



School of Commerce  
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## **KNOWLEDGE MANAGEMENT PRACTICES IN NGO'S A CASE OF CARE ETHIOPIA**

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of the requirements for Master of Arts Degree in Project Management  
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## Declaration

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted at any university for a degree.

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Date: June, 2020

Addis Ababa University  
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## Signature

This is to Certify that the thesis prepared by Rewina Gebremedhin, entitled ‘Knowledge Management Practices in NGO’s-a Case of CARE Ethiopia’ submitted in partial fulfillment of the requirements for the Degree of Master of Arts in project management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Chair of Department or Graduate Program Coordinator

## Abstract

*NGOs engage in different developmental projects around the world. Nonetheless successful implementation of these projects is a challenge in most countries. This is also true in Ethiopia. Scholars like Cummings, Heeks & Huysman, (2003) state that implementing KM practices is important to increase the success of developmental programmes. This study tries to assess the current(2020) knowledge management practice of an international NGO that has been operating in Ethiopia for over 30 years; namely CARE Ethiopia. The objective of this study is to assess the level of the three key KM dimensions (OKM strategy, OKM culture and OKM process/technology) at CARE Ethiopia. The paper is a descriptive research that uses both quantitative and qualitative approaches. Probability- simple random sampling was used to design the sample of the study. All employees working for development programmes at the head office were considered as a sampling frame. Literature in regards to KM indicates the lack of papers done using a standardized multidimensional scale. To bridge this gap, this paper uses a standardized multidimensional questioner called the USQ KM scale instrument. It uses the instrument to quantitatively assess the three key dimensions of OKM. Furthermore, to support the quantitative data, an interview was made with three managers from the department of program quality and learning. The data gathered was analyzed using descriptive statistical technique by Statistical Package for the Social Sciences (SPSS) software. The Results of the study shows that while KM is generally acknowledged and practiced, the process/technology dimension of OKM is not as adequately established in CARE Ethiopia as OKM strategy and OKM culture are. The study strongly suggests that CARE Ethiopia standardizes and make its KM process formal and deliberate.*

*Key words: Developmental project/programme, OKM, OKM strategy, OKM culture, OKM process/technology*

## Dedication

*Dedicated to my Beloved Parents Gebremedhin Gebrehiwot and  
Lemlem Gebremeskel*

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COPs: Communities of Practice .....	14
KM: Knowledge Managment .....	iii
LDM: Learning Design Manager.....	x
M&E: Monitoring and Evaluation .....	3
OKM: Organization Knowledge Managment.....	2
PM: Project Managment .....	x
PQL: Program Quality and Learning .....	3
WASH: Water and Sanitation Health .....	2

## CHAPTER ONE

### 1. Background

Traditional development definition measures development solely through economic aspects. In regards to modern definition of development, a country is labeled developed when it guarantees several criterions. Of which are: rising income and standard of living, equity in the distribution of income and wealth, political democracy, increased opportunities for education and self-improvement, expanded availability of and improvements in health care, public and private safety nets to protect the vulnerable, a clean and healthy environment, efficient, competent and fairly administered public sector, and when there is a reasonable degree of competition in the private sector. Consecutively, to build such a country in developing countries, aside from the major role of the government, the non-government organization also play a certain role.

NGOs play a vital role in assisting development of a country. They provide services to society through welfare works for community development, assistance in national disasters, sustainable system development, and popular movements. OECD, (2012) mentions that Sub-Saharan Africa is the largest recipient of aid, and the amount has tended to rise in recent years. In 2005, the region received just over \$32 billion in aid; by 2010, the figure stood at almost \$44 billion. Although emergency assistance accounts for a significant share of total NGO aid flows, the majority of NGO aid is currently provided for development projects and programmes. On a report titled ‘Development aid at a glance’ OECD (2019) stated that on 2017, Africa received a development assistance of \$52.8 billion. Consecutively, \$4.11 billion went to Ethiopia.

Non-governmental nonprofit organizations (NGOs) usually operate in neighborhoods or communities. Each community organization spends large amounts of time, funds and imagination while reinventing the wheel, whereas the potential of programs that have already proven their effectiveness remains sadly underdeveloped. This, in many instances, represents a substantial loss to society overall. “The objective is to replicate the successful program’s results, not to recreate every one of its features” (Bradach, 2003). NGOs are organizations that need an effective KM solution to tackle the problems that arise and bring about the right solutions at the right time for community. Anklam, (2009) defines KM as in-built in an information setup that has a gathering of disciplines and practices which support acquiring, storing and sharing both tangible and intangible resources.

Such KM procedures are, because of the emphasis placed on information and knowledge sharing processes, particularly suited to enhancing the delivery of successful developmental programmes in a networked environment (Cummings, Heeks & Huysman 2003). NGOs working in Social development increasingly need systems to manage the

creation, accessing and deployment information: within the NGOs themselves, between different NGOs that work together and, ultimately, between NGOs and Society as a whole.

In Ethiopia, there hasn't been a lot of studies done on knowledge management practices of NGO's. Never the less the researcher found one significant research titled 'Knowledge Management Practices in Development and Humanitarian Aid Organizations in Ethiopia' written by Hermela, (2000). The study was conducted on 24 organizations and country offices. The result of the study indicates that there's a rapidly growing interest and engagement to develop an effective KM initiative as an enabler of development assistance objectives within the non-for-profit sector in the country. Also the study confirms that most organizations possess adequate ICT infrastructure and that they already have a working knowledge management and information sharing systems in place. On the contrary, the study states that a lot of the organizations don't yet follow a systematic, well organized mechanisms of retaining and disseminating knowledge. Furthermore, majority of the respondents find the absence of proper organizational guidelines on knowledge sharing, lack of knowledge of what colleagues need, and shortage of time and resources to facilitate knowledge sharing hindered their desire to share knowledge with colleagues within and outside the organization.

CARE Ethiopia started working in Ethiopia in 1984 in response to severe drought and famine that devastated the population and claimed the lives of nearly one million people. CARE works in various sectors but has particularly targeted food security and resilience, WASH, sexual and reproductive health, nutrition, and emergency response as cross-cutting. CARE Ethiopia is currently (2020) engaged in 18 development programmes with around 121.5 million dollars. In managing these development programmes, CARE moved from project approach to program approach in 2008. In which different projects consolidate and fall under one of the three programme approaches that CARE follow to fulfill its 2030 objective, namely: rural, Urban and Youth programme, chronic rural women programme and pastorals programmes. All project proposals must contribute to the indicators of those objectives. At CARE Ethiopia, PQL (Program Quality and Learning) is the central unit for the organization which is responsible for KM. All programs are ought to have M&E (Monitoring and Evaluation) team and some also have KML (Knowledge Management and Learning) team. Employees part of these teams are found both on the field offices and head office level. M&E and KML team answer to the LDM (Learning and Development Manager) of the unit at the head office. The LDM manager and the team are accountable to keep documents updated, prepare learning brief by the end of the projects and more. This study assesses the OKM of CARE Ethiopia as Wiig, (2004) states that, assessment of KM practice should be the first step towards positioning an organization on the right KM development path.

## 2. Problem statement

As discussed above, NGO's implement different projects/programmes that assist development in a country. In Ethiopia also, development aid organizations play a crucial role in accelerating development assistance (Hermella, 2000). Hermella further states that the critical roles of these organizations are coordination of aid efforts, supporting development planning, building development capacity, investing in infrastructure and humanitarian aid. Smith and Lumba (2008) state that most of the international donors prefer giving the fund to the NGOs because they are thought to be relatively efficient than state-owned organizations.

Nonetheless, despite the tremendous involvement and contribution of NGOs, the success of NGO projects was not as intended (Ayehu, 2017). Different researches have proved that there is substantial failure of projects in general. For example, Project Management Institute, (2015) stated only 64% of projects meet their goals. Even though the project management literature has focused little on international development projects (Crawford and Bryce, 2003; Ahsan and Gunawan, 2010; Ika, 2010), McKinsey-Devex survey indicated that 64% of donor-funded projects fail (Hekala, 2012). Many factors like changing environment and shifting globalization have made management of NGO projects very intricate. In order to survive a lot of factors that made management of their organization complex, NGO's started to adopt new plan (Mitlin, Hickey & Bebbington 2006 cited on Ayehu, 2017). These scholars mentioned that implementing knowledge management (KM) practices happen to be one of the solutions to better the issue in managing the NGOs. Because of the stress placed on information and knowledge sharing, KM practices are important to increase the success of developmental programmes (Cummings, Heeks & Huysman, 2003 cited on J Gretchen and Patricia, 2008).

Regardless of NGO's projects contribution to development and the significant role KM play in successfully implementing these projects, not so many researches have been conducted on NGO'S based in Ethiopia to illustrate there KM practices. On the contrary, Hermela, (2000) conducted a research to asses the KM practice of 24 selected organizations and country offices located in Ethiopia; but CARE was not one of them. CARE Ethiopia is presently one of the competitive NGO's in Ethiopia. Currently, CARE Ethiopia is engaged in 30 programmes (18 are development programmes and the rest are humenitarian). The total budget these programmes hold is about 150 million USD, out of which, development programs holds around 81 percent. The organization has reached millions of Ethiopians, most of whom were disadvantaged and living in the peripheral areas. Despite this, no study was conducted to assess the level of KM practices in the organization. This study tries to assess the level of KM practices at CARE Ethiopia with in three dimensions namely: OKM strategy, culture and process and technology. The

papers problem statement can be expressed as: What is the level of KM practice in CARE-Ethiopia?

### **3. Objective of Study**

#### **3.1 General objective**

The main Objective of the study is to assess the practices of KM in CARE- Ethiopia.

#### **3.2 Specific objective**

- To assess the knowledge strategy in CARE- Ethiopia.
- To assess the knowledge management culture in CARE- Ethiopia.
- To assess the knowledge process/technology in CARE- Ethiopia.

### **4. Research question**

- What is the extent of knowledge management culture in CARE- Ethiopia?
- What is the extent of knowledge process practice (creation, transfer, retention and use) in CARE- Ethiopia?
- What is the extent of strategic initiative regarding knowledge management practice in CARE- Ethiopia?

