



**KNOWLEDGE MANAGEMENT AND SERVICE DELIVERY IN NGOs**

**A Case of Child Fund International-Uganda**

**BY**

**SUSAN ASHABA**

**2015**

**KNOWLEDGE MANAGEMENT AND SERVICE DELIVERY IN NGOs**

**A Case of Child Fund International-Uganda**

**BY**

**SUSAN ASHABA**

**13/MMSPAM/30/010**

**SUPERVISORS**

**Dr. Wilber Turyasingura.**

**Uganda Management Institute**

**Dr. Keefa Kiwanuka.**

**Uganda Management Institute**

**A Dissertation submitted to the School of Management Science in partial fulfillment  
of the requirements for the award of Master's Degree in Management Studies  
(Public Administration and Management) of Uganda Management Institute.**

**January, 2015**

**DECLARATION**

I Ashaba Susan declare that this dissertation is my own piece of work and I have never presented it to any institution of learning for any reason what so ever.

Sign .....Date.....

**APPROVAL**

This is to certify that this dissertation entitled “knowledge management and service delivery in NGOs” was written under our supervision and we approve its submission

**1. DR. WILBER TURYASINGURA**

Signature.....Date.....

Supervisor

Uganda Management Institute

**2. DR. KEEFA KIWANUKA**

Signature.....Date.....

Supervisor

Uganda Management Institute

## **DEDICATION**

This book is dedicated to my beloved parents Mr. Dominic Otafiire and Mrs. Nnalongo Otafiire who have been very supportive especially with the moral and financial support towards the completion this dissertation.

## **ACKNOWLEDGEMENT**

The completion of this dissertation is attributed to the following individuals whom I feel that the absence of any of them could have affected the final results:

My supervisors; Dr. Wilber Turyasingura and Dr. Keefa Kiwanuka for the guidance rendered to me during the entire period of completing this book.

ChildFund Kampala for accepting to study their organization, Breve media International for taking care of all the printings, my parents Mr. and Mrs. Otafiire, my husband Mr. Benards Atuhairwe, my sons; Benson, Benjamin and Bennett for the moral and financial support towards this struggle.

**TABLE OF CONTENTS:**

Declaration .....i  
Approval.....ii  
Acknowledgement.....iii  
List of contents.....iv  
List of figures .....vi  
List of tables.....vii  
Abstract.....viii

**Chapter One: Introduction**

1.1. Introduction.....1  
1.2. Background to the study.....1  
1.2.1. Historical background.....2  
1.2.2. Theoretical background.....4  
1.2.3. Conceptual background.....4  
1.2.4. Contextual background.....6  
1.3. Statement of the problem.....9  
1.4. Purpose of the study.....10  
1.5. Objectives of the study.....10  
1.6. Research questions.....10  
1.7. Hypotheses of the study.....10  
1.8. Conceptual framework.....11

1.9.	Significance of the study.....	12
1.10.	Justification of the study.....	13
1.11.	Scope of the study.....	13
1.12.	Operational Definitions.....	14

**Chapter Two: Literature Review**

2.1.	Introduction.....	15
2.2.	Theoretical Review.....	15
2.2.1.	The SECI model.....	15
2.2.2.	Justification for the SECI model.....	18
2.2.3.	Critiques of the SECI model.....	19
2.3.	Review of related literature.....	20
2.3.1.	Knowledge creation and service delivery.....	23
2.3.2.	Knowledge sharing and service delivery.....	25
2.3.4.	Knowledge utilization and service delivery.....	27
2.4.	Summery of literature review.....	29

**Chapter Three: Methodology**

3.1.	Introduction.....	30
3.3.2.	Sample size and selection.....	31
3.3.3.	Sampling techniques and procedure.....	31
3.4.	Data collection methods.....	32
3.4.1.	Instrumentation.....	33
3.4.2.	Questionnaires.....	33
3.4.3.	Interview guides.....	34

3.4.4. Document analysis.....	34
3.5. Data collection procedures.....	34
3.6. Validity and reliability.....	35
3.7. Data analysis.....	36
3.8. Measurement of variables.....	36
3.9. Assumptions and limitations .....	37
3.10. Ethical considerations .....	37

**Chapter Four: Data Presentation, Analysis and Interpretation:**

4.0. Introduction	
4.1. Response Rate	
4.2. Social Demographic Background	
4.3. Relationship between Knowledge Management and Service Delivery	

**Chapter Five: Summery, Discussion, Conclusion and Recommendations**

5.0. Introduction	
5.1. Summery of Findings	
5.2. Discussion of Findings	
5.3. Conclusions	
5.4. Recommendations	
References .....	38

**Appendices**

Appendix 1.....i

Appendix 2.....vii

Appendix 3.....viii

Appendix 4.....ix

Appendix 5.....x

Appendix 6.....xi

Appendix 7.....

**List of Figures:**

Figure 1: Conceptual framework.....13

Figure 2: The Nonaka and Takeuchi knowledge spiral.....18

Figure 3: Category of respondents

Figure 4: Gender of respondents

Figure 5: Ages of respondents

Figure 6: Departments of respondents.....

**List of Tables:**

Table 1: Sample size .....33

Table 2: Terms of service, period of employment,  
and education background of respondents.....

Table 3: Summary statistics of respondent self rating on knowledge creation.....

Table 4: Pearson correlation co-efficient between  
Knowledge Creation and Service Delivery .....

Table 5: Summary statistics of respondent self rating on knowledge Sharing.....

Table 6: Pearson correlation co-efficient between  
Knowledge Sharing and Service Delivery.....

Table 7: Summary statistics of respondent self rating on knowledge Utilization.....

Table 8: Pearson correlation co-efficient between  
knowledge Utilization and service delivery .....

## **ABSTRACT**

This study was set out to examine the relationship between Knowledge Management and Service Delivery in NGOs, a case of ChildFund International - Uganda. The study examined the relationship under the three variables of Knowledge Management which were; Knowledge Creation, Knowledge Sharing, and Knowledge Utilization, and the variables of Service Delivery which included; accessibility, timeliness, cost effectiveness and usefulness of the services. The study adopted the SECI model by Nonaka and T (1995) to understand the relationship between knowledge management and service delivery. Both quantitative and qualitative data were collected from 101 respondents, using questionnaires, interview guides and documentary analysis checklist. SPSS correlation and descriptive statistics were adopted to analyze data. Findings established that there is a significant positive relationship between Knowledge Management and Service Delivery, however it was revealed that ChildFund-Uganda does not fully implement Knowledge Management and that could be the reason behind the Service Delivery challenges in the organization. The researcher concluded that an organization that fully implements all the aspects of Knowledge Management will definitely not face Service Delivery challenges and recommended for a fully functioning Knowledge Management System in every organization.

# **CHAPTER ONE**

## **INTRODUCTION**

### ***1.1. Introduction.***

This study examined the relationship between Knowledge Management and Service Delivery in Non-Governmental Organizations (NGOs), a case of ChildFund International-Uganda. Knowledge Management in this study was the independent variable, while Service Delivery was the dependent variable. Knowledge Management was measured in form of: Knowledge Creation, Knowledge Sharing and Knowledge Utilization. While, Service Delivery was measured in form of: accessibility of the services, timeliness of the services, cost effectiveness of the services and usefulness of the services. As explained in the conceptual framework. (Figure1.)

This chapter covered the background of the study, the statement of the problem, the general objectives, specific objectives of the study, the research questions, the hypotheses, the significance, the justification, the scope of the study, and the operational definitions.

### ***1.2. Background to the study.***

This study discussed the background under four perspectives: the historical background, theoretical background, conceptual background and contextual background.

### *1.2.1. Historical background.*

Knowledge management, (KM) is a concept and a term that arose roughly in 1990. It is the organizing an organization's information and knowledge holistically (Davenport & Prusak 1994), in order to capture and make available the information and knowledge that is in people's heads as it were, and that has never been explicitly set down.

Enamul Haque, (2012) explained that, the operational origin of knowledge management, (KM) as understood today, arose within the consulting communities and from there the principles of knowledge management were rather rapidly spread by the consulting organizations to other disciplines. The consulting firms quickly realized the potential of the intranet flavor of the internet for linking together their own geographically dispersed and knowledge based organizations. Once having gained the expertise in how to take advantage of intranets to connect across their organizations and to share and manage information and knowledge, they then understood that the expertise they had gained was a product that could be sold to other organizations. A new product of course needed a name, and the name chosen, or at least arrived at, was Knowledge Management. The timing was propitious, as the enthusiasm for intellectual capital in the 1980s, had primed for the recognition of information and knowledge as essential assets for any organization.

While today's service providers are looking to reduce time to market and launch new services quickly and cost-effectively across multi-network environments, many organizations realized that the ability to manage knowledge is important in today's

economy because knowledge is considered a valuable commodity, embedded in products and in the tacit knowledge of highly mobile individual employees. (kimiz Dalkir & Jay Liebowitz, 2011)

Non-Governmental Organizations are not exceptional to the demands of Knowledge Management. Just as Ayers, A.J (1992) wrote, the world of NGOs keep expanding daily as governments in Africa shrink in their ability to provide basic social services. He further stated that, NGOs become important actors in development assistance for at least three reasons: First, because of their scale. In 1989, they contributed US\$6.4 billion to developing countries (including \$2.2 billion of official funds), representing some 12 percent of total development assistance Second, because of their style of work. Many NGOs demonstrated an ability to reach poor people, work in inaccessible areas, innovate, or in other ways achieve things, which are difficult for official agencies. Third, many of them represent poorer people. Many NGOs have close links with poor communities. Some are membership organizations of poor or vulnerable people. Others are skilled at participatory approaches. Moreover, their resources are largely additional, they complement the development effort of others, and they can help to make the development process more accountable, transparent and participatory. They not only "fill in the gaps" but they also act as a response to failures in the public and private sectors. (Tray 1990, Salamon and Anheier 1991 and 1992, Bratton 1990). cited by (Senge, 2006). The NGO attributes cited above have become increasingly important in recent years.

The above led NGOs to expand their coverage. In order to deal with more donors (at the top) and more beneficiaries (at the bottom), NGOs working in Humanitarian Aid and Social Development increasingly needed systems to manage the creation, accessing and deployment of information: within the NGOs themselves, between different NGOs that work together and, ultimately, between NGOs and Society as a whole. (Fisher Howe, 2003).

