

Organisational Factors Influencing Knowledge Management Practices of Staffs of the Expanding Social Protection Programme (ESPP) of Uganda.

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Abstract

The study aimed at establishing the influence of organizational factors on knowledge management practices amongst members of staff of the Expanding Social Protection Programme (ESPP) of Uganda. The specific objectives sought to establish the knowledge management practices in the ESPP and the influence of leadership style, organizational structure and organizational culture on the knowledge management practices of members of staffs of the ESPP. The study combined exploratory, cross-sectional survey and case study design with quantitative and qualitative approaches for data collection and analysis. Data was collected using a self-administered questionnaire and key informant interview guide and thereafter analyzed at descriptive and inferential level using SPSS and triangulated with thematic analysis. The study established that all the four aspects of knowledge management (creation, sharing, storage and utilization) are practiced by staffs of the ESPP.

Key words: Knowledge management, organizational factors, organizational culture

Introduction and Background

Historical Background

Knowledge management as a concept is perceived to have arisen in the 20th century, however, Mohajan (2017) clarified that knowledge management is as old as mankind and can be traced to the pre-historic age (when the Neanderthals stored and transferred knowledge to successor generations through cave paintings). The classical eras saw the earliest civilization in Sumeria store knowledge on clay tablets and animal hide parchments which laid the foundation for the first library in Alexandria. Knowledge management resurged on the back of the seminal publications by Drucker, Nonaka and Takeuchi and rose to become the top strategy for organisation survival in the 21st century (Knowledge era) (Mohajan, 2017). Knowledge Management in Africa can be traced to the oral traditional society during which knowledge was stored and shared from one generation to another through narration of events, dreams tales and folk stories. (Mašić, Nešić, Nikolić & Dželetović, 2017). The search for raw materials and slaves during the colonization of Africa came with knowledge transfer across the continents. Knowledge management in Uganda can be traced to the oral traditional society through which indigenous knowledge was passed on from generation to generation. The advent of the colonial district officials birthed the documenting traditional knowledge practices such as customary patterns, traditional beliefs and move away from the oral tradition practices.

Theoretical Background

The study built on the Stankosky four pillars of knowledge management model developed in 1999. The model asserts that the effectiveness of knowledge management in an organization is hinged on four critical factors namely leadership, information technology, organization, and learning (Calitz & Cullen, 2017). Dr Stankosky in 1999 undertook a system wide investigation on knowledge management in various disciplines such as system engineering, philosophy, research, organizational development, management science to establish the critical success factors of knowledge management implementation in organizations. He developed a multi-disciplinary theory that postulated that in pursuit of successful organizational knowledge management, the above identified pillars must be addressed. (DiGiacomo, 2003).

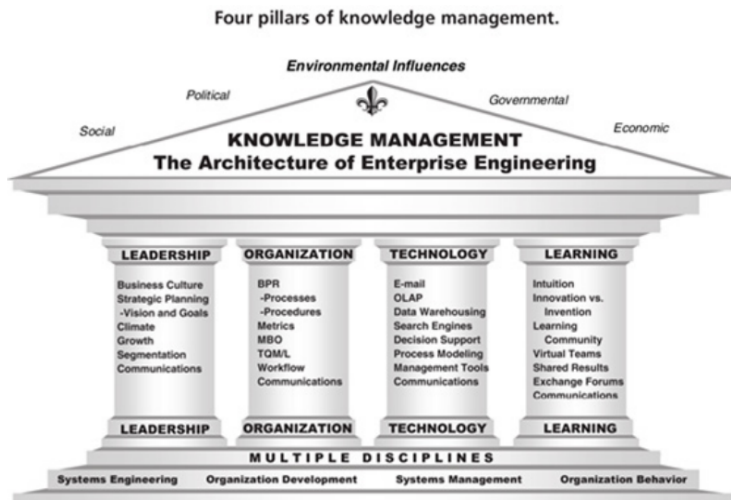


Figure 1. Four Pillars of Knowledge Management

Leadership and Knowledge Management

The Leadership pillar elaborates the role of management in organisational knowledge management. Leadership facilitates knowledge management through mainstreaming into the organisational strategies in order to respond to any changes in the environment (DiGiacomo,2003). Leadership not only facilitates the integration of organisational management of knowledge into organisational strategic direction by establishing favourable policies and incentives, it also promotes a conducive environment for knowledge management practices to flourish (Ternes Jr 2011).