### **5. Significance of the study**

The purpose of this study is to determine the state of KM practices in CARE Ethiopia in order to gain insights and understanding of the state of knowledge capabilities of the organization. Through this study the researcher aims to capture an understanding of KM practice in CARE and also aim to help further researchers gain insights on KM in NGO'S. The study is hoped to contribute to the knowledge bank of PM at AAU and in general. Furthermore, it is hoped that the insights found can potentially position CARE Ethiopia and other NGOs on the right KM development path. In addition, it is thought to help leaders at CARE Ethiopia and other organizations, as it promotes interest in the importance of KM and more specifically its assessment.

### **6. Scope of the study**

Even though NGO's engage in development and humanitarian projects/programmes the scope of this study is limited to the assessment of knowledge management practice of development projects in NGOs, particularly CARE Ethiopia. The study asses KM practice in regards to the three dimensions-namely OKM process, OKM culture, and OKM strategy.

## **7. Limitation of the study**

Because employees are working from home to prevent transmission of COVID-19, document review couldn't be made and interviews weren't conducted face to face but through the phone. Also, due to time and access constraint this research emphasis on the assessment of knowledge management perception of head office employees as supposed to including field office employees.

## **8. Organization of the study**

This study has five chapters. The first chapter introduces the paper by presenting the background of the study, statement of the problem, the objective of the study and scope and limitation of the study. The second chapter incorporates the review of literature on knowledge management, assessment of organizational knowledge management practices and the relationship between NGOs and KM. The third chapter discusses the methodologies of the study which includes data collection, analysis, and interpretations methods. The fourth chapter deals with the analysis of data and discussion of findings. The last chapter carry summary of findings, conclusion and recommendations.

## CHAPTER TWO

### Literature Review

#### 1. Knowledge

Knowledge is the resultant of information but it more meaningful than information. It includes acquaintance, awareness and understanding gained through involvement. Some specialists include wisdom and insight in their definitions of knowledge. As defined by Keskin (2005) knowledge is established information, rules, measures, and processes through experience and practice. Commonly, knowledge is split into “explicit” and “tacit”. Explicit knowledge is a knowledge type that can be easily be codified and shared. In contrary knowledge that is hard to express is known as tacit knowledge; example can be beliefs and perceptions. This study tires to see the management practice of both tactic and explicit of knowledges.

#### 1.1 School of Thoughts on Knowledge

There are two main knowledge schools of thought are suggested by Sveiby (1996), namely knowledge as an object (tangible) and knowledge as a process. Not many researchers (including Boland (1987), Shekhar (2001) and Laudon (1999)) lean towards the support for ‘object’ view. Not any of these researchers mention that knowledge is something tangible (except for Boland), nevertheless, they tend to stress the role of IT to use or manipulate knowledge (Skadiang, 2009).

This confirms that essential defects have been identified in the ‘object’ view of knowledge. Since knowledge occur within the user than in the information itself seeing knowledge as only a gathered information wears away the essential meaning of knowledge (Churchman 1971 cited in Malhotra 1997). Also, seeing knowledge merely as an object could hinder organization’s learning and adaptive capabilities (Gill 1995 cited in Malhotra 1997). As observed on the views stated above, separating knowledge from the individual weakens the value of that knowledge. Sveiby (1996), Nonaka and Takeuchi (1995), O’Dell and Grayson (1998) are some of the many researchers who support the ‘process’ view of knowledge. Even though most researchers support the process view, all researchers from both schools admit the importance of human actors to produce value from knowledge (Skadding, 2009).

Some definitions hold both ‘object’ or ‘process’ view in tandem (Skadding, 2009). For example, to make knowledge readily applicable to decisions, (Davenport, DeLong & Beers 1998), defines is as an information combined with experience, context, and interpretation. whereas (Myers 1996) defines organizational knowledge as processed information rooted in procedures that allow action, at the same time he states that knowledge is closely linked to human. Ruggles (1997) and Davenport and Prusak (1998), state that knowledge keep both tangible (object) and intangible (process) characteristics.

## **2. Knowledge Management**

There is common mis consumption of incorporating Knowledge management as documenting lesson learnt at the end of projects (as managing explicit knowledge only). But in fact, Knowledge management is concerned with managing both tacit and explicit knowledge. (Project Management Institute, 2017) states that managing project knowledge is using an existing knowledge in the organization to generate a new knowledge and attain the project's aims while consecutively contributing to organizational learning.

When thinking of knowledge management, pioneers such as Karl-Erik Sveiby, Nonaka and Peter Drucker come in mind. It can be understood from literature that knowledge management appeared after the pressure of globalization competition pushed companies to downsizing, merging, acquiring, reengineering and outsourcing. Many lost company knowledges as they grew smaller or bigger. Caroline De Brún (2005), remarks that by the early 1990s a growing body of academics and consultants were talking about knowledge management as “the” new business practice, and it began to appear in more and more business journals and on conference agendas; consecutively, by the mid-1990s, it became widely acknowledged that the competitive advantage of some of the world's leading companies was being carved out from those companies' knowledge assets such as competencies, customer relationships and innovations.

Currently knowledge management is one of the key tools and techniques used to help guarantee success for organizations and for the future, experts view is that, knowledge management may not remain as a distinct discipline, but rather will become embedded in the way organizations work; as TQM (total quality management). Below are some historical definitions of knowledge management.

### **2.1 School of Thoughts on Knowledge Management**

Bollinger and Smith (2001) present the school of thoughts in three categories. One is the category that sees KM to be mainly an IT subject; the second pledges KM as mainly a human subject, and the third category indorses the procedures that measure and capture organizational know-how. Furthermore, there are three methods identified Wiig in an interview by Lelic (2002) that are quite similar with the above-mentioned category by Bollinger and Smith (2001). These three methods or approaches namely are: the IT-method/approach, the OL method/approach and the intellectual capital method/ approach. Maier and Remus (2003) came up with an approach that constricts down to just two main segments of schools namely: human-oriented segment and technology-oriented segment. Finally, a closing thought on KM was proposed by Thomas, Kellogg and Erickson (2001) cited on Skadiang, (2009); who put significant focus on the fact that KM is also more about social context ( relationships, and motivation) and that matching KM to just delivering of information to and from people is losing the idea.

*Table 2.1: KM definitions from a historical perspective*

<b>Year</b>	<b>Researcher</b>	<b>Definition/Description of KM</b>
1994	Garvin	A collection of processes that enables knowledge to be a key factor in adding and generating value; involves creation, acquisition and knowledge transfer.
1998	O'Dell & Grayson	Getting the right knowledge to the right people at the right time
1999	Laudon & Laudon	The proactive and systematic efforts of an organization to manage its knowledge assets; involves four aspects – knowledge creation, knowledge sharing, knowledge dissemination and knowledge store.
2001	Bhatt	A process that can be categorized into knowledge creation, knowledge validation, knowledge presentation, knowledge distribution and knowledge application activities.
1996	Sveiby	The art of creating value from intangible assets
2002	Tiwana	Facilitates opportunistic application of fragmented knowledge through interpretation; helping the right people apply the right knowledge at the right time using technology correctly and in the right spirit.
2002	Bontis, Crossan & Hullan , cited in Andreou & Bontis (2007)	While intellectual capital is akin to a stock (object), KM is analogous to a flow (process).
2003	Anklam	A collection of disciplines, technologies and practices ingrained in an information infrastructure which supports creation, sharing and leverage of both tangible and intangible assets.

2005	Lake & Erwee	In the context of networks, KM involves “cooperating across organizational boundaries to systematically find, select, organize, distil, present and share authorized information that meets the strategic and operational learning intent of all parties to cooperation.” The definition assumes all parties have established strategic policies against unauthorized transfer of confidential information, and all parties do not source unauthorized information but willingly share authorized information.
2006	English & Baker	KM is an incomplete concept that should come under the broader concept of knowledge transfer (KT). Hence, KT is actually KM plus 5 key concepts: knowledge-enabled culture, development of a rapid learning organization, systematic use of knowledge transfer methods, a focus on intellectual capital, and reuse of knowledge. The KT race is a never-ending, metaphoric race that must be won.
2007	Weber (p. 333)	KM refers to “the allocation of knowledge assets as a means to improve organizational processes.”
2008	Talisayon	KM is enabling and enhancing capabilities to perform business processes or work processes; ultimate aim of KM is value creation
2008	Wright	Since tacit knowledge is anarchistic and serendipitous in nature, it’s so-called management tends to be likewise. Hence, it is necessary to consider new, more holistic, serendipitous and open structures to bridge an organization’s knowledge gap, usually filled in by tacit knowledge.
2008	Cruywagen, Swart & Gevers (p. 103)	“KM should not only be viewed in terms of its underlying activities, but also, in terms of the organization in which it is or will be deployed.” Hence the need for contextual sensitivity within a KM framework.

(Source: Skadiang, 2009)

### **3. Organization Knowledge Management Practices**

#### **3.1 Knowledge management models**

In the following subsections, some of distinguished KM models are discussed.

##### **The knowledge transfer matrix (SECI model)**

Also known as the knowledge creation and conversion model by Nonaka and Takeuchi (1995) cited on Skadiang (2009) identifies four modes of knowledge transfer. But its important to note as these modes of knowledge transfer occur, at the same time conversion of knowledge takes place. The first mode is called socialization which is the conversion of tacit knowledge to tacit knowledge and transfer of knowledge from individual to individual, the second is called externalization; here it is the conversion tacit knowledge to explicit knowledge while the transfer of knowledge from individual to group occur, the third incorporates explicit knowledge conversion to explicit knowledge and transfer of knowledge from group to organization, the model is called combination. The fourth and last one is called internalization; which is conversion of knowledge from explicit knowledge to tacit knowledge, and the transfer of knowledge from organization to individual.

##### **The knowledge transfer process model**

The model by O'Dell & Graysonb (1998) represent knowledge transfer as a cyclical process encompassing seven steps. This model explicitly lists 'share' as a separate step within knowledge transfer. Furthermore, to achieve successful transfer of knowledge, this model suggests three things. One is to identify organization value, second is to develop environment enablers. And the third is establishing a structures process (Skadiang,2009).