### ***1.2.2. Theoretical background.***

In the context of Knowledge Management, there were many theories and definitions drawn by various individuals and organizations, and used in literature and practice. However, this study adopted the most cited theory in Knowledge Management called ‘SECI’ model (the acronym stands for Socialization, Externalization, Combination, Internalization). It was first proposed in 1991 (Nonaka 1991), though was refined and expanded for a broader audience in the popular book, “The Knowledge Creating Company” (Nonaka & Takeuchi 1995) (cited by Tsui & Ann, 2006).

This modal was adopted because it focused on knowledge spirals that explain the transformation of tacit knowledge into explicit knowledge and then back again as a basis for individual, group, and organizational innovation and learning (Nonaka 1991)

### ***1.2.3 Conceptual Background.***

Different scholars defined Knowledge management differently; however, Nonaka (1991) defined Knowledge Management as a discipline that promotes an integrated approach to identifying, capturing, retrieving, and sharing all of an enterprise’s information assets.

These assets may include databases, documents, policies, procedures, and previously un-captured expertise and experiences in individual workers.

Macintosh and Srikantaiah (2000) wrote that, Knowledge Management has taken the business world by storm. Rightfully so the concepts of Knowledge Management are not only logical, but also been proven to work in the most competitive environment imaginable in real-life. Knowledge Management is more than a company executive writing a memo, the company purchasing group-ware, managing a collection of explicit materials, applying a fragmented policy, and creating an intranet. Having this narrow perception of Knowledge Management is like akin to blind men describing an elephant by touch. Each will be correct in the perception of a part of the elephant, but they will not grasp the concept of the whole. Knowledge management is not a procedure or a policy. Knowledge management is a holistic process that demands a total organizational commitment to cooperation in order to succeed. It is a process that has a beginning, an evolutionary process with products but has no end if pursued properly. As an organization evolves, Knowledge Management must evolve with it.

Nonaka (1991) defined Knowledge Creation as the formation of new ideas through interactions between explicit and tacit knowledge in individual human minds.

Different scholars defined Knowledge Sharing differently, however, Cummings, (2004) referred Knowledge Sharing as the sharing of task information and expertise to help collaborate with others to solve ideas or implement policies or procedures. Cummings

(2004) further explained that Knowledge Sharing can occur via written correspondences or face-to-face communication through net working with other experts, or documenting, organizing and capturing knowledge for others.

Knowledge Utilization refers to activities associated with the application of knowledge to business processes, (Newman and Conrad, 1999) Such as, generation of a new idea and its implementation into a new product, processes or service, leading to a dynamic growth of an organization.

Non Governmental Organizations (NGOs) were originally defined by the Economic and Social Council of the United Nations (ECOSOC), as any international body that is not founded by an international treaty. However the United Nations now describe a Non-Governmental Organization as a citizen's group, which is organized on a local, national, or international level "not-for-profit" to voluntarily address issues in support of the public good. Task oriented and made up of people with common interests.

Service delivery in this study was defined as the provision of timely and quality services to the intended beneficiaries according to the original plan/design, Where service means providing something as according to Oxford Advanced Learners dictionary.

#### ***1.2.4. Contextual Background.***

Child fund international-Uganda, formerly Christian Children's Fund-Uganda is a child development organization that has been working in Uganda since 1980. In the last 33 years,

it has expanded its reach to 36 districts across 52 communities. ChildFund-Uganda works for the wellbeing of children by supporting locally led initiatives that strengthen families and communities. The organization commits to enhancing child-centered change through supporting local organizations to provide services that ensure educated and confident Children, skilled and involved youth, healthy and secure infants. (Annual report, 2012)

ChildFund-Uganda adopts participatory approaches to design, address and meet clearly defined developmental targets leading to holistic development of children in the 52 communities. The organization operates where conflict, poverty, and disaster threaten the well being of children through delivering comprehensive programmes that incorporate early childhood care and development; child, community and maternal health; HIV/AIDS, water and sanitation; formal and informal education; food, nutrition and livelihood security; enhancement, diversification and generation of family/household and disaster mitigation among others. (ChildFund history and story, 2010)

ChildFund-Uganda is currently working with 9 local partners and is supported by over 1500 community based volunteers and 700 home based care givers. To date, ChildFund-Uganda has supported over 1200000 deprived, excluded and vulnerable children and more than 750000 families. ChildFund-Uganda offers these services to its communities in order to create healthy and secure infants, educated and confident children also skilled and involved youth (ChildFund annual report, 2012).

The organization implements a community based approach to programming, a move away from the traditional approach to aid/service delivery in its areas of operation. This approach places emphasis on community participatory review (bright future approach). This approach is characterized by trainings and workshops as a Knowledge Creation and Knowledge Sharing strategy.

However, it is widely agreed among the analysts community that only 20% of any enterprise knowledge is explicit knowledge, the kind that business processes rely on to work properly, coming potentially from a variety of sources; databases, directories, files which is easily sharable. While 80% is tacit knowledge: the one that people carry in their minds or keep in their personal environments and therefore more difficult to access. (Nonaka and Takeuchi 1995). Individuals normally regard their tacit knowledge as a source of strength and a personal property rather than organizational property, (Carrillo et al., 2000) thus making it difficult for organizations to manage their intellectual capital.

### ***1.3. Statement of the Problem***

ChildFund International- Uganda faces challenges of poor service delivery. For instance, the Strategic Plan Review Report, (2012) shows that 70% of the planned activities/services were not met in the planned timeframe.

The beneficiaries of ChildFund International-Uganda complain about inconsistent and delayed supply of textbooks and other scholastic materials to the beneficiary schools. They also complain about delayed delivery of construction materials and other services for the construction of buildings at beneficiary schools and health centers. Poor and delayed

delivery of items for extracurricular activities in schools & delayed delivery of items for immunization at the health centers is yet another complaint. Beneficiaries also complain of untimely workshops and meetings on performance assessment of children in schools. Trainings on sanitation, child nutrition, safe motherhood, malaria prevention & positive living for HIV/AIDS affected families continue to be inconsistent & untimely. (Strategic Plan Review Report, 2012)

More so, the organization has had an increasing number of exits of key and highly knowledgeable employees. There is no formal structure in place to share and utilize the knowledge possessed by employees before exit; the new recruits in the system hardly have access to relevant knowledge needed to make decisions. (Strategic Plan Review Report, 2012) this evidences that ChildFund faces a challenge of managing its intellectual capital.

However, the Area Strategic Planning review, (2012) showed that ChildFund invests in community participatory program reviews, trainings and workshops as strategies for creating and sharing knowledge with the aim of improving services to the community in a cost – effective manner in order to achieve its objectives in the set time frame. Nevertheless, the organization continues to face challenges of poor service delivery despite all the efforts put in place. That is why the researcher’s question remained as to whether there is a relationship between Knowledge Management and Service Delivery in NGOs.

If Service Delivery challenges at ChildFund remain un-addressed, there is a likelihood that communities and donors will lose trust in the organization and consequently, this shall affect funding. ChildFund’s major sources of income are donations and if funding is

negatively affected, the organization shall not have enough funds to implement its programmes and can consequently close.

It is therefore in the view of Service Delivery challenges at ChildFund International - Uganda that the researcher was interested in studying the relationship between Knowledge Management and Service Delivery in NGOs.

#### ***1.4. Purpose of the Study***

The purpose of this study was to examine the relationship between Knowledge Management and Service Delivery in NGOs a case of ChildFund International - Uganda, with the view of improving Service Delivery in NGOs. In particular, this study examined the relationship between Knowledge Creation, Knowledge Sharing and Knowledge Utilization and Service Delivery at ChildFund International-Uganda.

#### ***1.5.Objectives of the Study***

1. To examine the relationship between knowledge creation and service delivery at ChildFund
2. To examine the relationship between knowledge sharing and service delivery at ChildFund
3. To examine the relationship between knowledge utilization and service delivery at ChildFund

#### ***1.6.Research Questions***

1. What is the relationship between knowledge creation and service delivery at ChildFund?
2. What is the relationship between Knowledge sharing and service delivery at ChildFund?
3. What is the relationship between knowledge utilization and service delivery at ChildFund?

### ***1.7. Hypotheses of the Study***

1. There is a relationship between Knowledge creation and service delivery at ChildFund
2. There is a relationship between Knowledge sharing and service delivery at ChildFund
3. There is a relationship between Knowledge utilization and service delivery at ChildFund

### ***1.8 Conceptual Framework***

INDEPENDENT VARIABLES
<i>Knowledge Management</i>
1. Knowledge Creation -Research -Externalization
Knowledge Sharing -Socialization -Combination
3. Knowledge Utilization -Internalization

DEPENDENT VARIABLES
<i>Service Delivery</i>
1. Accessibility 2. Timeliness 3. Cost effectiveness 4. Usefulness

Source;

1. Knowledge Creation Company (Ikujiro Nonaka and Hirotaka Takeuchi 1995).
2. ChildFund Annual Report (2013)

### ***1.9 Significance of the study***

It was hoped that this study will be useful to ChildFund International–Uganda and other NGOs dealing in humanitarian aid and social development to appreciate the relationship between Knowledge Management and Service Delivery. Information obtained is useful for NGOs to improve Service Delivery through Knowledge Management. The researcher ensured this by sharing the findings of this report with stakeholders of ChildFund International-Uganda.

### ***1.10. Justification of the study***

Service Delivery in any organization is a matter of serious importance because an efficient and effective delivery system creates trust, satisfaction and loyalty between the beneficiaries and service providers (Kerstin Martens 2002). Knowledge Management according to many scholars is one of the major influencing factors to a good Service Delivery. However, a few studies on Knowledge Management and Service Delivery that have been conducted have focused on For Profit and Public Organizations. Very few scholars have written about Knowledge Management and Service Delivery in a Non Governmental Organizational Setting more so in Uganda. It is of the above reason that the researcher was interested in studying the relationship between Knowledge Management and Service Delivery in NGOs, using a case of ChildFund International-Uganda.

### ***1.11. Scope of the study.***

This study was limited only to the relationship between Knowledge Management and Service Delivery. It was conducted at ChildFund International-Uganda, Kampala area. The research was carried out in the period of six months, between March 2014 and August 2014.