Organization and Knowledge Management

Calitz & Cullen (2017) elaborate the role of the organizational pillar in influencing the structure, culture, and processes of an organization in facilitating knowledge management practices.

The organizational pillar (structure, processes, culture) aligns the knowledge management within the organizational strategy established by the leadership pillar. The dynamic competitive environment requires timely responses by organizations that is possible with mainstreamed knowledge management. Through continuous review of the environment, knowledge management will develop appropriate solutions to inform policy reviews (re-engineering) (DiGiacomo 2003).

Technology and Knowledge Management

The technology pillar compliments the leadership and organizational pillar through the provision of the appropriate infrastructure and tools to facilitate successful integration of knowledge management (Wakasa, 2011). Ainissyifa (2012) discussed the role of the technology pillar in facilitating the cyclic transmission of knowledge between tacit and explicit forms through codification, documentation and collaboration. The role of technology can be achieved through intranet, email, Management Information Systems that avail relevant knowledge to inform decisions

(decision support systems), communities of practice to promote knowledge sharing, web based solutions and social media platforms including websites.

Learning and knowledge management

The learning pillar is the glue that enables the aforementioned three pillars to successfully integrate knowledge management into the organization through creating social cultural behaviors that promote knowledge sharing. The critical component of the organization is the human resource that utilizes the tools to implement policies and utilizes the existing structures to promote knowledge management. The human resource requires empowerment to continuously acquire, share adopt knowledge into the organization business process (Wakasa, 2011). Ternes Jr (2011) demonstrated how dynamic the knowledge era is and highlighted the importance of the learning pillar. The learning pillar enables the organization to identify opportunities to adopt and remain relevant to the changing environment. Learning is promoted through the establishment of communities of practice, promoting innovations through rewards and recognition, increasing internal communications, promoting cross-cultural teams.

Conceptual background

The study considered to investigate to what extent knowledge, knowledge management, leadership styles, organizational structure and organizational culture influence knowledge management practices. In contextualizing knowledge and knowledge management in Africa, Nansubuga & Munene (2019), acknowledge the relativeness and dynamism of knowledge by defining knowledge as experiences developed by individuals and societies through the interaction with the environment in which they exist.

Turyasingura (2011) elaborated that due to different schools of knowledge management, it is difficult to develop one generally acceptable definition of knowledge management. This study adopted the Kapur Radhika (2020) definition of knowledge management as all programme interventions (processes, guidelines, technology) that create, share, store and utilise the knowledge assets to inform decision making, improve programme implementation in pursuit of the Expanding Social Protection Programme strategic objectives.

Leadership styles have been perceived by scholars in relation to the authority held by an individual over other people in an organisation. Dewi & Wibow (2020) argue that leadership styles are all things done by a person in leadership position can be categorized as democratic, free and authoritarian. Kobusinge (2018) on the other hand employs the experiences and beliefs a person in management position has gone through as those characters' traits and personalities employed by a manager in influencing subordinates and can either be delegative or autocratic or democratic leadership styles.

Organizational structure as the combination of hierarchical alignment and formal procedures that guide the management of the organizations resources. It is the command, control and communication patterns of an organization. In establishing the role of bureaucratic organization structure on the realization of the mandate of the Kampala Capital City Authority and National Planning Authority, Lam, Nguyen, Le & Tran (2021) contextualizes organizational structure as the systems, procedures arrangements through which organization perform to deliver on their goals and objectives. Lam, Nguyen, Le & Tran (2021) adopted a wider ecological lens to define organisational culture as the characteristics that determine how staffs interact amongst themselves as well as with the stakeholders for survival. Isensee, Teuteberg, Griese & Topi (2020) further the sustainability through

continued relevance narrative in defining organisational culture as those norms that guide how members conduct themselves and perform tasks to achieve the organization mandate.