##### **The knowledge creation model**

This model by Von Krogh, Ichijo and Nonaka (2000) propose five steps of knowledge creation. The first step is sharing tacit knowledge, the second is generating notions, then reasoning of concepts, the fourth is constructing a prototype and cross-leveiling knowledge. Generating and reasoning of concepts include the use of descriptions and analogies, while cross-leveiling of knowledge establishes that the knowledge developed by some people becomes meaningful to others in the organization (Skadiang, 2009). In addition, the model suggests five enablers of knowledge creation: instilling a knowledge vision, managing conversations, mobilizing knowledge activists, creating the right context and globalizing local knowledge. This model strongly suggests wide spreading of local knowledge so that knowledge created in some part of the organization is made available to the entire organization.

### **The holistic model**

This particular model by Collison and Parcell (2006) links learning processes, knowledge capture and knowledge transfer to day to day activity. Among the vast KM models in publication and practice, it can be recalled that humans are in the heart of KM, so the success of OKM really relies on how employees are managed and motivated in the organizations (Bollinger & Smith 2001). Spanos & Prastacos (2004) mentioned that it is people and knowledge that form the fundamental structures of organizational capabilities. Collison & Parcell (2006) stated that it might be hard to manage knowledge but organizations can create a favorable setting for knowledge sharing. Favorable setting may include right means, right actions and right leadership; in which KM turn out to be an unconscious competence. Collison & Parcell (2006) further argues that, OKM should ideally be applied in a way that employees manage knowledge as part of their daily routine work without seeing it as an additional duty.

### **3.2 Empirical studies in assessment of organizational knowledge management**

Since KM is a very broad-spectrum holding organization culture, strategy, process, learning and technology; OKM is a significantly investigated subject that doesn't yet have agreement on what it actually is (Skadiang, 2009; Haggie & Kingston, 2003; Silver, 2000). Even though many researches can be found on the different dimensions of knowledge management, there hasn't been many done on the assessment of organizational knowledge management. Knowledge management has been a controversial subject as people can perceive knowledge, knowledge management, and assessment of knowledge management practices in different ways (Rifat Kamasak, 2012).

Knowledge management initially was thought to be only the issue of information technology and system. Consecutively, Maier (2002) focusing on technological aspect of KM and recommended all big organizations to have a sophisticated IT and communication system that incorporated social software and networks. On the contrary a research by Wickramasinghe's (2003), presented that IT systems were not able to support subjective knowledge so it was not enough to have a successful knowledge management in the organization solely by having a good IT system. The result of Wickramasinghe's (2003) showed how much the organic side of KM was important and that concentrating only on mechanistic side was not sufficient.

Additional research was done by Choi (2003) cited on Skadiang (2009) reviled the how collaboration of the top management commitment on the KM, supportive culture, and capable IT are significant to knowledge management. The final noteworthy research was done by Darroch in 2003. Darroch (2003), who created a scale to measure an organizations knowledge management practice. The organization had at least 50 employees and was

located in New Zealand. The research indicated that KM was substantially associated with the organization strategy, culture and technology. As a result, the above literature leads us to these three dimensions of organization knowledge management that this particular study uses to assess the knowledge management practice of CARE -Ethiopia. These three OKM dimensions are namely: OKM strategy, OKM culture and OKM process and technology.

KM in Ethiopia is not yet developed well but there are some related works in this area like the study of Ermias (2011) on innovative approach of KM in agriculture the case of IPMS by using theoretical approach in 10 pilot districts of 4 regional states of the country, and a study by Yeshiareg, Worku, Mniyichel (2015) titled 'knowledge management practices on product improvement for Dire Dawa National and Ture Cement Factories in Ethiopia'. In regards to knowledge management specific to NGOs the researcher came across two researches. One is a research done by Lemlem Mekonnen, (2017) titled 'the role of knowledge management in enhancing organizational performance; the case of selected international NGOs operating in at Addis Ababa' the result of her paper confirms that KM components (information technology, organizational knowledge, and organizational culture) are highly associated with organizational performance.

Another important study found was on knowledge management practice in development and humanitarian aid organization in Ethiopia by Hermella, 2000. The research was done by using qualitative research methods via online survey. The results of this study depend on Kruger & Synman KM maturity assessment instrument and the general KM maturity model (G- KMMM) by Pee & Kankanhalli provides a useful framework through which to assess knowledge management. According to this author, organization is aware of and has the intention to manage its organizational knowledge, but it might not know how to defined basic infrastructure is put in place to support KM to managed, KM initiatives are well established in the organization and optimized where KM is adequately integrated into organizational processes. Her result also proves main pillars of the G- KMMM and Krugerand Synman in the study area that ICT as an enabler of KM and information management's role for KM in an organization describe the technological readiness of the organization. Similarly, formulation of KM principles, policy and strategy in an organization and 'implementation of KM in an organization' touch upon the processes involved for the smooth implementation of KM and facilitator are essential for establishing a successful KM initiative in aid organization. According to Hermella there is absence of proper organizational guidelines on knowledge sharing, lack of knowledge of what colleagues need and shortage of time and resources to facilitate knowledge sharing.

As discussed in the previous sections, KM is a controversial issue. Consecutively there is a lack of empirical studies on assessment of knowledge management using a standardized scale. But it is to note that some scholars like Choi, 2003, Darroch, 2003, and Maier, 2002 put some efforts to try and measure the key features of OKM. Rifat Kamasak, (2012) confirmed that there is a lack of a multidimensional standard scale which can the studies in several areas coherent and globalized. In addition, Choi (2003) said that there are a smaller number of scales that can critically asses the KM attributes and also measure the knowledge management success factors in an organization.

This study attempts to bridge this literature gap by using a standardized KM scale that assess the practice of organizational knowledge management (particularly OKM – strategy, culture and process/technology). An overview of these three dimensions will be presented on the subsequent sub sections.

### **3.3 Overview of organization knowledge strategy, culture and process/technology**

#### ***3.31 OKM strategy***

Politis (2004), suggests that knowledge management initiatives should start form top management strategic initiative because there is a substantial positive association with leadership and the determinants of stimulant work environment for KM creativity.

McDermott & O'Dell (2001) recommend that for knowledge management to be highly effective in an organization, it needs to be constructed into the organisation's business strategy. In order to decrease the time deeded to develop a product, increase customer service and share best practices; Skyrme, (1997), suggest to increasingly use knowledge sharing across the organization as a strategic tool. Clarke (2001) indorses knowledge to be the most strategically important resource and learning as significant capability booster for an organization business.

In addition, Meso & Smith (2000) promote an intellectual capital to be as the only major strategic asset. The aims of OKM strategy as stated by Perez & de Pablos (2003) relate to the four basic knowledge management processes which includes generating knowledge, organizing the knowledge gathered and making a value out of it, sharing knowledge, and creating a way to use the knowledge.

### ***3.32 OKM culture***

Since different cultures don't have the same ways sense for knowledge management, Trompenaars (2003), suggest that knowledge management i to be culturally constructed. We can take japan and USA as an example, while japan claims knowledge is said to be knowledge only when transferred, meaning it depends on how much a single person contributes to the group. USA makes a relevance out of the saying 'knowledge is power'.

Skadiang, (2009) mentions that in person communication and human related process presents culture as a key attribute; adding to the reason why knowledge management is affected by culture. Biren, Dutta & van Wassenhove (2000) confirm that knowledge management has a strong relationship with culture because it is people-oriented process. They state that most (42%) of an organization knowledge resides in human brain. They further mention that over 89 percent of the organization intellectual capital resides in the employee. Barth (2000), states that this intellectual capital would include the established practices, skills, insights, experience, perception and trust over the years

Therefore, social network and attention to cultural subject is required to apply a human oriented process like knowledge sharing (Malhotra, 1999). Skyrme, (1997) sates that at the end it is humans that can translate knowledge capability into organizational benefits. An KM culture is at its best when knowledge transferring is the norm in the organization to the degree where it is an unconscious capability (Collison & Parcell, 2006). Gurteen (1999) says that employees must understand that knowledge is said to be knowledge when it is in fact shared.

In addition, to develop and share skills, resources and knowledge Bollinger & Smith (2001), mentions that a robust organizational culture is very important. Collison & Parcell (2005), state that employee recognition and rewarding when sharing and using knowledge is one of the indicators of a supportive OKM culture. Scholars tend to highlight one of these common fundamental themes as reviewed in literatures. Skadiang (2009) mentioned COPs, rewards, trust and how-to guidelines as some of the important themes.

### ***3.33 OKM process/technology***

In order to acquire and store knowledge, operational systems must haves in an organization. Otherwise intellectual capabilities are lost when employees leave (McCann & Buckner 2004). Bollinger and Smith (2001) state significance of assessing and capturing the know-hows in a company through advanced processes is one of approaches of knowledge management .the fundamental process of knowledge management include capturing,, storing and transferring of best practices (Gurteen 2004).

In addition, Hansen, Nohria & Tierney (2000) stated that owners of companies started to inspect how knowledge fundamentals can be well used in their organization because of the increased importance of intellectual resource. In order for organizations to add value to their products, processes and services in a very complex environment Bhatt (2001), suggest organizations to frequently invent, and apply new knowledge.

Furthermore, Skadiang (2009) states that organization should identify best practices and preserve a knowledge web that expert can amend and refresh the supposedly changing knowledge pool. As technology can allow to generate, codify and share knowledge, KM tools like technology can help attain OKM goals (Pablos & de Perez 2003). Even though it is not a prerequisite Bollinger and Smith (2001) confirm that most KM systems incorporate a certain feature of information technology, but on the contrary, Prusak (2001) claims that not even a small organization can possibly manage knowledge without the help of technology. In fact, Bosua & Scheppers, (2007). Assures that there is enough evidence to claim that IT system is necessary to successfully manage knowledge.