### ***1.12 Operational Definitions.***

**Key Words:**

**Knowledge:** is the fact or condition of knowing something with familiarity gained through experience or association

**Management:** is the organization and coordination of the activities of a business in order to achieve defined objectives.

**Knowledge Management:** Knowledge Management is the name of a concept in which an enterprise consciously and comprehensively gathers, organizes, shares, and analyzes its knowledge in terms of resources, documents, and people skills.

**Tacit Knowledge:** Unwritten, unspoken, and hidden vast storehouse of knowledge held by practically every normal human being, based on his or her emotions, experiences, insights, intuition, observations and internalized information.

**Explicit Knowledge:** is articulated knowledge, expressed and recorded as words, numbers, codes, mathematical and scientific formulae, and musical notations.

**Service:** is the action of helping or doing work for someone.

**Service Delivery:** Service delivery is getting services as effectively and quickly as possible to the intended recipient.

**Non-Governmental Organizations:** is a voluntary group of individuals or organizations, not affiliated with any government that is formed to provide services or to advocate a public policy

## **CHAPTER TWO**

### **LITERATURE REVIEW**

## **2.1. Introduction.**

This chapter discussed the literature related to the influence of Knowledge Management on Service Delivery in NGOs, focusing on the case of ChildFund International - Uganda. The review was conceptualized under the objectives of the study and focused particularly on the relationship between Knowledge Creation, Knowledge Sharing and Knowledge Utilization and Service Delivery at ChildFund International –Uganda. The sources of the literature in this study included; scholarly journals, theses and dissertations, books, references quoted in books, papers presented at conferences, computer search, and the internet.

### **2.2.1 Theoretical review.**

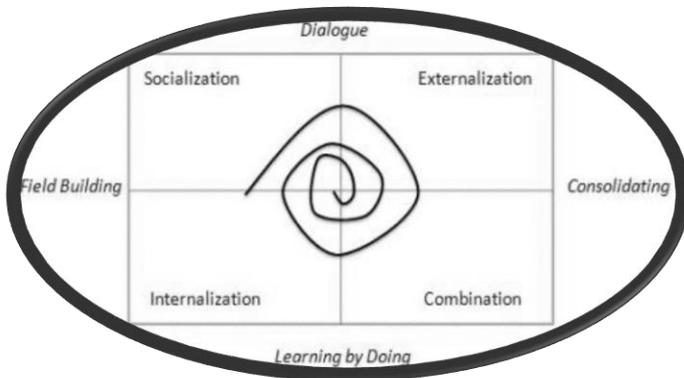
Several theories were advanced to describe the relationships between Knowledge Management and Service Delivery. However, Ikujiro Nonaka and Hirotaka Takeuchi (1995) proposed a model of the knowledge creating process in their popular book; the Knowledge Creating Company, to understand the dynamic nature of Knowledge Creation, and to manage such a process effectively called, the SECI model.

### **2.2.2. The SECI model**

The SECI model guided this study to understand the relationship between Knowledge Management and Service Delivery in NGOs. There is a spiral of knowledge involved in the model, where the explicit and tacit knowledge interact with each other in a continuous process. This process leads to creation of new knowledge. The central thought of this model is that, knowledge held by individuals is shared with other individuals so that it

interconnects to a new knowledge. The spiral of knowledge or the amount of knowledge grows all the time when more rounds are done in the model.

### **The Nonaka and Takeuchi knowledge spiral.**



Source, Nonaka and Takeuchi, (1995)

**Socialization** (tacit-to-tacit) -Much knowledge, perhaps 80%, lies in people's brains. The aim for the knowledge worker is to find ways to collect this tacit knowledge. Socialization consists of sharing knowledge through social interactions.

People indeed hold know-how secrets, personal skills that will never be shared if none works on it. It is very important to try to gather this knowledge by socializing, which is using face-to-face communication or better, share experience directly at work through two roles: the tutor and the apprentice. It involves arriving at a mutual understanding through the sharing of mental models. That way, there will be little risk that the know-how of your company leaves at the same time of employees' retirement.

**Externalization** (tacit-to-explicit) - The process of externalization gives a visible form to tacit knowledge and converts it to explicit knowledge by developing concepts and models. In this phase, tacit knowledge is converted to understandable and interpretable form, so that others can also use it. Externalized and theoretical knowledge is a base for creating new knowledge.

An intermediary is often needed to execute this process. For instance, we can consider a journalist who is the typical person able to interview knowledgeable individuals in order to extract knowledge and synthesize it in a way that increases its scope so that a larger audience can understand and apply its content.

**Combination** (explicit-to-explicit)- Combination is the process of compiling externalized explicit knowledge to broader entities and concept systems. When knowledge is in explicit form, it can be combined with the knowledge that has been filed earlier. In this phase, knowledge is also analyzed and organized. No new knowledge is created at this step. It is rather to improve what has been gathered so far, to make synthesis or a review report, a brief analysis or a new database. The content has been basically organized logically to get more sense, consolidated.

**Internalization** (explicit-to-tacit) - Internalization means understanding explicit knowledge. It happens when explicit knowledge transforms to tacit and becomes a part of individual's basic information.

Cycle continues now in the spiral of knowledge back to socialization when individual shares his tacit knowledge silently. This is how amount of knowledge grows and the previous conceptions might change.

The creation of knowledge is a continuous process of dynamic interactions between tacit and explicit knowledge. The four modes of knowledge conversion interact in the spiral of knowledge creation. The spiral becomes larger in scale as it moves up through organizational levels, and can trigger new spirals of knowledge creation.

### ***2.2.3. Justification of the SECI model***

Since this study examines how Knowledge Management influences Service Delivery, the SECI model is the perfect model to use, because it appreciates the dynamic nature of knowledge and knowledge creation which is meant to solve problems within an organization (Foss & Michailova, 2009). For this study, the problems are the Service Delivery challenges at ChildFund International – Uganda. It also provides a framework for management of the relevant processes for efficient creation of knowledge in an organization, for purposes of improving service delivery.

Several scholars agree with the principles of the SECI model, for instance Essers and Schreinemakers (1997) cited by Stephen Gourlay (2006). They praised Nonaka for recognizing that the capacity for corporate action depends on ideas and beliefs as much as on scientific knowledge. Andrew Carnegie and Libraries cited by Van Aalst, (2011) also agree with Nonaka and his colleagues that knowledge is created through the continuous social interactions. Through their Trilogy model of the knowledge creation process, they

argue that knowledge creation is a series of processes and activities that add value to an outcome such as a product or service.

They go ahead to give the steps in which knowledge can be created, just like the steps of modes of the SECI model. The steps are sharing tacit knowledge, creating concepts, justifying concepts, building a prototype and cross-leveling. They also explain knowledge creation activities as; problem solving, brainstorming, programming, and documenting.

However, some other scholars have criticized the model, as explained below.

#### ***2.2.4. Critiques of the SECI model.***

Bereiter (2002) identified four important shortcomings in Nonaka's approach. First, Echoing Stacey (2001), cited in Bereiter (2002) argues that Nonaka's theory cannot explain how minds produce (or fail to produce) ideas. Second, it overlooks the important question of understanding in order to learn by doing, one has to know what to observe. Third, while the theory recognizes knowledge abstracted from context, it says little about how it can be managed. Finally, the view that knowledge originates in individual minds prevents Nonaka from conceptualizing knowledge that arises from collective actions, for example, as a product of teamwork. Therefore, Bereiter argues that, the theory regards individual minds as full of unformed knowledge that must be projected into an external world, an approach that hinders any attempt to provide a theory of knowledge creation. As such, he suggests that Nonaka's theory fails both as a theory and as a practical tool for business. These serious issues raise questions about the utility of the model as a guide to research and practice.

Although Bereiter (2002) remarks suggest that the SECI model is ill founded, he was only tangentially interested in Nonaka's theory and did not develop his critique. Similarly, other

criticisms remain largely piecemeal, and within organization and management studies circles, the theory remains largely unchallenged. That is why this study shall go ahead and adopt it to understand the influence of Knowledge Management on service delivery in NGOs, a case of ChildFund International - Uganda.

The difference this study makes is that, it is conducted in Uganda at ChildFund International, which is a non-governmental organization. Yet the SECI model was developed based on the Japanese management cultural practices, and in a For Profit Organization.

### ***2.3.1. Review of related literature.***

Nonaka et al (2006), comments that a good even great idea will not keep an organization afloat indefinitely. Changes in the market, changes in the competition, and even changes within the company itself force the firm to remain abreast of the most recent developments in its situation. Therefore, if a company cannot access, store, retrieve, and provide the information to the proper individuals in a timely manner, then the firm will eventually fail. Knowledge Management gives the organization an opportunity to fully utilize all of its assets. Nonaka et al (2006) insists that an organization cannot succeed without effectively implementing Knowledge Management. However he ignores to explain how organizations can effectively implement Knowledge Management especially, considering the complex nature of tacit knowledge that increase the difficulty for organizations to plan and implement formal Knowledge Management initiatives (Carrillo et al, 2000), cited by (Bereiter, 2002). Bereiter (2002) explains that a vast amount of tacit knowledge resides in

the heads of individuals who may belong to different specialties, ranging from non-skilled workers to professionals or may belong to different divisions and companies, that cause difficulty for people to collect, share and manage their knowledge within limited time and budgets.

That is why many organizations' knowledge used to direct actions and to make decisions together with many lessons learnt, are lost in the 'noise' of a turbulent business environment (Bereiter, 2002). Many companies do not know what they know. This can lead to duplication of efforts, inconsistent messages to customers and most importantly, does not allow a company to out-think their competition. (Peter Senge, 2006) thus leading to poor delivery of services.

NGOs since the end of the Second World War become important to global development. They often hold an interesting role in a nation's political, economic or social activities, as well as assessing and addressing problems in both national and international issues, (Kerstin Martens 2002).