This study adopted the Isensee et al (2020) definition and conceptualised organisational culture as the norms and practices that guide staff members in achieving the organisation mandate.

Contextual background

The Government of Uganda (GoU) through the Ministry of Gender Labour and Social Development, established the Expanding Social Protection Programme (ESP) within the Directorate of Social Protection to pilot the Senior Citizen Grant (SCG) to generate evidence and lessons to inform the formulation and establishment of national social protection systems through which similar cash transfer can be developed as feasible options in the national efforts for poverty reduction in long run establishment of national social protection systems. (Bukuluki & Watson, 2012). The implementation of the ESPP highlighted the MGLSD prioritisation of knowledge management through the employment of a participatory approach in development and implementation of the Social Development Sector Plan. This approach is built on the comprehensive monitoring and evaluation (M&E) system to track progress, review performance (through regular quarterly, annual and sector mid-term reviews) as well as inform all stakeholders and beneficiaries on achievement, lessons learnt and challenges in implementation. In furtherance to the above M&E system, the MGLSD established a number of programme Management Information Systems (MIS) to manage data/statistics from the respective programmes to feed into the comprehensive sector knowledge management. The MGLSD developed and implemented a research agenda to further promote evidence-based decision making and policy formulation. (MGLSD, 2016; MOGLSD, 2021).

The ESP Programme Management Unit (PMU) is a project based vehicle within the Directorate of Social Protection charged with the day to day management of the ESP programme. (The Senior Citizen Grant Operations Manual 2016). The PMU is comprised of staffs at the head office in Kampala as well as ten (10) Regional Technical Support Units (RTSUs) in Gulu, Kaberamaido, Kampala, Kamuli Kiboga, Kyenjojo, Mbale, Mbarara Moroto and Nebbi who coordinate the programme implementation at the district level.

In conformance with decentralization policy and pursuit of sustainability, the ESPP is integrated into the district local government structures with the Chief Administration Officers (CAOs) as the accounting officers of the programme whereas the daily oversight led by the District Community Development Officer (DCDO). This coordination mechanism cascades to the lower local government levels where the SCG implementation is led by the sub-county community development officer and parish chiefs. (The Senior Citizen Grant Operations Manual 2016).

Justification of the study

The ESP Programme implementation is expected to be undertaken in accordance with the programme guidelines which would minimise errors, omissions resulting into Complaints and Grievances (C&G). In pursuit of this expectation, the ESP programme conducted consultative and participatory knowledge sharing events to create operation guidelines and required institutional structures. One of the operational guidelines put in place are the complaints and grievances (C&G) guidelines and procedures to address any complaints and grievances handle that emerge from omissions and errors during programme implementation at the point of source immediately when the complaint or grievance is raised by the beneficiary (The Senior Citizen Grant Operations Manual

2016). In furtherance to the above, the ESPP supported knowledge management through the establishment of a dedicated Monitoring Evaluation Reporting and Learning (MERL) unit to lead in the knowledge management function; adopted a hybrid fund manager implementation arrangement to facilitate knowledge sharing through call down technical assistance expected to transfer knowledge to the MGLSD staff and a MIS to collect, store and share programme knowledge.

In spite of the above efforts to develop a systemic approach to knowledge management for efficient programme implementations, the programme has witnessed an increase in complaints and grievances (ESPP MIS 2021).

Complaints and Grievances (C&Gs) are dissatisfaction raised by a beneficiary who has been denied their money (SCG) and are an indicator of failure to adhere to the programme guidelines during implementation.