#### **4. Knowledge management and NGO's**

A "knowledge-intensive" organization refers to organizations where most work is of an intellectual nature and where well-educated, qualified employees form the major part of the workforce (Alvesson, 2000, 2001). Although NGOs are often omitted from the example lists Capozzi, Lowell, & Silverman, L. (2003) suggests, "philanthropic foundations are knowledge-intensive bodies". One of the key requirements in identifying a knowledge-intensive organization is its reliance on human capital and knowledge as being a source of competitive advantage, where knowledge has more importance than other inputs such as physical or financial capital (Starbuck, 1992).

However, it is not only the presence of human capital and knowledge that is important; it is also the way in which it is applied that makes these organizations distinctive. David Owens, vice president of KM at Unisys Corp. suggests that, "Only 2% of information gets written down - the rest is in people's heads (Hickens, 1999)." Aid and development workers of NGOs build up an invaluable stock of local knowledge as are in permanent contact with local needs and aims, assessing them and building on them in their day-to-day interventions. However, this priceless knowledge is often sidetracked and misplaced in the complexity of the communication hierarchy, forgotten over the length of field missions, dispersed due to the high level of turn-over associated with many NGOs or, as Winograd and Flores (1986) put it, simply 'lost in the unfathomable depths of obviousness'. Without a system that facilitates the capture and sharing of this knowledge, organizations face a constant risk of losing their competitive edge.

Even though the KM concept is well-known, Zack, 1999 states that a few organizations effectively use knowledge management to increase organizational performance. In many organizations, the knowledge used to solve problems, to direct actions and to make decisions, together with any lessons learnt, are lost in the 'noise' of a turbulent business environment (Vasconcelos et al, 2003).

Ikhsan and Rowland (2004) state that in order to get overall performance in an organization, it is key that companies have the capability to share knowledge. One of the ways a company can get a competitive advantage is by apply knowledge to perform vital activities. Leonard (1995) cited on Hwang (2003) states that managing knowledge is a skill and that managers who in fact comprehend and develop it, will lead competitively. Nonaka (1998), states that it is vital to make sure that there is the right KM environment to create a competitive organization, in which the organization will be able to adopt the changing notions. Wang & Sukla (2006) mention that the KM usage has been globalized and that it has, in fact gotten to developing and least developed countries.

#### **4.1 Importance of knowledge management for NGO's.**

Profit organizations have many reasons to practice sound KM processes. Stakeholder interests such as profitability and return-on-investment require this behavior. In most circumstances, given a competitive environment, a company that has poor KM processes will be inefficient and ultimately its products will become obsolete and competitors will absorb its market share. Just as there is a demand for fast food in most communities, so there is a demand for specific social programs in most communities.

Non-governmental nonprofit organizations (NGOs) usually operate in neighborhoods or communities. Each community organization spends "large amounts of time, funds and imagination while reinventing the wheel, whereas the potential of programs that have already proven their effectiveness remains sadly underdeveloped. This, in many instances, represents a substantial loss to society overall. "The objective is to replicate the successful program's results, not to recreate every one of its features" (Bradach, 2003).

Ebrahim (2003) states that the growth of developmental NGOs in recent years (b/c of donor's preference to give fund to NGOs instead of state-owned organizations for cost effectiveness) has led to a stiff funding competition and for the accountability to be as an essential requirement. In order to survive a lot of factors that made management of their organization complex, NGO's started to adopt new plan (Mitlin, Hickey & Bebbington 2006 cited on Ayehu, 2017). Implementing knowledge management (KM) practices happen to be one of the solutions to better the issue in managing the NGOs. Because of the stress placed on information and knowledge sharing, KM procedures are important to increase the success of developmental programmes (Cummings, Heeks & Huysman, 2003 cited on J Gretchen and Patricia, 2008).

Kalra (1997), Baines (1997), Bueno and Salmador (2004) confirm that knowledge organization have been able be competitive and succeed in today's revolving corporate economy. In addition, Nonaka (1998) claims that KM can guarantee competitive advantage of a company. Mathi, (2004) and Awad and Ghaziri (2004) also back this statement up by suggesting knowledge management to be the ultimate complete advantage for an organization.

NGOs projects and missions are often "go and run away" missions, that depend too much on the personalities that are send to the field, with scarce time too much focused on bureaucratic/operational work and with difficult beginnings and final periods to each of the mission field-workers. Great loss of knowledge and capital is the usual balance. Also, NGOs have a multi-level Knowledge Management which goes, in the field, from the Project manager to the Program manager / Country manager and in the main office, from the Project Director and Finances Director to the Direction Board. Through this several local, national and international steps, too much information is lost Be A strict hierarchical top to bottom decision making, which works against a more participative approach to decision making built through local knowledge.

Furthermore, often several NGOs, work in the same country, or even in the same region, without knowing about each other organizational purposes, projects and activities. High levels of turnover in NGOs, personalization of the information in the field, as well as problems with storage of information often lead to difficulties either in internal supervision, either in external auditing by sponsors and donors (Vasconcelos, Seixas, Chris, Lemos, 2005).

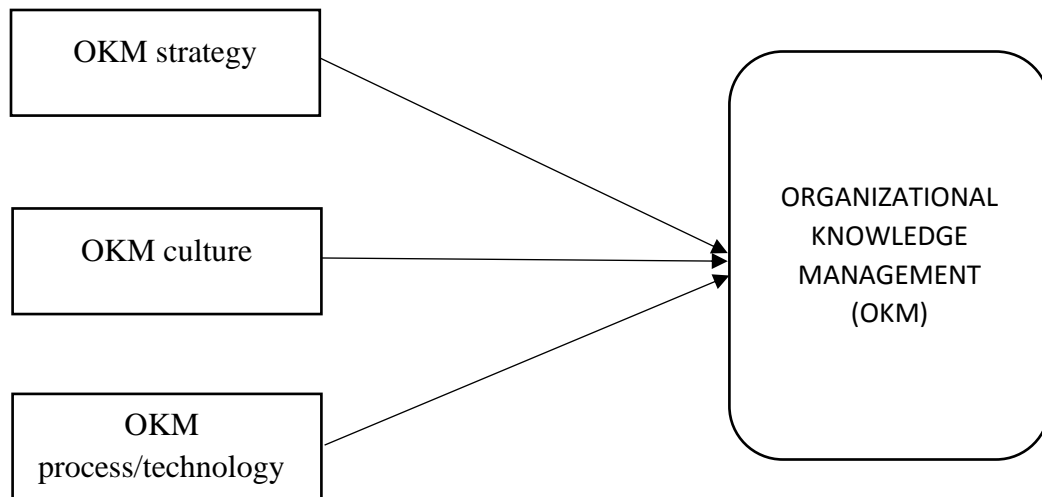
In order to deal with more donors (at the top) and more beneficiaries (at the bottom), NGOs working in Social Development increasingly need systems to manage the creation, accessing and deployment information: within the NGOs themselves, between different NGOs that work together and, ultimately, between NGOs and Society as a whole. Put simply, NGOs are organizations that need an effective KM solution to tackle the problems that arise from both their local-global nature and from the difficulties of effective communication between and within NGOs and Civil Society.

Hence, the assessment of knowledge management practices of NGOs like CARE Ethiopia is essential. This research explores to see what the level of KM culture, strategy and process/information technology exist in the organization.

## 5. Conceptual framework

As identified from the literature OKM strategy, OKM culture and OKM process/technology are one of the most important dimensions of OKM. The study attempts to assess the practice of NGO called CARE Ethiopia by employing a standardized KM scale, namely Multidimensional USQ KM Scale. The tool assesses KM practice of organization by investigating the three dimensions mentioned above. Illustration of the relationship between independent variables (OKM strategy, OKM culture and OKM process/technology) and dependent variable OKM is presented below.

*Figure 2.1: Conceptual framework*



*(Source: Adapted from Erwee et al. 2007)*

## **CHAPTER THREE**

### **Research Methodology**

#### **3.1 Introduction**

Chapter 3 documents the research methodology for this study. Research methodology encompasses our entire approach to research. The chapter is organized into 7 sections as follows: introduction; research paradigm, approach and design; population and sampling; data collection; data analysis; scale reliability and validity and finally ethical considerations.

#### **3.2 Research Approach and Research Design**

##### ***3.2.1 Research Approach***

The basic research approaches range from quantitative to qualitative, and to mixed type. A research is said to have followed quantitative approach if it involved generating of data in quantitative form which then was subjected to a rigorous data analysis in a formal manner. They are intended to collect primarily quantitative data such as numeric scores and metric. Quantitative approach is subclassified into three - inferential, experimental and simulation approaches. Inferential approach to research is where a sample of population is studied to determine its characteristics, and it is then inferred that the population has the same characteristics. Experimental approach is characterized by larger control over the research environment or manipulation of variables to observe their effect on other variables. Simulation approach involves the construction of an artificial environment within which relevant information and data can be generated. Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behavior. And the mixed type incorporates both qualitative and quantitative approach. This study uses mixed-mode approach to get a better understanding of by attainment information on different levels of understanding and also to triangulate and improve the validity of research.

##### ***3.2.2 Research design***

Zikmund (2000) defines research design as a master plan that shows the techniques used for collecting and analyzing the essential information. It is a systematic plan to study a scientific problem. It answers the question, what type of evidence is needed to answer the question (or test the theory) in a convincing way? From the viewpoint of objectives, a research design can be: descriptive, correlational, explanatory, exploratory. Descriptive research attempts to describe systematically a situation, problem, service or programme, or provides information about living condition of a community, or describes attitudes towards an issue. Correlational research attempts to discover or establish the existence of a relationship/ interdependence between two or more aspects of a situation. Explanatory research attempts to clarify why and how there is a relationship between two or more

aspects of a situation or phenomenon. Exploratory research is undertaken to explore an area where little is known or to; like a pilot study. In general, Robson 2002, states that a descriptive research tries to show a precise view of a situations. This study is said to be descriptive research; it tries to assess the perception of employees of CARE Ethiopia in regards to knowledge management practice at their organization,

### **3.3 Population and Sampling**

All items in any field of inquiry constitute a Universe or Population. Population is the entire set of relevant units of analysis or data. And the subset of a population that we wish to study is called a sample. The objective of sampling is to estimate unknown parameter of a population from known statistic of a sample. Furthermore, an accessible section of the target population from where a sample can be drawn is called sampling frame. In this study, the target population are all 965 employees working for CARE Ethiopia. Consecutively, because of the limited access to the remote field offices within the financial and time limit, the sample frame comprises of all employees working in development programmes at head office level, which are 76 in number.

