. Lack of understanding what knowledge is and its importance for the institute's growth and development as well as individual learning, gaps in understanding ways of knowledge creation, ways of knowledge sharing and knowledge audit fall in this part.

The discussions related to the culture of KS on the above paragraphs shows that creating a culture that values creativity, continuous improvement, risk taking, sharing of ideas, accepting others idea, etc. which is very important for an organizations success in its KM and KS is not as expected. Because the averages mean value of the KS culture is 2.85 which show at average point of the level of agreement which was explained through liker scale measurement. In addition to this, KS culture within the institute is very weak and not developed. The result also reveals that KS among the members of the institute hindered by so

many factors, like, fear of decreasing their indispensability, lack of openness, lack of trust, etc. The environment of learning, innovation and customer value creation culture of the institute is very weak. In a nutshell, the KS culture of the institute is very weak.

#### **4.2.4. Technology**

The other area studied is related to use of technology. For a successful implementation of knowledge management in general and knowledge sharing in particular the use of technology is of paramount importance.

As shown below in table 4.2.4.1 respondents were asked whether the use of technology to create an institutional memory that is accessible to the entire organization is necessary. 3(2.6%) of respondents strongly agree and 39(33.9%) of respondents agree that technology is used to create an institutional memory that is accessible to the entire organization. Whereas 6(5.2%) of respondents strongly disagree and 44(38.3%) of respondents didn't agree with the idea. The mean value is 2.9 and standard deviation is 1.017. This shows that there is weak understanding regarding the role of technology in creating institutional memory that is accessible to the entire organization. According to Irma et al, KM is facilitated by the organization's information technology (IT) infrastructure. The information technology infrastructure includes data processing, storage, and communication technologies and systems. This means without the proper understanding and usage of information technology, successful creation of an institutional memory that is accessible to the entire organization is not possible. Therefore, the result implied that KS in the institute is weak.

As shown in the figure 4.2.4.1 below, regarding the use of technology brings the institute closer to its members 3(2.6%) of respondents strongly agree and 37(32.2%) of respondents agree with the idea. Whereas 8(7%) of the respondents strongly disagree and 37(32.2%) of respondents disagree with the idea. The mean value is 2.91 and standard deviation is 1.014. Here also it seems there are people who think technology is helping the institute in its endeavor of knowledge sharing. However, given EMI as a learning institution, the result is very low. Huge numbers of the members of the institute do not believe that technology does not bring the institute closer to its members. This implies that appropriate IT technology is



not in place within the institute and/or the members of the institute have not understood and used it. Hence, it indicates that KS among the member of the institute is weak.

**Table 4.2.4.1: Technology and Knowledge Sharing**

S.N.	Variable	Level of agreement	Frequency	Percent	Mean value	Stand. Deviation
1.	Technology is used to create an institutional memory.	Strongly Disagree	6	5.2	2.90	1.017
		Disagree	44	38.3		
		Neutral	23	20.0		
		Agree	39	33.9		
		Strongly Agree	3	2.6		
		Total	115	100.0		
2.	Technology brings the institute closer to its members	Strongly Disagree	8	7.0	2.91	1.014
		Disagree	37	32.2		
		Neutral	30	26.1		
		Agree	37	32.2		
		Strongly Agree	3	2.6		
		Total	115	100.0		
3.	Technology that supports collaboration is rapidly placed in the hands of staff.	Strongly Disagree	8	7.0	2.71	0.906
		Disagree	43	37.4		
		Neutral	39	33.9		
		Agree	24	20.9		
		Strongly Agree	1	.9		
		Total	115	100.0		
4.	Effective use of technology within the institute for KS.	Strongly Disagree	8	7.0	2.97	1.100
		Disagree	37	32.2		
		Neutral	31	27.0		
		Agree	29	25.2		
		Strongly Agree	10	8.7		
		Total	115	100.0		

Source; Research output 2017

The other issue assessed is if technology supports in bringing collaboration rapidly among the staff and 1(0.9%) of respondents strongly agree and 24(20.9%) of respondents agree with the idea. But 8(7%) of respondents strongly disagree and 43(37.4%) of respondents disagree that technology supports bringing collaboration rapidly among staff members. The mean value is 2.71 and standard deviation 0.906. This shows that as a learning and skill transfer center, the institute's expansion and usage of new information communication technology is weak and it needs to improve further. This implies that KS within the institute is weak.