The failure for a beneficiary to receive their entitlement denies them the ability to meet their basic needs and given their advanced age (80+), the lack of basic needs aggravates their vulnerability. The increased number of C&Gs and delayed resolution rates, indicate increased exclusion errors, vulnerability and worsened livelihoods for beneficiaries across the country a situation causing reduced satisfaction and trust levels for the ESPP. (ESPP beneficiary survey 2020). If not addressed, the number of elderly persons receiving the cash grant will increase; poor complaints resolution will persist which deny the affected beneficiaries their entitlement and thus increase their vulnerability since they are not able to meet basic needs. The continuation of this trend will promote poor service delivery of the program leading to erosion of public perception and confidence in the programme thereby translating in risk and fraudulent practices in the programme.

Objectives and research questions

- I. To establish knowledge management practices amongst staffs in the Expanding Social Protection Programme (ESPP)
- II. To establish the influence of leadership style on knowledge management practices amongst staffs of the Expanding Social Protection Programme (ESP)
- III. To establish the influence of organisational structure on knowledge management practices of staffs in the Expanding Social Protection Programme (ESP)
- IV. To establish the influence of organisational culture on the knowledge management practices amongst staffs of the Expanding Social Protection Programme (ESP)

Methodology

The study combined an exploratory, cross sectional and case study designs. The study explored the knowledge management practices in the ESPP and the interplay between the variables. The study focused on the ESP programme of the Ministry of Gender Labour and Social Development as a case study and a cross section of the staff members across the programme formed the study participants. Cross-sectional study designs seek to analyse data from a population at a single point in time to describe prevailing characteristics of interest of the population occurring at that point in time Wang & Cheng (2020).

A mixed methods approach was used sequentially to increase validity of either quantitative or qualitative approach. Quantitative approach compiled numerical data to empirically explain, test and predict the study variables whereas qualitative approach provided in-depth perspectives to the findings from the quantitative methods (Turyasingura, 2011). The quantitative approach informed the descriptive analysis whereas the qualitative approach provided an in-depth understanding of the knowledge management practices of the staffs of the ESP Programme and the relationship between the study variables.

The study population were the staff members of the Expanding Social Protection Programme. The programme had 113 staff members of whom 90 were accessible and from whom the sample was derived.

The Krejcie and Morgan (1970) table was used to determine the sample size of 75 from a population of 90.

Table 1: Determining Sample Size from the Population

Category	Population	Sampled	% representation of sample	Systematic	Purposive
Senior Manager	04	03	4%	00	03
Management Team	10	08	11%	00	08
Senior Officers	26	22	29%	18	04
Officers	50	42	56%	38	04
Total	90	75	100%	56	19

Source- Expanding Social Protection Staff list January 2017

Data collection methods included the questionnaire survey and key informant interviews. The Questionnaire Surveys was used because it logically sequenced the questions to directly solicit perceptions of a group of individuals regarding the subject matter with the intention of understanding, predict or generalize the behaviours of the group (population) with respect to the subject matter. The survey research method was found to be a stronger alternative method due to its cost effectiveness but more importantly its higher confidence in generalizability of the study findings arising from its high representativeness of the identified population. Key informant interviews are a data collection method in which the researcher works directly with the respondents by posing the study questions to the respondents and recording their responses. The researcher is part of the data collection instrument and follows interview protocols to minimize biases in the observed responses (Bhattacharjee, 2012).

Key informant interviews were preferred for their flexibility to just the interview to pursue detailed insights on the subject matter from a few respondents and were performed in an informal environment at the convenience of the respondents.

Results and findings

Knowledge Management Practices

From the study, it was established that the ESP Programme staffs are engaged in all the four knowledge management practices, organisational knowledge was created by the staffs in the accomplishment of their daily routines and this knowledge created at individual level is then spiralled upwards through unit and departmental level and finally consumed at both the programme and ministry level as described by Kennedy (2007). Nonaka (1994), identified the interaction with the clients/customers as the primary source of knowledge creation for the Japanese public servants as compared to the knowledge created through reports, a position supported by Rathi, Given & Forcier (2016) and also established by this study. Through trainings, seminars, capacity building interventions ranging from orientations and refresher sessions, the study established that knowledge is created in the ESP Programme. Through these capacity building interventions, staffs get to learn about social protection as well as progress of implementation of the ESP programme an argument furthered by Theocharis & Tsihrintzis (2016).