#### **3.3 1 Sample Design**

There are two main sampling methods, one is called non-probability sampling and the other is said to be probability sampling. Nonprobability sampling happens when all the sampling units are not given equal chance to be included in the sample. Includes: convenience sampling, purposive sampling, also judgment sampling and quota sampling. Probability sampling is giving equal change for all units of a population to be included in the sample. Probability sampling can be: simple random sampling, systematic sampling, stratified sampling, cluster sampling. In simple random sampling all possible subsets of a population (sampling frame) are given an equal probability of being selected. In this study simple random sampling of probability sampling is used to have sample statistics that are unbiased estimates of population parameters, without any weighting.

#### **3.3.2 Sample size**

The aim of the sampling is to make a conclusion about the general population by systematically taking representative samples from the total population. The researcher used the formula provided by Yamane (1976) to have a sample size that is representative of the sample frame. Accordingly, taking precision level of 5%, for a sample frame of 76 (employees working for development programmes at the head office) the sample size of this study ought to be 63 in number. Having response rate of 65 percent, the questioner returned to the researcher or the number of respondent number is 41.

### **3.4 Data collection**

While deciding about the method of data collection, two types of data have to be considered primary and secondary. Primary data are those which are collected afresh and for the first time, and thus happen to be original in character. Secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process. This study will collect primary data inform of both questioner and interview.

The shortage of studies on KM scales has been noted on the literature review section. To bridge this gap and to make it easy to compare to other organization KM practice assessment, the researcher used a standardized tool namely USQ KM scale for this study. Which is a questionnaire instrument developed by researchers in the University of Southern Queensland, namely: Erwee, Skadiang and Reynolds (2007). USQ KMS-16 had progressed from a 103-item KM scale named the USQ KMS-103 that was also developed by the researchers mentioned above, then tested in a pilot study in Australia and further amended as part of the pilot test.

The amendments were done in terms of questionnaire length, question characteristics and sequence. The questioner is comprised of 8 demographic questions and 16 topic related questions; it uses 7-point Likert ordinal scale. To support the questioner and have an in-depth know how of the KM process and practices of the organization, three managers of PQL (program quality learning) department are interviewed. The survey method used in this study is internet/email for the questioners and tele-electronic for the structured interview.

### **3.5 Data Analysis**

In order to perform relevant statistical analysis of the survey results, the Statistical Package for the Social Sciences (SPSS). SPSS was chosen as highly reputed scholars like Robson (2002) confirm it as a popular software that has proven track record for statistical analysis in social sciences and other research areas. Christensen (2003), suggested three groups of statistical techniques namely descriptive, relational and inferential statistics. For this study, descriptive statistics was used. The two main mathematical statistics used to assess each demographic and questionnaire items are the mean and standard deviation.

### 3.6 Scale Reliability and Validity

#### 3.6.1 Reliability of the Research

Reliability is the reparability of the research. If the research is having a stable measure, then the results should be similar. It is concerned with the uniformity of measurement which the survey questions used in research bear the same type of information each time they are used in the same condition (Golafshani, 2003). Even though this study used a standard questioner, the internal consistency of the questionnaire for this particular sample was tested using Cronbach alpha. On the pilot survey, the Cronbach Alpha test resulted in 0.703 (alpha greater than 0.7 is valid for questions greater than 10) which means the questionnaire is reliable.

*Table 3.2 Pilot Test Cronbach's Alpha Result*

		N	%	Cronbach's Alpha	N of Items
Cases	Valid	11	100	0.703	16
	Excluded	0	0		
	Total	11	100		

- a. Listwise deletion based on all variables in the procedure.

Source: Survey

#### 3.6.2 Validity of the Research

For this study, a standardized questioner namely USQ KMS 16, developed by a team of researchers at the University of Southern Queensland was used. In addition to that, the questionnaire was distributed to advisor, candidate respondent, different individuals and researchers to see if the questionnaire was clear and easy understand and can collect required information and the researcher received relevant feedback prior to the pilot test. These makes the findings of the research are valid enough.

### 3.7 Ethical Considerations

The researcher took into account the ethical obligations to the professionals in the industry whose input from the research questionnaire were kept confidential and will only be used for academic purposes. Respondents to the questionnaire had the right not to answer questions that they felt were not appropriate without any intimidation. Respondents were given assurance about anonymity of their responses. Last but not least, the OKM questionnaire used did not ask much personal data like religion, ethnicity marital status and salary.

## CHAPTER FOUR

### Result and Discussion

#### 4.1 Introduction

In this chapter the data that has been collected is reported and continuatively the outcome of the analysis is presented. Sections in this chapter include demographic profile, responses towards extent of OKM Practices, range of response and aggregated score for the three OKM dimensions.

#### 4.2 Demographic profile of sample

*Table 4.3 Demographic profile*

Variable	Response	Frequency	Valid %
Sex	Male	16	39
	Female	25	61
Organizational occupational role	General management	4	9.8
	Operational – i.e. delivering services to clients, e.g. social work	4	9.8
	Teaching/training	2	4.9
	Information technology	2	4.9
	Administration	4	9.8
	Accounting/finance	2	4.9
	Programme officer/advisor/specialist	19	46.3
Other (please specify)	4	9.8	
Years of service with the organization	Less than one year	9	22
	One or more, but less than three	6	14.6
	Three or more, but less than five	12	29.3
	Five or more, but less than ten	12	29.3
	Ten or more years	2	4.9
Years of service in current position	Less than one year	15	36.6
	One or more, but less than three	6	14.6
	Three or more, but less than five	6	14.6
	Five or more, but less than ten	14	34.1
Highest educational qualification completed	Bachelor degree	14	34.1
	Master's degree	25	61
	Doctoral degree	2	4.9

Age	21-25 years	6	14.6
	26-30 years	5	12.2
	31 – 35 years	14	34.1
	36 – 40 years	8	19.5
Age	41 – 45 years	4	9.8
	46+ years	4	9.8

Source: Survey

CARE has around 157 head office employees, of those 86 are female. Approximately, from 157 employees around 80 work on development programs and the proportion of female is 55 percent. In this study female hold 61 percent of the sample size showing a fair representation of the population. The demographic profile overviewed in Table 4.1 shows that 46.3 percent of the 41 respondents come from ‘Programme’ category. Were as the other respondents are found scattered in ‘General management’, ‘Administration’, ‘Operational’, ‘Other’ and few are found in ‘Accounting/finance’, ‘Information technology’ and ‘Teaching/training’

The sample consists of 58.6 percent employee that have worked for at least 3 years (29.3 percent of employee worked for three or more, but less than five and another 29.3 percent worked for five or more, but less than ten). Majority of employees in the sample have worked in their current position for less than one year or Five or more, but less than ten. This will give us a diverse perception of the OKM from the staff that has adequate experience in their current role and from the ones that don’t.

The employees in the sample seems that they are comparatively well educated with 34.1 percent of them having completed at least a degree and 61 percent of them with master’s degree. A large percentage of the sample are 31 and above, with 34.1 percent from 31 – 35 years of age, 19.1 percent of them 36 – 40 years, and 19.6 percent above 40.

### **4.3 Responses towards extent of OKM Practices**

Here the three research subjects within the research question will be addressed in subsections 4.3.1 Responses towards extent of OKM Strategy, 4.3.2 OKM Culture and 4.3.3 OKM Process/Technology will be presented respectively. Interpretation of the seven Likert scale questioner was made traditionally in three way, namely: agree, disagree and neutral.

### 4.3.1 Responses towards extent of OKM Strategy

As we can observe on Table 4.3a, over 92 percent of employee agree that knowledge management is a part of their organizational strategy, 83 percent distinguish the purposeful identification of goals that increase organizational performance and that the organization has strategies to apply its KM abilities externally.

Table 4.4 Frequency, percentage and mean score of OKM Strategy issues/Items

OKM Strategy issues/items	N	Me an	Std. Devi ation	1-Strongly disagree; 2-Disagree; 3-Somewhat disagree; 4-Neither agree nor disagree; 5-Somewhat agree; 6-Agree; 7-Strongly agree						
				1	2	3	4	5	6	7
				Q1. Managing knowledge is a core part of the organisation's strategy.	41	5.63	.888			2.4%
				2.4% Disagree		4.9% Neutral	92.6% Agree			
Q2. In managing knowledge, goals that improve organisational performance are purposely identified.	41	5.44	.950			2.4%	14.6%	29.3%	43.9%	9.8%
				2.4% Disagree		14.6% Neutral	83% Agree			
Q3. Priorities are established for addressing goals that improve organisational performance.	41	5.59	1.095			2.4%	19.5%	14.6%	43.9%	19.5%
				2.4% Disagree		19.5% Neutral	78% Agree			
Q4. The organisation has strategies to	41	5.27	1.28	9.8%		7.3%	24.4%	53.7%	4.9%	9.8%

implement its KM capabilities externally.				9.8% Disagree	7.3%	83% Agree
					Neutral	

Source: Survey

In contrast, the least affirmed OKM strategy issue in the employee perception is the issue “priorities for goals which improve organizational performance are established”, securing only 78 percent of the respondents’ agreement. This marks the gap between the highest and lowest percentage values to be about 20%. It is worthy to note that the issue ‘Priorities are established for addressing goals that improve organizational performance’ generated a relatively high rate of neutral responses (over 19 percent).

Table4.3a shows the frequency, percentage and mean of the employees’ response towards OKM strategy issues. The ranking of the questions according to the mean scores is Q1, Q3, Q2 and Q4. And according to ranking of the questions from highest to lowest percentage of ‘agree’ response is Q1, Q2 and Q4 and finally Q4.

As a result, Q1 attracted an increased percentage of respondents that agree with the issue. In addition, Q1 scored highest average rating on the seven-point Likert scale comparatively. Also, the results confirm that out of the four issues under OKM strategy, the strongest issue in regards to the mean is that employees of CARE perceive at their workplace is Q1.