### ***2.3.2. Knowledge creation and service delivery***

Knowledge creation according to Nonaka et al (2006) is the formation of new ideas through interactions between explicit and tacit knowledge in individual human minds. The creation of knowledge is not simply a compilation of facts, but also a uniquely human process that cannot be reduced or easily replicated. It can involve feelings, beliefs and systems of which one may not even be conscious. Van Aalst, J (2009) states that knowledge creation is a general name for how new knowledge is created and becomes part of the life of the community. While Zollo and Winter (2001) describe knowledge creation through an

organizational setting. They consider knowledge creation in an organization to be dependent on individuals and groups to accumulate new experiences, articulate or share knowledge with others, and codify this knowledge to be accessible by other organizational members and can be retained in organizational memory. Andrew Carnegie and Libraries cited by Van Aalst, J (2011) defines knowledge creation as a combination of explicit (books, notes) and tacit (experiences) knowledge that leads to creation of new knowledge. They go ahead to express that knowledge creation is a series of processes and activities that add value to an outcome such a product or a service. It is a process as well as an output/outcome. As an outcome, it refers to generation of new ideas and objects that reflect enrichment of existing knowledge. Channels of communication/mobile devices facilitate knowledge creation. Estabrook, (1998), claim that knowledge creation is learning. That it is done by guesses and criticism, also called ‘conjectures and refutations’. The guesses can be anything at all. There are neither restrictions nor limitations on them. However, the criticism narrows things down because most possible ideas may not be true.

All the above definitions agree that, knowledge creation is the generation of new ideas created through social interactions. However, they all neglect to consider how scientific criteria of knowledge relate to corporate knowledge. Secondly, they fail especially Nonaka et al (2006), to recognize that the commitment of different groups to their ideas and the resulting need to resolve this conflict by managerial authority may compromise creativity and innovation which is an important element in knowledge creation.

In view of the discrepancies in the definitions above, the definition of knowledge creation adopted for this study is derived from Nonaka et al (2006), Van Aalst, J (2009) and

Estabrook, (1998). Knowledge creation is a continuous learning to form new ideas arrived at by guesses and criticisms that become part of life of the community.

This definition is considered appropriate because it considers the fact that knowledge creation is a continuous process. It also considers the fact that individuals' ideas where new knowledge is expected to be derived from can be false and therefore, learning should be by guesses and criticisms. Lastly but not least, it considers the fact that the knowledge created should become part of life of the community.

Ray (2008) urges that productivity of an individual, a team, a department and an enterprise need a continuous effort that sustain capabilities by providing applications through electronic mail, discussion sessions, shared devices, group calendars, and schedules which ensure knowledge creation from experts. Jafari et al, (2007) cited by Srikantaiah (2010) also argues that knowledge creation generates improved ability to innovate, improve coordination of efforts, and rapid commercialization of new products, thus improved service delivery. Amara & Lamari, (2001) believe that a Knowledge – based transaction generate creative ideas for innovation that significantly contribute to the financial results of an organization. While Peter Senge (2006) says that employees to deliver good service, they must have relevant knowledge about what they are providing to the customers. This brings us to a hypothesis that there is a relationship between knowledge creation and service delivery.

### ***2.3.3. Knowledge Sharing and Service Delivery***

Lily Tsui and Sherry, (2006) define Knowledge Sharing as the process of exchanging knowledge (skills, experience, and understanding) among researchers, policymakers, and service providers. Peter Senge, (2006) explains that sharing knowledge is not about giving people something, or getting something from them. That is only valid for information sharing. Sharing knowledge occurs when people are genuinely interested in helping one another develop new capacities for action; it is about creating learning processes. Nonaka, (1991) defines Knowledge Sharing as an activity through which knowledge (i.e., information, skills, or expertise) is exchanged among people, friends, families, communities, or organizations. These definitions agree that knowledge sharing involves exchange of knowledge between different parties. Cummings, (2004) refers Knowledge Sharing as the sharing of task information and know-how to help collaborate with others to solve ideas or implement policies or procedures.

All the writers agree that knowledge sharing is becoming increasingly important to ensure that practice and policy are based on sound evidence. Lily Tsui and Sherry (2006) explain that for this to happen, the gaps among research, practice, and policy must be bridged. Knowledge sharing is a tool that can be used to promote evidence-based practice and decision making, and also to promote exchange and dialogue among researchers, policymakers, and service providers.

They go ahead to write that knowledge sharing is a process that requires guiding the audience in a particular way of thinking. To do so requires an understanding of the problems they face, the level of detail they need, and the style of thinking they use. Planning effective knowledge sharing requires understanding the audience, not just the

message. In fact, knowledge sharing may be greatly facilitated by a strong focus on the audience in addition to the content of the message. Effective knowledge sharing requires identifying a community that cares about a topic and enhancing their ability to think together, stay in touch, share ideas, generate new knowledge, and connect with other communities. The message must be one that is valuable to an audience based on their needs, delivered by a messenger they can trust, and in a language they are comfortable with. One possible way to increase the effectiveness of a knowledge sharing activity may be to conduct a needs assessment early in the planning process with representatives from the target audience to determine what they wish to know and how they would like to see that knowledge delivered prior to the activity. Lily Tsui and Sherry, (2006)

Nonaka et al, (2006) says that sharing of knowledge constitutes a major challenge in the field of knowledge management because some employees tend to resist sharing their knowledge with the rest of the organization. These challenges become more difficult when dealing with tacit knowledge because individuals normally regard their tacit knowledge as a source of strength and a personal rather than organizational property (Carrillo et al, 2000) cited by Bereiter (2002). Much as the writers seem to agree that knowledge sharing involve activities that help interested parties working together exchange their knowledge, they ignore to give a detailed view on how to create knowledge sharing practices and environment, which is an enabler for knowledge sharing.

Therefore, the working definition of knowledge sharing for this study shall be derived from Lily Tsui and Sherry (2006), Peter Senge (2006), and Nonaka et al (2006) and Cummings (2004). Knowledge sharing shall be defined as the process of exchanging knowledge

between genuinely interested parties for purposes of creating learning processes to solve ideas or implement policies or procedures. This definition is considered appropriate because it considers the fact that knowledge to be considered shared must be exchanged between genuinely interested parties that want to help one another create learning processes for purposes of policy and procedure implementation

Socialization as a Knowledge Sharing strategy usually emerges from close interactions between mentor and apprentice. This creates trust and motivation among employees that consequently improves performance and service delivery. (Lily Tsui and Sherry 2006), More so, Nonaka, (1991) explains that every organization has in place mechanisms such as documents, meetings, telephone conversations or telecommunications networks with a social process where individuals (skill, invention, and creativity) and organizations exchange and combine knowledge toward effectiveness of service delivery. Therefore, it is hypothesized that, Knowledge Sharing in an organization is very important and leads to a better service delivery system.

#### ***2.3.4. Knowledge Utilization and Service Delivery***

Different scholars have written about knowledge utilization, for example Landry, Amara & Lamari, (2001). He defines knowledge utilization as the use of knowledge generated through research for policy and practice decisions. Backer, (1991) writes that knowledge utilization includes research, scholarly practice and programmatic interventions aimed at increasing the use of knowledge to solve human problems. While Estabrooks (1998), defines knowledge utilization as the use of knowledge regardless of the kind of knowledge. All the above definitions agree that knowledge utilization is the use of knowledge.

The measurement of the utilization of knowledge has centered almost exclusively on the product and process views of knowledge. The product perspective associates utilization to cases of instrumental use where the knowledge of a single study induces users to make particular decisions that would not have been made otherwise. Seeking to bring in some of the non-instrumental aspects of utilization, some studies have incorporated conceptual and symbolic uses of knowledge (Beyer and Trice 1982; Pelz 1978) cited by (Backer, 1991). The conceptual use refers to cases where knowledge of a single study provides new ideas, new theories, and new hypotheses leading to new interpretation without inducing changes in decisions. Symbolic use of knowledge occurs when practitioners and decision makers use knowledge to legitimate their views.

Though examining utilization with such 'primitive' measures may provide insights into knowledge utilization, such an operationalization falls short of the conceptual complexity inherent to the idea of knowledge utilization (Rich, 1997). Furthermore, they point out that conceptual and symbolic uses can be considered as catchall categories that limit their validity. This study's working definition for knowledge utilization shall be derived from Landry, Amara, Lamari, (2001) Backer, (1991) and Estabrooks, (1998). Knowledge utilization shall be defined as, the use of knowledge regardless of the kind of knowledge, generated through research to solve human problems. This definition is appropriate because, it considers the fact that knowledge regardless of its kind, but generated through research is used, or utilized to solve human problems.

Knowledge is the base that ensures core competencies, and it assures it through the use of knowledge (Davenport and Klahr 1998). Davenport and Klahr further proved that effective utilization of knowledge has helped organizations improve their efficiency and reduce costs for better service delivery. Organizations with high innovation potential employ benchmarking and collaboration processes, where benchmark identifies gaps and problems over others' outstanding practices and give knowledge for internal use, which knowledge is utilized to make change decision in effective way that definitely improves performance and service delivery (Estabrooks, 1998). The researcher therefore hypothesize that knowledge utilization has a direct positive relationship with service delivery.

#### ***2.4. Summary of the literature review.***

There is empirical evidence that Knowledge Management has a positive relationship with Service Delivery. (Nonaka and Takeuchi 1995, Nonaka et al, Cummings 2004, Senge 2006, Davenport and Klahr 1998.) all claim that a good Knowledge Management System in an organization improves Service Delivery. However, all the studies reviewed were conducted in Public Institutions and Profit Making Organizations. This study shall examine the relationship between Knowledge Management on Service Delivery in Non Governmental Organizations.

## **CHAPTER THREE**

### **METHODOLOGY**

#### ***3.1. Introduction.***

This chapter presents the Research Design, Study Population, Sample Size and selection, sampling technique, data collection methods, instruments, reliability and validity, data collection procedures, data analysis and measurement of variables.

### **3.2. *Research design***

This study was conducted through a case study design. A case study design is the intensive descriptive and holistic analysis of a single entity or a bounded case. The case study design is ideally suitable for this study because it will enable in-depth analysis of the problem in one NGO i.e. ChildFund – Uganda, in order to gain insight into the larger cases.

### **3.3. *Study population.***

This study was conducted at ChildFund International – Uganda, Kampala Area. The population consisted of 40 area staff, 15 community staff, 4 community leaders, and 51 beneficiaries for the year 2013, and 9 top managers. ChildFund was chosen because it is one of the oldest NGOs in Uganda and it funds a wide range of local NGOs in the country. It also has a very wide experience and a wide contact among other NGOs in the country (ChildFund history and story 2010). It was therefore, considered appropriate for providing a focal point for the study of Knowledge Management and Service Delivery in NGOs of Uganda.

### **3.4. *Sample size and selection***

The sample consisted of 35 area staff, 14 community staff, 4 community leaders, 41 beneficiaries and 8 top managers selected from a population of 119 respondents.