Knowledge sharing is done in the ESP programme through both formal and informal avenues. Formally, the knowledge created in activity implementation is captured activity reports by staffs and these reports are shared with unit/department colleagues through meetings and on email. Knowledge is also shared by socialization when staffs have face to face interactions as well as through the various social media groups created using WhatsApp. The study findings conform to the empirical evidence (Nonaka 1994) that knowledge exists in either tacit or explicit form or it is through the informal socializations that tacit knowledge is shared whereas through the formal channels, explicit knowledge is shared. The study findings that knowledge is shared through formal and informal socializations is further supported by Theocharis & Tsihrintzis (2016).

The ESP Programme knowledge is stored in the various programme documents including reports, minutes and policies. As a programme, there is no central person for storage of programme knowledge and if one is searching for a particular report or knowledge, they need to ask the respective officer. Theocharis & Tsihrintzis (2016) contextualized problem solving through knowledge seeking and confirmed the study findings that when searching for knowledge, employees will seek their colleagues who are the stores of this knowledge given they will not have easy access to the relevant knowledge files. This furthers the assertion that the ESP programme knowledge is predominantly tacit given that it is maintained at individual level rather than available in programme documents.

In contrast at the regional unit level, there are officers designated as stores of the knowledge.

The study established that the knowledge created in programme implementation is used at the department level to inform and improve the subsequent activity implementation. The lessons learned in previous activities, the follow on activities are amended and improved (Theocharis & Tsihrintzis 2016) also established that the public sector entities make use of their knowledge assets in various ways, however the most common ways knowledge is used is to inform decision making, improvement of organisational implementation and learning.

Leadership style and knowledge management practices

Leadership style returned a significant positive relationship with knowledge management practices ($r=0.335$, $p=0.001$) implying that a unit increase in leadership style created a 0.335 increase in knowledge management practices amongst the ESPP staff. The hypothesis that there was a positive relationship between leadership style and knowledge management practices of staff of the ESPP was accepted.

Through transformational leadership style, staff motivation flourishes because of the promotion of employee participation. This environment (created by transformational leadership) promotes staffs' knowledge management practices because they have the liberty to identify and recommend innovative ways of improving their work thereby creating and utilizing knowledge.

Transformational leaders delegate subordinates to represent the department in different programme forums and through this delegation, staffs felt empowered to share their experiences on the programme level which knowledge is sharing.

Empirical studies equally find that not only does leadership style influence knowledge management practices; transformational leadership style has the most influence amongst the leadership styles. Lam, Nguyen, Le & Tran, (2021), Ugwu & Okore, (2020). It was established that transformational leadership maximizes management of its knowledge resources through the creation of an enabling environment through which staffs actively participate in all spheres of management whereas transactional leadership that pursues the mechanistic approach to task accomplishments minimized management of knowledge resources.

In furtherance to the above, the study established that the team leaders in the ESP programmes adopted a mix of leadership styles depending on the situation or subordinate they were dealing at different points in time. Different staffs with different motivation approaches required different leadership styles. This is supported by Green (2008), Amiri, Rahima & Ahmed (2020), who demonstrated that in today's dynamic work environment characterized by fluidity in the labour force, there is need to adopt a mix of the leadership styles available to respond to the diversity of the labour force.

On the basis of the study findings and support from the literature, this study observes that there is a positive relationship between leadership style and knowledge management practices amongst staffs of the ESP Programme of Uganda. In pursuit of enhancing knowledge management practices amongst staffs, should consider leaderships styles.