Through the interview the researcher has come to confirm that CARE Ethiopia has KM strategy that the programmes use as a guide. The managers stated that even though the strategy is well articulated and all rounded, the version was out dated as it was developed in 2011 and that it needed a revision. Furthermore, they pointed out that there was a gap in implementing the strategy and that there was no follow up made centrally to assure all programs adhere. They linked this gap of implementing strategy with lack management commitment. One of the managers said “making sure projects are well evaluated, learnings are well captured and learnings are incorporated is I believe the main tasks of management; but here even though you see the initiation you can’t say there is full commitment by management in that regard”. In addition, he stated that PQL comes into attention only when certain documents are needed, like for example when they outcome harvesting of 10year was being done.

### 4.3.2 Responses towards extent of OKM Culture

Figures on table 4.4a show that most of the employees agree that most elements of OKM culture are applied at their organization. Over 97 percent perceive that their organization cares the creation of working relationships between employees and over 92 percent confirm that the organization encourages them to use the organization's knowledge.

Table 4.5 Frequency, percentage and mean score of OKM Culture issues/Items

OKM Culture issues/items	N	Mean	Std. Deviation	1-Strongly disagree; 2-Disagree; 3-Somewhat disagree; 4-Neither agree nor disagree; 5-Somewhat agree; 6-Agree; 7-Strongly agree						
				1	2	3	4	5	6	7
Q5. Employees are actively encouraged to make contributions to the organisation's knowledge.	41	5.44	1.397		9.8%	9.8%	12.2%		53.7%	14.6%
				31.8% Agree			12.2% Neutral	68.3% Disagree		
Q6. Employees are actively encouraged to use the organisation's knowledge.	41	5.63	1.178		4.9%	2.4%		29.3%	43.9%	19.5%
				7.3% Agree			0% Neutral	92.7% Disagree		
Q7. Employees are actively encouraged to look for new	41	5.05	1.359		9.8%	4.9%	4.9%	41.5%	29.3%	9.8%
				19.6% Agree			4.9% Neutral	80.6% Disagree		

ideas internally.										
Q8. The organisation actively supports the formation of close working relationships among employees.	41	5.66	.617			2.4%	34.1%	58.5%	4.9%	
				0% Agree		2.4% Neutral	97.5% Disagree			
Q9. The organisation has a strong culture of performing work to a high standard.	41	5.93	1.010		2.4%	9.8%	9.8%	48.8%	29.3%	
				2.4% Agree		9.8% Neutral	87.9% Disagree			
Q10. Employees actively use new ideas to improve organisational performance.	41	5.24	1.067		4.9%	2.4%	4.9%	43.9%	39.0%	4.9%
				7.3% Agree		4.9% Neutral	87.8% Disagree			

Source: Survey

Furthermore, over 87 percent of the employee are able to confirm that the organizations has a robust culture of high work standards and that employees use new ideas to increase organizational performance. In addition, over 80 percent of the respondents confirm that they are actively stimulated to look for new concepts internally. In contrast, slightly smaller number of employees, i.e. around 68 percent, agree that employees are actively encouraged to make contributions to the organization’s knowledge.

Grounding on table 4.4a, Q8, Q6, Q9, Q10, Q7 and Q5 would be the ranking of questions from the highest to the lowest percentage. On the contrary, when ranked according to their mean scores it will be a little different; ranking would be Q9, Q8, Q6, Q5, Q10 and Q7.

The results of the percentage and mean score shows that employees at CARE Ethiopia perceive their OKM culture to be strong, with all the six issues investigated scoring a mean above 5.

The qualitative research also supports the above result. Aside from the programme evaluation against action plans; programmes at CARE Ethiopia are also track against learning agendas developed in the planning phase with all the stakeholders in regards to the change they expect in the society, partners, themselves etc. In addition, learning brief and lessons learnt are developed by all program even though there isn't any policy that forces them to do it. It's there as a culture- with or without donor's demand, learning briefs are always developed.

The managers on the interview admired cultures like capacity building and the employee evaluation that the organization had. CARE Ethiopia has 6month and yearly evaluation mechanism to see the competency of the employee. It strictly follows the goals the individual set for themselves to contribute to the organization aside from routine works. Even at this time, with COVID19 pandemic, they mentioned that they virtually send their plan and achievement every week. Furthermore, the managers also affirmed that programmes have independence to plan and agree as to how works will be performed with their staff. As a result, giving the employee a certain amount of freedom and comfort.

#### **4.3.3 Responses towards extent of OKM Process/technology**

Employees at CARE Ethiopia have a relatively low percentage of agreement towards the six OKM process/technology issues in comparison to OKM strategy and OKM culture, the results in Table 4.5a shows percentages vary between 43 percent and 80 percent.

Table 4.6 Frequency, percentage and mean score of OKM Process/Technology issues/Items

OKM Process/Technology issues/items	N	Mean	Std. Deviation	1-Strongly disagree; 2-Disagree; 3-Somewhat disagree; 4-Neither agree nor disagree; 5-Somewhat agree; 6-Agree; 7-Strongly agree						
				1	2	3	4	5	6	7
Q11. Acknowledged subject matter 'experts' among employees are rewarded by the organisation for their expertise.	41	4.17	1.138		12.2 %	4.9%	39.0%	19.5 %	19.5 %	4.9%
				17.1% Disagree		39.0% Neutral	43.9% Agree			
Q12. The organisation invests resources to ensure that its information can be trusted.	41	5.34	1.196		19.5 %		24.4%	29.3 %	26.8 %	
				19.5% Disagree		24.4% Neutral	56.1% Agree			
Q13. The organisation deliberately identifies optimal external practices.	41	4.51	1.098		4.9%	7.3%	24.4%	43.9 %	14.6 %	24.9 %
				12.2% Disagree		24.4% Neutral	63.4% Agree			
Q14. Transferring optimal practices among employees is a formalised	41	4.71	1.123		4.9%	12.2 %	29.3%	34.1 %	19.5 %	
				17.1% Disagree		29.3% Neutral	53.6% Agree			

process in the organisation.										
Q15. The organisation measures employees' contributions to its knowledge resources.	41	4.44	1.415		4.9%		14.6%	31.7%	34.1%	14.6%
				4.9% Disagree			14.6% Neutral	80.4% Disagree		
Q16. Periodically reviewing the quality of its knowledge resources are a formalized process in the organization.	41	4.44	1.343	9.8%		12.2%	39.0%	34.1%	4.9%	9.8%
				9.8% Disagree			12.2% Neutral	78% Agree		

Source: Survey

Less than 44 percent of the employees acknowledged that the subject matter 'experts' among employees are rewarded by the organization for their expertise. Confirming this, one of the managers interviewed said “experts are so hard to find and only if you have been in the organization for long you can find the expert”.

Again, not more than 54 percent of the employee assured that transferring of optimal practices among employees Is a formalized process in the organization. Sharing: According to the managers, CARE Ethiopia is making solid effort in sharing of explicit knowledge but in fact there is a gap in sharing tactic knowledge like good practices. They said the E-library webs and application as well as the very latest share point webs developed by CARE International for all sister companies (CARE global team) to share their experience are demonstration for its effort. In addition, mentoring programs and internship programs are some of the techniques used by CARE to share tactic knowledge. Also, some programmes staff's meetup every week/2weeks for brainstorming session. But on the contrary, there aren't any formal regular podiums held for transferring of good practices, rather an occasional gathering like brownbag session are held now and then. Recently though, the KM team (LDM, M&E, KML and PQL) started community of practice that meet every 2month.

Furthermore, only less than 57 percent confirmed that the organization invests resources to ensure that its information can be trusted. And almost 64 percent of employee agree the organization deliberately identifies optimal external practices. The managers from interview also stated that the only way that CARE tries to learn from external parties is by partnering up with whomever is expert on some approaches they want to include in their programmes. They also further stated that the partnering is mandatory if you want to win the programme and that the knowledge sharing wasn't really deliberate.

KM process/technology issues that gained relatively high affirmative scores was the issue 'periodically reviewing the quality of its knowledge resources is a formalized process in the Organization' (78 percent). As discovered on interview, CARE Ethiopia has an e-library system where all materials developed within the organization are stored. The e-library is administered centrally by a particular person in PQL unit but can be accessed by any staff. Furthermore, CARE Ethiopia has launched an E-library application for the phones of employee. On the contrary, the managers mentioned there is a gap in using the system as employees are taking time to get comfortable with the system.

Another item that gained relatively high affirmative scores was the issue 'The organization measures employees' contributions to its Knowledge resources' (over 80 percent). The managers on the interview admired cultures like capacity building and the employee evaluation that the organization had. According to the managers CARE Ethiopia has 6month and yearly evaluation mechanism to see the competency of the employee. It strictly follows the goals the individual set for themselves to contribute to the organization aside from routine works. Even at this time, with COVID19 pandemic, they mentioned that they virtually send their plan and achievement every week. It is worthy to note the increasing rate of neutral responses for all the questions on OKM process/technology (12 percent to over 39 percent) in comparison with the other two dimensions.

The ranking of OKM process/technology issues from the highest to the lowest mean scores would thus be as follows: Q12, Q14, Q13, Q16 & Q15 and finally Q11. And the percentage results on agreement to each issue can be ranked as follow: Q15, Q16, Q12, Q13, Q14, and Q11. It shows that even though more respondents agree with the issue in Q15, respondents made an increased mean score for Q12. In addition, the researcher was able to find out from the interview that Usually, at CARE Ethiopia, a development programme that has been implemented for over 2/3 years will have external evaluation done (midterm evaluation). It is done for learning process and also because it is donor requirement. Evaluation documents, learning documents, and other documents are then used to plan successive programs and also for cross program learning. The managers stated that most of the new programs they have are programmes continuing from preceding programmes; and that the learning documents from preceding programmes were the primary inputs used to plan the new programmes. One of the managers said "CARE has invested on KM because most projects come from learning of preceding projects". As a limitation, the

managers said that cross programme learning are usually done when one projects want to incorporate a certain new approach expertise by other programmes. Also, they mentioned that the commitment of top management to use all captured knowledge is low and that programme management, M&E and KM should be feeding each other and working in a better understanding. As the managers mentioned, KM strategy of CARE Ethiopia explicitly describes how knowledge from community, partner or stakeholders; other NGOs is acquired or captured. They stated that the organization do so by using different evaluation and story capturing methods. The organization developed different tools to help with the capturing of different types of knowledge. But they also have a reservation that learnings are not captured abundantly. On the contrary the organization has now started exercising community of practice between LDM, M&E, KML and PQL teams that is held every two months (evaluation made are shared, discussion is made, learning briefs done etc.). But it's done only at head office level between the above-mentioned teams rather than all staff at head and field office.