Respondents are asked about effective usage of technology to share knowledge within the institute. 10(8.7%) of the respondents strongly agree and 29(25.2%) of respondents agree with the idea. Whereas 8(7%) of the respondents strongly disagree and 37(32.2%) of respondents disagree that technology was not used effectively to share knowledge within the institute. The average mean value is 2.97 and standard deviation is 1.100. The standard deviation indicates that the respondents scattered around the mean and they have different views on the usage of technology to share knowledge. This shows that as learning and skill development center there are huge gaps which need to be bridged. This implied that KS within the institute is weak.

The discussions related to the technology and KS on the above paragraphs shows that although importance of technology for creating institutional memory is unquestionable as well as it brings the institute closer to its members and adaptation of new technology by the institute for effective usage of is very important for the organization's success, it has not been developed and used effectively in its KM and KS efforts. The averages mean value of the technology and KS are 2.857 which show at average point of the level of agreement which explained through liker scale measurement. Generally, development and usage of technology for KM and KS within the institute is not developed as expected like a learning and skill development center. This resulted in KM and KS within the EMI among its employees are weak.

### **4.3. Challenges**

Participants were asked the question “What challenges do you observe related to knowledge sharing?” Many challenges were mentioned by respondents. One of the challenges of knowledge sharing at the institute is related to the weak establishment of systems and processes. In relation to the establishment of systems lack of properly developed systems, absence of a responsible body which should be in charge of knowledge sharing, clarity regarding the process of knowledge sharing are some of the challenges mentioned by respondents.

Attitudinal problems were also mentioned as challenges of knowledge sharing. Consultants’ negative attitude towards sharing of knowledge, considering knowledge as own’s valuable asset, selfishness are some of the problems identified. Fear among consultants was also mentioned as one of the challenges of knowledge sharing.

Knowledge and skill problems were also mentioned as some of the challenges of knowledge sharing. Lack of understanding what knowledge is and its importance for the institute’s growth and development as well as individual learning, gaps in understanding ways of knowledge creation, ways of knowledge sharing and knowledge audit fall in this part.

Lack of conducive working environment to facilitate knowledge sharing was also observed as one of the challenges of knowledge sharing. Lack of coaching and mentoring practices among consultants, Openness problems, lack of respect for professionals and senior staff hinders people from sharing their knowledge. In addition, lack of appreciation and reward for those who share knowledge and generally the status of poor knowledge management culture are some of the challenges.

### **4.4. Measures to be Taken**

Respondents were also asked to suggest measures to be taken in order to be successful in the knowledge management process. Respondents suggested the following measures. A developed culture which encourages and appreciates knowledge and knowledge sharing is

mentioned as one of the key points in the process of knowledge management. It also includes appreciation of knowledge itself as well as knowledge holders.

The other measure suggested by respondents is, creation of appropriate systems and processes to support knowledge management at the institute. Assigning a responsible body in charge of knowledge management, development of appropriate systems including guidelines to support the systems, are some of the measures to be addressed by the institute. Partnership, best practice collection and documentation are also mentioned here. In addition to this, supporting the knowledge sharing process with appropriate information technology (IT) system is also suggested as a mechanism to develop the knowledge management system.

Development of the knowledge, skill and attitude of leaders and consultants is also a very critical measure for the success of one's knowledge management effort. These includes organizing awareness creation forums, trainings, benchmarking visits, partnerships and other related measures to change the attitude of all concerned bodies. Incorporate knowledge sharing in the institute's team and individual plan is also another measure suggested by respondents.

Support from the leadership is also very critical to be successful in knowledge sharing. This includes commenting and approving policies and procedures related to knowledge management and knowledge sharing on time, participating in knowledge sharing forums, appreciating and rewarding knowledge sharing effort, etc.