Organisational structure and knowledge management practices

Organisational structure returned an insignificant weak relationship between organisational structure and knowledge management practices of the ESPP Staff ($r=0.081$, $p=0.550$). The hypothesis that there was a positive relationship between organisational structure and knowledge management practices of staff of ESPP was rejected and the alternative accepted.

Operational level has the highest practice of knowledge management given it is the point at which the programme implementation is done and through this operational level, the staffs create knowledge when they undertake programme implementation, in documenting their experiences after activity completion and accountability, the operational level staffs facilitate knowledge storage and sharing and in implementing the programme directives from higher levels, the operational levels staffs utilize the programme knowledge. Further to knowledge sharing, the operational level engages

in knowledge storage as demonstrated by the existence of a staff charged with storage of various documents at the unit level (programme implementation is charged to the M&E officer whereas policies and guidelines are charged to the Administration officer).

The higher the levels of management, the higher the formalization and less knowledge creation and sharing whereas the lower the levels of management where most social interaction occurs promoted flexibility, opened and knowledge sharing, however middle management promoted more sharing and utilization of knowledge given that the higher levels, cross departmental barriers to communication were non-existent. The more formal structured an organization as seen at the apex structure, the less support for knowledge management practices and vice versa for lower formalization structures characterized at the lower levels of hierarchy.

The mid-level management level and strategic levels were engaged most in knowledge sharing and knowledge utilizing because they build on the knowledge shared by the operational level to contextualize it within the programme policy and strategic framework and inform decisions during planning and budgeting. (Szabó & Csepregi, 2015).

Sayyadi Ghasabeh, M. (2020), asserted the above in his discussion of the dynamic theory of organisational theory that middle management is critical in defining, amplifying and applying of the knowledge created by individuals in their day-to-day work and in a hierarchical bottom up structure, the middle and lower levels create knowledge that is utilized by the top level for decision making

On the basis of the study findings and support from the literature, this study observes that not only does the organization structure positively influence knowledge management practices amongst staffs of the ESP Programme of Uganda, the different organisational structures engage in the various knowledge management practices (creation, sharing, storage and utilization) differently given their varying roles in programme implementation. In order to maximize the knowledge management practices amongst staffs, there is need to enhance the respective knowledge management practice at the different organisational structure.

Organisational culture and knowledge management practices

The findings revealed a statistically significant relationship between organisational culture and knowledge management practices of staff of ESPP ($r=0.335$, $p=0.01$) implying a unit increase in organisational culture led to a 0.335 increase in knowledge management practices of ESPP staff. The study hypothesis that there was a positive relationship between organisational culture and knowledge management practices of the staff of ESPP was accepted.

The study compared the employee participation at programme and department level and established that there is higher level of employee participation at the department level as compared to the programme level which is a cause of the higher knowledge management practices at department level as compared to the programme level. At the higher levels of management there is a lot of formalization which inhibits knowledge management whereas at the lower the levels of management where there is more social interaction, knowledge management flourishes.

In regards to the study of rewards and knowledge management practices, the study established that rewards and recognitions had a positive influence on knowledge management practices. This is confirmed by Atapattu & Huybersn (2021) who also established that the practice of or perception of rewards for knowledge management practices will reinforce a positive attitude towards knowledge

management and this will result into actualization of knowledge management practices amongst staffs.

The study further established that whereas there is no programme policy on rewards and recognition, at the department level, there are rewards and recognition practices. At department level, team leaders recognize staff members for excellence and reward the excellent staffs with more delegated roles which motivates staffs to further practice knowledge management (creation, sharing, storage and utilization). The absence of rewards and recognition of employees for knowledge management practices such as cross department engagements for sharing, innovation and execution of roles, there is no incentive for staffs to engage in knowledge management but rather undertake their duty as a formality.