#### 4.4 Range of Response and Aggregated Score for the Three Dimensions

Responses from 2 to 7 were received for the issues on the questioner. This indicates that CARE-Ethiopia is in different phases of OKM practice. In particular, Q8 is strongly pledged, with a response range from 4 to 7, with only one respondent answering “4 – neither agree nor disagree”, and the other 40 agreeing to the subject. On the contrary issue in Q9 stands as having the strongest mean score among the 16 issues in the whole questionnaire.

Table 4.6 above shows that the aggregated mean scores for CARE Ethiopia employee responses towards the three dimensions. OKM strategy and OKM culture are very close, i.e. 5.48 and 5.49, respectively. While, the aggregated mean score for OKM process/technology tracks at 4.59, indicating the process/technology dimension OKM is not as established in CARE Ethiopia as other two dimensions.

*Table 4.7 Aggregated mean scores of OKM dimensions*

Issue	N	Minimum	Maximum	Mean	Std. Deviation
OKM Strategy	41	3.25	7.00	5.4817	.78141
OKM Culture	41	3.00	6.50	5.4919	.81475
OKM Process/Technology	41	2.00	6.33	4.5935	.99725

Source: Survey

This finding also corresponds to finding of a study on Malaysian managers using the same multidimensional USQ KM Scale by Skadiang (2009). The result of study by Skadiang (2009) shows OKM strategy and OKM culture are 5.50 and 5.52, respectively. And the aggregated mean score for OKM process/technology happen to be 4.84. Continuatively, suggesting that OKM process/technology also not as sufficiently mature in the Malaysian organisations as the other two dimensions.

## CHAPTER 5

### Summary, Conclusions and Recommendation

#### 5.1 Introduction

This chapter will summarize the major findings, conclude the study and suggest recommendations. The main section of the chapter includes three major sections namely; Summary of findings, Conclusion and Recommendations.

#### 5.2 Summary of findings

The most significant findings of the research that answers the research questions, i.e. To assess the three dimensions of KM (strategy, culture and process/technology) practices in CARE- Ethiopia are presented here. The Extent of OKM in CARE Ethiopia according to USQ KMS-16 and the interview will be discussed.

- The strongest OKM factors among employees in CARE Ethiopia according to USQ KMS-16:
  1. The organisation has a strong culture of performing work to a high standard (x = 5.93).
  2. The organisation actively supports the formation of close working relationships among employees (x = 5.66).
  3. Managing knowledge is a core part of the organisation's strategy. (x = 5.63) and Employees are actively encouraged to use the organization's knowledge (x = 5.63).
  4. Priorities are established for addressing goals that improve organizational performance (x = 5.90).
  5. Employees are actively encouraged to make contributions to the organization's knowledge (x = 5.44).

Note that the top 3 issue come from OKM culture perspective, suggesting that the culture of sharing and using knowledge at the organization is the leading perception among employees at CARE Ethiopia compared to OKM process/technology.

- The weakest OKM factors among employees in CARE Ethiopia according to USQ KMS-16:

1. Acknowledged subject matter 'experts' among employees are rewarded by the organization (x = 4.17).
2. The organization measures employees' contributions to its knowledge resources (x = 4.44) and Q16: Periodically reviewing the quality of its knowledge resources is a formalised process in the organization. (x = 4.44).
3. The organisation deliberately identifies optimal external practices. (x= 4.51)
4. Transferring optimal practices among employees is a formalised process in the organisation. (x = 4.71)
5. The organisation has strategies to implement its KM capabilities externally.” (x = 5.05)

Here it is worthy to note that, out of the abovementioned six lowest scoring items, five of them fall under OKM process/technology, accounting for two-thirds of the six OKM process/technology issues.

**OKM Strategy:** Even though not the top, of all the six strongest OKM issues at CARE Ethiopia, 50 percent of them are in relation to OKM strategy. Employees at CARE Ethiopia assure that managing knowledge is a core part of the organisation's strategy and that priorities are established for addressing goals that improve organisational performance. Also, they confirm that goals that improve organisational performance in managing knowledge are purposely identified. Having that as a strong side, not revising their strategies regularly, not having a mechanism to make sure of the implementation of the strategy and not having particular plans or agendas on KM to work on as a country office are the weakest point found through interview.

**OKM Culture:** This study finds that employees at CARE Ethiopia perceive their OKM culture to be strong. The top three strongest issues of KM practices identified through USQ KMS- 16 are in the dimension of OKM culture. It was identified by the employees of CARE Ethiopia that the organization has a strong culture of performing work to a high standard and that it actively supports the formation of close working relationships among employees. The managers interviewed also affirmed that programmes have independence to plan and agree as to how works will be performed with their staff.

Furthermore, they affirm that are actively encouraged to use the organization's knowledge. Findings from interview also supports these facts. It was stated by the managers of PQL that trainings for capacity building of employees were regularly given and evaluations were made to check employee's competency every 6 month and yearly bases. On the contrary

the employees agreed less on the fact that the organization actively encouraged employees to look for new ideas internally.

OKM Process/technology: Out of the 6 weakest issues of OKM practice in CARE, 4 of them are from process/technology dimension. And none of the OKM process/technology were identified as the strongest OKM practices. Employees at care don't think acknowledged subject matter 'experts' among employees are rewarded by the organisation for their expertise. This was also confirmed through interview. A certain manager interviewed said "the experts are so hard to find in the organization and only if you have been in the organization for very long you can identify the expert". In addition, the employees are concerned the organization does not periodically review the quality of its knowledge resources as a formalized process, this too was confirmed by the managers interview as a gap. The said different version of documents are uploaded by the programs and needs follow up to clear the confusion. Also, employees are concerned that their contributions to its knowledge resources is not measured much. The researched did confirm that employee were evaluated through the interview but this might tell us the evaluations made don't really measure the knowledge contributions of the employee.

Furthermore, employees at CARE did not confirm that the organisation deliberately identifies optimal external practices. The managers from interview stated that CARE shares external practice in way because it couples up with other organization that are experts in a certain approach when needed, but this is because it is the necessary thing to do to win the programmes. Which means the sharing of practices through partnering is not deliberate knowledge management practice at CARE Ethiopia.

The employees also confirmed that transferring of optimal practices among employees is not a formalized process in the organization. But this does not necessary mean there is no informal transferring, the managers mentioned employees share practices from programme to programme when they want to, share their experience to CARE International on SharePoint, host mentoring & internship program for new comers, even some of the programs meetup every week or two for brain storming session. But all these are not found in all programs and are not a regular trend. And also, the managers stated that the employee are having a hard time trying to get used to the E-library and share point applications and webs. The result in regards to knowledge storing confirms the result of Hermella, (2000). Her study made on the KM practice of 24 NGOs indicates that most organizations possess adequate ICT infrastructure that facilitate the implementation and growth of knowledge management initiatives.

### 5.3 Conclusion

To conclude, while KM is generally acknowledged and practiced, the process/technology dimension of OKM is not as adequately established in CARE Ethiopia as OKM strategy and OKM culture are. This can in fact inform that even though strategies are made from top, there is a need to formalize the process in which employees acquire, store, use, and share knowledge. These phases of knowledge management cycle do exist in the organization but are more informal and discontinuous. In addition, Prusak (2001) cited on Skadiang (2009), suggest that new employees should be trained to increase their learning curve rather just depend on IT system which cannot effectively transfer the core value knowledge. CARE Ethiopia need to take greater ownership of KM rather than merely cascade the strategy downwards for employees to drive it. Instead, management must support the employees' in making processes formal.

**OKM strategy:** New programmes at CARE are usually successor of a previous programme. This shows that the organization uses the evaluations and learning documents to design a new programme and they have been successfully winning competition through this strategy. As a result, this indicates OKM strategy is a core part of organization's strategy. Nevertheless, the organisation has a substantial gap in revising strategy document regularly and make sure all programmes adhere.

**OKM culture:** Performing work to high standard is one of the strongest cultures at CARE Ethiopia. The organization continuously build capacity of its employee and consecutively evaluates their capacity to ascertain high standard works are performed. In addition, programs also have enough autonomies that infect gives the employee a certain freedom. This autonomy of programmes encourage employees to work in groups and use the organization knowledge. But the organization is less active in encouraging employees to look for new ideas.

**OKM process/technology:** In regards to OKM process and technology, CARE has the latest SharePoint system and E-library system to store and transfer explicit knowledge. But using of this application or web is not a common trend in the organization. CARE Ethiopia has an informal way of transferring knowledge. Employees share practices from programme to programme when they need to, share their experience to CARE International on SharePoint, host mentoring & internship program for new comers, even some of the programmes meetup every week or two for brain storming session. But these practices are not formalized, are inconsistent and differ from programme to programme. Nevertheless, the lack of formality in implementing best practices is the major concern in this study as ad-hoc implementation will sacrifice reliability and intelligent application. So, the OKM process at CARE need to be more deliberate and formalized.

## **5.4 Recommendation**

Based on the findings and conclusions of the study, recommendations to the organizations and for other researchers is suggested on this section. The recommendation is presented in two sections, for practice, and for further research. The practice section includes recommendations for professional practice. And the further research section includes suggestions for follow-up studies or replication studies.

### **5.4.1 Recommendations for practice**

As stated on the conclusion OKM process is not as established at CARE Ethiopia when compared with OKM strategy and OKM practice. To have an established OKM process/technology, CARE needs to focus on formalizing its process. Prominently, CARE need to periodically review the quality of its knowledge resources and make sure transferring of optimal practices among employees is a formalized process. Furthermore, external practices need to be deliberately identified and acted up on.