<b>Category</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Sampling Technique</b>
Area staff	40	35	Simple random
Community staff	15	14	Simple random
Community leaders	4	3	Simple random
Beneficiaries	51	41	Simple random
Top managers	9	8	Simple random
Total	119	101	

Source: - Krejcie & Morgan (1970) cited by Amin M. E (2005).

- ChildFund work Plan 2013

### ***3.5. Sampling Techniques and procedure***

This study employed simple random sampling technique to select samples from all categories of respondents. Simple random sampling was used by the researcher because it is a technique that selects the sample without bias from the target population for a random representation. The researcher was convinced that each member in the target population had an equal and independent chance of being included in the sample. Therefore, simple random sampling produced a random sample from the population, needed for this study.

### ***3.6. Data collection methods.***

This study used face – to – face interviews, documentary review, questionnaires to collect both qualitative, quantitative data.

### ***3.6.1. Face – to - face interviews.***

Interviews were used on top management in order to capture the meanings beyond the words. There was need for person to person verbal communication in which the researcher asked the respondent questions intended to elicit information and opinions.

### ***3.6.3. Documentary review***

Document review was used to critically examine public or private recorded information related to the issue under investigation. This tool was used in this study to obtain unobtrusive information at the pleasure of the researcher and without interrupting the researched. This tool was important for this study because: it helped the researcher to obtain the language and words of the informants, to access data at her convenient time, to obtain unobtrusive information, and obtain data that were thoughtful in that the informants had given time to compile them.

### ***3.6.4. Questionnaires***

Questionnaires were used since the study was concerned with variables that could not be directly observed such as views, opinions, perceptions and feelings of the respondents. Such information is best collected through questionnaires (Touliatos and Compton, 1988). More so since the information needed for this study could easily be described in writing.

## ***3.7. Data Collection Instruments.***

This study used questionnaires, interview guide, and document analysis guide as the main tools for collecting data. The selection of these tools was guided by the nature of data to be collected, the time available as well as, the objectives of the study.

The researcher used semi-structured instruments on interviews since they intend to collect qualitative data. Structured instruments were used on questioners for collecting quantitative data. These enabled the researcher to balance between the quantity and quality of data collected for the study and provided more information on the study. This delicate balance between the quality and quantity of information was useful for a fuller explanation of the phenomena under investigation.

### ***3.8. Data collection procedures.***

Both quantitative and qualitative data was collected from a sample of 101 responds during the period of 2 months immediately after proposal acceptance, using questionnaires, interview guide, and documentary review checklist. The data was collected by the researcher because she intended to avoid duplication of findings.

### ***3.9. Validity and Reliability***

The researcher developed instruments she felt would accurately interpret the research results. To establish validity, the instruments were given to two experts to evaluate the relevance of each item in the instruments to the objectives. The experts rated each item on

the scale: very relevant (4), relevant (3) somehow relevant (2) not relevant. (1). Validity was determined using Content Validity Index (C.V.I). C.V.I= item rated 3 or 4 by both judges divided by the total number of items in the questionnaire (Oso & Onen, 2009).

Reliability was determined by pretesting the data collection instruments (questions) on a small number of respondents from each category of the population in a different organization, with an aim of ensuring that the questions are accurate and clear in line with each of the objectives of the study. This ensured reliability of the instruments. Barifaijo et al (2010) contends that a minimum of 70% is required to estimate reliability, and the researcher used Cronbach Alpha to establish reliability.

### ***3.10. Data analysis.***

Data was analyzed quantitatively and qualitatively upon completion of the data collection process. Data cleaning, coding and entry of data was conducted and the statistical package for social sciences (SPSS) was used for quantitative data entry. SPSS correlation and descriptive statistics were also adopted to provide the researcher with the means to describe the information contained in many scores with just a few indices (Amin, 2005)

The use of likert scale ranking in the questionnaires aided to transform qualitative data which was obtained into quantitative indicators that was examined against each other statistically.

### ***3.11. Measurements of Variables***

According to Mugenda and Mugenda (2003), measurement of variables gives research information regarding the extent of individual difference on a given variable. It is on this basis therefore that appropriate measurements were used to measure data, and data was categorized orderly using the Likert Scale. The Likert Scale was chosen because it offered wider choice of expression. A nominal scale was used where numbers were assigned to different variables to serve names. This helped to create sameness or differences and it enabled the researcher to know the difference between variables.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION:**

#### ***4.0. Introduction***

This chapter provides a detailed description of the results obtained after data analysis guided by the research objectives of the study. The study aimed at examining the relationship between Knowledge Management and Service Delivery in NGOs, a case of ChildFund International - Uganda. This was in light with the Service Delivery challenges at ChildFund. The data collected was analyzed using descriptive and correlation analyses.

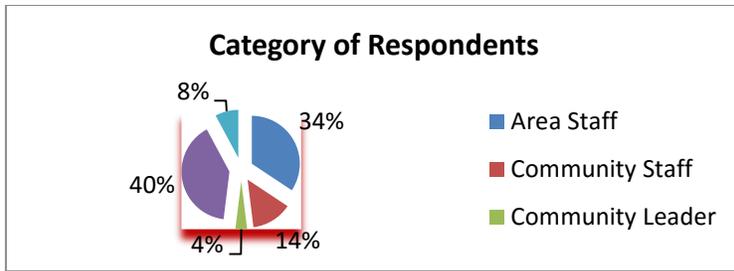
#### ***4.0.1. Response Rate***

The researcher gave out 93 questioners to respondents and all the questioners were returned (100%). This was achieved by frequently reminding the respondents to fill the questioners, and also by constantly replacing questioners respondents claimed to have misplaced. The same was with the interviews where the researcher set out to interview 8 respondents and all of them were interviewed. This brings us to 100% response rate.

#### ***4.0.2. Social-demographic background of respondents***

The study initially established the background and social-demographic profile of respondents in terms of their category, sex, departments, terms of service, age, period of employment, and education levels. Demographic characteristics were found to be associated with the quality of Service Delivery in organizations. (Beilock and Capelle, 1990) it was therefore very important for this study to consider the characteristics of the study respondents in order to understand their contribution in Service Delivery at ChildFund better. The results are presented in the figures and the tables below.

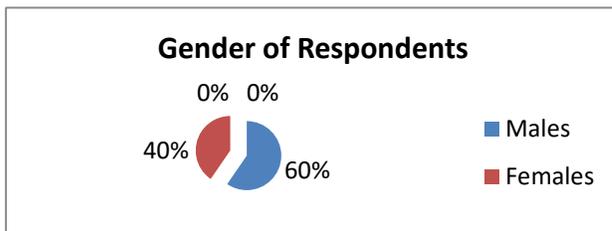
#### ***Figure 3: Figure showing the Category of Respondents***



**Source; Primary data**

The researcher considered the 5 categories of respondents at ChildFund as shown in the figure above. The category with the biggest number was the beneficiaries with 40 respondents, followed by the area staff with 35 respondents, then the community staff with 14 respondents, Top managers with 8, and community leaders with 4 respondents making the total number of respondents 101. An interviewee said that area staffs are the ones that are responsible for designing projects and following up the organization’s activities in the field. This explains why they are more in numbers than the rest of the staff.

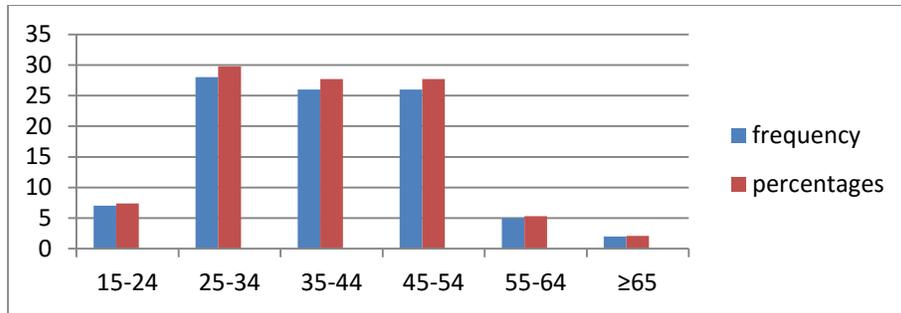
**Figure 4: Showing the Gender of Respondents**



**Source; Primary Data**

Findings reveal that males at ChildFund are more than females. This may be explained by the fact that skills of riding a motorcycle are required for recruitment of officers as explained by a manager, many females fall out of the race due to lack of riding skills.

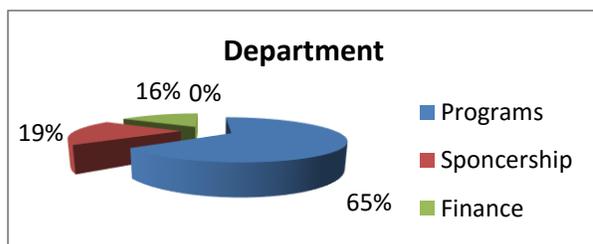
**Figure 5: Ages of Respondents**



**Source; Primary Data**

Findings show that the majority of respondents fall under the age group 25-34, according to one interviewed respondent, this is the age group with numerous personal ambitions and work demands. ChildFund prefer them due to their physical energy that eases them to reach the most disadvantaged individual the country. More so, this group is considered young youth and most of the funds for the youth in ChildFund are normally directed to them. The age groups 35-44, and 45-54 are also many in ChildFund because they were employed at the age of 25-34. Having grown from within the organization, they have gained the expertise of running the organization’s activities and therefore are equally important and thus hold higher positions in the organization.

*Figure 6: Showing the Departments of ChildFund*



**Source; Primary Data**

According to one of an interviewee, Programs have the biggest number of respondents because all the activities done at ChildFund are programs. All the beneficiaries and the biggest number of staff fall under programs. Very few staff falls under finance, definitely to take care of the financial statistics of the organization and other few fall under sponsorship to take care of the activities that ChildFund sponsor to other organizations.