The study established that not only does trust have a positive influence on knowledge management practices amongst staffs of the ESP, the trust of the programme had progressively reduced as the programme evolved. The highest levels of trust were witnessed during the pilot phase of the programme and subsequently dwindled to the lowest point in the current phase (third phase – national roll out). This trend is attributed to the crowding out of knowledge sharing between staffs and management over the course of the programme transition. In pilot phase there were regular staffs' engagement and knowledge sharing platforms such as quarterly, annual reviews as well as end of year staffs' engagements. Through these platforms field staffs input to programme planning and management was effective and it influenced decisions. However, as the programme evolved to the current phase, these knowledge sharing practices were eliminated and contributions by staffs was reduced which has led to staffs' withdrawal in knowledge management events more so knowledge sharing. The study established that trust created a collaborative atmosphere through which staff innovations and sharing blossomed. (Lužar & Zoran, 2020) further established that trust determines the effort of socialization, collaboration and willingness to actively participate in the various knowledge management practices in the organization. Nonaka 1994 furthered this discussion by establishing that through knowledge sharing, mutual trust amongst staffs is strengthened.

On the basis of the study findings and support from the literature, this study observes that organization culture positively influences knowledge management practices amongst staffs of the ESP Programme of Uganda. Efforts to promote knowledge management practices amongst the staffs of the ESP Programme should consider enabling employee participation, establishing a rewards and recognition culture and promoting trust.

Conclusions and recommendations

Conclusions

Knowledge Management Practices in the ESP Programme

Knowledge Management is practiced in the Expanding Social Protection Programme. Knowledge is created through the implementation of the various programme activities such as cashing out of the grant to the elderly persons, through monitoring of programme activities, through the studies conducted in the programme including research and evaluations, programme trainings and workshops, participation in inter and intra programme meetings as well as the media (most notably the print media).

The programme knowledge is stored in both explicitly and tacitly. Explicitly, knowledge is stored in programme reports, policies & procedures, meeting minutes and email discussions whereas tacitly, knowledge is resided in the minds of the programme staffs. The various units have focal points for knowledge storage as demonstrated by task distribution in the unit level, whereas there is no officer charged with storage at the programme level.

Knowledge sharing is undertaken at all levels of the programme and the sharing mode depends on the manner in which the knowledge is stored. Explicit knowledge is shared in the formal channels such as meetings, workshops and emails whereas tacit knowledge is shared through informal discussions (face to face or online) as well as through the various thematic WhatsApp groups.

However, in spite of the abundant knowledge shared, it has emerged that there is a very poor reading culture amongst the staffs of the programme which has manifested in poor feedback from centre to field teams. The poor feedback culture creates doubt in the field staffs regarding their communication to the centre has a knock on effect on the future knowledge sharing practices of staffs and as a result of this, a lot of programme knowledge is missed out and only gets attention when it has come from an external source like media, parliament or auditor which then creates reactionary anxiety.

The programme knowledge is utilized through informing the programme and operational planning process including payment planning, training and monitoring planning by the field teams. Knowledge utilization is manifested during the programme transition from pilot to ESPPII and to the current ESPP III during which transitions, the subsequent programme design was informed by the preceding programme knowledge.

Leadership styles and Knowledge Management practices amongst staffs of the ESP Programme

The study concluded that transformational leadership style has the strongest influence on knowledge management practices because it creates an appropriate environment for knowledge management. Servant Leadership had a moderate effect on knowledge management practices whereas transactional leadership style has low levels of knowledge management practices.

Organisational Structure and Knowledge Management practices amongst staffs of the ESP Programme

There is knowledge management at all levels of the organisational structure, however arising from their varying roles in programme management, the operational level actively engages all the four

practices of knowledge management (creation, storage, sharing and utilization) whereas the middle and top levels engage more with knowledge sharing and utilization.

Organisational Culture and Knowledge Management practices amongst staffs of the ESP Programme

Organization culture influences knowledge management practices of the staffs of ESPP with employee participation having the strongest influence in promoting active participation of staffs followed by trust and rewards and recognition having the weakest influence on knowledge management practices of staffs. Through employee participation, trust is enhanced which furthers knowledge management practices.