#### **4.5. Roles to be Played by all Actors in the Process**

One of the areas assessed in the study is related to the roles to be played by the different actors in the process of knowledge sharing. The main actors assessed are the top management, directorates, management development directorate and each consultant.

The result of this finding regarding the roles to be played by the top management indicated that the critical body in the process of knowledge sharing is the top management. If the top management doesn't buy the idea, its implementation will not be as expected. Hence encouraging knowledge sharing, plan, direct, and controlling the process are actions expected from the top management. Allocation of resources, timely decision making, measuring the

result of knowledge sharing and establishing networking and partnerships locally and internationally are mentioned as key roles to be played by the top management. In addition, encouraging and supporting a culture of openness, collaboration and trust, participation in the identification of organizational knowledge gaps, motivation of employees, treating of all consultants equally, effective communication and creating a working culture which supports knowledge sharing are the roles to be played by the top management.

With regards to the role of each directorate, understanding and supporting knowledge sharing, making available to all the knowledge the directorate owns, serve as a bridge between the top management and their staff, and allocation of inputs are mentioned as some of their roles. In addition to these playing the role to make information and knowledge available to each individual in their own respective directorates as well as the whole organization and making team work a habit are some of the critical roles mentioned by each directorate.

Regarding the role of the management development directorate many roles are identified. Organizing knowledge sharing forums, establishing well detailed systems to use associate consultants, plan and direct the whole system, facilitating the knowledge management, act according to the policy of knowledge management (KM) and knowledge sharing(KS), apply coaching and mentoring mechanisms between employees, create a stage to acquire knowledge and experience from professional associations, organize developmental programs (training, workshops) in collaboration with appropriate ministry and universities, work as advocator of Knowledge sharing and stepping forward to bring observable and continual change and taking the major responsibility to collect tangible and intangible knowledge and create managing system like how to store and how to present to users are some of the roles to be played by the directorate.

Regarding each individual consultant's role, the following are the main suggestions forwarded by the respondents. Develop positive attitude for knowledge sharing, Participate in knowledge sharing forums and initiatives, Discourage knowledge hiding habits, conduct research about the implementation of KM and KS systems, create a climate of openness, collaboration and trust among staff members, develop quality of integrity to support and

develop those who need technical support specially new ones, share their own practical experience and documents to the responsible body, should think knowledge sharing as knowledge gaining and its importance, identify one's knowledge and skill gap, engage in informal knowledge sharing practices, use of intellectual approach, professional ethics and positive thinking and respecting others idea and learn to create positive readiness to learn.

# **CHAPTER FIVE**

## **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Summary of Major Findings**

On the bases of data analysis the following major findings are presented as follows.

1. For knowledge sharing to be successful appropriate systems and processes have to be in place. The study shows that the systems and processes which are critical for the implementation of knowledge sharing are weak or not designed and developed as required. These include policies, procedures and other manuals.
2. In EMI there is weak or no system and process which helps to identify knowledge gap of the members of the institute.
3. EMI doesn't have a system to store key knowledge and make it available to others who need the knowledge. Because of this when individuals leave the organization, knowledge also goes with them, which makes the organization to lose its memory.
4. There are no mechanisms to identify critical knowledge and knowledge owners, best experts and their easy accessibility. System and process of identifying knowledge owners, best experts and capturing their expertise need to be revisited.
5. Transferring of tacit knowledge in to explicit knowledge is critical in the knowledge sharing process because tacit knowledge resides in individuals. EMI doesn't have a system and process to change tacit to explicit knowledge.
6. There is also a gap among all the parties at the institute regarding the concept of knowledge, knowledge management and its importance. As a result all concerned doesn't give much attention to the issue.
7. In EMI across directorial boundaries knowledge sharing is not appreciated and encouraged as expected as a learning institution.
8. Work place settings and working environment in EMI is not supporting the knowledge sharing process.
9. Lack of a responsible body in charge of knowledge management and knowledge sharing is also mentioned as one of the challenges in the study