**Table 1: Showing Terms of Service, Period of Employment, and Education Background of Respondents**

<b>Terms of service</b>	<b>f<sub>o</sub></b>	<b>%</b>
Voluntary	9	9.6
Contract	52	55.3
Temporary	33	35.1
<b>Period of employment in current position</b>	<b>f<sub>o</sub></b>	<b>%</b>
Less than 1 year	8	8.5
1-2 years	11	11.7
3-4 years	24	25.5
5-6 years	24	25.5
7 and above	27	28.7
<b>Education Background</b>	<b>f<sub>o</sub></b>	<b>%</b>
PhD	4	4.3
Masters Degree	15	16.0
Bachelors Degree	49	52.1
Diploma	21	22.3
Certificate	5	5.3

**Source: Primary Data**

The terms of service of respondents affect the period they are employed at ChildFund.

Findings reveal that the staffs employed on contract are the ones that spend more time in the organization and their contracts are normally renewed. These kinds of respondents are most likely to give the researcher more reliable information about the organization

It is discovered that most respondents have bachelor's degrees because it is a requirement for recruiting area and community staffs at ChildFund. The staffs with a less qualification

are the community leaders and also the support staff. Most staffs with Masters and PhDs are the top managers. Records show that most of them were supported by ChildFund to study while others were recruited when they already had those qualifications.

**4.1. The relationship between Knowledge Management and Service Delivery at ChildFund Uganda.**

The first objective of this study was to examine the relationship between Knowledge Creation and Service Delivery at ChildFund Uganda. To achieve this objective, the staffs and the beneficiaries of ChildFund Uganda were asked to react to several statements concerning Knowledge Creation and Service Delivery. Data was analyzed under several questions all intending to examine the relationship of the two variables. Their results are summarized in tables 4.3 and 4.4 below.

**Table 2: Summary statistics on respondent self rating on Knowledge Creation**

(1 – Strongly Disagree, 2 – Disagree, 3 – Undecided, 4 – Agree, 5 – Strongly Agree  
 f<sub>o</sub> - Frequency, % - Percentage)

Question	1 (f <sub>o</sub> & %)	2 (f <sub>o</sub> & %)	3 (f <sub>o</sub> & %)	4 (f <sub>o</sub> & %)	5 (f <sub>o</sub> & %)	Mean
My organization has a procedure for supporting its staff to attend external trainings.	0	0	24 (25.5%)	17 (18.1%)	53 (56.4%)	4.31

My organization discusses individual successes and faults openly.	0	0	3 (3.2%)	58 (61.7%)	33 (35.1%)	4.32
My organization hires knowledge it does not have in form of journals, books, or experts in those fields.	0	0	<b>5 (5.3%)</b>	56 (59.6%)	33 (35.1%)	4.30
I can easily access information about a subject I am not familiar with but in line with my duties	0	4 (4.3%)	6(6.4%)	47(50%)	37 (39.4%)	4.24
My organization collects information about the needs and wishes of its clients.	0	4 (4.3%)	11 (11.7%)	56 (59.6%)	23 (24.5%)	4.04
Lack of knowledge in some field has affected my performance	18 (19.1%)	17 (18.1%)	30 (31.9%)	14 (14.9%)	15 (16%)	2.90
My organization encourages peer clicks and I am in them.	0	31 (33%)	20 (21.3%)	21 (22.3%)	22 (23.4%)	3.03

**Source; Primary Data.**

The results from the interview revealed that the organization has a procedure for supporting its staff to attend external trainings. The financial report 2013 also shows that 8% of the entire budget of ChildFund was spent on trainings of staff. This was followed by the 80% of the interviewed respondents who agreed that the organization discusses individual successes and faults openly. Interviewed managers revealed to the researcher that done in order for the entire staff to learn from the successes and faults of their colleagues. ChildFund allocates a big budget every year for hiring knowledge financial report (2013). This is in line with the response of one interviewee who emphasized the existence of transparency in the organization. One of the managers said that it's very easy at ChildFund to access information because they post all reports and feedbacks on the organization's website, in the library and also the organization's spokes persons is always available to answer any questions.

However, 2 managers of ChildFund said that in some cases the organization decides on some projects and can go ahead to implement them without consulting the beneficiaries. Much as reports show that organization pays allowances to community leaders to bridge the gap between the staff and the beneficiaries, there was no single report for the year 2013 by the community leaders giving feedback about the operations of their communities. Some managers admitted that in some circumstances, they have made wrong decisions due to lack of information and knowledge about a subject. This affected their performance on one way or the other. An interviewed top manager told the researcher that there are hardly any employee clicks in the organization. She said that and if they exist, they do so secretly.

**Table 3: Pearson correlation co-efficient between Knowledge Creation and Service Delivery**

		Knowledge Creation	Service Delivery
Knowledge creation	Pearson Correlation	1	.349**
	Sig. (2-tailed)		.001
	N	94	94
Service Delivery	Pearson Correlation	.349**	1
	Sig. (2-tailed)	.001	
	N	94	94

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

The correlation between Knowledge Creation and Service Delivery was statistically significant at  $r = 0.349^{**}$  with a probability value of  $p = 0.001$  which is less than the maximum required p.value of 0.05. Therefore there is a strong relationship between Knowledge Creation and Service Delivery at ChildFund. Research has shown that a Knowledge Creation system in an organization is associated with good service delivery.

The second objective of this study was to examine the relationship between Knowledge Sharing and Service Delivery at ChildFund Uganda. To achieve this objective, the staffs and the beneficiaries of ChildFund Uganda were asked to react to several statements concerning Knowledge Sharing and Service Delivery. Data was analyzed under several questions all intending to examine the relationship between the two variables. Their results are summarized in tables 4.5 and 4.6 below.

**Table 4: Summary statistics on respondent self rating on Knowledge Sharing**

(1 – Strongly Disagree, 2 – Disagree, 3 – Undecided, 4 – Agree, 5 – Strongly Agree  
f<sub>o</sub> - Frequency, % - Percentage)

Question	1 (f <sub>o</sub> & %)	2 (f <sub>o</sub> & %)	3 (f <sub>o</sub> & %)	4 (f <sub>o</sub> & %)	5 (f <sub>o</sub> & %)	Mean
I have been encouraged by management to document my knowledge on different issues that I am an expert	10 (10.6%)	18 (19.1)	6 (6.4%)	49 (52.1%)	11 (11.7%)	3.35
Management often organizes social events mainly for socialization and I am always willing to socialize	0	10 (10.6%)	7 (7.4%)	50 (53.2%)	27 (28.7%)	4
My organization encourages me to join social networks like facebook, twitter and many others.	8 (8.5%)	0	22 (23.4%)	49 (52.1%)	15 (16%)	3.67
There is an intranet in my organization that helps employees easily share information, and other kinds of job aids.	0	5 (5.3%)	20 (21.3%)	33 (35.1%)	36 (38.3%)	4.06
My organization always organizes review meetings to share project and programme progress and lessons learnt.	0	0	0	24 (25.5%)	70 (74.5%)	4.74
My organization encourages job rotation based on one's knowhow, for purposes of knowledge sharing.	10 (10.6%)	20 (21.3%)	22 (23.4%)	13 (13.8%)	29 (30.9%)	3.33
My organization always gives feedback to its customers on	5 (5.3%)	0	0	28 (29.8%)	61 (64.9%)	4.45

the progress of a particular project.						
---------------------------------------	--	--	--	--	--	--

**Source; Primary data**

Just like the results above in table 4.5, the results from the interview and documents revealed that the manifestation of knowledge sharing at ChildFund to a great extent included; encouraging staff to document what they know. The researcher reviewed documents written by experts in the organization and the interviewed managers said that they are available and accessible to all other staff. Budgets were in place to show that ChildFund organizes social events. One interviewee told the researcher that the staffs are always willing to socialize. A manager revealed that ChildFund expectsemployees who don't want to share their knowledge and experiences to do so unknowingly through social conversations with their colleagues, and that's why the organization spends on internet and social networks. Financial statements also show that the organization pays for internet bundles for every staff. The researcher even accessed free internet in the premises of ChildFund. The ease to share knowledge at ChildFund is boosted by the existence of an intranet as explained by managers. They believe that this could ease the sharing of files and reports among the employees, beneficiaries and funders. There was a tremendous agreement of (100%) of the interviewed managers that organization carries out review meetings to share lessons learnt. However just as the quantitative results from the questionnaires, interviewed managers said that the organization does not encourage job rotation based on one's knowhow for purposes of knowledge sharing. They admitted that its very rear for an employee to change position regardless of the knowledge they may have acquired through trainings organized by the organization.

**Table 5: Pearson correlation co-efficient between Knowledge Sharing and Service Delivery**

		Knowledge Sharing	Service Delivery
Knowledge Sharing	Pearson Correlation	1	.501**
	Sig. (2-tailed)		.000
	N	94	94
Service Delivery	Pearson Correlation	.501**	1
	Sig. (2-tailed)	.000	
	N	94	94

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

The correlation between Knowledge Sharing and Service Delivery was statistically significant with a p-value of 0.01 which is less than the maximum requirement of 0.05; therefore there is a relationship between knowledge sharing and service delivery at ChildFund. The study reported that the activities of an organization which are aimed at increasing knowledge sharing are associated with the quality of service delivery.

To achieve the third objective of this study which was to examine the relationship between Knowledge Utilization and Service Delivery at ChildFund-Uganda, staffs and the beneficiaries of ChildFund were asked to react to several statements concerning Knowledge Utilization and Service Delivery. Data was analyzed under several questions intending to examine the relationship between the two variables. Their results are summarized in tables 4.7 and 4.8 below.