Recommendations

Knowledge Management practices

The study established that knowledge is created in the ESP programme through the interaction of staffs however there is no knowledge management strategy in place to guide the knowledge management practices in the ESP Programme. A knowledge management strategy will provide the strategic guidance, mobilization of programme knowledge assets to avail the right knowledge for decision making in the ESP programme.

Knowledge creation is critical in maintaining the relevance of the ESP Programme and knowledge is created at individual and programme level during activity implementation. This programme implementation is perceived differently by the individual staff members and its only through interaction with other staffs that its contextualized and knowledge created that becomes a part of the knowledge assets of the programme. In order to promote knowledge creation at both the individual and programme level, there is need for the ESP Programme to establish strategies that facilitate regular interactions amongst the staffs at both national and regional level. The socialization through these programme interaction sessions would ensure that individual tacit knowledge is transferred between individual staff members and this subsequently builds on the knowledge assets of the programme.

The effectiveness of the above programme staff interactions is dependent on the staff willingness to share their tacit knowledge during these interactions. The willingness to share individual knowledge in order to create institutional knowledge can be enhanced through provision of incentives (monetary, rewards, recognition).

The establishment of and purposeful implementation of a knowledge management strategy above for the ESP Programme will guarantee the emergence of a knowledge culture that stimulates the various knowledge management practices specifically knowledge creation, knowledge sharing, knowledge storage as well as knowledge utilization

Leadership styles and Knowledge Management Practices in the ESP Programme

The study investigated the influence of the three leadership styles on knowledge management practices on the ESP programme. It emerged that transformative leadership style had the highest influence and created an enabling environment for knowledge management to flourish. The study recommends the adoption of a transformative leadership style in the ESP Programme. This will encourage staffs to actively practice knowledge creation, storage, sharing and utilization. The

transformative leadership style employs a delegation style through which staffs are empowered to experiment, innovate during implementation of the various programme activities.

Organisational Structure and Knowledge Management practices in the ESP Programme

The study established that the success of knowledge management in the ESPP requires an accountability centre who is designated to drive the agenda. In this respect, the study recommended the provision of a resource person (staff member) such as a knowledge officer to drive the knowledge management agenda and practices in the ESP Programme. The knowledge officer would ensure that the programme maximizes the knowledge assets for example through regular knowledge sharing events such as bi annual or annual lessons learning events to among others promote communication, employee participation and reverse the declining trust amongst staffs in the programme

The ESP programme transitioned from a pilot project to a nationally implemented social protection programme. This transition has generated abundant relevant knowledge to benchmark upon nationally and internationally and it is prudent upon the Ministry of Gender Labour and Social Development (MGLSD) to harness this by among others mainstreaming knowledge management in the ESP programme business processes. This can be achieved through conducting an organizational knowledge taxonomy to establish among others, the knowledge assets, gaps, opportunities as well, thereafter develop a knowledge management strategy, establish a resource to drive the strategy as well as include clear and measurable knowledge management roles in staffs' job descriptions

Organizational culture and knowledge management practices in the ESP Programme

The study has established that there is abundant knowledge created in the programme and various levels in the structure participate to different extents in knowledge management depending on their inherent roles in the programme, however it also established that there is a poor reading culture, knowledge sharing practices, inadequate communication top down and bottom up which combine to create an environment of mistrust and spirals into poor knowledge management practices. The study recommends strengthening the learning culture of the ESP programme through establishment of affirmative action to share knowledge, provide time and resources for programme reflection and learning in which lessons are identified and transferred into decision making (including planning and budgeting).

In furtherance to the above strategies to enhance the learning culture in the programme, the study recommends establishment and implementation of a transparent rewards and recognition policy for knowledge management specifically innovation (knowledge creation) and knowledge sharing.

Affirmative actions to promote employee participation in programme implementation should be pursued. Programme decision making and staff participation is mainstreamed in the key activities of work planning, implementation and progress reporting. There is need to intentionally conduct regular inter and intra unit/departmental work planning, implementation and reporting activities.

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