10. Knowledge sharing at the institute is not developed very well and people don't have information about the knowledge at the institute and how to access it.
11. The top management is not committed to knowledge sharing and doesn't give much support to it. In addition lack of knowledge vision and strategy are mentioned as the responsibilities of the top leadership which need attention.
12. The relationship between knowledge management, knowledge sharing as well as performance management is also issues identified in the study. It is believed that one of the challenges of knowledge sharing is because it is not associated with performance management. People are not measured based on the knowledge they share.
13. Allocations of resources for knowledge management as well as clarity of roles in the process of knowledge management are also issues which are to be considered to be successful in the process. The resource allocation is not adequate to the development of institute's knowledge base and leaders are not clear about their roles in the process of KM and KS in EMI.
14. There is lack of general consensus about the knowledge management and its importance among all concerned bodies at the institute.
15. The organizational culture is not supporting knowledge management and doesn't facilitate KS at the institute.
16. There seems to be a culture of appreciating knowledge and knowledge holders at the institute and accepting once knowledge as a sign of professional work.
17. Even if there is a slight difference among the respondents, the result shows that fear of losing indispensability is hindering knowledge sharing among professionals at EMI.
18. People understand that knowledge creation and transmission will help others to increase their knowledge. However the result is not as expected by a learning institute like EMI.
19. Within the institute there is a culture of discouraging innovation and risk taking highly.



20. In the institute moderately a culture of encouraging individual and collective learning but it is not strong as expected as by the member of the institute. The employees of the institute understood that they have responsibility for their own learning and development.
21. There is weak understanding regarding the role of technology that used to create institutional memory that is accessible to the entire organization in EMI.
22. Technology is not playing its part as expected by the member of the institute in the process of knowledge sharing.
23. As a learning and skill transfer center, the institute's expansion and usage of new information communication technology is weak.
24. In EMI technology is not used effectively to share knowledge within the institute.

## **5.2. Conclusions**

From the findings it can be concluded that all involved in the process believe that knowledge management, knowledge and knowledge sharing are critical to the institute. However, there is an understanding gap among the leadership, each directorate, consultants and other employees regarding what these concepts are and how to implement it in the institute.

In addition, there is a gap regarding how to create, collect and share knowledge at the institute. On top of all these, systems and process which are critical to the successful implementation of the system are not in place. This includes designing and development of appropriate policies and procedures, assigning a responsible body in charge of knowledge sharing and making in place appropriate technology to support the system.

Work culture and environmental problems are also major challenges for knowledge sharing. The culture is not developed well enough and is constraining the process of knowledge sharing, lack of trust and coordination, discouraging of professionals to share their knowledge, mistreating professionals, inequality among professionals are some of the issues relate to the culture.

In general it can be concluded that knowledge sharing at the institute has not received the attention it needs and much has to be done to bring the culture needed at the institute.

### **5.3. Recommendations**

Based on the entire study, the following recommendations were made.

- EMI have to design a mechanism in which to develop appropriate systems and policies which support knowledge management in general and knowledge sharing in particular. These should include development of a knowledge management policy, appropriate procedures as well as a knowledge management strategy.
- For knowledge management to be successful it has to be backed with appropriate technology. Therefore, attention has to be given to assist the process with modern technology.
- Appropriate knowledge sharing mechanisms have to be designed and implemented, periodic knowledge sharing forums, team assignments in training, consultancy and research, workshops, peer reviews and other appropriate mechanisms have to be consciously designed and implemented.
- A knowledge bank has to be in place so that any organizational knowledge can be accessible to anyone in need of it at organizational level. In addition a responsible body for the knowledge bank has to be assigned. These have to include training documents, consultancy works, research outputs and other workshop, seminar as well as meeting documents.
- The roles of each party in the process of knowledge sharing process have to be clearly stated and communicated to each party. Meaning, the role of the top leadership, each directorate, management development directorate and each consultant has to be clear and communicated to them.
- Visible top management leadership and commitment is critical for success. Therefore, EMI leaders at all levels have to recognize the importance of knowledge sharing give due attention to its implementation. This includes allocation of resources, approving the policies and procedures as well as participating in the process of knowledge sharing. In addition they have to change their attitude towards senior consultants and appreciate their knowledge.
- The successful implementation of knowledge sharing requires understanding of what knowledge, its importance, knowledge management, knowledge sharing and

mechanisms to create and transfer knowledge. Hence EMI has to develop the knowledge, skill and attitude of all concerned. This includes trainings, focus group discussions, and discussions. In addition this session have to be conducted in a continuous way, periodic trainings can be a good way.