**Table 6: Summary statistics on respondent self rating on Knowledge Utilization**

(1 – Strongly Disagree, 2 – Disagree, 3 – Undecided, 4 – Agree, 5 – Strongly Agree)

f<sub>o</sub> - Frequency, % - Percentage)

Question	1 (f <sub>o</sub> & %)	2 (f <sub>o</sub> & %)	3 (f <sub>o</sub> & %)	4 (f <sub>o</sub> & %)	5 (f <sub>o</sub> & %)	Mean
My organization identifies its existing competencies related to both its leadership needs and the industry it competes with	5 (5.3%)	0	31 (33%)	33 (35.1%)	25 (26.6%)	3.78
My organization evaluates and assess current employees to determine how they match up to organizational needs	0	0	24 (25.5%)	41 (43.6%)	29 (30.9%)	4.05
My organization carries out coaching, mentoring and training that match personal requirements and future needs	0	5 (5.3%)	14 (14.9%)	49 (52.1%)	26 (27.7%)	4.02
My organization develops action plan of implementing its activities.	0	0	3 (3.2%)	31 (33%)	60 (63.8%)	4.61
My organization only implements activities that beneficiaries have pointed out to be their needs.	0	27 (28.7%)	12 (12.8%)	18 (19.1%)	37 (39.4%)	3.69
My organization has a system of making its knowledge, expertise, and information easily accessible to all employees.	0	0	23 (24.5%)	33 (35.1%)	38 (40.4%)	4.16
My organization has a knowledge management system.	18 (19.1%)	7 (7.4%)	24 (25.5%)	4 (4.3%)	41 (43.6%)	3.46

**Source; Primary Data**

The results from the interviews and the documentary review revealed that there is a manifestation of Knowledge Utilization at ChildFund. An interviewee told the researcher that employees of ChildFund are allocated tasks in areas where they best fit. One of the top

managers revealed to the researcher that, by evaluating and assessing employees to determine how they match up to organizational needs, the organization is in better position to know the amount of its intellectual capital for better utilization. All the financial reports show budget of capacity building. Most interviewees claimed that this is done to meet personal requirements necessary to accomplish a task, and the future needs of the organization. Action plans for all the activities of the year 2013 were in place, and a manager said that ChildFund has library and an intranet meant for making its knowledge, expertise, and information easily accessible to all employees.

However, all the interviewed managers disagreed that organization has a fully functioning knowledge management system.

**Table 7: Pearson Correlation Co-efficient between Knowledge Utilization and Service Delivery**

		Knowledge Utilization	Service Delivery
Knowledge Utilization	Pearson Correlation	1	.364**
	Sig. (2-tailed)		.000
	N	94	94
Service Delivery	Pearson Correlation	.364**	1
	Sig. (2-tailed)	.000	
	N	94	94

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

The correlation between Knowledge Utilization and Service Delivery was statistically significant with a p-value of 0.01 which is less than the maximum requirement of 0.05; therefore there is a relationship between Knowledge Utilization and Service Delivery at ChildFund.

**Table 8: Summary statistics on respondent self rating on Service Delivery**

(1 – Strongly Disagree, 2 – Disagree, 3 – Undecided, 4– Agree, 5 – Strongly Agree  
 f<sub>o</sub> - Frequency, % - Percentage)

Question	1 (f <sub>o</sub> & %)	2 (f <sub>o</sub> & %)	3 (f <sub>o</sub> & %)	4 (f <sub>o</sub> & %)	5 (f <sub>o</sub> & %)	Mean
My organization develops work plans for programmes and measures are in place to meet deadlines	0	0	7 (7.4%)	20 (21.3%)	67 (71.3%)	4.64
My organization has in place a systematic procedure of selecting its beneficiaries	0	0	5 (5.3%)	28 (29.8%)	61 (64.9%)	4.6
Some cases of duplication of activities and resources have occurred in my organization	5 (5.3%)	10 (10.6%)	31 (33%)	24 (25.5%)	24 (25.5%)	3.55
Each service has quality assurance process in place that includes customer participation and feedback	0	5 (5.3%)	21 (22.3%)	40 (42.6%)	28 (29.8%)	3.97
My organization develops joint roles and responsibilities, and formal and informal agreements are in place to share resources	0	0	18 (19.1%)	38 (40.4%)	38 (40.4%)	4.21
There is clear expectations of each partners roles and responsibilities	0	0	4 (4.3%)	26 (27.7%)	64 (68.1%)	4.64
My organization has a clear understanding of the programmes intend to be achieved.	0	0	0	16 (17%)	78 (83%)	4.83

**Source; Primary Data**

Service Delivery Challenges at ChildFund was the major problem that inspired the researcher to carry out this study. Below are the statements made by interviewed respondents that show the measures ChildFund has in place to ensure proper service delivery. Respondent’s statements are backed by the reviewed documents; all the reports

show deadlines of programs and measures are in place to meet deadlines. A systematic procedure of selecting beneficiaries was in place.

Some respondents admitted that ChildFund has registered some cases of duplication of activities and resources and that their organization does not have a quality assurance process in place for each service that includes customer participation and feedback. Annual reports showed that ChildFund has a clear understanding of the programmes intended to be achieved. Approved work plans with budgets of the organization are available to all staff, beneficiaries and the public. Interviewees say that this is to ensure transparency and accountability.

Service Delivery as the dependant variable of this study was analyzed with the independent variable Knowledge Management, under Knowledge Creation, Knowledge Sharing, and Knowledge Utilization. The analysis findings of all the variables revealed that Service Delivery is dependant on Knowledge Management therefore a very strong positive relationship exists.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### ***5.0 Introduction***

The study investigated the relationship between Knowledge Management and Service Delivery in NGOs a case of ChildFund – Uganda. This was in relation to the service delivery challenges at ChildFund - Uganda. This chapter is discussed under 5 sub topics; summary of the findings, discussion of the findings, conclusions, recommendations and contributions to the study.

### ***5.1 Summary of the findings***

The first objective was to examine the relationship between knowledge creation and service delivery at ChildFund. The relationship between the two variables was hypothesized as positive. The findings of this study were consistent with that of the proposed hypothesis. In view to this objective, data analysis and interpretation revealed that ChildFund has a procedure for creating knowledge required for its organization to successfully operate. However, the same findings indicate that some employees of ChildFund in one-way or the other have failed to perform to their expectations due to lack of knowledge and information about a particular issue or subject. More so, the organization does not encourage some activities that have been scientifically proved to help in creating new knowledge in an organization, such as peer clicks, where employees learn from each other. Estabrook, (1998) confirm the hypothesis.

The second objective was to examine the relationship between Knowledge Sharing and Service Delivery at ChildFund. Data analysis and interpretation revealed the following major findings under this objective: that there are elements of Knowledge Sharing at ChildFund, this was manifested in the documents written by staff to share their knowledge, in the social events organized mainly for socialization and the staffs' willingness to

socialize, the existence of an intranet, review meetings, and feedback to customers. However it is revealed in the findings that ChildFund does not encourage job rotation based on one's know-how, for purposes of Knowledge Sharing.

The third objective was to examine the relationship between Knowledge Utilization on Service Delivery at ChildFund. Data analysis and interpretation revealed the following major findings under this objective: that ChildFund has in place some measures of ensuring the utilization of their organizational knowledge. They do so by identifying its existing competencies related to both its leadership needs and the industry it competes in, by evaluating and assessing current employees to determine how they match up to organizational needs, by currying out coaching, mentoring and training that match personnel requirements and future needs, and by developing action plans of implementing its activities. However, findings reveal that some times, the organization decides for the beneficiaries the activities and projects to be implemented in their area, more so it was revealed that the organization does not have a complete package of a Knowledge Management System.

## ***5.2 Discussions of research findings***

Based on the first objective of this study which was to examine the relationship between Knowledge Creation and Service Delivery, findings revealed that indeed there is a positive relationship between the two variables, therefore the hypothesis turned out to be positive. However much as ChildFund tries to create the necessary knowledge for its effective

operations, knowledge creation can never be fully successful if it ignores some very important aspects of knowledge creation for example not encouraging peer clicks in the organization. For this reason therefore, respondents reported to have underperformed due to lack of information and knowledge about a subject. The researcher therefore has the scientific evidence to say that ChildFund lacks enough intellectual capital required for the running its day to day activities. (Nonaka and Takeuchi 1995) believe that uninformed decisions in an organization affect the quality of services delivered. This could be the cause of service delivery challenges at ChildFund, and it's clear that once the organization continues to face service delivery challenges, it will lose the trust and confidence of its clients and eventually close. For the case of ChildFund, the donors may decide to stop funding its projects and that may lead to its closure.

The second objective which was to examine the relationship between Knowledge Sharing and Service Delivery at ChildFund was also achieved and the findings indicate that there is a positive relationship between the two variables. There were several indicators of the existence of Knowledge Sharing in the organization as shown in chapter 4, but still findings indicated that the organization does not fully exhaust all the aspects of Knowledge Sharing for instance the fact that ChildFund does not encourage job rotation based on one's know-how. (Lily Tsui and Sherry 2006) and (Bereiter, 2002) explain that every organization has in place mechanisms such as documents, meetings, telephone conversations or telecommunications networks with a social process to share knowledge, just like what ChildFund has. But if all the aspects of knowledge Sharing are not fully exhausted, the organizations knowledge used to direct actions and to make decisions together with many

lessons learnt, will be lost in the 'noise' of a turbulent business environment. The end result will be underutilization of an organization's intellectual capital. Nonaka (1990) says that such organizations use only 20% of its knowledge thus poor service delivery.

The results of the third objective which was to examine the relationship between Knowledge Utilization and Service Delivery turned out positive and so was the hypothesis. Findings show that ChildFund implements Knowledge Utilization to some extent and this was manifested in its several activities that were explained in chapter 4. It is also argued in this report that ChildFund does not fully implement Knowledge Utilization, for instance the annual report (2013) show that some cases of duplication of resources and activities existed in ChildFund, but it is indicated nowhere about what happened to the culprits. More still there was no fully functioning Knowledge Management system, and surprisingly, some staff even managers did not know the meaning of Knowledge Management. Davanport and Klahr (1998) believe that Knowledge is the base that ensures core competencies, and the way it assures it is by the use/utilization of knowledge. Therefore it can be argued basing on the findings that poor Knowledge Utilization at ChildFund has obviously led to poor Service Delivery and that could be the cause of the Service Delivery challenges faced by the organization.

### ***5.3. Conclusions***

In view of the findings of the study, the researcher concludes that there is a relationship between Knowledge Management and Service Delivery. An organization that fully implements all the aspects of Knowledge Management will definitely not face Service

Delivery challenges. Although ChildFund to some extent implements Knowledge Management with the view of improving Service Delivery, it is scientifically proved by this study that it does not have a fully functioning Knowledge Management System. Several scholars like Nonaka et al (2006), wrote that once Knowledge Management is not fully implemented in an organization, just as it's the case with ChildFund, the organization is likely to face Service Delivery challenges.

#### ***5.4. Recommendations***

It is against this background that the researcher recommends for all organizations to have a fully functioning Knowledge Management System in order for them to successfully operate. Also, much as the researcher studied about Knowledge Management and Service Delivery in NGOs and specifically at ChildFund, the same study should be done on the government of Uganda and this time it should be the study of the influence of Knowledge Management on the government of Uganda. The researchers may choose to study ministry per ministry given the fact that the whole government may be big to study at the same time.