As for OKM strategy, CARE needs to give attention to revising its KM strategy document more frequently. In addition, updated plan/agenda of KM for whole for organization is needed rather than different ones for different programmes. Consecutively, a mechanism to implement the plan and strategy need to be adopted.

At CARE Ethiopia, OKM culture is comparatively well recognized. But issues like actively encouraging employees to look for new ideas internally and to actively use new ideas to improve organizational performance need to be worked on. Furthermore, it was noted that field office employees are not included in most of the session and are reached through telephone or e-mail. As field office employees have the first-hand experience it is the researcher's recommendation to include field office staff in most of its knowledge sharing sessions like COPs. In general, it is best if CARE gives more attention to tactic knowledge as it has given to explicit knowledge sharing. It can do so by organizing different sessions for tactic knowledge sharing. It must be noted that while addressing the weakest issue of OKM practice, CARE Ethiopia also needs to further strengthen its strongest practices found through this study.

### **5.4.2 Recommendations for further study**

The researcher noted that even though CARE Ethiopia has a KM strategy as an organization, programmes may or may not adhere to it. The different programmes at CARE Ethiopia's seem to follow different approach in managing their knowledge. As a result, the researcher recommends a further study to identify the best KM approaches used by the different programmes. Which then can help CARE Ethiopia implement the best practices to all its programmes in a formal process.

Furthermore, the research recommends future studies to review CARE Ethiopia's documents and include field offices employees in their assessment as this particular study couldn't do so because of COVID 19 pandemic and other constraints like time, budget and remote locations.

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## Annex

### Annex1: Questionnaire

#### *USQ KMS-16* *Confidential*

This questionnaire seeks your honest perceptions of your organisation's **implementation of knowledge management (KM)** within in your country's context. KM adopts a multi-disciplined approach involving social, as well as technological, processes to promote the use and application of knowledge for the achievement of organisational and stakeholders' objectives. **It can be applied in large, medium and small companies.**

Domains of interest in this study include organisation strategies, culture, process and technologies, and how current practices and policies that **are enacted—not merely supported in principle**—by your organisation; affect you as an employee in your personal and professional development.

Your input will be treated as strictly **confidential**. In other words, excluding the researcher, survey results will NOT be presented to any organisation in a way that will allow any individual or organisation to be identified. The aims of the study can only be achieved with the honest contribution of a wide range of people. You are entirely free to choose whether or not to participate in this survey; however, your participation is strongly requested. At the end of this study, a copy of the survey summary results may be made available to you upon request.

**This questionnaire takes about 15 minutes to complete. The sections** below seek your response to a series of statements about you and your workplace. There are **no 'right' or 'wrong' answers** to the questions, only your perception of **the most appropriate response** according to your personal experiences and beliefs. Please **score** your opinions on a scale of **1 to 7** by crossing ('X') the most relevant box adjacent to each question as follows:

Score 1 if you '*Strongly disagree*' with the statement made.

Score 2 if you '*Disagree*' with the statement made.

Score 3 if you '*Somewhat disagree*' with the statement made.

Score 4 if you '*Neither agree nor disagree*' with the statement made.

Score 5 if you '*Somewhat agree*' with the statement made.

Score 6 if you '*Agree*' with the statement made.

Score 7 if you '*Strongly agree*' with the statement made.

## QUESTIONNAIRE

Issue	1 <i>Strongly Disagree</i>	2 <i>Disagree</i>	3 <i>Somewhat disagree</i>	4 <i>Neither agree nor disagree</i>	5 <i>Somewhat agree</i>	6 <i>Agree</i>	7 <i>Strongly agree</i>
1. Managing knowledge is a core part of the organisation's strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In managing knowledge, goals that improve organisational performance are purposely identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Priorities are established for addressing goals that improve organisational performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The organisation has strategies to implement its KM capabilities externally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Employees are actively encouraged to make contributions to the organisation's knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Employees are actively encouraged to use the organisation's knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Employees are actively encouraged to look for new ideas internally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The organisation actively supports the formation of close working relationships among employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The organisation has a strong culture of performing work to a high standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Employees actively use new ideas to improve organisational performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Acknowledged subject matter 'experts' among employees are rewarded by the organisation for their expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The organisation invests resources to ensure that its information can be trusted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The organisation deliberately identifies optimal external practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Transferring optimal practices among employees is a formalized process in the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The organisation measures employees' contributions to its knowledge resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Periodically reviewing the quality of its knowledge resources is a formalised process in the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Respondent demographic information:**

**Sex:**

Male       Female

**Organisational occupational role (select box that best *describes* your principal (that is, predominant day-to-day) employment responsibilities:**

1. General management
  2. Fund raising/public relations/marketing
  3. Operational – i.e. delivering services to clients, e.g. social work, care, welfare, support
  4. Teaching/training
  5. Human resources
  6. Information technology
  7. Administration
  8. Accounting/finance
  9. Programme officer/advisor/specialist
  10. Other (please specify):- \_\_\_\_\_
- 

**Years of service with the organisation**

- Less than one year       One or more, but less than three years       Three  
or more, but less  than five years       Five or more, but less than ten  
years       Ten or more years
- 

**Years of service in your *current position***

- Less than one year       One or more, but less than three years   
Three or more, but less than five years       Five or more, but less than ten years   
Ten or more years
- 

**Highest educational qualification**

- High school—below Year 12 or equivalent   
High school—Year 12 (matriculation)   
Technical trade training or apprenticeship

Certificate/Graduate Certificate

Bachelor degree

Master's degree

Doctoral degree

Other qualification

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**Age**

16-20 years  21-25 years  26-30 years  31-35 years

36-40 years  41-45 years  46+ years

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**Sources:** Adapted by author from American Productivity and Quality Centre Questionnaire developed in conjunction with Arthur Andersen, as cited in O'Dell C. & Grayson Jr., CJ, 1998, If Only We Knew What We Know: The Transfer of Internal Knowledge and Best Practice, The Free Press, New York, pp. 227-30; Maister, DH, 2001 Practice What You Preach: What Managers Must Do To Achieve a High Achievement Culture, The Free Press, New York, pp. 213-216; Hammer, M 2001, The Agenda: What Every Business Must Do to Dominate the Decade, Random House Group Limited, UK, pp.51-78; Nonaka, I 1999, 'The Dynamics of Knowledge Creation', in R Ruggles & D Holthouse (eds), The Knowledge Advantage, Capstone US, pp.63-87; and Hamel, G & Prahalad CK 1994, Competing for the Future, Harvard Business School Press, Boston, Massachusetts, pp. 2-3., AS5037(Int) - 2003, Mr Garry Whiting (Queensland Railways), Mr Phil Lloyd (Deloitte Touche), Mr Brian Bailey (Ernst & Young), Dr Kate Andrews (BDO Kendalls), Mr Garry Cullen (Lend Lease), Ms Sue Halbwirth (University of Technology Sydney), Dr Lesley Wilcoxson (University of Sunshine Coast), Prof Ed Fitzgerald (University of Sunshine Coast), Mr Stephen Weaver (FPD Savills Aust Pty Ltd.)

***Thank you for your participation***

## Annex 2: Interview question

**Addis Ababa University School of Commerce  
Department of Project Management  
Master of Project Management Program**

### **Interview Questions to Program Quality and Learning Managers**

**Purpose:** This interview is being conducted for a research paper under the title “*KNOWLEDGE MANAGEMENT PRACTICES IN NGO’S*”; to be submitted in partial fulfillment of the requirements for Masters of Arts Degree in project management.

#### **General questions**

1. How many departments/units do you have? And how many development programs in each unit?
2. Which department/individual is concerned about knowledge management in your organization? How does the hierarchy go and What are their major mandates?

#### **OKM strategy**

1. Does your organization have policies and strategies to implement KM; when was it last updated?
2. What efforts has been made to aware employees about the strategies/policies in place?
3. Are all programs expected to adhere to the strategies? If yes, how do you assure their implementation?

#### **OKM process/technology**

#### **Knowledge creation/acquiring**

1. Does your origination have mechanisms for creating or acquiring knowledge from different sources such as volunteers, clients, donors or competitors? If yes please describe.

2. Does your origination have strategies in place to allow employees to present new ideas without fear and ridicule? Describe a couple of the policies.
3. Does your origination have methods to critically analyze information for future use? If yes please describe methods.
4. Does the organization invest resources in measuring employees' competencies periodically?
5. The organisation deliberately identifies optimal internal and external practices

### **Knowledge storage/retention**

1. Does your origination have a standard process for storing reference material such as policies, procedure manuals, standards, guidelines, strategies, directory of expertise, ideas, notable successes or other practical information? If yes please describe the process.
2. Does your origination utilize various written documents such as newsletters or manuals to store information captured from employees?

### **Knowledge Transfer**

1. Does your origination have regular symposiums, lectures, conferences, or training sessions to share knowledge and ideas? If yes how often and who is involved? Is it across programs/ department or only with in? Do field office staff join?
2. Are key experts in the organization are readily identified and contacted? is It easy to find out who knows what in the organization? Do staff access others in the organization for help and guidance?
3. Are employees are trained appropriately in the use of technology to support closer working relationships with one another?

### **Knowledge Application/ use**

1. Does your origination use lessons learnt or best practices from projects or tasks to improve successive projects or tasks? Is the organization good at leveraging its knowledge to create new programs/projects?
2. Does your origination have mechanisms for converting knowledge into action plans? If yes what are those mechanism?
3. Does your origination have mechanisms for developing new ideas or ways of doing things from existing practices?
4. Are individuals specially tasked to keep stored information current and up to date? Is there a policy to support it?

## **OKM Culture**

1. Does your organization acknowledge and work on the management of both knowledge types (explicit and tacit)?
2. Does your organization encourage employee in KM use share and acquire?
3. Is the formation of work groups that will make contributions to the organisation's knowledge is actively encouraged?
4. How do you describe the relationship between superior and subordinate in this organization (coach, boss?) Do employees openly express their views on issues important to them, even when they know that managers or supervisors may disagree?

***Thank you for your participation***