- Culture is critical to the implementation of knowledge sharing at EMI. Therefore, the following are recommended. Creating an appreciative culture is very important. Rewarding those who readily and happily share their knowledge is very critical for knowledge sharing success.
- Much has to be done to change the existing situation and create a trust environment. People fear about what they talk and share with others this have to be changed. The culture of positive attitude among each other, love and care for everyone have to be in place. Social gatherings, tea and coffee ceremonies with top leaders, tournaments and sport events among leaders and consultants can be some mechanisms to be used in the process of developing the culture.
- Creating a culture of trust is critical for the successful implementation of knowledge sharing. It is the foundation for not alone sharing but also for any type of functional relationship. If leaders don't trust their professionals, if each professional doesn't trust each other and people will not be willing to share their valuable knowledge, which just makes for an unhealthy environment.

## References

- Bailey, C., & Clarke, M. (2000). How do managers use knowledge about knowledge management?. *Journal of Knowledge Management*, 4(3), 235–243
- Brown JS, Duguid P. (2000). *The Social Life of Information*. Harvard Business School Press: Boston, MA.
- Bryman, A. & Bell, E. 2011. *Business Research Methods*. 3rd ed. New York: Oxford University Press.
- Cong, X. & Pandya, K. V. (2003). Issues of knowledge management in the public sector. *Electronic Journal of Knowledge Management*, 1(2), 25-33.
- Cummings JN, Cross R. (2003). Structural properties of work groups and their consequences for performance. *Social Networks* 25: 197-210.
- Davenport, T. H., & Prusak, L. (1997). *Working knowledge: How organizations manage what they know*. Cambridge, MA: Harvard Business School Press.
- Davenport, T. & Prusak, L. (1998). *Working Knowledge*. Cambridge, Harvard Business School Press,
- DeTienne, K., Dyer, G., Hoopes, C., and Harris, S. 2004. Toward a model of effective knowledge management and directions for future research: Culture, leadership and CKOs. *Journal of Leadership and Organizational Studies*, 10(4), 26–43.
- Dierickx I, Cool K. (1989). Asset accumulation and sustainability of competitive advantage. *Management Science* 35: 554-571.
- Drucker, P. F. (2001). *The next society*. *The Economist*, 1 November 2001. [[http://economist.com/surveys/displaystory.cfm?story\\_id=770819](http://economist.com/surveys/displaystory.cfm?story_id=770819) (9/05/2011)]
- Ethiopian Management Institute, (2011). *Consultant and Trainers Competency Survey*.
- Ethiopian Management Institute, (2015). *Strategic plan 2016-2020*.

- Grant RM. (1996). Toward a knowledge-based theory of the firm. *Strategic Management Journal*, Winter Special Issue 17: 109-122.
- Gupta AK, Govindarajan V. (2000). Knowledge flow within multinational corporations. *Strategic Management Journal* 21: 473-496.
- Hall, R (2000), knowledge Management in the business environment, University of Sydney, July 2003.
- Hansen MT, Haas MR. (2001). Competing for attention in knowledge markets: Electronic document dissemination in a management consulting company. *Administrative Science Quarterly* 46: 1-28.
- Hansen MT. (1999). The search-transfer problem: The role of weak ties in sharing knowledge across organization subunits. *Administrative Science Quarterly* 44: 82-111.
- Helper S, MacDuffie JP, Sabel C. (2000). Pragmatic collaborations: Advancing knowledge while controlling opportunism. *Industrial and Corporate Change* 9: 443-488.
- Huber GP. (1991). Organizational learning: The contributing processes and literatures. *Organization Science* 2: 88-115.
- Inkpen AC, Dinur A. (1998). Knowledge management processes and international joint ventures. *Organization Science* 9: 454-468.
- Israel, Glenn D. (1992). Sampling the Evidence of Extension Program Impact. Program Evaluation and Organizational Development, IFAS, University of Florida.
- Irma Becerra-Fernandez and Rajiv Sabherwal, (2010). Knowledge Management Systems and Processes
- Kane AA.,Argote L, Levine JM. (2005). Knowledge transfer between groups via personnel rotation: Effects of social identity and knowledge quality. *Organizational Behavior and Human Decision Processes* 96: 56-71.
- Kogut B, Zander U. (1992). Knowledge of the firm, combinative capabilities, and the replication of technology. *Organization Science* 3: 383-397.