##### ***5.4.1. Contributions to the study***

Despite its limitations, this study should be able to solve the problems of service delivery at ChildFund and in all the humanitarian NGOs in the Uganda and also worldwide.

### ***References***

Amin M. E (2005). *Social Science Research Conception: Methodology and Analysis*.

Makerere University Printery, Kampala, Uganda.

Ayers, A.J (1992) “*Conflicts or Complementaries*”: *The State and NGOs in the Colonization Zones of San Julian And Berlin*. Eastern Bolivia Press.

Backer, T. E. (1991). *Knowledge Utilization: The third Wave Knowledge, Creation, Diffusion, Utilization*, 12(3), 225 - 240

Barifaijo K. Maria, Basheka C. Benon, Ooyu Joseph (2010). *How to write a good dissertation/thesis: A Guide to Graduate Students*. New Vision Printing and Publishing Company Ltd.

Brian, Newman and Kurt W. Conrad (1999). *The Introduction to Knowledge Management*. Ablex Publish Corporation.

Carl Bereiter (2002). *Education and mind in the knowledge age*, Taylor & Francis press

ChildFund Annual Report (2012). ChildFund International.

ChildFund Annual Report (2013)ChildFund International.

ChildFund Area Strategic Review (2012)

ChildFund History and Story.Retrieved (April 6, 2010). ChildFund International.

Cummings J. Nathan (2004). *Work Groups, Structural Diversity, and Knowledge Sharing in a Global Organization*. Benjamin-Cummings publication.

Davenport, Thomas H. Prusak, Laurence (2000). *Working knowledge: how organizations manage what they know*. Harvard Business school press.

Emanuel Haque (2010). *Knowledge management explained*. Muktadhara Muhammad publisher.

Fisher Howe (2003). *The Non Profit Leadership Team: Building the board, executive-director partnership* 1<sup>st</sup> edition. Jose – Buss press

Gourlay, S.N. (2006) *conceptualizing knowledge creation: A critique of Nonaka's theory*, *journal of management studies* 43(7), 1415-1436

Ikujiro Nonaka (1991). *Knowledge Creating Company*. Harvard business review publisher.

Ikujiro Nonaka and Hirotaka Takeuchi (1995). *Knowledge Creating Company*. Oxford university press.

Kimiz Dalkir and Jay Liebowitz (2011). *Knowledge Management in theory and practice*. British library cataloging-in- publications.

Lily Tsui & Sherry Ann Chapman (2006). *A handbook on knowledge sharing: strategies and recommendations for researchers, policy makers & service providers*. Community – university partnership press.

Martens, Kerstin (2002). *Voluntas: international journal of voluntary & non profit organization Vol.3 271-285 (15)*. Springer press

Maurizio Zollo & Sidney G. Winter (2001). *Deliberate learning & the evolution of dynamic capabilities*, university of Pennsylvania press

Mugenda, Olive M; Mugenda Abe G ( 2003). *Research Methods; Quantitative and Qualitative Approaches 2<sup>nd</sup> edition*. Nairobi Acts Press.

Nicolai J,Foss & Snejina Michailova (2009). *Knowledge Governance: Processes and Perspectives*.Oxford university press

Nonaka et al (2006). *Strategic knowledge management: An understanding towards organizational knowledge creation theory*. John Brown publication

Oso Yuka Willis & Onen David (2009). *A general guide to writing research proposal and report: a handbook of beginning researchers revised edition*. The Jomo Kenyatta Foundation.

Oxford advanced learners dictionary

Rejean Landry, Nabil Amara & Moktar Lamari (2001). *Climbing the ladder of research utilization: Evidence from social science research*, Laval university press.

Takerekere Srikantaiah, T, E. D. Koenig & Suliman Hawamdeh (2010). *Convergence of project management & knowledge management*, Scorecrow press

Van Aalst, J, & Truong, M. (2011). *Promoting knowledge creation discourse in an Asian primary five classroom: results from an inquiry into life cycle*, *international journal of science education*. 33(4), 487-515

Appendix 1:

***Questionnaire: for area staff, community staff and community leaders.***

Dear respondent,

My name is Susan Ashaba, and I am a student of Uganda Management Institute (UMI) pursuing a Masters in Management Studies: Public Administration and Management. I am carrying out a research on Knowledge Management and Service Delivery in NGOs, a case of ChildFund-Uganda.

I kindly request you to fill in this questionnaire, because your opinions are very important for this study. The research is purely for academic purposes and all the information provided shall be treated with total confidentiality.

**SECTION A: *Social-demographic background of respondents***

Instructions (please tick the appropriate answer)

***Title:***

a) Area Staff	
b) Community Staff	
c) Community Leader	
d) Beneficiary	

***Sex:***

a) Male	
b) Female	

***Age:***

a) 15-24 yrs	
b) 25-34yrs	
c) 35-44yrs	
d) 45-54yrs	
e) 55-64yrs	
f) 65-74yrs	
g) 75-84yrs	

***Terms of service:***

a) Voluntary	
b) Contract	
c) Temporary	
d) Others Specify	

***Period of employment***

a) Less than 1 year	
c) 1-2 years	
d) 3-4 years	
e) 5-6 years	
f) More than six years	

***Levels of education;***

a) PhD	
b) Masters Degree	
c) Bachelors Degree	
d) Diploma	
e) Certificate	
f) Others Specify	

***Departments***

Programs	
Sponsorship	
Finance	

**SECTION B: *Independent variables***

***Instructions:*** Please tick your opinion basing on the below Likert scale.

<b>Number</b>	1	2	3	4	5
---------------	---	---	---	---	---

<b>Scale</b>	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
--------------	-------------------	----------	-----------	-------	----------------

### 1. Knowledge Creation

No	Question	1	2	3	4	5
a.	My organization has a procedure for supporting its staff to attend external trainings					
b.	My organization discusses individual successes and faults openly					
c.	My organization hires knowledge it does not have in form of journals, books or experts in those fields					
d.	I can easily access information about a subject i am not familiar with, but in line with my duties.					
e.	My organization collects information about the needs and wishes of its clients.					
f.	Lack of knowledge in some field has affected my performance					
g.	My organization encourages peer clicks and i am in one of the clicks.					

### 2. Knowledge Sharing

No	Question	1	2	3	4	5
a.	I have been encouraged by management to document my knowledge on different issues that i am an expert.					
b.	Management often organizes social events mainly for socialization and I am always willing to socialize.					
c.	My organization encourages me to join social networks like facebook, twitter and many others.					
d.	There is an intranet in my organization that helps employees easily share information, and other kinds of job aids.					
e.	My organization always organizes review meetings to share project and programme progress and lessons learnt.					
f.	My organization encourages job rotation based on one's know-how, for purposes of knowledge sharing					
g.	My organization always gives feedback to its customers on the progress of a particular project.					

### 3. KnowledgeUtilization

No	Question	1	2	3	4	5
a.	My organization identifies its existing competencies related to both its leadership needs and the industry it competes in					
b.	My organization evaluates and assesses current employees to determine how they march up to organizational needs					
c.	My organization carries out coaching, mentoring and training that match personnel requirements and future needs.					

d.	My organization develops action plan of implementing its activities.					
e.	My organization only implements activities that beneficiaries have pointed out to be their needs.					
f.	My organization has a system of making its knowledge, expertise and information easily accessible to all employees.					
g.	My organization has a Knowledge Management System.					

### **SECTION C: *Dependent Variable***

#### **Service Delivery**

a.	My organization develops work plans for programmes and measures are in place to meet deadlines.					
b.	My organization has in place a systematic procedure of selecting its beneficiaries.					
c.	Some cases of duplication of activities and resources have occurred in my organization					
d.	Each service has quality assurance processes in place that includes customer participation and feedback					
e.	My organization develops joint roles and responsibilities, and formal & informal agreement are in place to share resources					
f.	There is clear expectations of each partners roles and responsibilities					
g.	My organization has a clear understanding of what programmes intend to achieve,					

Appendix 2:

#### ***Interview Guide: for Top Management.***

##### ***Section A: Knowledge management at ChildFund***

1. What is the purpose of your organization?
2. How many years have you spent in this organization?
3. What are the knowledge management practices common in your organization?

4. Are there any recognizable/explicit knowledge management strategies being implemented by your institution? Please name them.
5. Is there any thing you wish you had known during your first days in this organization, that has affected your performance?
6. Does your organization often organize social events where employees and other stake holders willingly participate?
7. How does your organization identify its existing competencies related to both its leadership needs and the industry it competes in?
8. Does your organization evaluate and assess its current employees to determine how they match up to organizational needs?
9. How do you think your organization would be if you had a well functioning knowledge management system?

***Section B: Service Delivery at ChildFund***

1. Does your organization have separate administration & management arrangement for Education that regularly meet to discuss activities?
2. Has your organization ever experienced duplication of activities and resources by some individuals?
3. Does each service in your organization have a quality control process in place that includes customer participation & feedback?
4. Are there clear expectations of each partners' roles and responsibilities, and your organization has formal and informal agreements in place to share resources including staff, facilities & equipment

Appendix 3:

***Documentary Review Checklist.***

Project	Project Name Project Code
Document	Document Name Document Number

Reviewer's Assessment	Reviewer's Comment
Additional comments and recommendations in the document	Reviewer's comment
Document Approval	Approval authority Date of approval

Appendix 4:

***Work plan and timeframe***

Activity	Duration (days)	Dates
Dissemination of questioners to respondents at the area office & respondents in the community	4 days	10/04/2014 – 13/04/2014
Interviewing top managers & beneficiaries	5 days	17/4/2014 – 21/04/2014

Writing chapter five	7 days	24/4/2014 – 30/04/2014
Writing chapter six and the entire report	7 days	31/4/2014 – 6/05/2014

Appendix 5:

***Proposed budget for this research.***

<b>No.</b>	<b>Item</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Total Cost</b>
1.	Photocopying	252 pages	100 shs	25,200 shs
2.	Printing and Binding	120 copies	500 shs	60,000 shs
3.	Data Analysis		500,000 shs	500,000 shs
4.	Subsistence allowance		500,000 shs	500,000 shs
5.	Internet expenses		300,000 shs	300,000 shs
6.	Transport		300,000 shs	300,000 shs
7.	Grand Total			1,685,200 shs