- Kluge, J., Shein, W., and Licht, T. 2001. Knowledge unplugged: The McKinsey and Company Global Survey on knowledge management. New York: Palgrave Macmillan.
- Liebeskind JP. (1997). Keeping organizational secrets: Protective institutional mechanisms and their costs. *Industrial and Corporate Change* 6: 623-663.
- Nonaka I, Takeuchi H. (1995). *The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation*. Oxford University Press: New York.
- Ohmae, K. (2005). *The next global stage: challenges and opportunities in our borderless world*. New Jersey: Pearson Education.
- Reagans R, McEvily B. (2003). Network structure and knowledge transfer: The effects of cohesion and range. *Administrative Science Quarterly* 48: 240-267.
- Schulz M. (2003). Pathways of relevance: Exploring inflows of knowledge into subunits of multinational corporations. *Organization Science* 14: 440-459.
- Szulanski G. (1996). Exploring internal stickiness: Impediments to the transfer of best practice within the firm. *Strategic Management Journal* 17: 27-43.
- Teece D, Pisano G, Shuen A. (1997). Dynamic capabilities and strategic management. *Strategic Management Journal* 18: 509-533.
- Von Hippel E. (1998). *The Sources of Innovation*. New York, NY: Oxford University Press.
- Werr A, Stjernberg T. (2003). Exploring management consulting firms as knowledge systems. *Organization Studies* 24: 881-908.
- Winter, S. (1987). Knowledge and competence as strategic assets. In *The Competitive Challenge*, Teece DJ (ed). Ballinger: Cambridge, MA; 159-184.
- World Bank, “Sharing Knowledge to Achieve Development Goals”, 2003
- Xerox (2001) ‘Knowledge Management’ <http://www.xerox.com> accessed March 20, 2015

- Zander U, Kogut B. (1995). Knowledge and the speed of transfer and imitation of organizational capabilities: An empirical test. *Organization Science* 6: 76-92.
- Zhao, J. (2010). School knowledge management framework and strategies: The new perspective on teacher professional development. *Computers in Human Behavior*, 26(2), 168–175.



## Appendix

### Indra Gandhi National Open University

### For the Partial Fulfillment of the Award of Masters of Business Administration (MBA)

#### Knowledge Management and Knowledge Sharing Assessment Questionnaire

##### Dear Participants:

The aim of this research is for the partial fulfillment of master degree in Business administration (MBA). Hence, the research questionnaire focuses on assessing the challenges and practice of knowledge management and Knowledge sharing at Ethiopian Management Institute (EMI). The data to be collected will be a source of information for analysis and for the better understanding of the situation of knowledge management and Knowledge Sharing at EMI. The information to be obtained will assist in identifying key lessons and to propose practical recommendations for follow-up and future improvements. I will value your assistance in this regard and kindly request you to respond to the questioner.

Thank you in advance

#### Section A: General Information

##### 1. Age

1.	18-30	
2.	31-40	
3.	41-50	

4.	51-60	
5.	>60	

##### 2. Gender

1.	Female	
2.	Male	

##### 3. Education

1.	Less than 10+2	
2.	10+2 – 10+4	
3.	Degree	
4.	Masters	
5.	PhD degree	

**4. Experience in the organization**

1.	<5 years	
2.	6-15 years	
3.	16-25 years	
4.	More than 25 years	

**5. Position**

1.	Leader/manager	
2.	Consultant	
3.	Other employee	

**6. If you are a consultant which level are you in**

1.	Principal Consultant	
2.	Senior Consultant	
3.	Consultant	
4.	Junior Consultant	

## Section B: Information Related Knowledge Management

Please indicate whether you agree or disagree with the following statements by circling your choice (Like)

1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree

No	Items					
	<b>Systems and Processes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	There is well defined process and system for knowledge Gaps identification and bridging them.	1	2	3	4	5
2.	The institute has systematic processes for gathering, organizing, exploiting and protecting key knowledge assets, including those from external sources, including associate trainers and consultants.	1	2	3	4	5
3.	There is a structured system and process that clearly identifies knowledge owners and is readily accessible across the organization.	1	2	3	4	5
4.	The institute has mechanisms to capture tacit knowledge and transform it into an explicit format.	1	2	3	4	5
5.	All senior managers and professionals are trained in basic knowledge management techniques.	1	2	3	4	5
6.	Knowledge sharing across directorial boundaries are actively encouraged and rewarded.	1	2	3	4	5
7.	Workplace settings and format of meetings encourage informal knowledge exchange.	1	2	3	4	5
8.	There is a responsible staff that coordinate knowledge bank and act as focal points for provision of information to support key decision making.	1	2	3	4	5
9.	Knowledge is easily accessible by employees across the organization.	1	2	3	4	5
	<b>Leadership</b>					
10.	The institute has a compelling knowledge vision and strategy, actively promoted by the top management that clearly articulates how knowledge management contributes to achieving organizational objective.	1	2	3	4	5
11.	Managers at all level believe managing organizational knowledge is central to the achievement of the organization's strategy and also act accordingly.	1	2	3	4	5
12.	In addition to other performance measurement tools Individuals are evaluated and compensated for their contributions to the development of organizational knowledge.	1	2	3	4	5
13.	The institute allocates resources toward efforts that	1	2	3	4	5

	measurably increase its knowledge base.					
14.	Specific knowledge management roles are identified and appropriate party is assigned to undertake them.	1	2	3	4	5
<b>Culture and Trust</b>						
15.	There is a general consensus in the institute about what knowledge management means.	1	2	3	4	5
16.	The institute has a culture that encourages and facilitates knowledge sharing	1	2	3	4	5
17.	A climate of openness, collaboration and trust exist among employees	1	2	3	4	5
18.	Accepting other's knowledge is seen as a sign of professionalism	1	2	3	4	5
19.	Fear that knowledge sharing result in issue of indispensability doesn't exist among employees.	1	2	3	4	5
20.	Employees in the institute recognize that participating in the creation, transmission and use of knowledge increases understanding.	1	2	3	4	5
21.	Innovation and risk taking are encouraged	1	2	3	4	5
22.	The institute's culture encourages individual and collective learning	1	2	3	4	5
23.	Customer value creation is considered as the ultimate goal of acknowledged management activities	1	2	3	4	5
24.	Staff takes responsibility for their own learning	1	2	3	4	5
<b>Technology</b>						
25.	Technology is used to create an institutional memory that is accessible to the entire organization.	1	2	3	4	5
26.	Technology brings the institute closer to its members.	1	2	3	4	5
27.	Technology that supports collaboration is rapidly placed in the hands of staff.	1	2	3	4	5
28.	Technology is used effectively to share knowledge within the organization.	1	2	3	4	5

**Section C: Open ended questions related to knowledge management and knowledge sharing.**

**Please read each question and respond accordingly. There is no write or wrong answer.**

- 1. What do you think are best practices you observed related to knowledge sharing?**

---

---

---

---

---

---

---

---

---

---

- 2. What challenges do you observe related to knowledge sharing?**

---

---

---

---

---

---

---

---

---

---

- 3. What do you think have to be done to make knowledge management in general and knowledge sharing in particular work at the institute?**

---

---

---

---

---

---

---

---

---

---

---

---

**4. What do you think should be the role of each party to create a knowledge management culture at the institute and make it work effectively?**

**a. The role of top management**

---

---

---

---

---

---

---

---

---

---

**b. The role of each directorate**

---

---

---

---

---

---

---

---

---

---

**c. The role of each employee**

---

---

---

---

---

---

---

---

---

---